

Annual Report

2002-2003

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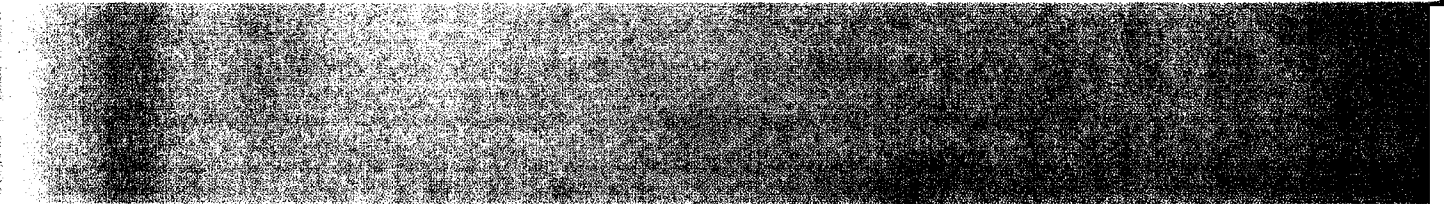


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Annual Report 2002-2003



10 Overview

The Constitution (86th Amendment) Act 2002, has been enacted by the Parliament to provide free and compulsory education to all children in the age group of 6–14 years. Improvement in quality has led to an increase in pass percentage from 79 percent to 85 percent for the secondary and 83 percent to 86.4 percent for senior secondary level.

26 Administration

Web-enabled monitoring system has been developed to help improve administration. Training has been given importance for career professional development as in-service training enhances job effectiveness of officers and staff, updates their knowledge and sharpen their skills.

34 Education of Scheduled Castes and Scheduled Tribes

A number of steps have been taken to strengthen the educational base of SCs & STs. Provision of opening educational institutions on a priority basis in the areas predominantly inhabited by these communities, incentives like scholarships, freeships, mid-day meals, free uniforms, books and stationery, and reservation of seats in educational institutions are some of these.

38 Policy, Planning & Monitoring

In order to mobilise extra-budgetary resources, the Government has proposed to constitute the Bharat Shiksha Kosh to receive donations/contributions/endowments from individuals and corporates, Central and State governments, Non Residents Indians and People of Indian Origins for various educational purposes. The Kosh is at an advanced stage of finalisation.

44 Educational Development in the North-Eastern Region

Based on the recommendations made by the Department, the empowered committee administering the Non-Lapsable Central Pool of Resources has so far approved proposals worth Rs. 387.29 crore for the development of educational infrastructure in the NE region. Out of this, funds amounting to Rs. 290.60 crore have already been released.

50 International Cooperation

India has been playing an active role in promoting UNESCO's ideals and objectives. India has a permanent delegation at Paris accredited to UNESCO. UNESCO associates itself with various local and International non-governmental organisations to promote its objectives.

Department of Elementary Education and Literacy

58 Elementary Education

Significant measures have been taken to achieve the goal of Education for All (EFA). A constitutional Amendment Act, notified on 13 December 2002 makes elementary education a fundamental right. The approach is community-owned and village education plans prepared in consultation with Panchayati Raj Institutions will form the basis of district elementary education plans. The Sarva Shiksha Abhiyan covers the entire country with a special focus on educational needs of girls, SCs and STs and other children in difficult circumstances.

82 Adult Education

For the first time since Independence, the growth in literacy overtook the rise in population. Out of 600 districts, 587 have been covered under the Adult Education programmes. About 96.69 million people have been made literate as on 31 March 2002. Special innovative programmes have been launched to target districts with female literacy rate below 30 percent. Nearly 50,00,000 non-literate women are expected to be covered over the next 6-12 months.

Department of Secondary and Higher Education

96 Secondary Education

In the Secondary Education sector, various schemes as well as institutional programmes continued to be implemented in the light of the national curriculum framework of school education, Universalisation of

Elementary Education, vocational education, early childhood education, evaluation and examination reforms, Information Technology and value education. The Central Board of Secondary Education has launched an Annual Olympiad in 2002 in which 300 students participated. Secondary Education being geared to ensure access with equity and enhancement in the quality of education.

124 University and Higher Education

During the Tenth Plan, the UGC is gearing up to achieve transformation of higher education, promoting sustainable human resource development quality in teaching and research, business and community extension functions including life-long learning.

166 Technical Education

An extensive programme for improvement of the quality of technical education has been running successfully covering number of engineering institutions in several states, benefiting technical teachers and administrators. By upgrading the Regional Engineering Colleges to National Institutes of Technology, and increasing the intake to the Indian Institutes of Technology, avenue for top quality technical education has been expanded to more aspirants.

206 Book Promotion

The Scheme of Book Promotional Activities and Voluntary Agencies and the newly proposed scheme of Financial Assistance to Educational Libraries will go a long way in achieving the objectives of improving the quality of books for children and fostering love for book in the country.

212 Copyright and Related Rights

The Copyright Enforcement Advisory Council set up to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act has been reconstituted. Separate copyright enforcement cells or special cells have been set up in majority of the states/Union Territories. The remaining states/Union Territories have also been requested to establish such cells.

218 Promotion of Languages

The Central Institute of Indian Languages has launched its web-site and instituted the Bhasha Bharati awards to recognise efforts of writers writing in a language other than their mother tongue.

The National Council for the promotion of Urdu language has launched a national programme of Urdu learning in a distance mode.

Two existing schemes have been merged under the Area Intensive and Madrasa Modernisation Programme with no change in their components.

230 Scholarships

The Department of Secondary and Higher Education administers Scholarship and Fellowship Programmes meant for Indian students for further studies and research in different universities/institutions in India and abroad respectively. These include programmes sponsored by the Government of India and those offered by foreign countries.

235 Appendices

Number of Schools, Sections, and Enrolment Capacity in States/UTs under the Scheme of Voationalisation of Secondary Education.

Statistical Statements

Statement Showing the Details of the Grants Amounting to Rupees One Lakh and Above to Voluntary Agencies during 2001-2002

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List of Outstanding Audit Paras of the Reports of the C&AG for the period from 1994 onwards

List of Autonomous Organisations, Institutions and Public Sector Undertakings (91) Under the Department of Secondary Education & Higher Education and Elementary Education & Literacy

Organisation Chart

Abbreviations

ACCC	Association of Canadian Community Colleges	CEP	Continuing Education Programme
ACCU	Asia-Pacific Cultural Centre for UNESCO	CERPA	Centre for Research, Planning and Action
ACU	Association of Commonwealth Universities	CES	Committee of Education Secretaries
AE	Adult Education	CGI	Consulate-General of India
AEC	Adult Education Centre	CHD	Central Hindi Directorate
AICTE	All India Council for Technical Education	CIDA	Canadian International Development Agency
AIE	Alternative and Innovative Education	CIEFL	Central Institute of English and Foreign Languages
AIEEE	All India Engineering Entrance Examination	CIET	Central Institute of Educational Technology
AIIS	American Institute of Indian Studies	CIILP	Canada-India Institute Industry Linkage Project
AIMMP	Area Intensive and Madrasa Modernisation Programme	CIIL	Central Institute of Indian languages
AISES	All India School Education Survey	CIRE	Centre for Insurance Research and Education
APEID	Asia-Pacific Programme for Educational Innovation for Development	CISCE	Council for Indian School Certificate Examination
ASC	Academic Staff College	CIVE	Central Institute of Vocational Education
ASCI	Administrative Staff College of India	CLASS	Computer Literacy and Studies in Schools
AVRC	Audio Visual Research Centre	CLP	Child Labour Project
BCH	Bharatiya Culture and Heritage	COBSE	Council of Boards of Secondary Education
BE	Budget Expenditure	COL	Commonwealth of Learning
BEP	Bihar Education Project	COSIST	Scheme of Strengthening of Infrastructural Facilities in Science and Technology
BGVS	Bharat Gyan Vigyan Samiti	CPCC	Commission Planning and Costing Committee
BITS	Birla Institute of Technology and Science	CPP	Centre for Public Policy
BJVJ	Bharat Jan Vigyan Jatha	CPSC	Colombo Plan Staff College for Technical Education
BLRC	Block Level Resource Centres	CPWD	Central Planning Works Division
BMS	Basic Minimum Services	CSIC	Centre for Scientific and Industrial Consultancy
BOAT	Board of Apprenticeship Training	CSIR	Centre for Scientific and Industrial Research
BPL	Below Poverty Line	CSM	Centre Software Management
BPU	Bureau for Promotion of Urdu	CSTT	Commission for Scientific and Technical Terminology
BRAOU	B.R. Ambedkar Open University	CTE	College of Teacher Education
CABE	Central Advisory Board of Education	CTP	Computer Technician Programme
CAC	Central Apprenticeship Council	CTSA	Central Tibetan School Administration
CBR	Community-Based Rehabilitation	CTV	Colour Television Set
CBSE	Central Board of Secondary Education	CVC	Chief Vigilance Commission
CCA	Certificate Course in Computer Applications	CVO	Chief Vigilance Officer
CCE	Continuous Comprehensive Evaluation	DA	Dearness Allowance
CCE	Centre for Continuing Education	DAE	Directorate of Adult Education
CCRT	Centre for Cultural Resources and Training	DBT	Department of Bio-Technology
CDC	Curriculum Development Centre	DEEP	District Elementary Education Plans
C-DOCTA	Centre for Development of Cases and Teaching Aids	DFID	Department for International Development
CDPO	Community Development Project Officer	DIET	District Institute of Education and Training
CE	Continuing Education	DIU	District Implementation Unit
CEAC	Copyright Enforcement Advisory Council		
CECs	Continuing Education Centres		
CEO	Chief Education Officer		
CEP	Computer Education Plan		
CEP	Cultural Exchange Programme		

DoNER	Development of North-Eastern Region	ICHR	Indian Council of Historical Research
DoPT	Department of Personnel and Training	ICMR	Indian Council of Medical Research
DOS	Department of Space	ICPD	International Conference on Population and Development
DPC	District Programme Coordinator	ICPR	Indian Council of Philosophical Research
DPE	Diploma in Primary Education	ICSSR	Indian Council of Social Science Research
DPEP	District Primary Education Programme	ICT	Information and Communication Technology
DPG	Directorate of Public Grievances	IDS	Institute of Development Studies
DRC	District Rehabilitation Centre	IEA	Indian Educational Abstracts
DRDA	District Rural Development Agency	IEDC	Integrated Education for Disabled Children
DRDP	Defence Research and Development Organisation	IETE	Institute of Electronics and Telecommunication Engineers
DRU	District Resource Unit	IGNOU	Indira Gandhi National Open University
DS	Day School	IGP	Income Generating Programme
DTP	Desk-Top Publishing	IIAS	Indian Institute of Advanced Study
DWCRA	Development of Women and Children in Rural Areas	IIEP	International Institute of Educational Planning
EAR	External Academic Relations	IITM	Indian Institute of Information Technology and Management
EB	Educationally Backward	IIM	Indian Institute of Management
EC	European Commission	IIP	Industry-Institute Partnership
ECCE	Early Childhood Care and Education	IIT	Indian Institute of Technology
ECE	Early Childhood Education	ILO	International Labour Organisation
EcOWAS	Economic Organisation of West African States	INC	Indian National Commission
Ed.CIL	Educational Consultants India Ltd.	INCCU	Indian National Commission for Cooperation with UNESCO
EEO	Education Extension Officer	INDLST	Indian National Digital Library for Science and Technology
EEP	Education Exchange Programme	IPR	Intellectual Property Rights
EFA	Education for All	IPRS	Indian Performing Right Society Limited
EGS	Education Guarantee Scheme	IRRO	Indian Reprographic Rights Organisation
EHV	Education in Human Values	ISBN	International Standard Book Numbering
ELTI	English Language Teaching Institute	ISM	Indian School of Mines
EMD	Entrepreneurship and Management Development Programme	ITCOS	International Training Centre in Open Schooling
EMIS	Educational Management Information System	ITDOS	International Training Division in Open Schooling
EMRC	Educational Media Research Centre	ITI	Industrial Training Institute
EP	Equivalency Programme	JCVE	Joint Council of Vocational Education
ERC	Expenditure Reforms Commission	JNV	Jawahar Navodaya Vidyalayas
ESPS	External Scholarship Processing System	JRF	Junior Research Fellowship
FG	Final Grant	JRY	Jawahar Rozgar Yojana
FIP	Federation of Indian Publishers	JSN	Jana Shikshan Nilayam
FPM	Fellowship Programme in Management	JSS	Jan Shikshan Sansthan
GATS	General Agreement on Trade in Services	KHS	Kendriya Hindi Sansthan
GER	Gross Enrolment Ratio	KHSM	Kendriya Hindi Shikshan Mandal
GPF	General Provident Fund	KOU	Kota Open University
GVE	Generic Vocational Course	KRS	Key Resource Person
HEPSN	Higher Education for Persons with Special Needs	KVS	Kendriya Vidyalaya Sangathan
HRM	Minister of Human Resource Development	LAN	Local Area Network
IAMR	Institute of Applied Manpower Research	LEP	Life Enrichment Programme
IASE	Institute of Advanced Study in Education		
IBE	International Bureau of Education		
ICDS	Integrated Child Development Services		

LJP	Lok Jumbish Project	NIEPA	National Institute of Educational Planning and Administration
MDPS	Management Development Programmes	NIFFT	National Institute of Foundry and Forge Technology
MHA	Ministry of Home Affairs	NIOS	National Institute of Open Schooling
MHRD	Ministry of Human Resource Development	NIT	National Institute of Technology
MIL	Modern Indian Languages	NITIE	National Institute of Technology and Industrial Engineering
MIS	Management Information System	NIUA	National Institute of Urban Affairs
MIT	Ministry of Information Technology	NLCPR	Non-Lapsable Central Pool of Resources
MLL	Minimum Level of Learning	NLM	National Literacy Mission
MMST	Master's in Medical Science and Technology	NLMA	National Literacy Mission Authority
MNES	Ministry of Non-conventional Energy Sources	NORI	No Obligation to Return to India
MoU	Memorandum of Understanding	NOS	National Open School
MS	Mahila Samakhya	NPE	National Policy on Education
MSK	Mahila Shikshan Kendra	NPEEE	National Programme for Earthquake Engineering Education
MTA	Mother Teacher Association	NPEP	National Population Education Project
NAB	National Accreditation Board	NPNSPE	National Programme of Nutritional Support to Primary Education
NACO	National AIDS Control Organisation	NPTEL	National Programme on Technology Enhanced Learning
NANCE	National Academic Network for Continuing Education	NRCVE	National Resource Centre on Value Education
NASSDOC	National Social Science Documentation Centre	NRI	Non-Resident Indian
NBB	National Bal Bhawan	NSRCEL	NS Raghavan Centre for Entrepreneurial Learning
NBT	National Book Trust	NSTEDB	National Science and Technology Entrepreneurship Development Board
NCAER	National Council of Applied Economic Research	NTS	National Talent Scholarships
NCC	National Cadet Corps	OB	Operation Blackboard
NCCL	National Centre for Children's Literature	OBC	Other Backward Community
NCEC	Nodal Continuing Education Centre	OBE	Open Basic Education
NCERT	National Council of Educational Research and Training	ODES	On Demand Examination System
NCHE	National Council of Higher Education	OECD	Organisation for Economic Cooperation and Development
NCOS	National Consortium for Open Schooling	OSAC	Open School Associate of the Commonwealth
NCPSL	National Council for Promotion of Sindhi Language	PCP	Personal Contact Programme
NCPUL	National Council for Promotion of Urdu Language	PDE	Population Development Education
NCRI	National Council of Rural Institutes	PERC	Population Education Resource Centre
NCTE	National Council for Teacher Education	PG&R	Public Grievance and Redressal
NEHU	North-Eastern Hill University	PGDIE	Postgraduate Programme in Industrial Engineering
NER	North-Eastern Region	PGDIM	Postgraduate in Industrial Management
NERIST	North-Eastern Regional Institute of Science and Technology	PGDISEM	Postgraduate Diploma in Industrial Safety and Environmental Management
NET	National Eligibility Test	PGP-ABM	Postgraduate Programme in Agri- Business Management
NFE	Non-Formal Education	PIO	People of Indian Origin
NFHS	National Family Health Survey	PMOST	Programme of Mass Orientation of School Teachers
NGO	Non-Governmental Organisation		
NHRC	National Human Rights Commission		
NIC	National Informatic Centre		
NICEE	National Information Centre on Earthquake Engineering		

POA	Programme of Action	SOPT	Special Orientation Programme for Primary Teacher
PP	Prahar Pathshala	SPA	School of Planning and Architecture
PPL	Phonographic Performance Limited	SPOA	State Programme of Action
PQL	Physical Quality of Life	SRC	State Resource Centre
PTA	Parent Teacher Association	SSA	Sarva Shiksha Abhiyan
QIP	Quality Improvement Programme	STEI	Secondary Teacher Education Institute
R & D	Research and Development	SUPW	Socially Useful Productive Work
RCCPs	Radio-Cum-Cassette Players	TA	Travel Allowance
REC	Regional Engineering College	TC	Teachers Centre
RF	Radio Frequency	TEPSE	Teachers Preparation in Special Education
RFLP	Rural Functional Literacy Project	TEQIP	Technical Education Quality Improvement Programme
RIE	Regional Institute of Education	TLC	Total Literacy Campaign
RPF	Revised Policy Formulations	TLE	Teaching Learning Equipment
RRC	Regional Resource Centre	TMA	Tutor Marked Assignment
RSKB	Rajasthan Shiksha Karmi Board	TTTIs	Technical Teacher Training Institutes
SAARC	South Asian Association for Regional Cooperation	UCC	Universal Copyright Convention
SAIIER	Sri Aurobindo International Institute of Educational Research	UEE	Universalisation of Elementary Education
SAP	Special Assistance Programme	UGC	University Grants Commission
SCERT	State Council of Educational Research and Training	UNDP	United Nations Development Programme
SCHE	State Council of Higher Education	UNESCO	United Nations Educational, Scientific and Cultural Organisation
SCRIPT	Society for Copyright Regulation of Indian Produces of Films and Television	UNFPA	United Nations Population Fund
SCVE	State Council of Vocational Education	UNICEF	United Nations Children's Fund
SDAE	State Directorate of Adult Education	UPE	Universalisation of Primary Education
SH	Speech Handicap	USEFI	United States Educational Foundation in India
SICI	Shastri Indo-Canadian Institute	UT	Union Territory
SID	Society of Innovation and Department	VDL	Video Distance Learning
SIDA	Swedish International Development Agency	VEC	Village Education Committee
SIET	State Institute of Educational Technology	VEP	Vocational Education Programme
SK	Shiksha Karmi	VH	Visual Handicap
SKP	Shiksha Karmi Project	VHO	Voluntary Hindi Organisation
SLET	State Level Eligibility Test	VLSI	Very Large Scale Integration
SLIET	Sant Longowal Institute of Engineering and Technology	VRC	Vocational Rehabilitation Centre
SLM	Self Learning Material	WIPO	World Intellectual Property Organisation
SLMA	State Literacy Mission Authority	WTO	World Trade Organisation
		ZSS	Zilla Saksharta Samiti



Chapter 1

Overview

The Constitution (86th Amendment) Act 2002, has been enacted by the Parliament to provide free and compulsory education to all children in the age group of 6–14 years. Improvement in quality has led to an increase in pass percentage from 79 percent to 85 percent for the secondary and 83 percent to 86.4 percent for senior secondary level.



Planning

The National Policy on Education, 1986, as updated in 1992, envisages improvement and expansion of education in all sectors, elimination of disparities in access and laying greater stress on improvement in the quality and relevance of education at all levels including technical and professional education. It also emphasises that education must play a positive and interventionist role in correcting social and regional imbalances, empowering women and securing a rightful place for the disadvantaged and the minorities.

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

As state funding of the education sector, despite best efforts, has been inadequate and it has not so far been possible to set apart six percent of the national income for education, it has been decided to enlist the support of all concerned and mobilise extra-budgetary resources to fill in the gap between actual requirements and the available budgetary support. As a measure, the '**Bharat Shiksha Kosh**' has been constituted to receive donations/contributions/endowments from individuals and corporates, central and state governments, Non-Resident Indians (NRIs) and People of Indian Origin (PIO) for various educational purposes.

An Area Officer Scheme was introduced in the Department in 1999 as a mechanism for regular and effective review, monitoring and coordination of various central and centrally sponsored schemes. In its present form, an officer of the rank of Director or above has been assigned the responsibility of a particular State/UT.

The '**Bharat Shiksha Kosh**' has been constituted to receive donations/contributions/endowments from individuals and corporates, central and state governments, Non-Resident Indians and People of Indian Origin for various educational purposes.

The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from institutions ranging from pre-primary to higher level numbering over 10 lakh through mailed questionnaires in collaboration with the state education departments. A scheme to strengthen the machinery for Educational Statistics at state/field levels has been proposed.

Pursuant to the Government's policy, both the departments continued to sustain the flow of funds to the North-Eastern region under their various schemes, for the development of the education. Additional funds have been provided from the Non-Lapsable Central Pool of Resources (NLCPR) for the development of educational infrastructure in these states.

Major programmes of the Department viz. District Primary Education Programme, Sarva Shiksha Abhiyan and Lok Jumbish, Shiksha Karmi, Education Guarantee Scheme and Alternative and Innovative Education and National Programme of Nutritional Support to Primary Education accord priority to areas of concentration of SCs and STs. Some other schemes are also being implemented for the upliftment of SCs, STs and girl students.

India is among the founding members of UNESCO, a constituent body of the United

Nations. India has been playing an active role in promoting UNESCO's ideals and objectives.

The International Cooperation Cell has been entrusted to formulate independent Educational Exchange Programmes (EEPs) with various countries. While EEPs with Mongolia and Armenia have been signed, EEPs with various other countries are in the process of being formulated.

Elementary Education

The country has made a significant progress since Independence in the field of elementary education. The 2001 census shows the highest jump in the literacy rate in the decade since Independence, with the rate going up from 52.21 percent in 1991 to 65.38 percent in 2001. Concerted effort towards Universalisation of Elementary Education (UEE) has resulted in manifold increase in schools, teachers and students. However, we have not yet been able to achieve the goal of UEE at the turn of the millennium. The Government of India has attached the highest priority for completing this unfinished task in this decade and Rs. 28,750 crores have been allocated in the Tenth Plan for Elementary Education.

A major initiative has been the move to make free and compulsory education a Fundamental Right for all children in the age group of 6-14 years. The

Constitution (86th Amendment) Act 2002 has been enacted by the Parliament, and with this enactment, every child can demand elementary education from the state as a Fundamental Right. The Act also devolves a duty on the parents to provide all possible opportunities of education to children in this age group.

Sarva Shiksha Abhiyan

To make this right meaningful and effective, the government has launched the Sarva Shiksha Abhiyan (SSA), the National Programme for Universalisation of Elementary Education in mission mode in partnership with the states for the children in the 6-14 age group. To signify the national priority, the SSA Mission has been set up with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice-Chairperson. The states have also established implementation societies for UEE under the chairmanship of their respective Chief Minister / Education Minister. Apart from providing quality elementary education, the SSA also focused on free textbooks for girls, toilets especially for girls, setting up of Village Education Committees and Mother Teacher Associations. The scheme also focused on innovations for girls and SC/ST education allowing Rs. 50 lakh per district and Rs. 15 lakh per project. During 2002-03, upto 3 January 2003, annual District Elementary Education Plans of 576 districts in 28 states/Union Territories (UTs) have been approved for an outlay of Rs. 3081.08 crore.

Other programmes for elementary education, being implemented as part of the SSA framework are as follows.

Education Guarantee Scheme and Alternative and Innovative Education

The Education Guarantee Scheme (EGS) and the Alternative and Innovative Education Programme have been launched to provide access to school-less habitations. The programmes also support flexible



strategies for out-of-school children through Bridge Courses, Residential Camps, Drop-in Centre, Summer Camps, Remedial Coaching for formal schoolchildren, etc. More than 1.07 lakh EGS centres have been opened. The programme has been subsumed in SSA in the Tenth Plan.

Operation Blackboard

Since its inception, under Operation Blackboard, more than 3 lakh posts of teachers in primary and upper primary schools were sanctioned. Funds for procurement of teaching-learning equipment for 6.60 lakh primary and upper primary schools were provided to States/UTs. Similarly, about 1.86 lakh additional classrooms were constructed. The scheme has been subsumed in SSA from 2002-03.

District Primary Education Programme

Launched in 1994, the District Primary Education Programme (DPEP) adopts a holistic approach to universalise access, retention, improved learning achievement and to reduce disparities among gender and social groups, through various innovatives and strategies. Under the framework of the SSA, the DPEP now covers 273 districts in 18 states. The programme is funded by the World Bank (Rs. 5137 crores), European Commission (EC)(Rs. 623 crores), the Department for International Development (DFID) (Rs. 36 crores), the Government of Netherlands (Rs 215 crores) and UNICEF. (Rs. 927 crores)

Shiksha Karmi Project

The programme aims to universalise primary education with quality, in remote, arid and backward villages of Rajasthan. The programme has successfully addressed the problem of teacher absenteeism by providing appropriate training to the local youth for classroom transitions.

Lok Jumbish Project

Lok Jumbish, being implemented in the state of Rajasthan, has shown positive impact of micro-



Janshala Programme

Janshala is a joint programme of the Government of India and five UN Agencies (UNDP, UNICEF, UNFPA, UNESCO and ILO). The programme aims at providing support to ongoing efforts towards achieving UEE and is community-based with a special focus on girls and children in deprived communities, marginalised groups, SC/ST minorities, working children and children with specific needs. The total outlay on the programme is US\$ 20 million (approximately Rs. 100 crore). Janshala is a block-based intervention, and is being implemented in 139 blocks and 10 cities in 9 states of the country.

The programme has three main objectives.

1. To enhance and sustain community participation in effective school management and the protection of child rights
2. To improve performance of teachers in the use of interactive child-centred and gender-sensitive methods of teaching in multi-grade class rooms
3. To improve attendance and performance of difficult-to-reach groups of children, especially girls.

planning and school mapping process through community support. Through specific interventions for girls and disadvantaged children, significant improvement has taken place in enrolment and retention.

Teacher Education

The Teacher Education Scheme is being continued with the establishment of new District Institutes of Education and Training. On the recommendations of the Working Group on Elementary and Adult Education for the Tenth Plan, the Scheme is being revised for quality improvement in the teacher education. The stress would be to make institutes fully functional and productive with greater participation of the states in implementation of the scheme.

A socially conscious and literate society has a vital role to play in a democracy. Eradication of illiteracy has been one of the major national concerns of the Government of India since Independence.

Mid-Day Meals

The Scheme of Nutritional Support to Primary Education (popularly called Mid-day Meals Scheme) was launched in August, 1995 with the objective to give a boost to the universalisation of primary education while simultaneously impacting on the nutritional status of students studying in primary classes in government, local body and government aided schools. During the current year, the programme has been extended to children studying in EGS centres opened in the habitations without schools. Central support to the programme is in the form of supply of foodgrains free of cost (100 gms. per child) and admissible transportation charges for movement of foodgrains from the nearest Food Corporation of India (FCI) Depot to the school/distribution point. Recently, the Hon'ble Supreme Court in its Order dated 29 November 2001 have directed the states/UTs to provide cooked meals under the scheme. In pursuance of this order, cooked meals are now being served in Andhra Pradesh, Rajasthan, Andaman and Nicobar, Daman and Diu, Dadra and Nagar Haveli, in addition to the existing States, viz. Chhattisgarh, Gujarat, Kerala, Orissa (in tribal districts/block), Madhya Pradesh (tribal blocks), Karnataka (seven educationally backward blocks), Tamil Nadu and Pondicherry, which were already providing meals to children. In Delhi, ready-to-eat food is being distributed. About one-third of a total of 10.26 crore children in primary classes are currently getting cooked meals.

Mahila Samakhya

Currently, the Mahila Samakhya programme covers over 9,000 villages spread over 60 districts in the 10 States of Andhra Pradesh, Assam, Bihar, Gujarat, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Uttar Pradesh and Uttaranchal.

Adult Education

A socially conscious and literate society has a vital role to play in a democracy. Eradication of illiteracy has been one of the major national concerns of the Government of India since Independence. The need for a literate population was recognised as a crucial input for nation building. Although a number of significant programmes were taken up since Independence to eradicate illiteracy among adults, the 1991 Census indicated that despite substantial increase in the number of persons made literate from about 60 million in 1951 to about 359 million in 1991, the number of illiterates had only increased from about 300 million to about 328 million during this period. Gender disparity and regional disparity in literacy had also continued.

National Literacy Mission

The National Literacy Mission (NLM) was set up in May 1988 on an objective assessment of the strengths and weaknesses of the earlier programmes to accord a new sense of urgency, seriousness and emphasis with fixed goals, clear time frame and age-specific target groups. Emphasis was laid not on mere enrolment of learners but on attainment of certain predetermined norms and parameters of literacy, numeracy, functionality and awareness along with institutionalisation of post-literacy and continuing education in a big way.

The goal of the NLM is to attain full literacy, i.e., a sustainable threshold level of 75 percent by 2007 by imparting functional literacy to non-literates in the age group of 15–35 years. Besides this age group, persons outside this age limit are not excluded from the programme; particularly the children in the age group of 9–14 years who are

also dropouts. Apart from predetermined levels of reading, writing and numeracy with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Literacy, as enunciated in the NLM, is not an end in itself but has to be an active and potent instrument of change ensuring achievement of these social objectives and the creation of a learning society.

The revised parameters and enhanced norms of financial assistance of the schemes under the NLM have also been extended for implementation during Tenth Plan. The main features of the revised schemes include an integrated approach to literacy amalgamating all the features of literacy and post-literacy phases. Zilla Saksharata Samitis (District Literacy Societies) would continue to oversee and run literacy programmes with the freedom to synergise their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, panchayati raj institutions, small-scale industries, cooperative societies, etc. The expansion of the Scheme of Continuing Education encompassing removal of residual illiteracy, individual interest programmes, skill development, rural libraries, etc., has been given due priority. State Resource Centres and Jan Shikshan Sansthan (JSS) would provide academic and technical resource support to the Scheme of Continuing Education in their respective spheres of work. The State Resource Centres and NGOs have continued to be strengthened with expanded role of their activities in furthering the objectives of the NLM. Similarly, strengthening of JSSs continued with their activities extended to rural areas also and to function as Repositories of vocational/skill development programmes in the district. Decentralisation and devolution of financial and administrative powers has been given to State Literacy Mission Authorities for sanctioning of projects. With these improvements, the mission will continue to consolidate the gains of previous years and accelerate the growth of the literacy movement.

The Total Literacy Campaign (TLC) is the principal strategy of the NLM for eradication of illiteracy. The TLCs have certain positive features which make them unique and distinguish them from other government programmes. These campaigns are area-specific, time-bound, participative, delivery through voluntarism, cost-effective and outcome-oriented. These are implemented through Zilla Saksharta Samitis as independent and autonomous bodies, having due representation of all sections of society. The campaign approach to literacy is characterised by large-scale mobilisation through a multi-faceted communication strategy. The survey undertaken at the grassroots level also serves as a tool of planning, mobilisation and environment building. The management information system in a campaign is based on the twin principles of participation and correction. Apart from imparting functional literacy, the TLC also disseminates a 'basket' of other socially relevant messages such as enrolment and retention of children in schools, immunisation, propagation of small family norms, women's equality and empowerment, peace and communal harmony etc. These literacy campaigns generated a demand for primary education, which has been reflected by rapidly rising enrolment ratio in schools. Consequently the number of non-literates entering the 15–35 age group has been declining. At this stage, it is therefore, necessary to ensure that neo-literates do not relapse into illiteracy and also acquire vocational skills.

The basic literacy skills acquired by millions of non-literates are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The NLM aims at ensuring that the TLC and the post-literacy

programmes, successfully move on to continuing education which provides lifelong learning.

According to the 2001 Census, 45 districts with female literacy rate below 30 percent are concentrated in Bihar, Jharkhand, Uttar Pradesh and Orissa. Special innovative projects are being taken up to raise the level of female literacy in these areas.

Since this problem is most acute in Bihar and Uttar Pradesh, to begin with, 8 low female literacy districts in Uttar Pradesh have been brought under an accelerated programme of female literacy, which is being implemented through a network of about 100 NGOs. Similar projects are in progress for the other states as well.

Over the decades, literacy rates have shown substantial improvement. The total literacy rate was only 18.33 percent in 1951, which rose to 52.21 percent in 1991 and has further increased to 65.4 percent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.85 percent for males and 54.16 percent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 31.9 million. The number of literates, on the other hand, increased by 203.6 million during the last decade. During the last decade, female literacy rate has shown much higher growth, increasing by

14.87 percentage points as against 11.72 for males thus reducing the male–female differential in literacy rates from 24.84 in 1991 to 21.7 in 2001. All states have registered an increase in literacy rates and 60 percent male literacy has been achieved without exception. Inter-state and intra-state disparities still continue, although the gap between the educationally advanced and backward states has been narrowing over the years.

Although the TLC took the form of a mass movement and spread throughout the country, in many cases a number of campaigns stagnated due to natural calamities, lack of political will, etc. Despite success of literacy phase, there are still pockets of residual illiteracy and low female literacy. Priority would continue to be given to cover the districts uncovered so far, stagnating districts and those with female literacy rate below 30 percent.

Regional disparities including pockets of residual illiteracy and special problems of low literacy states like Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Andhra Pradesh, Jammu and Kashmir, Jharkhand, Chhattisgarh alongwith the North-Eastern Region and Sikkim would continue to be given greater attention.

The Continuing Education Scheme provides a learning continuum to the efforts of Total Literacy and Post-Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs) which provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, and vocational skills and also promote social and occupational development. The scheme also undertakes a number of important programmes such as Equivalency programme designed as an alternative education programme equivalent to the existing formal, general or vocational education; Income-generating programme facilitating the



Bridging Gender Gaps

- The gap in male–female literacy rate has decreased from 24.84 percent in 1991 to 21.70 percent in 2001.
- Female literacy increased by 14.8 percent i.e. from 39.3 percent to 54.16 percent whereas male literacy increased by 11.72 percent i.e. from 64.1 percent to 75 percent during the last decade.
- Gender equity and women's empowerment is also visible as about 60 percent of participants and beneficiaries are women.

participants to acquire or upgrade their vocational skills and take up income-generating activities; Quality of life improvement programme to equip learners and the community with essential knowledge, attitude, values and skills to raise their standards of living; and Individual interest promotion programme providing opportunities for learners to participate and learn about their individually chosen social, health, physical, cultural, and artistic interests.

The NLM fully recognises the vast potential of NGOs in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active promotional role in the literacy movement. Apart from imparting literacy, the NGOs provide academic and technical resource support through experimental and innovative programmes, conduct evaluation and impact studies and organise workshops, seminars, etc.

The State Resource Centres (SRCs) managed by NGOs provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation, etc. At present there are 25 SRCs.

The objective of the JSSs is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum-dwellers, migrant workers etc. At present there are 108 JSSs in the country and the number would increase in future. The JSSs run a number of vocational programmes with varying duration of different skills. As on date, more than 250 types of courses and activities are offered by these institutions. About 2 lakh persons are given vocational training annually. Of these, over 75 percent are women.

The Central Directorate of Adult Education, a subordinate office also provides academic and technical resource support to the NLM. It has also been playing an important role in the development of a network of resource support, particularly production of media materials and harnessing of all kinds of media for furtherance of the objectives of the NLM.

Monitoring and evaluation are essential management tools for identifying the strengths and weaknesses of a system. Their significance has been realised and put into effect by the NLM. Procedures have been designed to make the objectives of adult education programmes operationally more realistic. The monitoring not only provides essential



Achievements

- The literacy rate in 2001 has been recorded at 65.38 percent as against 52.21 percent in 1991. The 13.17 percentage points increase in the literacy rate during the period is the highest increase in any decade
- 96.69 million persons made literate as on 31 March 2002.
- The rate of growth is more in rural areas than in urban areas
- The population in 7+ age group increased by 171.6 million while 203.6 million additional persons became literate during 1991–2001.
- All the states and Union Territories (without exception) have shown increase in literacy rates during 1991–2001.
- In all states and Union Territories the male literacy rate is now over 60 percent. Kerala continues to have the highest literacy rate of 90.92 percent and Bihar has the lowest literacy rate of 47.53 percent.
- There has been significant decline in absolute number of non-literates from 328.88 million in 1991 to 296 million in 2001.
- Out of the total 600 districts in the country, 587 districts have been covered by the NLM under literacy programme.

information for financial or programme audits, but also provides transparency so that public accountability is achieved through wider process of social audits. This information is useful feedback for the field functionaries and decision-makers in policy formulation.

Social Impact

The dramatic social mobilisation generated by the literacy campaigns has had an enormous impact on other social sectors, most notably women's empowerment, health and population stabilisation along with environmental awareness. A framework for effective social action has been provided by the Panchayati Raj Institutions. Democratic participation has been enriched by promoting articulation in society, especially of the underprivileged groups. The campaigns have served the cause of promoting equity and social justice in society and fostering of a scientific temper and a sense of belonging to India's great composite culture and consciousness of unity in diversity.

Present Status

Out of 600 districts in the country, 587 have since been covered under Adult Education Programmes: 174 under TLC, 212 under Post-Literacy Programme and 201 under Continuing Education Programme. There are 25 SRCs functioning in various states. At present, there are 108 JSSs in the country and the number is set to increase in the near future. About 96.69 million persons have been made literate as on 31 March 2002. About 60 percent of the beneficiaries are women, while 22 percent and 12 percent belong to Scheduled Castes and Scheduled Tribes respectively.

Secondary Education

During the year, in the secondary education sector, various schemes as well as institutional programmes continued to be implemented in the light of the national curriculum framework of school education, universalisation of elementary education, vocational education, education of groups with

special needs, early childhood education, evaluation and examination reforms, Information Technology (IT) education and value education. National Council for Education, Research and Training (NCERT) focused its efforts on these priority areas.

There has been substantial increase in the quantum and quality of the academic activities of the Central Board of Secondary Education (CBSE). The focus of these activities was mainly targeted in the fields of curriculum development, pedagogical support, teacher empowerment and progress/development of supplementary textual materials. The CBSE also conducted Group Mathematics Olympiad Examinations to discover talent and excellence in mathematics. It has also launched an annual Olympiad in 2002 in which over 300 students from CBSE-affiliated schools participated.

NOS continued to take initiatives of launching the Open Basic Education (OBE) Programme as an alternative programme for neoliterates and school dropouts. In order to make NIOS examinations more transparent, NIOS switched over from door evaluation to spot evaluation and complete computerisation of processing of results. The question papers and marking schemes are placed on the Internet (Website: www.nos.org) immediately after examinations are over. The examination results are also uploaded on the Internet.

The Kendriya Vidyalayas (KVs) aim at providing uninterrupted education to children of central government/defence employees who are liable to frequent transfers. In 843 KVs, 7,20,120 students have been enrolled (as on 31 March 2002). KV have shown steady improvement in Board examinations, which is evident from the increase of pass percentage from 79 percent to 85.5 percent for class 10 and 83.3 percent to 86.46 percent for Class 12 during 1997 to 2002. Also, 49 teachers of KVs were honoured during the current year with KVS incentive awards.

The Jawahar Navodaya Vidyalayas (JNVs) aim at providing good quality modern education including cultural values, environmental awareness and physical education to talented children in rural areas without regard to their family's socio-economic conditions. The scheme of JNV has grown to 480 schools in various states and Union Territories.

The Scheme of Vocational Education is being implemented since 1988 (revised in 1992–93). It has created a massive infrastructure of 19,608 sections in 6800 schools providing for diversion of 10 lakh students at 10+2 level. The implementation of the Scheme was evaluated during 1999 and based on that evaluation remedial steps are being taken to rectify the shortcomings.

The Scheme of Access with Equity has been formulated under which some new components have been included with enhanced budgetary provision for the Tenth Plan period. The two schemes of Computer Literacy and Studies in School (CLASS) and Educational Technology are being merged in order to increase the effectiveness of the activities covered in both. The composite scheme is likely to increase exposure of children utility and application of computers and improve utilisation of media through radio and television for increased access to education.

University and Higher Education

The main thrust of activities in the higher education sector during the year related to the following areas.

- Statistical growth of higher education system
- Programme for general development of universities and colleges
- Promotion of socially relevant programmes
- Programme for enhancing access and equity
- Programmes for promotion of quality and excellence
- Programmes for disadvantaged and differently abled persons
- Programmes for strengthening of research

The reach of IGNOU has increased substantially by the use of Gyan Darshan, an educational TV channel and Gyan Vani, FM radio channels.

The University Grants Commission (UGC), which came into existence in 1953 with the objective of coordinating activities for promotion of higher education in the country, implemented a number of schemes with the objectives enumerated above. The schemes include accreditation of universities and colleges, promotion of universities of excellence, promotion of centres of area studies, establishment of special cells for SCs and STs, assistance for strengthening infrastructure in science and technology, setting up of inter-university Centres, participation in seminars and conferences held within the country and outside and establishment of computer centres in universities. The UGC has also allocated maintenance and development grants to 16 central universities.

The Indira Gandhi National Open University (IGNOU) established by an Act of Parliament in 1985 promoted Open University and Distance Education System in the country. It widened the access of higher education by providing opportunities to larger segments of the population. IGNOU adopted integrated multimedia instructions strategy. The reach of IGNOU has increased substantially by the use of Gyan Darshan, an educational TV channel and Gyan Vani, FM radio channels. IGNOU has established a Women's Education Unit to develop and conduct programmes that are socially relevant and employment-oriented. IGNOU enhanced the down-linking facilities in states of North-Eastern region under the North-Eastern Project.

During the current year, Deemed University status has been conferred on 24 institutes covering a variety of sectors of education, like, medical education, technical education, language teaching and management.

Significant contributions have also been made by research councils, like Indian Council of Social Science Research (ICSSR), Indian Council of Historical Research (ICHR), Indian Institute of Advanced Studies (IIAS), Indian Council of Philosophical Research and National Council of Rural Institutes (NCRI). These research councils, which function outside the university system promoted research and creativity in important areas like social science, history, philosophy and interdisciplinary areas.

Bilateral educational relations were promoted by institutes like United States Educational Foundation in India (USEFI), Shastri Indo-Canadian Institute (SICI) and American Institute of Indian Studies by offering fellowships for research on different subjects.

Technical Education

The technical education system in the country covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts. The Ministry of Human Resource Development caters to programmes at the undergraduate, postgraduate and research levels.

The technical education system at the centre level comprises the All India Council for Technical Education (AICTE), which is the statutory body for proper planning and coordinated development of the technical education system; seven Indian Institutes of Technology (IITs), which are Institutions of National Importance; six Indian Institutes of Management (IIMs); five Deemed-to-be-Universities, namely, Indian Institute of Science (IISc), Bangalore, Indian School of Mines (ISM), Dhanbad, School of Planning and Architecture

(SPA), New Delhi, IIITM, Gwalior and IIT Allahabad; 17 National Institutes of Technology (NITs)/Regional Engineering Colleges (RECs); other technical institutes in central sector, such as the National Institute of Foundry and Forge Technology (NIFFT), Ranchi, the National Institute of Industrial Engineering (NITIE), Mumbai, Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, North-Eastern Regional Institute of Science and Technology (NERIST), Itanagar; four Technical Teachers Training Institutes (TTTIs); and four Boards of Apprenticeship Training (BOATs). Other schemes at the central level include the Programme for Apprenticeship Training (Scholarships and Stipends); Assistance to Universities for Technical Education; Community Polytechnics; World Bank Project for Improvement of Polytechnic Education, Polytechnic for Disabled Persons; Payment for Professional and Special Services; Direct Central Assistance to the Central Institutions and NITs/RECs (Research & Development, Modernisation and Removal of Obsolescence of Engineering Laboratories and Workshops and Thrust Areas of Technical Education); Human Resource Development in Information Technology; Support to Distance and Web-based Education; National Programme for Earthquake Engineering Education (NPEEE), Indian National Digital Library for Science and Technology (INDLST) Consortium; Asian Institute of Technology, Bangkok; Expenditure on Foreign Delegations and Foreign Experts; and Technology Development Missions. There also exists one Public Sector Undertaking, namely, Educational Consultants Indian Ltd. (Ed.CIL) under the technical education system.

During the year under report, a large number of engineering colleges and other technical institutes were established across the country with the approval of the AICTE, mainly by mobilisation of private initiatives. As in the past, the institutions of national importance/excellence like IIMs, IISc, and

other central institutes namely ISM, SPA, IITM, IIT, NIFT, NITIE, TTTIs, NERIST, SLIET, etc. provided instructional training to make available high-quality training manpower in the field of technical education. The new IIT at Roorkee and the new IIMs at Calicut and Indore, have accelerated their pace of activities and have been fully operationalised.

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

A National Programme for Earthquake Engineering Education (NPEEE) has been launched to give greater thrust to earthquake engineering education in the country in view of high seismicity of major parts of the country and lack of emphasis on earthquake-prone structures.

To enhance research productivity in higher science and technology education and improve quality of education in these institutions, access to electronic journals and databases is being provided to all central technical institutions. Other institutions could join and benefit from low-marginal costs under this consortium.

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To leverage new information and communication technologies (ICTs) to enhance learning effectiveness and expand access to high quality education, a National Programme on Technology Enhanced Learning (NP-TEL) is being launched. This would provide content support in the form of digital video-based courses/enrichment programmes to the technology channel on a sustained basis. This would also help create Web-based courses/programmes for enhancing learning effectiveness in the entire technical education system.

The *Policy Framework for Promotion of Postgraduate Education and Research in Engineering and Technology* was laid down to give special thrust to postgraduate education and thrust in engineering and technology. Apex bodies, the UGC, the AICTE and educational institutions have taken steps towards implementation of strategies laid down in the policy framework.

In order to benefit from synergy in higher science and technology, a task force has been constituted to provide a road map for effecting this partnership in a meaningful manner.

In pursuance of the National Policy on Education, 1986, and on the pattern of the IITs, a credit-based semester system for both undergraduate and postgraduate programmes is being introduced in all technical education institutions in the country.

Aiming to mitigate the tension of students and their parents in taking up multiple entrance examinations for gaining admission in to a professional institute, the All India Engineering Entrance Examination has been launched.

To meet the emerging need for quality manpower in IT and related areas, necessary initiatives have been taken. In this direction, based on the recommendations of a National Task Force, a National Programme of HRD in IT has been launched. Similar initiatives from the state governments and industry have also been taken.

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The Technical Education Quality Improvement Programme (TEQIP) aims to upscale and support ongoing efforts of the Government of India in improving the quality of technical education. The programme is being implemented as a centrally-coordinated multi-state long-term programme to be effective from January 2003. There will be overlapping phases having two to three cycles of selection of well-performing institutions. For the first cycle of the first phase, six states, namely, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra and Uttar Pradesh, have been selected to participate in the Programme. During the first phase, financial support to 70 to 80 engineering institutions comprising 18 lead institutions will be provided.

A bilateral Technical Education Project, jointly

supported by the Governments of Canada and India, titled Canada-India Institute Industry Linkage Project (CIILP), has been in operation. The project focuses on the development and effective adaptation of sustainable and replicable industry institute linkage models at identified polytechnics and engineering colleges in the five states, i.e. Madhya Pradesh, Maharashtra, Goa, Gujarat, Chhattisgarh. It is envisaged that the project would assist the efforts of the Government of India in making the technical educational system more responsive to the socio-economic environment by enhancing the efficiency and effectiveness of the system.

Book Promotion

The National Policy on Education envisages easy accessibility to books for all segments of the population. The Book Promotion and Copyright Division of the Department has been taking various actions in this direction. Various measures have been taken to encourage and improve reading habits among people. One such initiative is to provide adequate and proper library facilities in our educational institutions. With this view, a new scheme of "Financial Assistance to Educational Libraries" is being launched during the Tenth Five Year Plan as a Central Scheme to support book promotion and reading habits. The National Agency for International Standard Book Numbering (ISBN) System continued to allot ISBNs to Indian publishers while simultaneously participating in book fairs and exhibitions with a view to popularising the ISBN.

Copyright and Related Rights

The government continued to take active steps for promoting intellectual Property Rights (IPRs) and strengthening the enforcement of the Copyright Law in the country. The meetings of the Copyright Enforcement Advisory Council and Nodal Officers Conference are held periodically to ensure effective implementation of Copyright Act. The Copyright Office registered 3255 items during 2001-02. The Indian delegation actively

participated in the 37th series of Assemblies of the World Intellectual Property Organisation (WIPO) in Geneva in September/October 2002. The government is steadily operating a scheme to create awareness about IPRs.

Language

India has been fortunate in having as part of its heritage a multiplicity of languages. During the Tenth Plan period, all the languages listed in Schedule VIII of the Constitution will be promoted and developed making use of information technology (IT), through a variety of central initiatives. The policies enunciated in the National Policy on Education (1986) and the Programme of Action would be effectively implemented.

The Department of Secondary and Higher Education continued the implementation of the Scheme of appointment of language teachers under which teachers in Hindi, Urdu and other Indian Languages are appointed. The Central Hindi Directorate continued its work of preparing bilingual, trilingual and multilingual dictionaries. Further, Hindi-Persian, Hindi-Indonesian, Hindi-

Sinhalese and Hindi Samyukta Rashtra Bhasha Kosh dictionaries are under publication. More than 335 lakh persons have been enrolled for learning Hindi through the correspondence courses of the Directorate. It is proposed to start new short-term Hindi courses to encourage non-Hindi speakers and foreigners to learn Hindi and teach Hindi on-line.

With a view to advancing the pan-Indian norms of Hindi and its promotion and propagation in the whole of India and abroad, the Kendriya Hindi Shikshan Mandal, an apex autonomous organisation running Kendriya Hindi Sansthan under its aegis, was established in 1960. The Sansthan develops the latest methodologies of Hindi language teaching, trains Hindi teachers of non-Hindi speaking areas, undertakes comparative linguistic studies of Hindi and runs various Hindi language teaching courses for Indians and foreigners.

The National Council for Promotion of Urdu Language continued to work for the promotion of Urdu language through its schemes and projects, linking language to the development of special skills.



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

The Area Intensive Programme for educationally backward minorities continued to provide assistance to State/UT Governments for the betterment of the minorities. For more effective implementation in the year 2002-03, the scheme of Modernisation of Madrasas Programme has been merged with it to form the Area Intensive and Madrasa Modernisation Programme (AIMMP).

The Central Institute of Indian Languages, Mysore, played an effective role in the training of teachers in modern Indian languages other than their mother tongues. It also conducted research in the areas of language analysis, pedagogy, and technology. It has projects from foreign countries on language teaching and also conducts seminars workshop for development of languages.

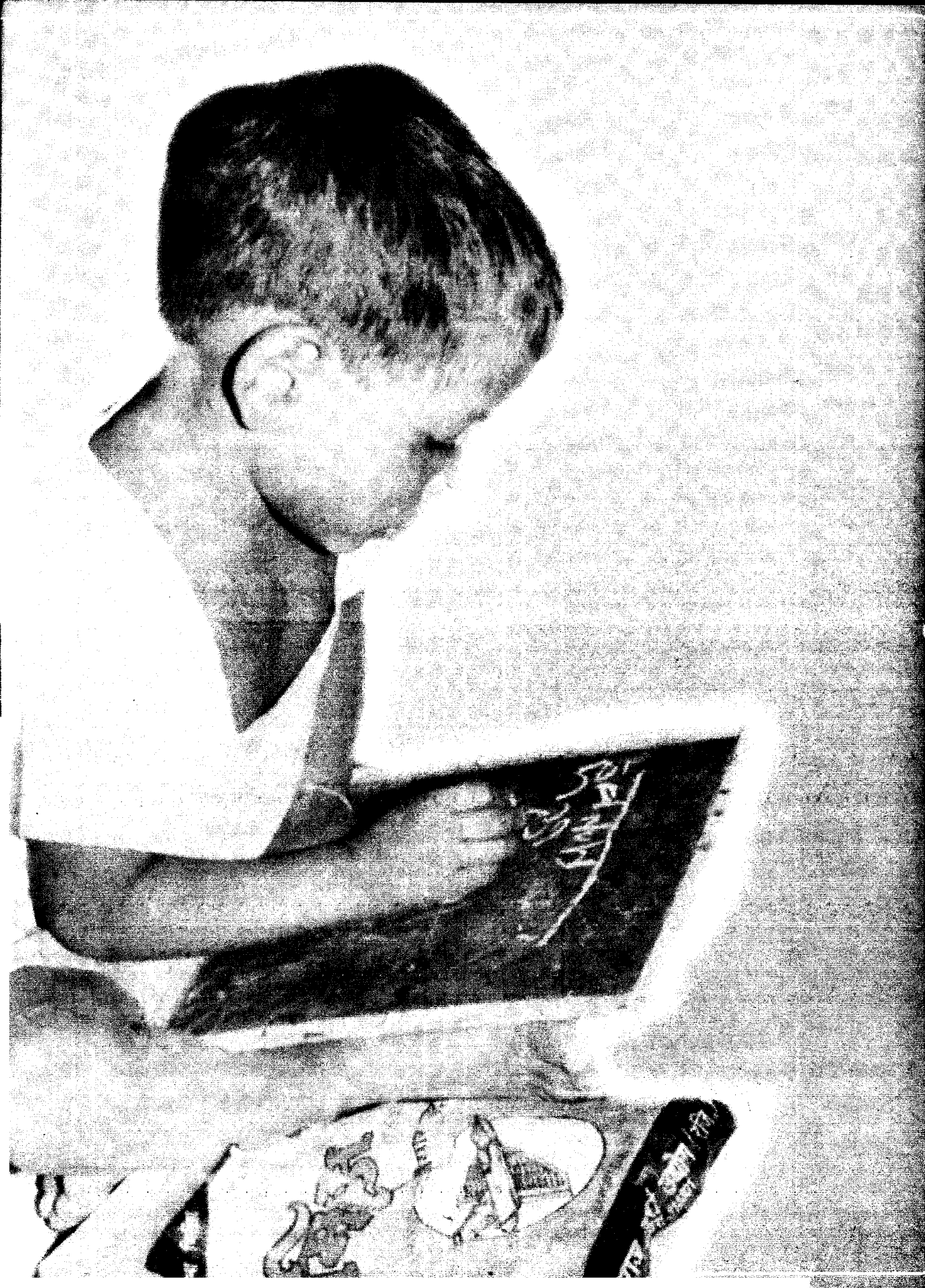
In order to bring about improvement in the standards of the teaching/learning of English, the

Government of India continued its programmes of financial assistance to the Regional Institutes of English and the English Language Teaching Institutes of different states.

Scholarships

The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas are proposed to be merged in a new scheme entitled National Merit Scholarship Scheme for implementation with revised provisions from the Tenth Five Year Plan. These schemes and the Scheme of Scholarship to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi are implemented through the state governments/Union Territory administrations.

Scholarships/Fellowships are also being offered for higher studies in various subjects by foreign countries under the Cultural Exchange Programme. During 2001-02, 93 scholars were sent to China, Japan, Germany, Mexico, Israel, Italy, Ireland, Belgium, Portugal, Slovak, Syria, Mongolia, UK, Canada and New Zealand.





Chapter 2

Administration

Web-enabled monitoring system has been developed to help improve administration. Training has been given importance for career professional development as in-service training enhances job effectiveness of officers and staff, updates their knowledge and sharpen their skills.

Organisational Structure

Under the Ministry of Human Resource Development, there are two Departments, namely, the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education. The Minister for Human Resource Development is assisted by two Ministers of State. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of Secondary and Higher Education, is assisted by an Additional Secretary. The Departments are organised into Bureaus, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary assisted by Divisional Heads at the level of Deputy Secretary/Director.

Establishment matters of the Secretariat proper of both the Departments of Education and Education Wings in Indian Embassies abroad are handled in Administration Division of the Department of Secondary and Higher Education. In addition to this, establishment matters of officers appointed under the Central Staffing Scheme for the Department proper and ex-cadre posts i.e., advisory cadre, statistical cadre etc. are being administered in this Division.

A scheme, namely, disbursement out of HRM's Discretionary Fund is also handled in the Administration Division of the Department of Secondary and Higher Education.

Education Wings in Indian Missions Abroad

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

- i. Consulate-General of India, New York
- ii. Embassy of India, Washington
- iii. Embassy of India, Moscow
- iv. Embassy of India, Berlin

Education wings have been established abroad with a view to developing good relations in the field of science, education and culture with friendly countries.

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

Permanent Delegation of India to UNESCO, Paris

India is a founder member of UNESCO. There is an officer at the level of Ambassador designated as Permanent Representative of India, UNESCO, who looks after the work of Education Wing in the Indian Embassy, Paris.

Training Cell

Training is important for career professional development as in-service training enhances the job effectiveness of officers and staff, updates their knowledge and sharpens their skills.

The Training Cell assesses the training needs of the officers and staff members of both the Departments i.e., Department of Secondary and Higher Education and the Department of Elementary

A Vigilance Awareness Week was observed during the period from 31 October to 6 November 2002. Banners and posters were displayed and an oath-taking ceremony was also held wherein the Secretaries of both departments administered oaths to officials of the departments.

Education and Literacy. It also liaises with Organisations like DOPT, Ministry of Finance (Department of Economic Affairs), IIPA, NIC, ISTM, New Delhi and NIFM Faridabad for imparting training to the staff and officers of the Department, so that they could be deputed to attend various Courses/Programmes such as management, legal skills, cash and accounts, personnel matters and house-keeping matters, conducted by these agencies.

Training Cell also sends nomination of eligible and suitable officers in response to circulars issued by the DOPT and Department of Economic Affairs of the Ministry of Finance for short-term and long-term training courses abroad under the Colombo Plan, Bilateral Technical Assistance Programmes respectively.

During the year under report, a record number of 250 officials of both the Departments viz. Department of Elementary Education & Literacy and Department of Secondary and Higher Education were given computer training through Computer Service Centre, IIT, Delhi and would depute more officers and staff members for the various training programmes/courses being conducted by the DOPT, ISTM, NIC, IIPA, and NIFM Faridabad etc. in future.

HRM's Discretionary Grant

The HRM's Discretionary Fund is intended to provide financial assistance to institutions, organisations, individuals doing useful work in the field of Education, Culture, Sports, Media and the meritorious students etc. This Fund is also intended to give relief to the families of the needy and poor journalists, film industry workers and artists when such families are in need of financial assistance due to demise of their only bread earner. Disbursement out of this fund is made in accordance with the prescribed rules.

Vigilance Activities

The vigilance set-up of both the Departments is under the overall supervision of the Secretary who in turn is assisted by a part-time Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other subordinate staff.

During the period under report, sustained efforts were continued to tone up the administration and to maintain discipline amongst the staff of the Department both at the Headquarters and in Subordinate Offices. Disciplinary proceedings against nine charged officials were concluded and appropriate orders were passed. Inquiry Reports in three cases are under examination or submission to Disciplinary Authorities/UPSC. Disciplinary proceedings against five officials are still in progress. A Vigilance Awareness Week was observed during the period from 31 October – 6 November 2002. Banners and Posters were displayed and an oath-taking ceremony was also held wherein the Secretaries of both departments administered oath to officials of the Departments to maintain honesty in all public dealings. The Subordinate Offices and Autonomous Bodies also observed the Vigilance Awareness Week.

Chief Vigilance Officers (CVOs) were appointed in various Autonomous Organisations under the administrative control of the Department where

the post of CVOs fell vacant, with the prior approval of Central Vigilance Commission (CVC). During the year, the CVC has issued several instructions like improving vigilance administration, common irregularities/lapses observed in stores/purchase, contracts and guidelines for improvement in the procurement system, videotaping of evidence, promotion of government officials against whom preliminary inquiries are pending etc. All the instructions issued by the CVC have been brought to the notice of all the officers and offices concerned for compliance.

A specific grievance redressal machinery also functions under the CVO, who also functions as the Director of Grievances in the Department. The Director of Grievances meets the staff as well as the members of public to listen to their problems every Wednesday. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, Autonomous Organisations under the Department of Secondary and Higher Education and Department of Elementary Education and Literacy, have also designated officers as Director of Grievances. Regular meetings with the concerned Bureau Heads dealing with the cases relating to Autonomous Bodies/Subordinate Offices were held during the year to resolve and expedite the grievances. This resulted in solving some long pending cases. Emphasis was laid on resolving the grievances relating to release of retirement benefits. Periodic meetings were also held with Directorate of Public Grievances (DPG), Cabinet Secretariat to review the grievances sent by DPG. The grievances have been computerised by using the PGRAMS software devised by NIC.

A specific grievances redressal machinery has also been established in the Department of Secondary and Higher Education and Department of Elementary Education and Literacy for dealing exclusively for expeditious settlement of pension and family pension cases after implementation of

recommendations of 5th Central Pay Commission. Autonomous Organisations have also established such cells in their Organisations to deal with pension cases in respect of their employees.

An anti-malpractices cell has also been established in the Department of Secondary and Higher Education and Department of Elementary Education and Literacy under the charge of a senior officer in the Department with the objective of curbing malpractices in publicity by the educational institutions aimed at fleecing the gullible students and to promote healthy public information system in education sector. National-level apex bodies responsible for coordination and maintenance of standards in various sub-sectors of education have also been requested to set up similar cells under them for this purpose. The function of these cells is to monitor/check misleading/illegal advertisements appearing in various newspapers and magazines and also to keep a watch on undesirable activities of the non-governmental/private organisations/institutions, in education sector.

A Committee on Complaints of Sexual Harassment of Women at the workplace has been established and is functioning in the Department under the chairmanship of an officer of the rank of Director to hear complaints from employees posted in the Department and take appropriate steps for timely redressal of their complaints. A booklet on issues relating to the Supreme Court judgement on sexual harassment of women at the workplace and its implementation in educational institutions and organisations has been published by the Department of Secondary and Higher Education and Department of Elementary Education and Literacy and sent to all concerned.

Official Language Division Implementation Committee

Official Language Implementation Committee has been constituted under the chairmanship of Joint Secretary (Languages) which deliberates on the

September 2002 was celebrated as Hindi Month in which 260 officers/employees participated, out of which 58 officers/employees were given cash awards and certificates by the Education Secretary on 19 December 2002.

difficulties coming in the way of propagation of Hindi in the Department and suggest measures to remove them. Both the Departments under the Ministry have been notified under Rule 10 (4). All the administrative reports and performance budgets are brought out by both the Departments in bilingual form. Besides, all the nameplates, sign boards, rubber stamp etc. are available in bilingual form. On orders of the Ministry, Official Language Implementation Committees were set up in 15 Subordinate Offices.

Propagation of Official Language

An all India level Seminar was organised in Hyderabad during the year under report which was attended by renowned Hindi Scholars who expressed their views on official language. The Ministry distributed 500 copies of the Administrative Glossary amongst officers and staff to enable them to work in official language smoothly. September 2002 was celebrated as Hindi Month in which 260 officers and staff participated, out of which 58 officers and staff were given away cash awards and certificates by the Education Secretary on 19 December 2002.

Workshops

The Ministry conducted a series of workshops in the Subordinate Offices. During the year 2002-03, 315 employees have been imparted training in Hindi Workshops organised in eight offices located in Chandigarh, Bangalore, Kolkata, Hamirpur,

Mumbai, Shimla, Ujjain and New Delhi. Three workshops were organised in the Ministry. Checkpoints have been set up as required under the guidelines of the Department of Official Language.

Computerised Management Information System

The Computerised Management Information System (CMIS) Unit is operational in the Department for the development, implementation and maintenance of various online information systems for decision support. The other main objectives of this Unit are to act as a resource unit and provide training to the officials of the Department to develop know-how for day-to-day processing of information and liaison with the National Informatics Centre (NIC) and other agencies related to Information Technology (IT).

The Unit is the nodal unit for computerisation in the Department and continues its endeavour to introduce the latest technology in the field of IT in both the Department of Secondary and Higher Education and Elementary Education and Literacy and put considerable effort for effecting usage of IT in improving the delivery of services and efficiency in the Department. This Unit conducted a survey to workout the requirement of computers, Internet connectivity, e-mail facility, etc. and all officers up to the level of Section Officers in the Departments have been provided with computers.

The minimum agenda of e-governance recommended by the High Powered Committee of the Cabinet Secretariat has been implemented in the Department. In order to promote the concept of e-governance and office automation, administrative support information systems like file sharing, file monitoring, diary, etc. have been installed in the computers for improving the delivery of services. The text of all Parliament Questions and Answers answered by both the Departments were electronically transferred to the Lok Sabha and Rajya

Sabha Secretariats on the same day the Question was replied for posting on the Website. A database on Parliament Questions is also made available on LAN to enable all the sections in both the Departments to readily access questions answered by them earlier on related subjects.

Various database applications have been developed, implemented and made operational to cater to the need of the Department by providing necessary processing and analysis of different type of information related to education. Outputs are generated for various annual publications for the education in India series and other publications like *Indian Students Going Abroad*, *International Standard Book Numbering (ISBN) system*, and *National Catalogue of ISBN Titles*. Monthly pay-bills, pay-slips, annual GPF statements, various recovery schedules etc. and telephone directory of the Department are processed and updated from time to time.

To create computer awareness and to enhance computer usage, among the staff in the Department in their day-to-day functioning, regular training is being provided on individual as well as group level, were conducted by this Unit, on application software, office productivity tools, prevention and removal of computer virus, file tracking system, sharing of files and printers, file transfer, Internet browsing, sending/receiving e-mail, remote log-in etc. Besides, the task of maintenance of computers installed in the Department is entrusted to this Unit. This Unit maintains approximately 300 computers, printers and UPS etc. installed in both the Departments. The Unit also assisted in slide show presentations for various Working Group Meetings, Parliamentary Standing Committee, Public Accounts Committee, Planning Commission etc. organised by both the Departments. Efforts are being made to install a Video Conferencing Network Facility in the Conference Room which is being used for meetings with various Working Groups, State Governments/UTs etc.

Various database applications have been developed, implemented and made operational to cater to the need of the Department by providing necessary processing and analysis of different type of information related to education.

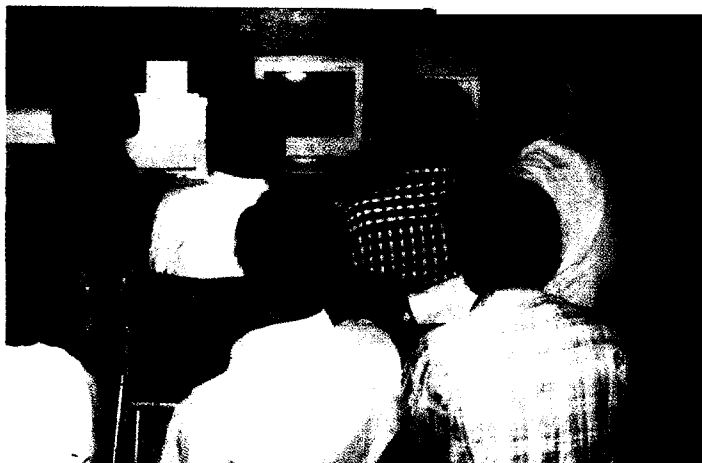
The Unit liaised with various agencies like National Informatics Centre, Department of Administrative Reforms and Public Grievances and other agencies relating to IT.

Information and Facilitation Centre

A NICNET-based Information and Facilitation Centre was set up in June 1997 for speedy and easy access of information by the public and NGOs visiting the Ministry. The centre provides information to visitors, NGOs, Indian Students and foreign Students visiting India for higher studies about the Ministry's schemes. Information regarding schemes being implemented by the Ministry and procedures to apply is supplied through brochures, booklets and reports. The guidelines of various schemes/programmes of the departments and Application Forms are also available on the Net. The information can be accessed through by computers with Internet facility. The address of the Website for the Departments is <http://www.education.nic.in>. Increased number of visitors and increased entries on the Comment – Book indicate the publicity being gained and visitors being satisfied.

National Informatics Centre

The NIC has an operational computer centre in the Department and has installed a Radio Frequency (RF) based link for quick communication, connecting all the Departments using the Internet. The NIC has continued to provide software, hardware,



networking, internet services and consultancy support to the Department in developing computer-based Management Information System. A team of officers of NIC is working in close coordination with the officials of the Department. The highlights of the work are as follows.

New Website for AIEEE

The NIC has designed and hosted a Website for AIEEE. The URL is <http://www.aieee.nic.in> or <http://www.ccb.nic.in>. In terms of the content, the Website is designed keeping in view the requirements of the student and parents communities. Hence, in a way, this Website qualifies to be the most extensive and informative Website for counselling.

The services provided by the Website can be broadly categorised as follows:

- Counselling brochure is converted into Web format and uploaded
- College profile
- Dynamic seat information
 - List of courses offered
 - List of institutes/colleges participating
 - State-wise college profile and seat availability
 - List of college and seat availability
 - Courses-wise college details

- Summary seat information
- Results of seat allotment along with provisional allotment letters are also developed and hosted at the Website.

Edumail Monitoring System

Edumail service has been jointly started by the Union Ministry of HRD and the NIC as a promotional service to specifically cater to the needs of Indian students, teachers, researchers, educational institutions and education administrators.

A Web-enabled monitoring system has been developed to help improve administration regarding, how many applications received for user creation, out of these how many users created so far, category-wise application received etc. This system is very useful because the number of Applications received is increasing day-by-day. Till date more than 3000 users have been created.

Web-based Boarding and Hostel Facilities scheme

This is initiated to strengthen boarding and hostel facilities for girl students of secondary and higher secondary schools. The existing procedure for sanctioning of grants to voluntary agencies is totally manual. The NIC has developed and implemented Web-based application software for complete processing and monitoring of grants to Voluntary Agency in window-based environment using state-of-art technology. The system has the following features:

- Web-based Application Form for online submission
- The system automatically creates a diary number, which is the key for future retrieval
- The system automatically, sends a mail to concerned State Education Secretary regarding submission of Application Form
- Automation of agenda and case sheet
- Processing of the grants to the Voluntary Agency
- Online query and monitoring

Result publishing on the Net

The Department of Education used to receive requests from different Universities and Boards for publishing results on the Net. We have received such requests from the following universities/boards:

- Results of the Jawahar Navodaya Vidyalaya Selection test for admission to Class VI
- Results of Rajasthan Agriculture University, Bikaner Joint Entrance Test and Pre PG (Agriculture), Pre PG (Veterinary) Entrance Examinations for Post-graduation studies
- Result of Nagaland Board of School Education, Kohima for the High School Leaving Certificate Examination and Higher Secondary School Leaving Certificate Examination
- Particulars of candidates appearing from CBSE board for the Class X and XII of Private/Patrachar School for Board Examination for the Class X and XII
- Putting last five years, results (1997 onward) of Class X and XII of CBSE board on the Net

LAN Set-up

The NIC has established a Local Area Network (LAN) in the Department up to section level. 264 nodes are connected. All the nodes are operational for Internet browsing and e-mail access wherever computers are installed.

Maintenance of existing Web-site of the Department

The NIC has launched a Web-site for the Department of Education hosted on the NIC server (<http://www.education.nic.in>). The content of the Website is updated on a daily basis. A new Website

for the Autonomous Bodies under the Department was also launched. CBSE results of class 10, class 12, PMT, AIEEE Examinations as well as seat allocations are announced through this Website.

LAN/WAN connectivity through NICNET

NIC has completed LAN/WAN set-up at the following places:

Copyright Division: NIC has set-up a 16-node LAN/WAN connectivity at the Copyright office.

Directorate of Adult Education: A 60-node LAN has been set-up at the Directorate of Adult Education and was given WAN connectivity through ISDN line. Offices of the DAE are operated from two buildings at Jamnagar House, which are at a distance of 150 metres. Both the buildings are under the same LAN/WAN and was connected through fiber optics.

NCERT: NIC has established 50-node LAN/WAN connectivity at the NCERT.

Support to the running system

- External Scholarship Processing System
- Public Grievances Redress and Monitoring System
- MIS for Parliament Assurance
- File Monitoring System
- Authentication Information System for Authentication Cell
- Copyright Registration System for Copyright Office
- VIP References/Diary System for HRM Office.

Education of Scheduled Castes and Scheduled Tribes

A number of steps have been taken to strengthen the educational base of SCs & STs. Provision of opening educational institutions on a priority basis in the areas predominantly inhabited by these communities, incentives like scholarships, freeships, mid-day meals, free uniforms, books and stationery, and reservation of seats in educational institutions are some of these.

Article 46 of the Constitution states: "The State shall promote with special care the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." Articles 330, 332, 335, and 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilised for the benefit of these weaker sections of Indian society.

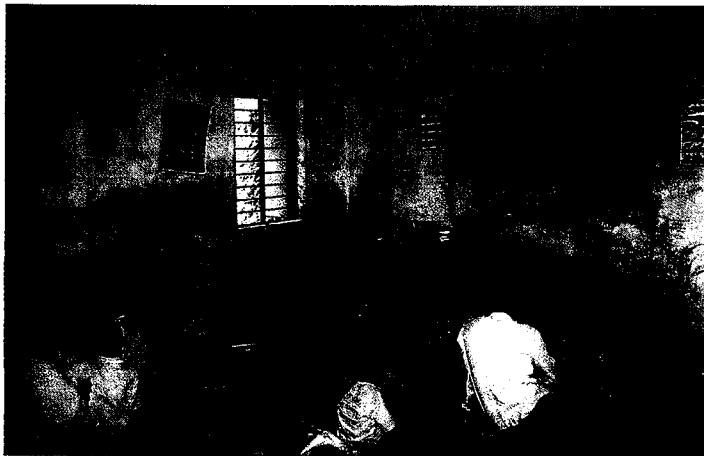
Since Independence, the Government of India have taken a number of steps to strengthen the educational base of the Scheduled Castes (SCs) and Scheduled Tribes (STs). Provision of opening educational institutions on priority basis in the areas predominantly inhabited by these communities, provision of incentives like scholarships, freeships, mid-day meals, free uniforms, books and stationery, reservation of seats in educational institutions, relaxation of standards for admission to institutions of higher learning, provision of coaching classes for competitive examinations, remedial coaching and provision of hostels are some of the steps which have contributed a great deal in raising the educational level of Scheduled Castes and Scheduled Tribes. It is true, however, that these communities still have a long way to go before they can come up to the level of the other communities in the field of educational development.

From the allotted budgets of the Departments of Elementary Education and Literacy and Secondary and Higher Education, 16.33 percent and 8.01 percent respectively are allocated under the Special Component Plan and the Tribal Sub-Plan for SCs and STs.

Pursuant to the National Policy on Education, the following special provisions for SCs and STs have been incorporated in the existing schemes of both the Departments.

Some of the steps that have been taken to contribute a great deal in raising the educational levels of Scheduled Castes and Scheduled Tribes are relaxation of standards for admission to institutions of higher learning, provision of coaching classes for competitive examinations, remedial coaching and provision of hostels.

- Relaxed norms for opening of primary schools.
- Setting up of a primary school within 1 km walking distance from habitations with population of 200 instead of 300.
- Abolition of tuition fee in government schools in all states at least up to upper primary level. [Most states have abolished tuition fee for SC/ST students up to the senior secondary level.]
- Incentives like free textbooks, uniforms, stationery, school bags etc. to SC/ST students.
- The major programmes of the Departments of Education – District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), Lok Jumbish (LJ), Shiksha Karmi (SK), Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE) and National Programme of Nutritional Support to Primary Education (NPNSPE) accord priority to areas of concentration of SCs and STs.
- Reservation of seats for SCs and STs in central government institutions of higher education including Indian Institutes of Technology (IITs), Indian Institutes of management (IIM), Regional Engineering Colleges, Central Universities, Kendriya Vidyalayas, Navodaya Vidyalayas etc. There is also relaxation in the minimum qualifying cut-off stages for admission in Universities, colleges and technical



institutions, apart from such reservation. The University Grants Commission (UGC) has established SC/ST Cells in 109 universities, including the Central Universities, to ensure proper implementation of the reservation policy. A Standing Committee has also been set up by the UGC to review implementation of the reservation policy.

- To improve academic skills and linguistic proficiency of SC/ST students in various subjects and to raise their level of comprehension, remedial and special coaching is provided. The IITs have a scheme under which SC/ST students who fail marginally in the entrance examination are provided a one-year preparatory course; those who qualify with this support are admitted to the first year of the B. Tech. course.
- SC/ST candidates are provided relaxation in cut-off marks, up to 10 percent for the Junior Research Fellowship (JRF) test of the UGC. All qualifying SC/ST candidates are awarded fellowships.
- 50 Junior Fellowships are awarded every year in the fields of science and humanities including social sciences, to SC/ST candidates who appear in the National Eligibility Test (NET) and qualify for lecturership.
- UGC provides SC/ST candidates a relaxation of 5 percent (i.e. from 55 percent to 50 percent)

at the Master's level for appointment as lecturer. UGC has also reduced the minimum percentage of marks for SC/ST students required for appearing in the NET examination to 50 percent at the Master's level.

- Out of 43,000 scholarships at the Secondary stage for talented children from rural areas, 13,000 scholarships are exclusively reserved for SC/ST students subject to fulfilment of criteria laid down. 225 scholarships are exclusively reserved for SC/ST students under the National Talent Search Scheme conducted by the National Council for Educational Research and Training.
- The Central Institute of Indian Languages, Mysore has a scheme of development of Indian languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 75 tribal and border languages.
- Under the Scheme of strengthening of boarding and hostel facilities for girl students of Secondary and Higher Secondary Schools Cent Percent financial assistance is given to Voluntary Organisations to improve enrolment of adolescent girls belonging to rural areas and weaker sections of society. Preference is given to educationally backward districts predominantly inhabited by SCs/STs and other educationally backward minorities.
- The objective of the Kasturba Gandhi Swatantrata Vidyalaya scheme is to improve literacy among women belonging to SCs, STs, Other Backward Classes, and Minorities. It is proposed to set up 500 residential schools in districts having less than 10 percent literacy among women. Initially, schools would be up to Class 5 and subsequently be upgraded.
- 146 districts have been identified as low female literacy districts to be given focused attention by the Centre as well as States/Union Territories for implementation of such programmes/schemes.



In order to mobilise extra-budgetary resources, the Government has proposed to constitute the Bharat Shiksha Kosh to receive donations/contributions/endowments from individuals and corporates, Central and State governments, Non Residents Indians and People of Indian Origins for various educational purposes. The Kosh is at an advanced stage of finalisation.

National Policy on Education and Programme of Action, 1992

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

The NPE, 1986, as updated in 1992, envisages improvement and expansion of education in all sectors, elimination of disparities in access and laying greater stress on improvement in the quality and relevance of education at all levels including technical and professional education. It also emphasises that education must play a positive and interventionist role in correcting social and regional imbalances, empowering women and in securing a rightful place for the disadvantaged, linguistic groups and minorities.

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

Meeting/Conferences

A meeting of Education Secretaries of School Education of States and UTs was held on 12th August 2002 under the Chairmanship of Secretary (S&HE). The meeting was inaugurated by the Hon'ble Minister of Human Resource Development, who had highlighted the various steps being taken for the development of education in the country. The following items were discussed in the meeting:

- Access and Equity
- Quality Improvement in Schools
- ICT in Schools
- Vocational Education
- Integrated Education for Disabled Children (IEDC)



Bharat Shiksha Kosh

As state funding of the education sector, despite best efforts, has been inadequate and it has not so far been possible to set apart six percent of the national income for education, it has been decided to enlist the support of all concerned and mobilise extra-budgetary resources to fill in the gap in actual requirements and the available budgetary support. **Bharat Shiksha Kosh** has been launched on 9 February 2003 to receive donations/contributions/endowments from individuals and corporates, central and state governments, NRIs and PIOs for various educational purposes. Contributions to the Kosh can be both in cash and kind. It would also permit sponsorship under which any organisation or individual can become a sponsor of a particular village, town, city, school, college or even a child on payment of a specific amount. A school or college or a building or block thereof may be named after the sponsor on payment of a prescribed amount. Similarly, prizes, scholarships and chairs in the educational institutions may be instituted in the names of the sponsors. The Kosh is at an advanced stage of finalisation.

The National Statistical Commission has given various recommendations for improving the existing system of collection, analysis and sharing of educational statistics at the national, state and lower levels of education.

- Education in Human Values (EHV)
- Strengthening of Statistical Machinery
- Sarva Shiksha Abhiyan (SSA)

Indian Education Service

The NPE as well as its POA envisage the establishment of an Indian Education Service (IES) as an all-India service in consultation with the state-governments to bring about greater professionalism in educational management. A proposal to constitute the IES is under consideration.

Statistics unit

The Statistics Unit of the Department of Education is the nodal agency for collection, compilation, processing and dissemination of educational statistics in the country. The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from over 10 lakh institutions ranging from pre-primary to higher levels, through mailed questionnaires in collaboration with the state education departments.

These institutions are controlled by the state education departments, other departments of central and state governments, local bodies and private agencies. The statistics are first collected by state governments and UT administrations in respect of the institutions falling within their respective territorial jurisdictions directly or through their offices at district and block levels for subsequent

aggregation by state departments of education in the ES (Educational Statistics) series of forms. On the basis of data collected from states, the Statistics Unit brings out 9 annual publications, along with three or four occasional publications. Efforts have been made to improve the quality of educational statistics and to reduce the time lag in the production of educational statistics. The inherent bottlenecks in the system, however, still remain a handicap.

The National Statistical Commission has given various recommendations for improving the existing system of collection, analysis and sharing of educational statistics at the national, state and lower levels of education. The commission has addressed other problems faced by the present system, i.e., data gaps, poor reliability of data, weak infrastructure, inadequate staff in states and at the centre, low priority given to educational statistics etc. The recommendations of the National Statistical Commission are being taken up for implementation in the ministry.

Necessary instructions have been issued to all states/UTs for the extension of the Educational Management Information System (EMIS), which is being implemented in 273 DPEP districts upto primary level, to cover all districts and to extend the coverage up to the elementary level of education within two years. A scheme titled Strengthening of Statistical Machinery in States is under formulation in this ministry. The scheme envisages extension of EMIS to cover all levels of education by providing necessary software and hardware and training facilities to states/UTs.

India has continued to participate in the World Education Indicators Programme through the Joint Pilot Project organised by Organisation for Economic Co-operation and Development (OECD) / United Nations Educational Scientific and Cultural Organisation (UNESCO). Necessary support in the form of supply of national statistics has been provided to the international institutions like UNESCO.

Expert Group on Role of Education in Strengthening Linkages between Indian Diaspora and India

The government had set up a high-level committee on Indian diaspora in the Ministry of External Affairs. At the instance of the committee, expert groups at various levels were constituted on all important related issues including education.

The Expert Group on Role of Education in Strengthening Linkages between Indian Diaspora and India was set up under the chairmanship of Secretary (S&HE). A number of experts and non-officials representing various organisations, working in the area, were associated with this expert group. The group, after detailed deliberations on various aspects of the task given to it, has in its report, made several recommendations, which have been circulated to concerned authorities for follow-up action.

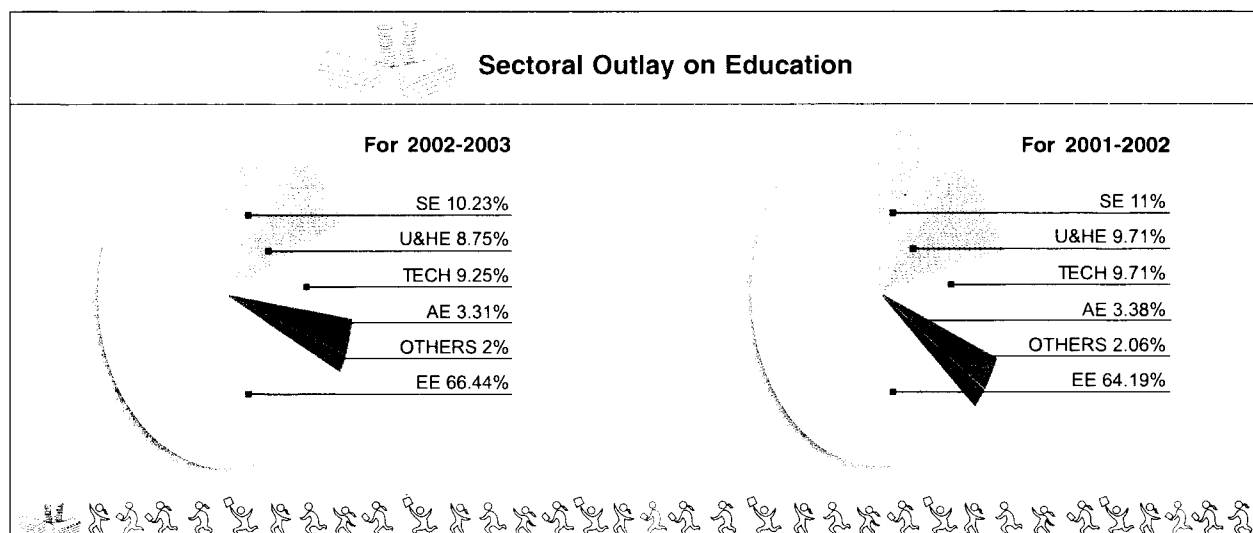
National Institute of Educational Planning and Administration

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation set up and fully funded by the Department of Education, Ministry of Human Resource Development. The objectives of the Institute are to undertake, promote and coordinate

research in educational planning and administration, to provide training and consultancy services in this field, to train and orient key functionaries as well as senior administrators from the centre and state, to collaborate with other agencies, institutions and organisations, to provide facilities for training and research to other countries, particularly of the Asian region in the field of educational planning and administration and to prepare printing and publishing papers, periodicals and books for the furtherance of these objectives. The objective of the Institute is also to share experience and expertise in the area of educational planning and administration with other countries and conduct comparative studies.

During 2002-03, 20 training programmes have been organised till September 2002 and 25 more programmes are likely to be conducted before the end of the financial year.

The faculty provided consultancy and professional support to national, state and institutional bodies like Ministry of Human Resource Development, UGC, State Education Departments, State Councils of Higher Education, SCERTs, SIEMTs besides international agencies such as UNESCO, UNICEF, the World Bank and Swedish International Development Agency.



The Institute has a well-stocked Library/ Documentation Centre in Educational Planning and Administration and Inter-Disciplinary subjects. It may claim to have one of the richest libraries in the field of Educational Planning and Management in Asian Region. It serves the faculty, research scholars and the participants of the various programmes, and also other organisations through the Inter Library Loan system. The library reading room facilities are open to all. The Library has a collection of over 55,016 volumes and subscribe to as many 347 periodicals and has a computerised catalogue of books and articles.

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

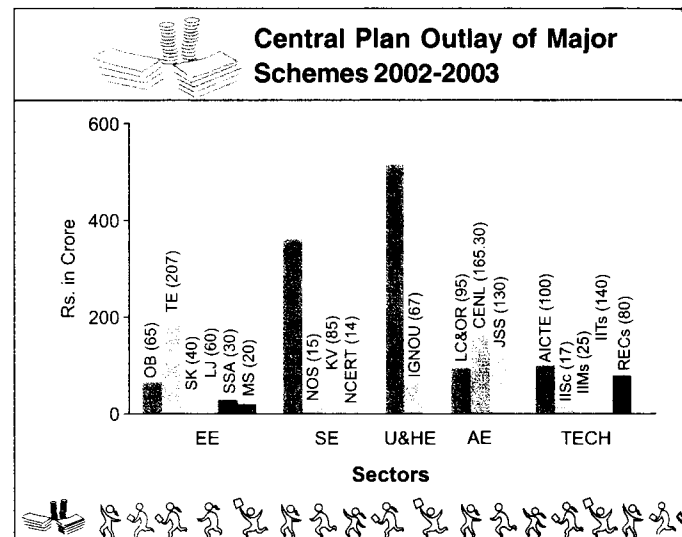
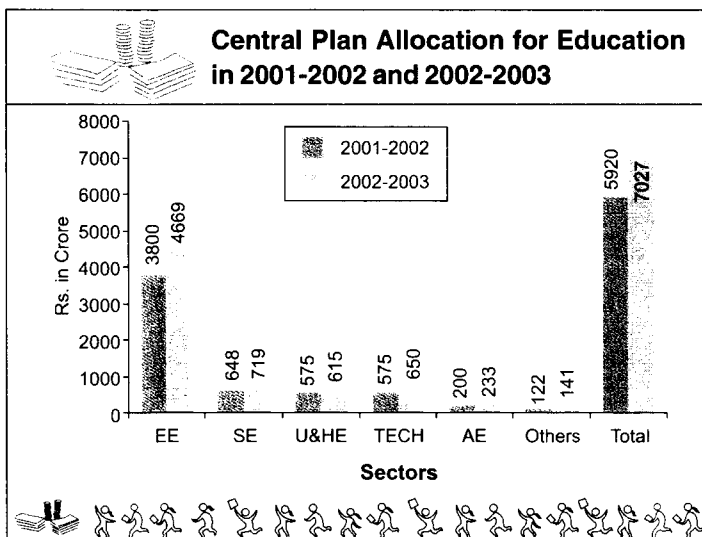
The Scheme of Studies, Seminars, Evaluation, etc. for the implementation of the NPE is intended to provide financial assistance to deserving institutions and organisations, on the merits of each proposal, so as to finance a variety of activities having direct bearing on the management and implementation aspects of the NPE. These would include sponsoring of seminars, workshops etc., conduct of impact and evaluation studies and consultancy assignments in order to advise the government on the best alternatives and models for making the system work.

The guidelines of the scheme have been revised during 1999-2000. As per the revised guidelines, the financial assistance under this scheme would cover remuneration and allowances/payment of TA/DA to project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc. Normally, the ceiling of assistance for studies/evaluation is Rs. 5 lakh per project. The ceiling on expenditure on National Conference/Seminar is Rs. 3 lakhs and International Conferences (or, with substantial International participants/member), it would be Rs. 5 lakh.

During 2002-03, financial assistance has been given for organising of 22 seminars/conferences/studies/evaluations etc. till February 2003 and 12 more seminars/conferences/studies/evaluations are likely to be sanctioned before the end of the financial year. The target for the year 2003-04 is to give financial assistance for organising 50 seminars/conferences/workshops/evaluations etc.

International Cooperation

An International Cooperation Cell (IC Cell) has been created in the UNESCO division to coordinate the work relating to bilateral and international collaboration in the area of education and formulation and implementation of educational exchange programmes.





Proposals for bilateral educational exchanges with various countries have thus far formed an integral part of the cultural exchange programme, which are formulated and implemented by the Department of Culture. With the housing of that Department in a separate Ministry, it has been decided to formulate independent Educational Exchange Programmes (EEPs) with various countries. While EEPs with Mongolia and Armenia have been signed, EEPs with various other countries are in the process of being formulated. An EEP with China is at a very advanced stage of examination. Proposals for EEPs with Russia, USA, Kuwait, Myanmar, Malaysia, Australia, Yemen, Libya and Kazakhstan are under consideration and EEPs with New Zealand and few other countries are also in pipeline. In addition, MOUs for mutual recognition and equivalence of degrees, diplomas and other educational qualifications with several countries like Armenia, Ukraine, Russia, Czechoslovakia are also under consideration. The IC Cell is also coordinating the implementation of the education component of the Mekong Ganga Cooperation Project, and also other bilateral/multilateral cooperation programmes in the educational sector. Participation in various international conferences is also being looked after by the IC Cell.

Visit of Foreign Delegations

The IC Cell coordinates the visits of foreign delegations to India at ministerial level also with the objective of strengthening bilateral relations between India and other countries. During the year, dignitaries from Uzbekistan, USA, Oman and People's Republic of China are expected to send their delegations. Ministerial-level delegations from Morocco, Mauritius, Malaysia and Armenia have already visited India and had fruitful exchange of views for further cooperation in the field of education. Other important dignitaries from South Africa called on the Secretary (Secondary and Higher Education).

The IC Cell also coordinates the visit of ministerial delegations from India to various countries. During the year, the Hon'ble HRM led a delegation to Mongolia and signed an EEP with that country. He also signed an MOU for setting up a joint Indo-Mongolian Higher Secondary School at Ulan Bator.

FDI Proposals

The IC Cell is also coordinating the examination of FIPB proposals received from various agencies, in respect of the education sector.

Educational Development in the North-Eastern Region

Based on the recommendations made by the Department, the empowered committee administering the Non-Lapsable Central Pool of Resources has so far approved proposals worth Rs. 387.29 crore for the development of educational infrastructure in the NE region. Out of this, funds amounting to Rs. 290.60 crore have already been released.

In pursuance of the then Prime Minister's announcement of new initiatives for the North-Eastern (NE) States, made at Guwahati in October 1996, a high-level commission was appointed under the Chairmanship of a Member of Planning Commission, to critically examine the backlog in respect of Basic Minimum Services (BMS) in the seven North-Eastern states and also to critically examine the gaps in the main sectors of infrastructure development including education in the NER.

Towards operationalising the Shukla Commission recommendations, the Finance Minister in his Budget speech (1998-99) made an announcement regarding creation of a non-lapsable central pool of resources for funding specific programmes in the North-Eastern states and Sikkim. It was decided that all central ministries/departments should earmark 10% of their budgets for specific programmes of development in the region. To the extent of shortfall in the utilisation of this provision by any ministry/department (except those specifically exempted) according to this norm, the amount would be transferred to a new Reserve Fund in the Public Account titled Central Resources Pool for Development of North-Eastern Region. An inter-ministerial committee under the Chairmanship of Secretary, Department of DoNER is administering this Non-Lapsable Central Pool of Resources (NLCPR).

Monitoring of flow of funds to the North-Eastern Region under the Schemes of the Departments

In pursuance of the government's policy, the Department of Secondary Education and Higher Education was able to spend more than the prescribed level of 10 percent during financial years 1999-2000 and 2000-2001. In the financial year 2001-02, as per available information, the expenditure stands at 9.59 percent of Plan Budget. Complete information on expenditure figures in the NE Region for financial year 2001-02 is still being received from agencies

During the current financial year 2002-03, the expenditure incurred so far in the North Eastern states is Rs. 13835.16 lakh, i.e. 6.51 percent against the Budget Expenditure (2002-03) of Rs. 212500 lakh.

under the department. During the current financial year 2002-03, the expenditure incurred so far in the North Eastern states is Rs. 13835.16 lakh, i.e. 6.51 percent against the Budget Expenditure (2002-03) of Rs. 212500 lakh.

The Department of Elementary Education and Literacy was not able to incur the desired level of expenditure in the NE Region during the financial years 1999-00, 2000-01 and 2001-02. The Secretary (Elementary Education and Literacy) took a regional review meeting on 1 June 2002 with Education Secretaries of NE States and Sikkim. The meeting identified bottlenecks in the implementation of various centrally sponsored schemes of the department and evolved strategies for stepping up the expenditure under the various Schemes. The expenditure incurred in the NE states during the current financial year so far is Rs. 17271.95 lakh i.e. 3.52 percent of BE of Rs. 490000 lakh.

Non-Lapsable Central Pool of Resources (NLCPR)

Based on the recommendations made by the Department, the empowered Committee administering the NLCPR has so far approved proposals worth Rs. 387.29 crores for the development of educational infrastructure in the NE region. Out of this, funds amounting to Rs. 290.60 crores have already been released.

In the central sector, these proposals mainly relate

The Department of Secondary and Higher Education brought out the inaugural issue of a newsletter titled *NE Education Times* on Republic Day (26 January 2001). Four subsequent issues of this newsletter have since been brought out.

to infrastructural development of Central Institutions like the North Eastern Regional Institute of Science and Technology (NERIST), Itanagar; five Central Universities in the North East and IGNOU and include construction of staff quarters, academic buildings, library buildings, administrative buildings and purchase of laboratory equipments, books etc.

IGNOU's approved proposals include establishment of six new regional centres in the NE state capitals, in addition to the two existing regional centres at Guwahati and Shillong, providing computer labs in these regional centres alongwith Internet facility to its students for online courses, a North-East Media Focus project for the production of educational films on different aspects of the NE region, expansion of study centres and improving the Delivery Service Network.

Tezpur University has submitted a Utilisation Certificate for the first instalment of Rs 10 crore released from NLCPR for its infrastructure development projects, indicating utilisation of Rs. 8.42 crore as on 26 July 2002. On the recommendation of this Ministry, the Department of Development of NE Region (DoNER), has recommended the release of another instalment of Rs.14.33 crore from NLCPR for this project. Funds will be released in the current financial year.

Assam University was also provided Rs.10 crore from the NLCPR for its infrastructure development. The University has indicated the utilisation of Rs.5.57 crore as on 31st December 2002.

Jawaharlal Nehru University (JNU) was provided Rs. 1 crore from NLCPR for construction of a hostel for the students of NE region at its campus in Delhi. The hostel is being constructed by CPWD and JNU had intimated that the Rs.1 crore has been completely utilised. This Ministry has recommended to the DoNER the release of the second instalment for this project.

The North Eastern Hill University (NEHU) was provided Rs. 6 crore from NLCPR for its infrastructure development projects. NEHU has indicated utilisation of Rs. 5.89 crore as on 31 January 2003. The Department has recommended the University's request for release of the second instalment from NLCPR for Phase II of its infrastructure development.

Newsletter

The Department of Secondary and Higher Education brought out the inaugural issue of a newsletter titled *NE Education Times* on Republic Day (26 January 2001). Four subsequent issues of this newsletter have since been brought out. This newsletter aims at highlighting the activities/ programmes being undertaken in the education sector in the NE region. The newsletter has been circulated among a wide spectrum of opinion-makers in the NE region.

Monitoring of NLCPR Projects

Monitoring the progress in implementation of central sector projects approved for funding from NLCPR is a regular feature. Projects where satisfactory progress reports are received are recommended to the Department of Development of NE region for release of the second instalment of the approved grant.

Educational Development in Jammu and Kashmir

The Ministry of Home Affairs (MHA), Department of J&K Affairs has constituted a Standing Committee of Secretaries on development programmes for J&K under the Chairmanship of Cabinet Secretary and a Working Group under the Chairmanship of Special Secretary, J&K to effectively coordinate and accelerate the implementation of various development packages/schemes/programmes for J&K by various Union ministries/departments. The Department of Elementary Education and Literacy and the Department of Secondary and Higher Education are members of this Standing Committee / Working Group. Four Sub-Groups under the Chairmanship of Special Secretary, J&K, were also set up on 28 November 2001 to monitor the implementation of centrally sponsored schemes in J&K. Both the Departments come under Sub-Group III. The first and the second meeting of this Sub-Group was held during the current year on 4 February 2002 and 1

August 2002 respectively. Follow-up action on recommendations pertaining to implementation of centrally sponsored schemes in J&K is being taken. Quarterly Progress Reports on the implementation of centrally sponsored Schemes in J&K are also being sent to the MHA, Department of J&K Affairs, for review by the Home Minister, following a decision of the Strategic Policy Group (SPG) and recommendation of Group of Ministers.

Human Rights Education

In pursuance of the United Nations General Assembly Resolution of 23 December 1994 declaring the period 1995–2004 as the United Nations Decade for Human Rights Education and Programme of Action finalised in October 1995, the National Human Rights Commission (NHRC), had a meeting with concerned ministries to draw up a sectoral Plan of Action. A National Coordination Committee and Working Groups were set up under the aegis of the MHA for preparing the Action Plan.



PM's Agenda for Socio-Economic Development of the North Eastern Region

After his conference with Chief Ministers and Governors of North Eastern States and Sikkim in Shillong on 21-22 January 2000, the Hon'ble Prime Minister had announced an Agenda for Socio-Economic Development of the NE region. One of the initiatives included in the PM's Agenda for Socio-Economic Development of the NE region was the establishment of a Central University in Mizoram and allocation of Rs. 25 crore for its development. The Mizoram University Act, 2000, was brought into force with effect from July 2 2001. The first Vice-Chancellor of Mizoram University took over with effect from 2 July 2001. The first Registrar and Finance Officer of the University have also been appointed. The University has prepared proposals amounting to around Rs. 25 crore for infrastructural development of the University

Campus. These include proposals for construction of Administrative Building, Central Library, School of Social Sciences Building, School of Earth Science and Natural Resource Management Building, Staff Quarters, Internal Roads and Water Supply and Distribution network at Mizoram University campus. The proposals were recommended to the Department of DoNER for financial assistance from the NLCPR but they have expressed their inability to approve this project under the NLCPR. They have instead advised that the project may be funded from the Budget of the Department of Secondary and Higher Education or that the UGC may approach the Planning Commission for funding of this project. The matter is being taken up with Planning Commission.

The National Action Plan for Human Rights Education in India has since been approved by the Home Minister and circulated by the MHA for implementation. The finalised National Action Plan, as approved by the Home Minister, includes the following items in respect of Human Rights Education in Schools, Colleges and Universities.

- Generating awareness and reach through media advocacy to the deprived and special target group of children that a Right to Basic Minimum Education is their human right
- Introduction of human rights issues in the school curricula at primary as well as at secondary level and preparation of appropriate course material for this purpose in a way to make it part of the students all-round development
- Devising a plan of action for training the teachers on human rights/values in collaboration with State Education Departments/SCERTs/NCTE.
- Introducing courses on human rights at the undergraduate and post-graduate level, including either a compulsory/special paper at the under-graduate level
- Introduction of short-term/long-term courses on human rights through the distance education programmes. IGNOU and other premier universities should be encouraged by the UGC to take up these courses by liberally funding these courses.
- There is a dearth of books as well as research material on human rights. Universities should, therefore, encourage research on human rights by liberally instituting scholarships and internships on issues pertaining to human rights.
- To bridge the gap in the availability of research material on human rights, a National Resource

Centre for documentation, training research and education in human rights is to be set up in one of the premier universities/research organisation under the Ministry of HRD. IGNOU has been identified for this purpose.

- Gyan Darshan and Gyan Vani, the dedicated video/audio channels for education under Prasar Bharati, AIR, could be put to effective use for spreading human rights education
- Colleges and universities should be encouraged to hold seminars/workshops/debates on issues of human rights. Associations and unions in the colleges/Universities could be given financial assistance for such activities. Project-based learning should be encouraged. Assignments and field activities like data collection, event organisation, camp activities, social service events during distress situation etc. may be integrated into course designing and performance evaluation
- Publication of a booklet containing the basic instruments of human rights for public distribution
- As the subject of human rights is a matter of changing attitude, the audio-visual medium of imparting education has better impact than the classroom type of learning. Accordingly, more stress need be on preparation of course material in multimedia forms like videos, CDs and films for mass propagation and mass education.
- Dissemination of information on human rights should also be carried out through Web-sites.

Most of the above action points are at various stages of implementation and are being monitored through review meetings with the autonomous bodies of this department on a regular basis.



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UNESCO, U.S. Dept of Education
Paris Centre, Andhra Pradesh



Chapter 6

International Cooperation

India has been playing an active role in promoting UNESCO's ideals and objectives. India has a permanent delegation at Paris accredited to UNESCO. UNESCO associates itself with various local and International non-governmental organisations to promote its objectives.

Introduction

The UNESCO Division coordinates India's interface with UNESCO and also looks after administrative matters concerning Auroville Foundation, an autonomous organisation set up under the Auroville Foundation Act, 1988.

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

Participation in UNESCO's Executive Board Meetings

India has the unique privilege of having been continuously elected as Member of the Executive Board of UNESCO ever its establishment in 1946. The Board, comprising 58 members, normally meets twice a year for a period of two weeks each. The meetings are held in Paris, France. It is the country that is represented on the Executive Board. The Government was represented at the 163rd, 164th and 165th sessions of the Board.

Contribution of UNESCO's Budget

Each Member State of UNESCO contributes to UNESCO's regular budget for each biennium. This contribution is at a fixed percentage approved by the General Conference from time to time. India's share of contribution for the calendar year 2002 was 0.454 percent of the total budget of UNESCO, which translates into around Rs. 5.33 crore. For the calendar year 2003, it is 0.44840 percent of the total budget of UNESCO. Budget provision for this purpose for the current year is Rs. 600 lakh under Non-Plan, which is being proposed to be revised at RE stage to Rs. 684.24 lakh. The BE for 2003-04 is proposed at Rs. 603 lakh.

UNITWIN/UNESCO Chairs Programme is an international action plan and movement for academic solidarity to strengthen inter-university cooperation. The programme aims at establishing and reinforcing strong and durable links amongst higher education and scientific institutions worldwide.

Construction of a Building for Housing the Office of UNESCO, New Delhi

India is responsible for providing free office accommodation to UNESCO in New Delhi. At present, it is housed in a rented building for which the Indian government is paying Rs. 4 lakh per month. We have decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi. M/s Design Plus has been engaged for designing the building. The designs have been sent to the CPWD for preparation of preliminary estimates. A sum of Rs. 3 crores had been provided in the Ninth Five-Year Plan, for the building. For the Tenth Plan also the same amount has been provided of which the budget provision for the current year is Rs.85 lakh (Plan), which is reflected in the budget of the Ministry of Urban Development.

Establishment of UNESCO Chairs in India

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

The following chairs are in existence in India at present:

- UNESCO Chair in Cultural Development, Janpada Sampada Division, Indira Gandhi National Centre for Arts, Janpath, New Delhi
- UNESCO Chair in Teacher Education through Distance Mode at the Indira Gandhi National Open University, Maidan Garhi, New Delhi
- UNESCO Chair in Peace, Human Rights and Democracy, The World Peace Centre, Maharashtra Academy of Engineering and Educational Research, Maharashtra Institute of Technology, Pune
- UNESCO Chair in Biotechnology, Indian Institute of Science, Bangalore (non-functional) and
- UNESCO Chair for the Promotion of Culture of Peace & Non-Violence, Manipal Academy of Higher Education, Manipal.

The Director-General of UNESCO, during his visit to India in January 1998, had announced four rotating chairs in the fields of (1) Biotechnology, (2) Social Anthropology, (3) Medicinal Plants, and (4) Cultural Identities. So far, the Chair in the field of Biotechnology only has been set up and that too is presently non-functional due to non-receipt of funds from UNESCO. Correspondence for setting up the remaining three is going on.

Indian National Commission for Cooperation with UNESCO

For associating its principal bodies interested in educational, scientific and cultural matters with the work of UNESCO, the Government of India had set up the Indian National Commission (INC) for Cooperation with UNESCO in 1949. The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. The Minister of Human Resource Development is the President of the Commission, Secretary (S&HE) its ex-officio Secretary-General,

and Joint Secretary in charge of UNESCO Division is the ex-officio Deputy Secretary-General of the Commission. Deputy Secretary/Director-(UNESCO) functions as Secretary of the Commission. The total membership of the commission shall not be more than 100 with 50 individual and 50 institutional members distributed evenly among its five Sub-Commissions. The membership is for a period of four years. The main function of the Commission is to advise the government on all matters concerning UNESCO. The Commission has been playing an important role in UNESCO's work particularly in the formulation and execution of its programmes in collaboration with UNESCO Secretariat as well as the National Commissions of the Asia and the Pacific Region.

Consequent upon the expiry of the term of office of its previous members, the INC for Cooperation with UNESCO has since been reconstituted.

Activities of the Commission Participation Programme of UNESCO

Under its participation programme, UNESCO provides limited financial assistance to various institutions of Member States for undertaking such innovative projects as would contribute at the national, sub-regional and inter-regional levels to the implementation of the objectives of UNESCO. For the biennium 2002-03, the INC had recommended 18 proposals from India, out of which UNESCO has approved only one proposal for US \$21,000 so far.

UNESCO Coupons Programme

The Commission continues to operate the UNESCO International Coupons Programme designed to assist individuals and institutions working in the fields of Education, Science, Culture and Communication, to import their bonafide requirement of educational publications, scientific equipment, educational films, etc. from abroad without undergoing the foreign exchange and

import control formalities. The total sale of UNESCO Coupons by INC during the period from April 2002 to February 2003 amounts to US \$18393.

Photo Contests by ACCU and the National Federation of UNESCO Associations, Japan in the Asia and the Pacific

The INC continues to coordinate the participation of Indian photographers in the photo contests organised by the Asia/Pacific Cultural Centre for UNESCO (ACCU), Tokyo, Japan and the National Federation of UNESCO Associations, Japan Photo Contests.

During the year 2001, ACCU, Japan organised a Photo Contest on the theme 'Clothes and People' in which a number of photographers from India participated. The result of that contest was received in 2002. Out of 7648 entries from 27 Member States of UNESCO from the Asia Pacific Region, 10 Indian nationals were awarded various prizes. During the year 2002, ACCU organised a photo contest on the theme 'The Joy of Sport' with the aim of promoting mutual understanding and friendship as well as photographic activities among the people of the region and the National Federation of UNESCO Associations. Japan also organised a photo contest in the context of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2002 – 2010) on the theme Love and Peace. A number of photographers from India participated in these photo contests. The result of this contests is awaited.

Participation of individuals/institutions in UNESCO awards

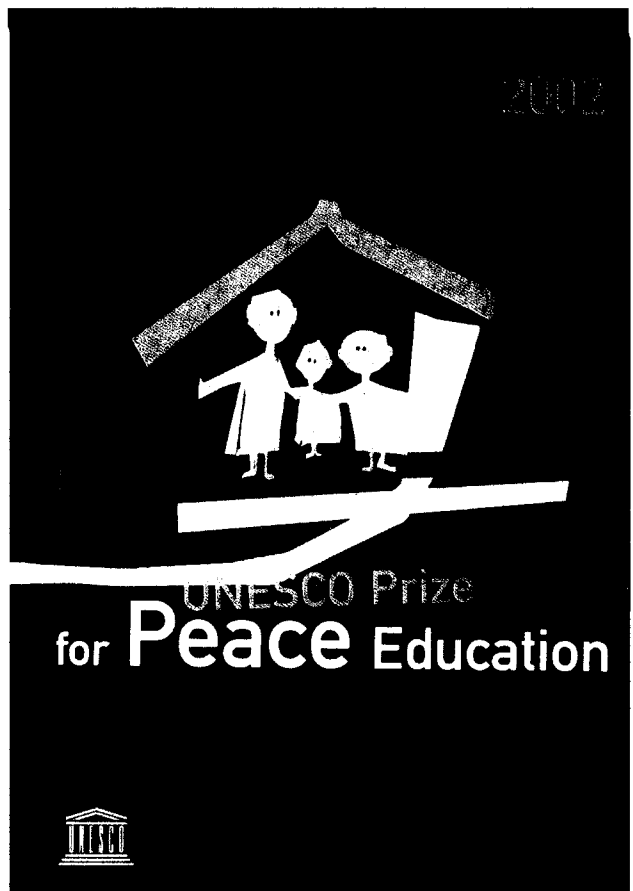
The Commission facilitates participation of individual Institutions for the various UNESCO awards. City Montessori School, Lucknow (Uttar Pradesh) was awarded the UNESCO Prize for Peace Education, 2002, in recognition of its

pioneering services in promoting the universal values of education for peace and tolerance and to renew the principles of secularism at a time when these values and principles are increasingly being challenged.

The Ramakrishna Mission, Kolkata, has been granted an honorary mention of the UNESCO Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence, 2002. This honorary mention highlights UNESCO's recognition of the Mission's continuous activities to make peace and happiness prevail among the people, regardless of their caste or religious beliefs.

Publication of UNESCO Courier

UNESCO Courier is an educational and cultural periodical brought out by the UNESCO. The INC continued to support publication of its Hindi and Tamil editions during 2002 with partial



The Ramakrishna Mission, Kolkata, has been granted an honorary mention of the UNESCO Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence, 2002.

UNESCO subvention of US \$18,420. The 31st Session of the General Conference held in Paris from 15th October 2001 to 3rd November 2001 decided to discontinue the publication of the *Courier* as a monthly journal after the publication of its December, 2001 issue and to bring out six-monthly issues only. The Permanent Delegation of India to UNESCO has been requested to ascertain from UNESCO whether it will provide subvention for bringing out Hindi and Tamil Editions of the six-monthly issues of the *Courier* or not. A decision regarding publication in Hindi and Tamil of the six-monthly issues of the *Courier* will be taken on receipt of the UNESCO response. There is a budget of Rs. 33 lakh for the current financial year for meeting residual expenditure.

Scheme of Financial Assistance to Voluntary Organisations, UNESCO Clubs and Associated Schools

UNESCO associates itself with various local and International non-governmental organisations (NGOs) to promote its objectives. The INC operates a scheme of financial assistance to voluntary organisations, UNESCO Clubs and Associated Schools for undertaking activities in consonance with UNESCO objectives. There is a budget provision of Rs. 5 lakh for the current financial year for this scheme.

No Utilisation Certificate (UC) in respect of grant-

in-aid sanctioned to the NGOs under this scheme during the last three years is pending.

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

Till 31 October 2002, INC nominated five Officers of the Department of Secondary and Higher Education, Ministry of Human Resource Development and two experts from other organisations/state governments/NGOs, etc. to participate in various regional and international workshops/training courses/seminars/working group meetings sponsored by UNESCO and its Regional Offices.

Education for international Understanding

UNESCO is running a project named Associated Schools Project (ASPnet). Associated Schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools project (ASPnet) for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INC, 44 schools and teacher training institutions from India have been enlisted with UNESCO under this project. There are about 251 UNESCO Clubs and 264 Associated Schools registered with the INC.

The UNESCO Associated School Project planned various activities such as essay writing on drug abuse, AIDS awareness, population education, poster competitions, debates, awareness workshops on various topics and celebration of UNESCO International Days.

UNESCO Clubs organised seminars on various topics such as environmental awareness, planting of trees, deforestation and its effects on society, health and hygiene awareness, child labour, pollution and its effect and for promoting ideals of peace, etc.

Scheme for Holding of Meetings of Committees/Conferences and Organisation of Exhibitions in furtherance of UNESCO's aims and objectives

This Scheme is meant for meeting the expenditure on TA/DA of non-official members for attending the meetings of the Sub-Commissions of the INC and its full body, organisation of exhibitions, INCCU lecture series and other meetings in furtherance of UNESCO's aims and objectives. There is a budget provision of Rs. 10 lakh for this scheme during the current financial year. Though no expenditure has been incurred so far, a provision of Rs. 14 lakh had been proposed at RE Stage for meeting the expenditure of an International Conference on Dialogue among Civilizations which was likely to be held during the current financial year. It has since been decided that the conference will now be held in July, 2003.

Auroville Foundation

Auroville, founded by 'Mother', a disciple of Sri Aurobindo, in 1968, is an international cultural township on the outskirts of Pondicherry in Villupuram District of Tamil Nadu where 1671 people from 35 countries including India live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at human unity.

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

The township has been developed with the aid of funds received from different organisations in and outside India, including UNESCO, and also from grants from the central and state government. Until 1980, funds for the development of the township

The UNESCO Associated School Project planned various activities such as essay writing on drug abuse, AIDS awareness, population education, poster competitions, debates, awareness workshops on various topics and celebration of UNESCO International Days.

were channelised through the Sri Aurobindo Society, an NGO, based in Pondicherry.

In view of the serious irregularities in the management of the Sri Aurobindo Society, it was considered necessary to take over, for a limited period, the management of the Society by the Central Government. This was done by enactment of the Auroville (Emergency Provisions) Act, 1980 (No. 59 of 1980). This Act was repealed by the Auroville (Emergency Provisions) Repeal Act, 2001.

In 1988, the Parliament passed another Act, the Auroville Foundation Act, 1988 to provide for the acquisition and transfer of the undertakings of Auroville and to vest such undertakings in a foundation established for the purpose with a view to making long-term arrangements for better management and further development of Auroville in accordance with its original charter and for matters connected therewith or incidental thereto.

As per Section 10(3) of the Auroville Foundation Act, the Foundation consists of (1) Governing Board; (2) Residents Assembly; and (3) Auroville International Advisory Council. The Governing Board of the Auroville Foundation, comprising nine members, was reconstituted on 5th April 1999

from 11th March 1999 to 10th March 2003 for a period of four years. The Residents' Assembly consists of all residents of Auroville who are for the time being entered in the register of residents.

The term of the last International Advisory Council of Auroville expired on 16 December 2001. It is now being reconstituted.

According to the provisions of the Auroville Foundation Act, the Government of India provides grants to the Foundation for meeting the expenditure on the establishment maintenance and development of Auroville.

Till 28th February, 2003, an amount of Rs. 61.08 lakh has been released to the Foundation under Non-Plan and Rs. 55 lakh under Plan out of the Budget provisions of Rs. 67 lakh and Rs. 135 lakh respectively for the current financial year.

For the Tenth Plan period, a sum of Rs. 15 crore has been allocated for the development of Auroville. This includes a new component for supporting the Sri Aurobindo International Institute of Educational Research (SAIIER) for which Rs. 11.5 crore has been earmarked out of Rs. 15 crore. The balance amount of Rs. 3.5 crore is for the ongoing development activities.



Department of
Elementary Education and Literacy



Elementary Education and Literacy

Significant measures have been taken to achieve the goal of Education for All (EFA). A constitutional Amendment Act, notified on 13 December 2002 makes elementary education a fundamental right. The approach is community-owned and village education plans prepared in consultation with Panchayati Raj Institutions will form the basis of district elementary education plans. The Sarva Shiksha Abhiyan covers the entire country with a special focus on educational needs of girls, SCs and STs and other children in difficult circumstances.

Passing of Constitutional (86th Amendment) Act by the Parliament

The Government is fully committed to the goal of Universalisation of Elementary Education (UEE). For promotion of UEE and Social Justice, the Parliament of India has passed the Constitutional (86th Amendment) Act, notified on 13 December 2002, making free and compulsory elementary education a fundamental Right, for all the children in the age group of 6–14 years.

The Constitutional Amendment provides for the following:

- Insertion of Article 21 A in the Part III dealing with Fundamental Rights as follows:
‘The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.’
- Rewording of Article 45 in Part IV dealing with Directive Principles as follows:
‘The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.’
- Introduction of a new Fundamental Duty Article 51A(k) in Part IVA as follows:
‘who is a parent or guardian to provide opportunities for education to his child or, as case may be, ward between the age of six and fourteen years.’

This is one of the significant measures for achieving the Goal of Education For All (EFA). This Constitution Amendment would be followed by a Central Legislation to operationalise the Fundamental Right.

Sarva Shiksha Abhiyan

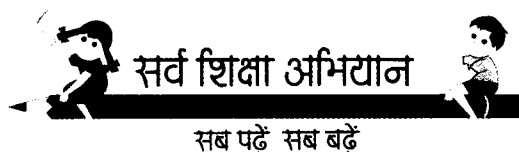
The Scheme of Sarva Shiksha Abhiyan (SSA) has evolved from the recommendations of the State Education Ministers' Conference held in October 1998, to pursue universal elementary education in a mission mode. The Scheme of the SSA has been approved by the Cabinet in its meeting held on 16 November 2000.

The Sarva Shiksha Abhiyan covers the entire country and addresses the needs of 192 million children in 11 lakh habitations. Nearly 8.5 lakh existing primary and upper primary schools and 33 lakh existing teachers would be covered under the scheme.

The approach is community-owned and village education plans prepared in consultation with Panchayati Raj Institutions will form the basis of district elementary education plans. The SSA covers the entire country with a special focus on educational needs of girls, Scheduled Castes and Scheduled Tribes and other children in difficult circumstances.

Goals of the Sarva Shiksha Abhiyan

- All children in the 6–14 age group in school/EGS centre/bridge course by 2003
- All children in the 6–14 age group complete five years of primary education by 2007
- All children in the 6–14 age group complete eight years of schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridging of all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010



This Ministry has also set up National Level Mission (NLM) under the Chairmanship of the Prime Minister vide Resolution dated 2 January 2001.

The programme covers the entire country and addresses the needs of 192 million children in 11 lakh habitations. Nearly 8.5 lakh existing primary and upper primary schools and 33 lakh existing teachers would be covered under the scheme. The programme seeks to open new schools in habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with inadequate teacher strength would be provided additional teachers under the programme. The capacity of existing teachers would be built by extensive training,

provision of grant for developing teaching-learning material and development of academic support structure. The SSA has a special focus on girls and children of weaker sections. A number of initiatives, including the provision of free textbooks, target these children under the programme. The SSA also seeks to provide computer education in rural areas to bridge the digital divide.

The SSA aims to involve the community in this effort towards UEE. The local village community is responsible for the following specific activities under the programme:

- Preparation of need-based habitation level plans based on detailed household survey
- Implementation of the approved habitation plan, including civil construction
- Monitoring of the functioning of school to ensure regular quality teaching

The involvement of the community is ensured through the participation of the Village Education Committee (VEC), Panchayati Raj institutions and women's groups in the above tasks.

The PAB has also approved the annual District Elementary Education Plans (DEEPs) of 512 districts at an outlay of Rs. 1106.26 crore during 2001-02.

The PAB, during 2002-03, has approved the annual plans of 576 districts upto 3 January 2003 in 28 states/UTs at an outlay of Rs. 3081.08 crore.

The PAB has approved 10738 primary schools, 12728 upper primary schools, 38005 primary teachers, 21698 upper primary teachers, 6381 primary school buildings, 3435 upper primary school buildings, 36209 additional classrooms, 56516 toilets and 31100 drinking water during 2001-02 and 2002-03.

Focus on girls under SSA

- Free textbooks for all girls



Expanding Opportunities for Children with Special Needs

- SSA framework provides for Rs. 1200 per disabled child per year for addressing his/her special educational needs.
- Emphasis was given on multi-sectoral convergence.
- Focus on Providing quality education to CWSN through early detection supply of aids and appliances and adequate resource support.
- All school buildings to be constructed hence forth are to be barrier free with provisions friendly to Children with Special Needs (CWSN).
- Emphasis on parental counselling and community awareness to promote positive attitudes towards CWSN.
- Different strategies used to develop the skills and competencies of teachers on classroom management and taking care special educational needs of CWSN.
- More than 12 lakh teachers have been trained.
- More than 6 lakh disabled children in the age group 6-14 years have been enrolled.



Initiatives for Enrolment of Out-of-School Children in Urban Areas

Sarva Shiksha Abhiyan suggests a diversity of approaches to address the issues of enrolment of children in urban areas, including:

- Convergence between government departments of education, social welfare, health, police, railways, labour, urban development, and the municipal corporation, including rationalisation of management structures/agencies involved in the education of urban poor children.
- Formation of educational plans for all children of urban areas. Involvement of grass-root level and community - based organisations like Mahila Mandal, Youth Clubs, PRIs etc. in plan formulation and implementation.
- Opening of new schools and Education Guarantee schools based on the need of the area in cities.
- Relocation of government and local body schools near colonies and settlements rather than maintaining them in areas where government schools are not required.
- Improving quality and the infrastructure of government schools in urban areas.
- Strategies like bridge courses, transition classes, camp schools etc. for making provision for education of children living in more difficult circumstances. These courses can be organised with the help of private sector educational institutions and NGOs working in the area.
- Preparation of formal schools to accept children who are first generation learners and, therefore, lack the parental support in academics. In certain cases, remedial classes will be required of such children.
- Greater involvement of the private sector in the education of UDC. All support to be provided to initiatives by some of the private schools in big cities for the UDC.
- Improvement in coverage by early childhood care and pre-schooling facilities, especially in slums where both the parents are working.

- Innovative component of Rs. 50 lakhs per district and Rs. 15 lakh per project
- Toilets, especially for girls
- Setting up of VECs/MTAs

Education Guarantee Scheme and Alternative & Innovative Education

The Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE) programme for children in the age group of 6–14 years was operationalised from 1 April 2001.

The scheme, applicable throughout the country, is flexible and operationally proactive and would support the following broad strategies:

- Setting up of schools in school-less habitations (EGS)
- Interventions for mainstreaming of 'out-of-

school' children viz. bridge courses, back-to-school camps etc.

- Strategies for very specific, difficult groups of children who cannot be mainstreamed

The EGS&AIE programme envisages flexible strategies including schools in school-less habitations or condensed courses for migrating children, bridge courses, residential camps, drop-in centres for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps etc.

From the Tenth Plan onwards, the scheme is a part of the overall programme for UEE i.e. SSA. The scheme is implemented and monitored by state level societies set up/identified by state/UT governments which have powers to appraise and approve



proposals under state and voluntary sectors. The ratio of expenditure between the centre and states is 75:25 respectively. The voluntary agencies are, however, eligible for 100% assistance (within the overall cost ceilings).

The EGS& AIE, being a part of SSA, has no separate budget provision but expenditure on the scheme is incurred from overall budget provision of SSA.

During 2001-02, the state-wise number of EGS centres sanctioned and the amount released on this account is indicated in table.

So far during 2002-03 (upto September 2002), an

amount of Rs. 3667.40 lakh has been released to the states under the EGS programme.

Other projects under SSA programme

The District Primary Education Programme (DPEP) (in 273 districts) and Janshala (in 139 blocks, including 32 blocks in Andhra Pradesh and 10 cities in 9 states) is being implemented within the SSA framework.

District Primary Education Programme

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

The programme is structured to provide additional inputs over and above the provisions made by the state governments for elementary education. The programme fills in the existing gaps in the development of primary education and seeks to revitalise the existing system. The DPEP is contextual and has a marked gender focus. The programme components include construction of classrooms and new schools, opening of non-formal/alternative schooling centres, appointment of new teachers,

(Rs. in lakh)

Name of the States	No. of EGS&AIE Centres	Total amount released in 2001-02
Andhra Pradesh	11011	992.03
Jammu & Kashmir	2510	169.72
Karnataka	1552	151.70
Madhya Pradesh	20378	3083.48
Maharashtra	3480	291.72
Orissa	9673	1229.88
Punjab	10586	100.00
Uttar Pradesh	2179	79.00
Uttaranchal	708	45.43
Rajasthan	15307	
Total	62077	6142.96

setting up of Block Resource Centres/Cluster Resource Centres, teacher training, development of teaching learning material, research-based interventions, special interventions for education of girls, SCs/STs etc. The components of integrated education to children with disability and a distance education component for improving teacher training have also been incorporated in the programme.

Objectives

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

District Selection Criteria

The district which is the Unit of programme implementation is selected on the basis of the following criteria, viz., 1. Educationally backward districts with female literacy below the national average and 2. districts where Total Literacy Campaigns (TLCs) have been successful, leading to enhanced demand for elementary education.

Funding

The DPEP is an externally aided project. 85 percent of the project cost is met by the Government of India and the remaining 15 percent is shared by the concerned state government. The Government of India share is resourced through external assistance. At present, external assistance of about Rs. 6938 crore, comprising



Innovations in Civil Works under the DPEP

Community Construction

Under DPEP, constructions have been undertaken largely through the community (Village Education Committees, village construction committees, gram panchayats etc.)

Community participation on this scale was a significant departure from conventional systems of construction. This has resulted in:

- Increased ownership
- Improved quality
- Greater transparency
- Better maintenance

School Designs

Under DPEP efforts have been made to break away from traditional designs. This design renewal has been a large collaborative effort between engineers, architects and educationists. Taking into consideration various pedagogic and functional requirements and local architectural practices, the new designs are:

- Functional and child friendly
- Outdoor teaching and play elements

- Energy efficient buildings
- Rain water harvesting in water scarcity areas
- Site specific designs

Cost Effectiveness

Under DPEP proactive efforts were made to make constructions cost effective through:

- Use of local materials and technologies
- Use of alternative cost effective technologies
- Use of improved site management techniques
- Use of rationalised designs and specifications

Improved Planning

DPEP has developed large scale and more sophisticated use of data in the planning for civil works. DPEP has used the concept of the student-space concept in the school design. The basic idea behind this concept is that the school design should begin at the level of the individual child, in contrast to the traditional notion that the basic unit is a classroom, typically designed for 40 students. The aim is to provide spaces that facilitate learning activities. This enables classrooms that cater to multigrade situations and outdoor learning.

Position of funds sanctioned and released under SSA and DPEP

(As on 21.2.2003)

S.No.	State	Funds sanctioned			Funds released		
		SSA	DPEP	Total	SSA	DPEP	Total
							<i>(Rupees in Lakhs)</i>
1	Andhra Pradesh	16990.27	32733.97	49724.24	8226.10	14500.00	22726.10
2	Arunachal Pradesh	2331.89		2331.89	1412.00		1412.00
3	Assam	15040.01	8155.70	23195.71	6054.06	4400.00	10454.06
4	Bihar	23885.31	13249.34	37134.65	7914.97	6400.00	14314.97
5	Chhattisgarh	6763.67	4015.97	10779.64	2536.34	2700.00	5236.34
6	Goa **			0.00	0.00		0.00
7	Gujarat	12957.58	5498.39	18455.97	9058.56	2850.00	11908.56
8	Haryana	8138.40	10318.93	18457.33	2705.28	0.00	2705.28
9	Himachal Pradesh	2906.37	3293.81	6200.18	1696.58	1000.00	2696.58
10	J&K	5148.55		5148.55	1934.62		1934.62
11	Jharkhand	9564.91	6183.99	15748.90	3244.32	4100.00	7344.32
12	Karnataka	10465.58	7455.00	17920.58	6182.59	4950.00	11132.59
13	Kerala	8684.05	2998.66	11682.71	2250.78	1250.00	3500.78
14	Madhya Pradesh	16522.03	19939.44	36461.47	6195.76	12700.00	18895.76
15	Maharashtra	36957.33	13086.02	50043.35	11000.00	6200.00	17200.00
16	Manipur	938.06		938.06	3.51		3.51
17	Meghalaya *			0.00	0.00		0.00
18	Mizoram	1602.24		1602.24	704.00		704.00
19	Nagaland	1971.17		1971.17	486.63		486.63
20	Orissa	13674.02	13151.41	26825.43	2214.15	4200.00	6414.15
21	Punjab	9946.34		9946.34	4868.00		4868.00
22	Rajasthan	17434.48	21510.35	38944.83	6407.18	8300.00	14707.18
23	Sikkim	580.91		580.91	212.57		212.57
24	Tamil Nadu	18422.49	5003.84	23426.33	6908.43	1614.00	8522.43
25	Tripura	1131.01		1131.01	930.93		930.93
26	Uttar Pradesh	38447.74	42660.00	81107.74	12074.27	22900.00	34974.27
27	Uttaranchal	4783.33	2640.64	7423.97	1022.25	1100.00	2122.25
28	West Bengal	22146.98	17192.00	39338.98	10867.61	6350.00	17217.61
29	A& N. Islands **			0.00	0.00		0.00
30	Chandigarh **			0.00	0.00		0.00
31	Dadra & N. Haveli **			0.00	0.00		0.00
32	Daman & Diu **			0.00	0.00		0.00
33	Delhi *			0.00	0.00		0.00
34	Lakshadweep	34.69		34.69	13.00		13.00
35	Pondicherry	341.58		341.58	116.46		116.46
TOTAL		307810.99	229087.46	536898.45	117240.95	105514.00	222754.95

* Project Approval Board to meet on 28.2.2003 to consider Annual Plans.

** Annual Work Plans not received.

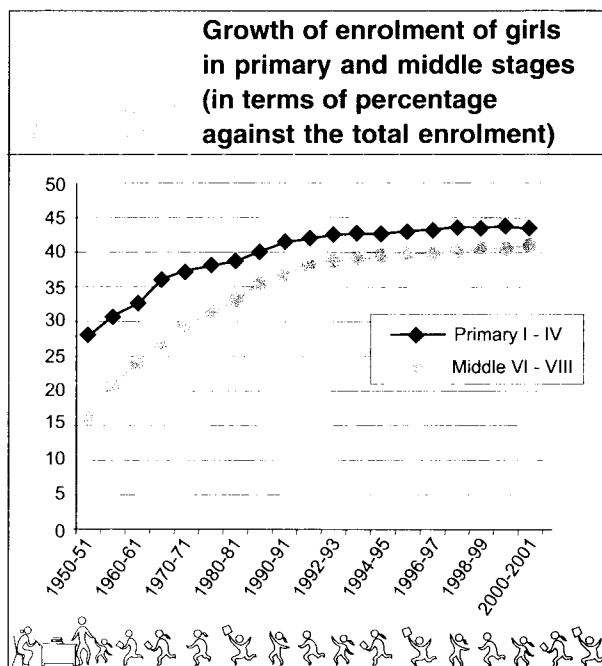
Rs. 5137 crore as credit from IDA and Rs. 1801 crore as grant from the European Commission (EC), Department for International Development of UK (DFID), UNICEF and Government of the Netherlands has been tied up for the DPEP. Under the IDA credit, 211 districts of 16 states namely, Assam, Andhra Pradesh, Kerala, Karnataka, Haryana, Maharashtra, Madhya Pradesh, Chhattisgarh, Tamil Nadu, Himachal Pradesh, Orissa, Uttar Pradesh, Uttaranchal, Bihar, Jharkhand and Rajasthan are covered under the programme. A grant from the EC amounting to Rs. 623 crore is available for 17 districts of Madhya Pradesh and 9 districts of Chhattisgarh. Netherlands has provided a grant of Rs. 215 crore for the DPEP in 8 districts of Gujarat. Another 3 districts in Gujarat are funded under state sector. A grant amounting to Rs. 927 crore has been tied up with DFID, UK for 5 districts of Andhra Pradesh, 10 districts of West Bengal and 8 districts of Orissa. UNICEF has provided a grant of Rs. 36 crore as a co-financing arrangement alongwith IDA credit for DPEP in Bihar and Jharkhand.

Coverage

The programme, which was initially launched in 1994 in 42 districts of 7 states has now been extended to cover 273 districts of 18 states: Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madhya Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh, Uttaranchal, Bihar, Jharkhand and Rajasthan. In 26 districts of Madhya Pradesh and Chhattisgarh, the project has come to a close on 31 December 2002. In 118 districts of DPEP Phase I and II, the project will close on 30 June 2003. Thereafter, the project will continue in 129 districts of 9 states: Andhra Pradesh, Bihar, Gujarat, Orissa, Uttar Pradesh, West Bengal, Rajasthan, Jharkhand and Uttaranchal.

In-Depth Review of the Programme

The programme is supervised through periodic supervision missions. So far, 11 Internal Supervision Missions and 16 Joint Review Missions (comprising representatives of Government of India and external



funding agencies) have been carried out. The first phase of the programme, which was launched in November 1994 in 42 districts in 7 states, was subjected to an in-depth review during September-October 1997. The 2nd in-depth review was conducted in November 1999-2000. The reviews and various evaluatory studies of the programme have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates/dropouts with increased community involvement, improvements in classroom processes, etc.





Major Achievements of the DPEP

- The DPEP has so far opened more than 1,60,000 new schools, including almost 84,000 alternative schooling (AS) centres. The AS centres cover nearly 3.5 million children, while another 1,70,000 children are covered by bridge courses of different types.
- Enrolment in DPEP-I districts has increased from 79.33 lakh in 1997-98 to 90.26 lakh in 2001-02. In the districts covered under DPEP in the subsequent phases, the overall enrolment has increased from 185.31 lakh in 1997-98 to 422.65 lakh in 2001-02.
- The school infrastructure created under the DPEP has been considerable. Works either complete or in progress include 45900 school buildings, 46800 additional classrooms, 15302 resource centres, 19000 repair works, 46500 toilets, and 16700 drinking water facilities.
- Despite the increase in enrolments over the years, the average Student Class Ratio (SCR) for schools covered under DPEP was 41 in 2001-02 compared to nearly 50 in 1996-97.
- The Gross Enrolment Ratio (GER) for Phase-I states was around 93 to 95 percent for the last three years. After the adjustment for the AS/EGS Centres' enrolment, the GER in 2001-02 works out above 100 percent. In the districts covered under subsequent phases of DPEP, the GER including enrolment of AS/EGS was above 85 percent.
- A study to estimate the dropout rate from the EMIS data on enrolment and repeaters for the years 1999/2000 and 2000/2001, was carried out for 102 DPEP districts of 13 DPEP states using the reconstructed and apparent cohort methods. The percentage of children who dropout between Grade I and the last grade of primary school was found to be less than 10 percent in 13 percent of the districts and less than 20 percent in one-third of the districts. An encouraging finding was that the gender gap reduced to less than 5 percentage points in 72 percent districts, but the high dropout rate in a large number of districts is still a matter of concern. A study was undertaken in six states to find out the reasons of high dropout rate. The report of the study is under finalisation.
- The enrolment of girls has shown significant improvement. In DPEP I districts, the share of girls enrolment in relation to total enrolment has increased from 48 percent to 49 percent, while this increase in the subsequent phases of DPEP districts has been from 46 percent to 48 percent.
- The total number of differently-abled children enrolled is now more than 5,60,000, which represents almost 70% of the nearly 8,10,000 differently-abled children identified in the DPEP states.
- Village Education Committees (VECs)/School Management Committees (SMCs) have been set up in almost all project villages/habitations/schools.
- About 1,77,000 teachers, including para-teachers/Shiksha Karmis have been appointed.
- About 3380 resource centres at the block level and 29725 centres at the cluster level have been set up for providing academic support and teacher training facilities.
- As per mid-term assessment survey on learning achievement, the overall performance level has crossed the 60 percent mark in 44 districts in language and 51 districts in mathematics in Class I.
- Pedagogical interventions under the DPEP, with their focus on child-centred activities, have led to considerable improvement in the quality of education.

Janshala (GoI-UN) Programme

Introduction

The Janshala (GoI-UN) Programme is a collaborative effort of the Government of India and five UN agencies – UNDP, UNICEF, UNESCO, ILO and UNFPA – to provide programme support to the ongoing efforts towards achieving UEE. Janshala, a community-based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalised groups, SCs/STs/minorities, working children and children with specific needs. A unique feature of the Janshala is that it is a block-based programme with emphasis on community participation and decentralisation. The blocks have been selected on the basis of different indicators such as low female literacy, incidence of child labour, and concentration of ST and SC population.

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

Coverage, Project Cost and Period

The programme covers 139 blocks including 10 cities in 30 districts of 9 states: Andhra Pradesh, Chhattisgarh, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and Uttar Pradesh – with a total project outlay of Rs. 103.13 crore. The programme was initially for five years from 1998 to December 2002 which has now been extended for two more years, i.e. upto December 2004.

Achievements

All the states have covered the programme areas with microplanning, which include formation and capacity building of VECs, MTAs and PTAs. The states have also held orientation and training programmes for



Janshala—recognised by ECOSOC as a best practice

Janshala India was invited to make a presentation on Janshala in a special meeting of the UN Economic and Social Council (ECOSOC) in New York on July 9, 2002. A team from India led by the National Programme Director, and Resident Representative UNDP and UN Resident Coordinator in India, made presentation on Janshala. They were accompanied by National Programme Manager and representatives from UNICEF, UNESCO, ILO and UNDP. The State Programme Coordinator Janshala, Rajasthan and a member of the Janshala Standing Committee represented the Civil Society.

In the last two years, Janshala did manage to establish itself as a significant programme of innovations in primary education and the recognition by ECOSOC is an acknowledgement to the untiring efforts of the programme personnel involved at all levels. The unflinching faith of the programme on the community processes and decentralisation has, indeed, helped the programme carve out a niche for itself. It is hoped that the gains of the programme will be consolidated in the coming years and the successful innovations will be adopted in the future strategies for universal primary education.

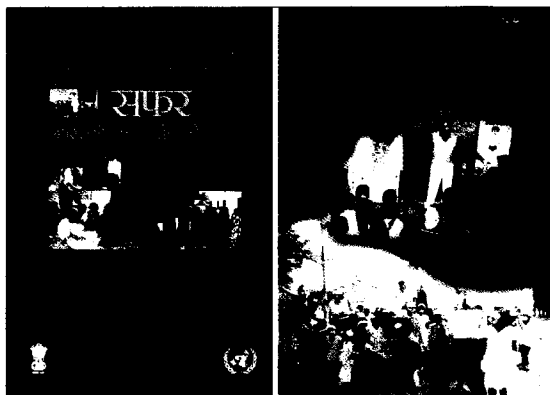
the VEC members to ensure their continued involvement with the schools. Nearly 20,000 habitations/schools have been covered under this



activity so far. The involvement of the community was particularly high in the alternative schools opened under the programme. The programme has opened 3200 alternative schools in unserved habitations in rural areas and slums in urban areas providing access to nearly 120000 children. In addition, bridge course camps have been organised to bring different categories of out-of-school children in the mainstream of elementary education. The greatest beneficiary of this intervention were girls who were out of school. There has been an emphasis in states to develop the capacity of PRI members in understanding issues related to primary education and better management of schools.

In order to bring about improvement in classroom practices in schools, the States have tried out different techniques of multigrade teaching, for which teachers were trained in the preparation of self-learning materials and relevant teaching-learning materials. As a part of the new approach, the States have also adopted improved evaluation system for children keeping in view the varying pace of teaching among children. While Maharashtra and Andhra Pradesh have introduced the new teaching methods in all schools and Karnataka has introduced Nali Kali in Classes I to IV in the programme blocks, other states are planning to scale it up after the pilot phase.

- Nearly 58,000 teachers have been provided trainings on different pedagogical aspects and also provided resources for improved teaching-learning material (TLM).



- For improvement of academic monitoring and regular academic support 1500 clusters resource centres (CRC) have been set up.
- Nearly 18,000 schools in 139 blocks including 10 cities have been provided resources for infrastructural improvement.

Other major areas of achievement are interventions for the education of the disabled, setting up of ECCE and strengthening of ICDS centres and capacity building of education department officials working at state, district and block levels.

Publications

- *Safar*, collection of success stories from Janshala, Rajasthan (Hindi), March 2002
- *Badte Kadam*, collection of success stories from Janshala, UP (Hindi), February 2002
- Success stories of Janshala, Maharashtra

Research and Documentation

- Two documents on the successful practices in the education of adolescent girls titled *Educating Adolescent Girls: Opening Windows* and *Educating Adolescent Girls: Multiple Paths*
- A national document on the state-wise and theme-wise status of implementation of the project has been published.
- A video documentation on the programme activities has been brought out.
- A study on the Educational Needs of Urban Deprived Children has also been commissioned to National Institute of Urban Affairs (NIUA).

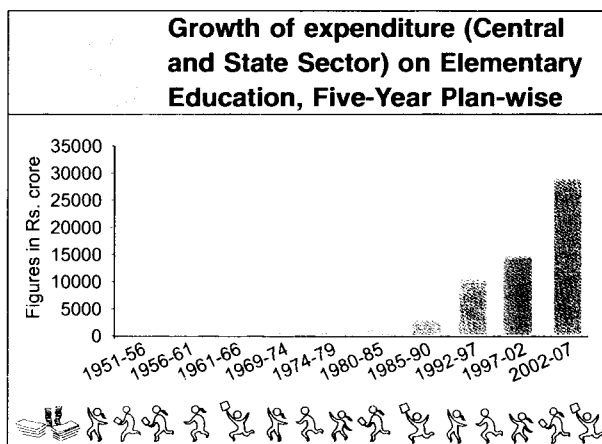
- A study on the national and international practices in multigrade teaching has been commissioned by UNESCO on behalf of the Janshala programme.

Teacher Education

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

The Scheme strives at setting up of District Institutes for Education and Trainings (DIETs) in each district to provide academic and resource support to elementary education teachers and non-formal and adult education instructors. It also undertakes the establishment of Colleges of Teacher Education (CTEs)/Institutes of Advanced Study in Education (IASEs) to organise pre-service and in-service training for secondary teachers and provide extension and resource support services to secondary schools. The IASEs are expected to conduct programmes for the preparation of elementary and secondary teacher educators; conduct in-service training for elementary and secondary teacher educators and principals of secondary schools; engage in advanced level, fundamental and applied research, especially of interdisciplinary nature; and provide academic guidance to DIETs and support services to CTEs.

The scheme also envisages strengthening of SCERTs; orientation of school teachers in the use of Operation Blackboard (OB) materials and implementations of MLL strategy with focus on teaching of languages, mathematics and environmental studies.



N.B. (i) 1997-2002 Central sector share only.
(ii) 2002-2007 Central sector outlay only.

The central government provides financial assistance to states for setting up of DIETs, CTEs and IASEs. DIETs are established either by upgrading existing Elementary Teacher Education Institutions (ETEIs) or by setting up new institutions. The land for the purpose is provided by the state governments free of cost. The IASEs and CTEs are set up by upgrading existing Secondary Teacher Education Institutions (STEIs) offering B.Ed. courses. IASEs are also set up by upgrading Colleges and University Departments of Education offering M.Ed. courses. A total of 492 DIETs, 86 CTEs and 38 IASEs have been sanctioned so far under the Scheme. Out of these, 17 DIETs, one CTE and one IASE have been sanctioned during the year 2001-02.

DIETs have an important and critical role to play for the development of teacher education at the elementary level and are participating in the educational initiatives like the DPEP and SSA. The progress of implementation of the scheme is being monitored through progress reports furnished by the states. Information received from the states is analysed and they are suitably advised to take necessary action, wherever warranted, for expediting construction works, filling up of posts and organisation of pre-service and in-service training programmes for elementary school teachers. States have been requested to take appropriate action to make all the DIETs fully operational as early as possible.

On the recommendation of the Working Group on Elementary and Adult Education for the Tenth Five-Year Plan, a substantial revision is being proposed in the scheme for improvement in the quality of teacher education by making institutes fully functional and productive. The stress would be more on greater participation of states allowing flexibility in implementation of the scheme with increased accountability on their part. The focus areas would development of strengthening of teacher education institutes, expansion of pre-service and in-service training of teachers to reach out to maximum number, professional development of teacher educators etc.

National Programme of Nutritional Support to Primary Education

A nation-wide programme of Nutritional Support to Primary Education (popularly called Mid-day Meals Scheme or MDM) was launched on 15 August 1995, with the objectives to give a boost to UPE and simultaneously impacting on the nutritional status of students in primary classes studying in government, local body and government-aided schools. During the current year, the programme has also been expanded to children of EGS centres which are being opened in the school-less habitations.

The programme aims to provide wholesome cooked/processed food through local bodies/

authorities such as Panchayats and Nagar Palikas who are expected to develop institutional arrangements for the purpose. Where such arrangement has not taken place, foodgrains (wheat/ rice) at the rate of 3 kg per student per month are distributed to the targeted children, subject to a minimum attendance of 80 percent.

The programme was expanded in a phased manner and has seen all-India coverage during 1997-98 except for Lakshadweep, which runs its own programme. The central support under this programme is to provide foodgrains free of cost to children through the Food Corporation of India. The cost is being reimbursed at BPL rate. The year-wise details of children targeted for coverage and quantity of foodgrains allocated and lifted by state agencies and expenditure incurred is given below.

Recently, the Hon'ble Supreme Court in its order dated 29 November 2001 directed that under the Scheme, cooked meals be provided in a time bound manner by those States/UTs that do not have such a programme. As a result, cooked meals are now being served in Rajasthan, Andaman and Nicobar Islands, Daman and Diu and Dadra and Nagar Haveli, in addition to the existing states, viz. Chhattisgarh, Gujarat, Kerala, Orissa (in tribal districts/blocks), Madhya Pradesh (tribal blocks), Karnataka (7 educationally backward districts), Tamil Nadu and Pondicherry, which were already

Year	No. of Children (in crores)	Quantity of Foodgrains (in MTs)		Expenditure incurred (Rs. in crores)
		Allocated	Lifted	
1995-96	3.34	713223	536016	441.21
1996-97	5.57	1585388	1112489	800.00
1997-98	9.10	2567372	1810164	1070.38
1998-99	9.79	2706274	1147917	1600.15
1999-2000	9.90	2767251	1401765	1500.00
2000-01	10.54	2480692	1517816	1300.00
2001-02	10.35	2862475	2076764	1030.27
2002-03	10.26	2826248	901756	952.44

(upto Sept. 2002)



providing meals to children. Similarly, in Delhi, ready-to-eat food is being distributed.

Evaluation of the Programme

The programme was recently evaluated in 10 states by an independent agency called Operations Research Group. The findings states that while the programme has given a boost to enrolment in Assam, Madhya Pradesh, Uttar Pradesh and West Bengal, it has had a positive impact on attendance and retention in Gujarat, Haryana, J&K, Karnataka, Orissa and Rajasthan.

The Planning Commission organised two studies: one, a comparative study of Orissa and Tamil Nadu (where a cooked meal programme is in operation) and second, a comparative study of Himachal Pradesh and Uttar Pradesh on the programme (where there is arrangement for distribution of foodgrains only). The reports conclude that a cooked meal programme is preferable not only from the health point of view but also in attracting children to school.

A study conducted by the NCERT on state policies

on Incentive Scheme in primary schools and their contribution to girls participation, completed in April 2000, also covers the MDM Scheme in Uttar Pradesh and Tamil Nadu. The report says that the Noon Meal Scheme of Tamil Nadu and Supply of Foodgrains under MDM in Uttar Pradesh have helped to improve the enrolment and retention of girls in schools.

Recent Initiative

The guidelines of the Scheme has been modified so as to enable reputed NGOs and other such organisations to participate in the implementation of the programme. In this regard, ISKCON, Bangalore had already initiated a cooked meal programme and is currently serving 1573 children of primary classes studying in 78 primary schools in the rural Bangalore district of Karnataka. Another 8 NGOs are also serving meals to about 40,000 children in the same state.

As stated above, children studying in EGS centres have been covered under the Scheme. It is expected that about 13 lakh children will benefit from the programme.

The Ministry of Rural Development has agreed to this Ministry's proposal to construct kitchen sheds. About 4 lakh schools in the rural areas are expected to benefit from this decision.

Shiksha Karmi Project

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

agencies. The RSKB has a Governing Council and an Executive Council. These bodies are represented through two representatives of this Department.

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

Non-government organisations (NGOs) and the community play a pivotal role in the implementation of the SKP. The VECs have contributed to the improvement of school environment, augmentation of infrastructure and facilities, larger enrolment of children through

Activity	Target	Achievement			
		1999-2000	2000-01	2001-02	2002-03 (Upto Sept.2002)
Day Schools	4100	2589	2591	2590	3516
Angan Pathshalas	600	87	87	83	100
UPS	120	32	32	44	76
Prehar Pathshalas (PPs)	7335	4711	4107	3153	3153
Total Enrolment (Day Schools+PPs)	324345	225012	217126	225083	260083
MPK	22	14	14	13	13
RUs	22	9	9	9	9
MT	1878	798	798	2500	2700
Average attendance	90%	79.5%	85%	86.2%	88.73%
Retention	70%	65.0%	66%	66.2%	66.20%
100% enrolled village	-	-	-	584	1104
Enrolment against survey	-	-	-	-	97.21%
Girls enrolment	-	-	-	-	95.3%

school mapping and micro-planning in the Shiksha Karmis Schools. Enrolment of girls and their attendance and retention in primary schools is one of the serious challenges in achieving UEE in Rajasthan. The SKP aims at addressing these through decentralised initiatives involving the community. At the grassroots level, Panchayat Samitis, Shiksha Karmi Sahyogis, subject specialists of NGOs, SKs and the village community constantly interact with each other to achieve the aims of the project. The SKP has emerged as a unique instrument of human resource development. It has enabled rural youth, with inherent talent and potential, to blossom into confident para-professionals with self-respect and dignity. A significant number of children covered by the SK schools are from among SCs/STs. The experience of SKP demonstrates that the motivation of SKs working in difficult conditions can be sustained over a longer period of time by recurrent and effective training, sensitive nurturing, community support, regular participatory review, and problem solving. The success of SKP has brought to it national and international recognition.

Prehar Pathshalas (PPs) school of convenient timings, under the SKP, provide educational programmes for out-of-school children who cannot attend regular day schools due to their preoccupation at home. In PPs, condensed formal school curriculum and learning materials are followed. Under the innovative and experimental activities, Angan Pathshalas have proved effective in attracting girls to primary schools. Mahila Sahyogis have confirmed their utility in motivating girls to attend schools/PPs in remote areas. Integration of children with partial disabilities into day schools and PPs have been attempted on a pilot basis.

There is an in-built monitoring process at the village, block, headquarters and state levels. There is a provision of joint biannual reviews by the



international agency concerned, the Government of India and the Government of Rajasthan and independent evaluation by teams consisting of national and international experts. It has been the practice to conduct mid-term review/evaluation through interactions with all functionaries and beneficiaries.

Role of NGOs in the SKP

35 NGOs in the state are also providing support to the SKP in different fields. Some of the activities in which NGOs have been involved include the following.

Running/Organisation of MPK

The number of female SKs in the SKP is small. The minimum qualification for a woman SK is passing Class V or VIII. Currently, 13 MPKs are running in the state to improve educational level and improve the TLM construction skills of female SKs. All centres are being run with the help of NGOs.

Organisation/running of Angan Pathshalas

The Angan Pathshala is an important activity for SKP, with which NGOs are involved.

Double Support to Shiksha Karmi Schools

Currently, subject specialist of NGOs and Shiksha Karmi Sahayogi are providing double support to SKs for improvement of teaching skills. Presently there are 30 units running under SKP where such kind of support is being extended.

Organisation/running of Resource Units

There are 9 Resource Units, which are running under Project, out of which two are running through two NGOs (Praudh Shikshan Samiti, Kota, and Rajasthan Vanvasi Kalyan Parishad, Udaipur).

Organisation of Shiksha Karmi Vidyalayas in Vidyalaya Viheen Grams

Shiksha Karmi Vidyalayas are being operated in Vidyalaya Viheen grams by NGO in the SKP.

Year-wise progress of phase III can be viewed in the following table

Lok Jumbish Parishad, Jaipur

Introduction

The Lok Jumbish Project is being implemented by the Lok Jumbish Parishad-Association for Advancement of Basic Education for All in Rajasthan. The Parishad is a society registered under the Rajasthan Societies Registration Act, 1958. It has been established to function as a social mission for bringing about a fundamental change in the basic education system and, through it, the overall socio cultural situation.

‘Lok’ is a Hindi word means the people while ‘Jumbish’ is an Urdu word meaning movement. Together they denote the idea of a people’s movement as well as movement for the people.

Lok Jumbish - the Education for All (EFA) project-

started in 1992. It completed two phases upto June, 1999. These two phases were assisted by the SIDA, Government of India and Government of Rajasthan.

Phase- III of the project commenced in July 1999 with the assistance of the DFID, Government of India and Government of Rajasthan in a sharing pattern.

Main objectives of Phase-III

- Further strengthening of the present system of management and moving towards convergence between Lok Jumbish management on the one hand and the apparatus of the State Department of Education and Panchayati Raj institutions on the other
- Elimination of bottlenecks in improvement of school system, particularly with regard to placement of teachers
- Enhancing access to primary education, greater emphasis being on the primary stage but also taking into ambit the upper primary stage, with continued focus on girls’ participation
- Emphasis on micro-planning to sustain increase of enrolment and retention, with particular emphasis on improvement of class to class transition
- Further steps for improvement of quality of education and revamping of all aspects of teacher training and content and process of education, to improve learning and to make education genuinely child-centred
- In the context of improvement of quality, stepping up of the quality of school infrastructure, giving due attention to setting up and use of school library
- Taking well-coordinated and planned steps for elimination of wage employment based child labour, and strengthening of Sahaj Shiksha as a strategy to provide satisfactory education to children who cannot attend school
- Sharpening of focus on gender equity, particularly with reference to content and

process of education and taking steps to make education an instrument of women's equality

- Institutionalisation of structured and informed participation of village community by making VECs the fulcrum of decentralised management
- Examination of what it involves to take up UPE activities in urban areas, designing programme activities for those areas and testing them in the field
- Attending to the issue of sustainability

Major achievements of the project

During 2002-03, the major achievements of the project are summarised here.

Additional educational facilities

The schools which were opened and upgraded and teachers who were appointed during phases I and II of the project continue to be under operation during the third phase.

School materials and equipment

Rs. 10,000 is provided to each primary school and Rs. 14,000 to each upper primary school for provision of material and equipment for the school. Carpets have been provided in 60 blocks during Phase III of the project.

Minority education

In two districts of Bikaner and Barmer, 25 schools each are provided with minority education facilities in Urdu language.

Low-cost/short-duration hostel

Five low-cost hostels are already running for the boys and girls of SC/ST families in Pratapgarh (Chittorgarh). There is a provision of opening 88 short-duration hostels during the current year.

Sahaj Shiksha Kendra

- Children over 9 years, who are not attending regular class, are attending Sahaj Shiksha Kendras.
- Under the programme Shiksha Aapke Dwar, in 13 districts, 5928 Sahaj Shiksha Kendras

were to be opened and upto October 2002, 4917 centres have been opened. At present, there are 7172 Sahaj Shiksha Kendras with a total coverage of 1.46 lakh children.

Shiksha Mitra

The Lok Jumbish Project has started a programme called Shiksha Mitra under elementary education to cover all children in the third phase. The Kendras are opened if more than 10 children of the age group 6-14 years are available. During the current year, 2930 Shiksha Mitra Kendras were proposed to be opened and upto October 2002, 1142 centres have been opened. The total enrolment in these Kendras is about 47,000.

Balika Shikshan Shivir

Balika Shikshan Shivirs are the short-term residential camps for adolescent girls who missed the opportunity of schooling in their right age of school entry due to lack of access and family compulsions. 154 Shivirs have been proposed, against which 98 Balika Shikshan Shivirs are in operation. 9000 girls are studying in these camps.

Muktangan

'Muktangan' literally means the open courtyard. This concept was picked up as a possible approach to take the most marginalised children in tribal areas. Presently, 34 Muktangans are in operation in which 1154 boys and 786 girls are studying. It is proposed to open 100 Muktangans under the programme Shiksha Aapke Dwar.

Teacher's training

In order to build capacity of teachers, different kinds of training programmes are organised. During the summer vacation (May to June 2002), in 71 blocks, training has been given to 19209 teachers. For the upgradation of academic subjects during May- June 2002, 23028 teachers were given training in 57 blocks. 5600 Shiksha Sahyogis working under Rajiv Gandhi Swarn Jayanti Pathshalas are given 30 days training by the LJP.

Text Book Development

With the help of NGOs, subject books curriculum development and text book development for upper primary classes, which was initiated last year, continued this year also and books for Classes 6 to 8 on subjects other than English were initiated.

Mobilisation activities

Every block has 5 to 7 clusters and each cluster has 25 to 30 villages.

Lok Jumbish Karmiks make door-to-door visits for social mobilisation and convene Gram Sabhas. Help of village women is taken in forming school mapping at the village level, different organisations (Prerak Dal), Mahila Samooh, Gram Shiksha Samiti and Bhawan Nirman Samiti. Upto October 2002, 16670 villages have formed 14567 Gram Prerak Dals and 13469 school mappings have been completed.

During the current year, it is proposed to construct 175 school buildings in places where there is no school building, which are mainly Shiksha Karmi Vidyalayas.

During the third phase upto September 2002, in primary and upper primary schools, the following construction work has been approved.

1. Repair work	-	841
2. Additional classroom construction	-	404
3. Drinking water facility	-	89
4. Latrines	-	146
5. Ramp construction	-	54

Early Childhood Care and Education Programme

Under the ECCEP component of the project, the following 3 activities are carried out.

1. ICDS intervention
2. Balwadi
3. School readiness

In 4 blocks, 160 balwadis are running. In the baran block, 40 centres are running under the school readiness programme. In 7 blocks, 911 anganwadi kendras are running pre-primary education under the ICDS programme.

School Health and Education

The primary objective of the programme is to provide education and opportunity for development to the children with disability. At present, this programme is in operation in 7 blocks and it is proposed to start it in 9 blocks.

Role of NGOs

In the current year, 53 NGOs are working in 63 clusters under the LJP programme.

National Council for Teacher Education

The National Council for Teacher Education (NCTE) was established under the provisions of the National Council for Teacher Education Act 1993 (No. 73 of 1993) as a statutory body on 17 August, 1995 with a view to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

The NCTE has completed six years of its existence by August 2001. Abiding by the given mandate, the Council has since its inception made determined efforts to fulfil the various functions whether regulatory, academic or others. The regulatory measures undertaken were aimed at helping the growth of well-equipped teacher training institutions to provide quality teacher training both through face-to-face mode and open distance learning systems.

As on 31 March 2002, 2606 teacher training courses at different levels with an intake of 1,91,541 during 2001-02 were recognised. The courses are being conducted by 2288 institutions.

Following a thorough review of the norms and standards notified in the earlier years, regulations revising norms and standards for seven teacher education programmes were notified in September 2001, which also contain provisions for relaxations to remove any hardship caused for any class or category of institutions.

Laying down guidelines in respect of minimum qualifications for persons to be employed as teachers in schools is one of the functions of the Council, on the basis of the recommendations of an Expert Committee and national consultations, the Council notified in September 2001 regulations laying down the minimum qualifications for recruitment of teachers in schools, *inter alia* prescribing pre-service training as a prerequisite.

Pursuing its efforts to make information and communication technology (ICT) literacy a compulsory part of secondary teacher training programme, 104 one-day initiation camps were held all over the country, covering approximately 2000 teacher educators. The Council, pursuing its concern to promote human values in teacher education organised two four-day orientation programmes from 18-21 December and 26-29 December 2001, on *Value Education in Teacher Education* for teacher educators of Southern states at the Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Mysore. 76 teacher educators from the states of Andhra Pradesh, Tamil Nadu, Karnataka, Kerala and the UT of Pondicherry attended those programmes.

The Council initiated a project entitled Teacher Support for improving the quality of teacher education by providing professional support to teachers and teacher educators and for exposing the student teachers to good classroom practices. Under this project, the inaugural issue of the journal 'Teacher Support' was released on 17 August 2001.

Keeping in view the emerging importance of distance education mode in teacher education, the Council signed a Memorandum of Understanding (MoU) with the Distance Education Council (DEC), the apex body in the field of distance education under the Indira Gandhi National Open University (IGNOU) on 22 May 2001. In pursuance of the MoU, a joint committee of NCTE and DEC has been set up to undertake a review of the norms and standards for various teacher education programmes through the distance education mode.

National Bal Bhavan

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

The teachers are trained at the National Training Resource Centre of Bal Bhavan with the ultimate aim of catering to the all-round development of children. It also enhances the personality of teachers.

in a free and happy atmosphere and helps them develop a scientific temper.

Children from schools and 52 Bal Bhavan Kendras in Delhi participate in NBB activities. Throughout the year, the NBB organises several programmes at the local, zonal, national and international level to provide learning opportunities to the children. These programmes enrich the experience of children, make them aware of national cultural heritage and inculcate in them scientific temper and also enhance creative potential. During the summer a number of activities are organised on a large scale and thousands of children pursue activities of their choice. A number of workshops are organised on a variety of topics during the year. The Integrated Training Programme (ITP) is an unique programme for teacher trainees. The teachers are trained at the National Training Resource Centre (NTRC) of Bal Bhavan with the ultimate aim of catering to the all-round development of children. It also enhances the personality of teachers. Courses in creative arts, clay modeling and batik are also offered to teachers and teacher trainees. The NBB also has a National Bal Shree Honour scheme to honour and nurture the creative children of the country irrespective of their socio-economic status. There are 73 State Bal Bhavans in the country affiliated to the NBB.

To ensure a close linkage between the apex body and state/UT Bal Bhavans, national-level programmes are organised every year. These are (1) National Children's Assembly (2) National Literary Meet (3) All India Bal Bhavan Director's Conference to discuss plans for closer networking of Bal Bhavans, and (4) Cultural Craft Conservation Convention to promote traditional and folk arts. Other international programmes where the NBB participates are international cultural exchange programmes and painting competitions. The NBB has also helped Mauritius in setting up of children's creativity centre i.e. International Bal Bhavan.

During the current financial year, the NBB organised several programmes at the local, zonal, national and international levels to provide further learning-by-doing experiences to the children. Several environment-related programmes were organised to mark Environment Day. Integrated Training Programme (ITP) is unique programme for teacher trainees where courses include creative arts, clay modeling and batik. The National Children's Assembly is organised from 14–19 November, children from different parts of the country and also other friendly countries participate and all the activities revolve around a theme selected every year. The National Literary Meet brings on a common platform writers, publishers and readers of children literature. This provides an opportunity to the writers and publishers to know the likes of the children and the children get a chance to know the latest available children's literature.

National Bal Shree Awards are distributed to creative children in four fields namely, performance, art, science and writing. These awards are distributed every year in a function organised at the Rashtrapati Bhawan.

To ensure that subject teachers work together with performing art and creative art teachers, a visual art workshop is organised every year where teachers from the Kendriya Vidyalaya Sangathan (KVS) and State Bal Bhavans take part. The All India Bal Bhavan Directors' conference is also organised to discuss plans for a closer networking of Bal Bhavans in the country.

The NBB has provided Utilisation Certificates in respect of grants released to it by the Department upto the year 2000-01.

Mahila Samakhya

The Mahila Samakhya (MS) programme was started in 1989 with Dutch assistance to translate the goals mentioned in the NPE into action. The MS programme recognises the centrality of

education in empowering women to achieve equality. Mahila Samakhya has adopted an innovative approach which emphasises the process rather than mere fulfilment of targets. It seeks to bring about a change in women's perception about themselves and the perception of society with regard to women's traditional roles. Under this programme, education is understood as a process of learning to question, critically analysing issues and problems and seeking solutions. The MS endeavours to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. This involves enabling women (especially from socially and economically disadvantaged and marginalised groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their learning. It is in this process that women become empowered.

The Sangha or women's group at the village is the nodal point where all activities are planned. The Sangha provides the space where women meet, and begin the process of reflection, asking questions, voicing their opinion fearlessly, thinking, analysing and articulating their needs and finding solutions through corrective action. The programme is now forging solidarity amongst Sanghas to provide support for autonomous functioning of Sanghas. Federations of Sanghas are being formed in older areas.

The Sahayogini, the leader, is the key link as well as motivator, supporter and guide for 10 villages. She mobilises and organises women into Sanghas and is the link between the 10 villages and the educational support structure and institutions set up at the district level. She also coordinates activities with the district unit. The MS programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village-level educational



processes. The MS has provide specialised inputs for vocational and skill development, as well as for the educational needs of girls in general and adolescent girls in particular. It endeavours to develop gender-sensitive pedagogical and learning material.

A National Resource Group (NRG) has been constituted by the Department to advise and guide the programme. The NRG provides a vital interface for the programme with the voluntary sector, the women's movement as well as resources and training institutions. This body debates various conceptual issues and concerns, advises on evaluation of the programme and also advises the Government of India on policy matters concerning women's education. A National Project Office at the Centre is headed by a National Project Director and support staff. In the state, the programme is implemented through an autonomous registered

Mahila Samakhya endeavours to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices.

Currently, the Mahila Samakhyā programme is operating in 60 districts covering more than 9000 villages in 10 states of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Madhya Pradesh, Assam, Jharkhand and Uttaranchal.

MS society. The State Education Secretary is the Chairperson of the Executive Committee of this society. The EC is an empowered body which takes care of administrative and financial decisions, including an in-depth examination of specific interventions. A full-time State Programme Director (SPD) is the Member Secretary of the Executive Committee and is responsible for financial management, administrative matters, programme planning and implementation. The District Implementation Unit (DIU) administers the project at the district level and consists of a District Programme Coordinator (DPC), Resource Persons and support staff. In places where the MS are strong, block-level units are also set up.

The Ninth Plan outlay for the MS scheme was Rs. 35 crore, out of which a sum of Rs. 31.41 crore was spent. The Tenth Plan outlay for the scheme is Rs. 100 crore. The Scheme is poised for expansion in the Tenth Plan period (2002-03 to 2007-08).

Currently, the MS programme is operating in 60 districts covering more than 9000 villages in 10 states of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Madhya Pradesh, Assam, Jharkhand and Uttaranchal. The effectiveness of the Mahila Samakhyā strategy has resulted in its being adopted by other basic education projects. The MS programme is

supported by the DPEP in 13 districts of Bihar and five districts each in Madhya Pradesh and Assam and six districts of Uttar Pradesh. The experience of the programme since its inception has validated the MS approach as an effective means to mobilise and organise women and enable them to take charge of their lives. Several evaluation studies have shown that the MS programme has been highly successful in design and implementation.

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

Operation Blackboard

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

Three main components of Operation Blackboard:

- Provision of at least two classrooms in each primary school with facilities of separate toilets for boys and girls
- Provision of additional teacher to single-teacher primary schools
- Provision of essential teaching-learning equipment (TLE)

During the Eighth Five-Year Plan the scheme was revised in 1993-94 and was expanded to provide a third classroom and a third teacher to primary schools where enrolment exceeded 100 students. It was also extended to cover upper primary schools

Ongoing Operation Blackboard

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

Expanded Operation Blackboard

Physical Achievement	Eighth Plan	Ninth Plan
Sanction of third teachers to primary schools with enrolment exceeding 100	34,892	48,153
Coverage of upper primary schools, supply of teaching-learning material	47,589	90,420
Sanction of additional teachers in upper primary schools	36,884	40,730
Financial achievement	From 1987 to March 2002	During 2002-03 upto 31 October 2002
	Rs. 3551.80 crores	Rs. 8.05 crore
Financial assistance for replenishment of Teaching Learning Equipment to 12633 primary schools in Orissa was provided to the Supercyclone affected areas.		

to provide financial assistance for procurement of TLE and payment of salaries to additional teachers.

Provision for construction of school building was made under programmes of rural employment like Jawahar Rozgar Yojana (JRY) and Employment Assurance Scheme (EAS).

The NIEPA, in collaboration with various experts and institutions in the country, conducted the evaluation study on the implementation of the scheme of OB in primary schools in the country. The findings of the study, inter alia, state that the minimum facilities visualised in the scheme in terms of provisions of rooms, teachers, TLM, etc. In operational terms, however, at the national-level, zero and single classrooms continue to exist in most of states/UTs.

Achievements under Operation Blackboard scheme

Under OB scheme, financial assistance for procurement of TLE has been provided to 5.23 lakh primary schools and 1.38 lakh upper primary schools so far. About 1.49 lakh posts of additional teachers for single teacher primary schools, 0.83 lakh posts of third teachers in primary schools where enrolment exceeds 100 and 0.77 lakh posts of additional teachers for upper primary schools have been sanctioned. 1.85 lakh classrooms have also been constructed under the scheme by states/UTs.

The OB scheme has been subsumed under the SSA with effect from 1 April 2002. The Budget Estimate 2002-03 for the scheme has been kept at Rs. 65 crore only for making the residual liabilities towards payment of salary of teachers appointed during the Ninth Plan for the period.



Chapter 8

Adult Education

For the first time since Independence, the growth in literacy overtook the rise in population. Out of 600 districts, 587 have been covered under the Adult Education programmes. About 96.69 million people have been made literate as on 31 March 2002.

Special innovative programmes have been launched to target districts with female literacy rate below 30 percent. Nearly 50,00,000 non-literate women are expected to be covered over the next 6-12 months.

Literacy: Prerequisite For Development

Literacy as a qualitative attribute of the population is one of the most important indicators of the socio-economic and political development of a society. It is a major component of human resource development (HRD) and is thus basic to any programme of social and economic progress.

Literacy Scenario: Challenges

Post-Independent India inherited a system of education which was characterised by large scale inter and intra-regional imbalances. The system educated a select few, leaving a wide gap between the educated and the illiterate. Educational inequality was aggravated by economic inequality, gender disparity and rigid, social stratification.

Since Independence, there has been a growing realisation that development would never become self-sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge and skills of the people as a whole and that the only way this change can be accomplished is through education. A number of programmes taken up to impart adult education during the last four decades before launching of National Literacy Mission (NLM) in May 1988 could not be very successful on account of a number of inherent weaknesses such as the low levels of literacy, centre-based approach, lack of mass awareness and community participation.

Female Literacy

The problem of illiteracy is further aggravated by social constraints, which inhibit female literacy and educational development of women. Inequality between genders is one of the most crucial and yet one of the most persistent disparities in India where differences in female and male literacy rates are glaring, more so in the rural areas and among the disadvantaged sections of society.

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Scheduled Castes / Scheduled Tribes

Acute economic deprivations and social disabilities accentuate the problem of illiteracy amongst Scheduled Castes/Scheduled Tribes. In case of Tribes, which live in certain concentrations, the main problems arise from lack of communication, inaccessibility of their habitations, scattered population, lack of adequate institutional infrastructure, dearth of qualified local instructors and the variety of tribal dialects that make the problem of illiteracy more difficult.

North-Eastern Region

The North-Eastern region of the country comprising eight states – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura is largely inaccessible, remote, and hilly with difficult terrain. Population, largely Scheduled Tribes, is dispersed with a low density. Although economically underdeveloped with low levels of urbanisation, it is rich in ethnic cultural heritage with linguistic diversity. All these factors combine to result in marked intra-regional differences in educational development. While, on the one hand, Mizoram has the second highest literacy rate in the country, on the other extreme Arunachal Pradesh has the lowest literacy rate in the region.

National Literacy Mission Authority

The National Literacy Mission Authority (NLMA) was set up as an independent and autonomous wing

of the Department, vested with executive and financial powers in its sphere of work.

The NLMA has a General Council, Executive Committee and Project Approval Committee under the Chairmanship of Minister for Human Resource Development. The Executive Committee and Project Approval Committee are under the Education Secretary. The General Council functions under the Chairmanship of MHRD and lays down the policies and programmes in the field of literacy and adult education and the Executive Committee carries out all other functions of the Authority under the Chairmanship of Secretary, Elementary Education and Literacy. The Project Approval Committee considers and approves literacy projects for financial assistance.

Revamped Mission

New life and vigour has been infused into the NLM, to meet the new challenges. On 30 November 1999, the government approved the extension of

the Mission, stressing on life-long learning and decentralisation, adopting integrated literacy campaign approach, devolution of authority to state and district-level institutions.

The parameters and norms of financial assistance of schemes under the NLM have been enhanced. The main features of the revised schemes are as follows:

- An integrated approach to literacy was adopted to amalgamate all the features of the earlier literacy and post-literacy phases.
- Zilla Saksharta Samitis (District Literacy Societies) to continue to oversee and run literacy programmes. They have been given freedom to synergise their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, panchayati raj institutions, small scale industries, cooperative societies, etc.
- Scheme of continuing education encompassing removal of residual illiteracy, individual interest programmes, skill development, rural libraries, etc., is given due priority.



National Literacy Mission: goals and objectives

A nationwide effort was set in motion with the establishment of the NLM in May 1988. A concerted effort was made, at planning and implementation levels, to reinterpret and make relevant the role of adult literacy in individual, community, and national life, so that the objectives of the Mission are realistically achieved. The goal of the NLM goes beyond the simple achievement of self-reliance in literacy and numeracy to functional literacy. The achievement of functional literacy implies imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Thus, literacy as enunciated in the NLM is not an end in itself but has to be an active and a potent instrument of change ensuring achievement of these social objectives and creation of a learning society. The acquisition of functional

literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure the participation of the masses in sharing the benefits of the information era.

The goal of National Literacy Mission is to attain full literacy, i.e., a sustainable threshold level of 75 percent by 2007 by imparting functional literacy to non-literates in 15-35 years. Its purposeful and effective education gives rich dividends in increased productivity, improvement in healthcare, family welfare and general betterment of the social and political life of the community. Besides this age group, persons outside this age limits are not excluded from the programme; particularly the children in the age group of 9-14 years who are also dropouts.

- The role of NGOs has been expanded to impart vocational/skill development programmes and also to run continuing education centres in addition to their present activities - imparting training, material development, innovative and impact studies etc.
- Devolution of financial and administrative powers to State Literacy Mission Authorities for sanctioning of projects.
- The Scheme of Rural Functional Literacy Projects is subsumed under the Scheme of Literacy Campaigns and Operation Restoration.

It is hoped that the revised mission will continue to consolidate the gains of previous years and accelerate the growth of literacy movement.

Beyond Literacy

Literacy is a basic step towards adult education, which is a process of lifelong learning and an entry point into the world of communication and information. After experimenting with successive and alternative models of adult literacy, the NLM adopted the Total Literacy Campaign (TLC) approach as its principal strategy for eradication of illiteracy. TLCs which provide basic literacy skills to the non-literate population primarily in the age group 15–35 years, have been launched in almost all the districts of the country. The TLC has certain positive characteristics: area-specific, time-bound, participative, delivery through voluntarism, cost-effective and outcome oriented. The campaigns are implemented through Zilla Saksharata Samitis as independent and autonomous bodies, having due representation of all sections of society.

The targets emanate from the grassroots level on the basis of a survey, which also serve as a tool of planning, mobilisation and environment building. Though the TLC is meant to impart functional literacy, it also disseminates a 'basket' of other socially relevant messages such as enrolment and retention of children in schools, immunisation, propagation of small family norms, women's

Literacy is a basic step towards adult education, which is a process of lifelong learning and an entry point into the world of communication and information.

equality and empowerment, peace and communal harmony etc.

Integrated Approach

With the successful implementation of TLCs, millions of non-literates are acquiring basic literacy skills, which are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation, which constitute two closely-related operational stages are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The NLM aims at ensuring that the total literacy campaigns and the post-literacy programmes, successfully move on to continuing education which provide life-long learning.

Each district is unique. The learners are not uniformly endowed and have different capabilities and abilities. The NLM has, therefore, encouraged greater flexibility and innovation in designing and implementation of literacy and post-literacy programmes. The Zilla Saksharata Samitis are free to create a model that suits the area-specific needs of the learners.

Residual Illiteracy

Although the TLCs took the form of a mass

movement and spread throughout the country, in many cases a number of campaigns stagnated due to natural calamities, lack of political will, frequent transfer of collectors, etc. Restoration of stagnating projects is a priority area. Despite success of literacy phase, there are still pockets of residual illiteracy. Priority would continue to be given to cover the districts uncovered so far and those having female literacy rate below 30 percent. The focus continues on women and those belonging to disadvantaged groups.

The funding ratio between the centre and state government is 2:1 with the exception of districts under the tribal sub-plan where the ratio is 4:1. Implementing agencies are now allowed to incur

expenditure on basic literacy activities along with post-literacy and advanced phases of continuing education.

Growth of Literacy

Over the decades, literacy rates have shown substantial improvement. The total literacy rate was only 18.33 percent in 1951, which rose to 52.21 percent in 1991 and has further increased to 65.4 percent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.85 percent for males and 54.16 percent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 31.9 million. The number of literates, on the other hand, increased by 203.6 million during the last decade.

At present, over three-fourths of the male population and over half of the female population are literate. During the last decade, female literacy rate has shown much higher growth, increasing by 14.87 percentage points as against 11.72 for males thus reducing the male–female differential in literacy rates from 24.84 in 1991 to 21.7 in 2001. All states have registered an increase in literacy rates and 60 percent male literacy has been achieved without exception. However, disparities between and within states continue, although the gap between the educationally advanced and backward states has been diminishing over the years.

Present status

Out of 600 districts in the country, 587 have since been covered under adult education programmes - 174 under TLCs, 212 under post-literacy programme and 201 under the Continuing Education Programme. About 96.69 million persons have been made literate as on 31 March 2002. About 60 percent of the beneficiaries are women, while 22 percent and 12 percent belong to Scheduled Castes and Scheduled Tribes respectively.



Special Focus on Low Female Literacy Districts

According to 2001 Census, 45 districts in the country have female literacy rate below 30 percent. Most of these districts are concentrated in Bihar, Jharkhand, Uttar Pradesh and Orissa. Special innovative projects are being taken up to raise the level of female literacy in these areas. Special efforts are being made to target female Panchayati Raj functionaries and make them literate.

Since this problem is most acute in Bihar and Uttar Pradesh, to begin with, 8 low female literacy districts in Uttar Pradesh have been brought under an accelerated programme of female literacy, which is being implemented through a network of about 100 NGOs. Approximately 20,00,000 women are expected to be made literate within a period of about 6 months. In Bihar, a different model has been adopted to cover the 15 low female literacy districts, with the involvement of Panchayati Raj functionaries, Women volunteer teachers and Women self-help groups. Approximately, 30,00,000 non-literate women are expected to be covered over the next 6 to 12 months. Similar projects are on the anvil for the other states as well.

In cases where for reasons, beyond the control of the local ZSS, such as natural calamities, absence of political will, transfer of Collector, lack of grassroots mobilisation etc., TLC has stagnated, area-specific strategies are formulated for restoration of these campaigns.

The Scheme of Rural Functional Literacy has been subsumed under the Scheme of Literacy Campaigns and Operation Restoration.

Focus on Priority Areas

Priority would continue to be given to cover the districts uncovered so far and those having female literacy rate below 30 percent.

Focus has to be on women and those belonging to disadvantaged groups. Regional disparities and special problems of low literacy states like Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Andhra Pradesh, Jammu and Kashmir, Jharkhand, Chhattisgarh alongwith North-Eastern region and Sikkim would continue to be given greater attention.

Continuing Education

The scheme provides a learning continuum to the efforts of TLCs and Post-Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates. Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) is the principal mode of implementing continuing education programmes. The centres follow an area-specific, community-based approach. The scheme envisages one CEC for each village to serve a population of about 2000-2500 people. 10-15 such centres form a cluster, with one of them acting as the nodal CEC.

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

- Library and reading room

Establishment of Continuing Education Centres and Nodal Continuing Education Centres is the principal mode of implementing continuing education programmes.

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

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

The CECs, including the nodal ones, are set up in active consultation with the user community and the programmes are designed to meet their demands. Imparting literacy skills to non-literates is also undertaken in pockets of residual illiteracy even in districts where advanced stage of continuing education is in progress. Teaching of primers, identification of target groups, other items of work connected with basic literacy continues. An assistant *prerak* is appointed for undertaking basic literacy programme in the CECs.

Creating a Learning Society

The stress on continuing education includes a thrust on rural libraries, which will see more books, more



magazines and more periodicals being made available in villages across the country. This is especially relevant as most districts are likely to complete post literacy programmes and move towards the continuing education phase. The State Resource Centres develop relevant teaching, learning material and books for rural and urban neo-literates. The increased thrust seeks to ensure that they do not relapse into illiteracy. Apart from establishing CECs, the scheme also undertakes the following programmes.

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

The **Income generating programme** facilitates the participants to acquire or upgrade their vocational skills and take up income-generating activities.

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

The **Individual interest promotion programme**

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

As a part of this strategy, there is stress on establishing rural libraries, which will provide reading and learning material to neo-literates in their own languages.

Wide acceptance and local sustainability is achieved by involving NGOs, voluntary agencies, social workers, and Panchayati Raj institutions in the planning and implementation of the scheme of continuing education. Various development departments, technical institutions, professional groups and Directorate of Adult Education, Government of India provide inputs needed by the programme. The SRCs and Jan Shikshan Sansthan join hands by giving the necessary resource and training support.

Empowering State Literacy Mission Authorities

Keeping pace with the endeavours, campaigns and programmes which are being initiated by the NLM, it was decided to strengthen and revitalise the State Literacy Mission Authorities (SLMAs) – the state-level society registered under the Societies Registration Act, 1860. This is a step towards decentralisation, as it shows that the SLMAs have reached a stage where they can be made responsible for the programmes which are being initiated for their states. The devolution of administrative and financial powers to them will lead to a faster-moving administrative set up, and therefore, programmes can be initiated faster, and decisions taken without any delay, leading to more efficient developmental programmes. Each state has to set up a SLMA. The new SLMAs are now empowered to sanction continuing education projects. Thus, the SLMAs:

- now serve as Nodal Agencies at the state level for monitoring and implementing the scheme of continuing education.
- have been empowered to approve continuing

education projects and funds have been placed at their disposal; and

- are supposed to plan their programmes and activities from the Panchayat level upwards to block level, municipal level, district level, and state level.

Twenty-two SLMAs in the country have been given greater powers to plan, implement and monitor literacy programmes at the state-level.

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

Non-Governmental Organisations

The NLM fully recognises the vast potential of NGOs in furthering its programmes and schemes. Ever since its inception, the NLM has taken measures to strengthen its partnership with NGOs and has given voluntary organisations an active promotional role in the literacy movement. These NGOs are provided 100 percent financial assistance for imparting literacy to adult non-literates in the age group of 15-35 year; organising vocational and technical education programmes for neo-literates; provision of academic and technical resource support; promoting innovation, experimentation; conducting evaluation and impact studies; and organisation of workshops, seminars. NGOs are also associated in the Continuing Education Programme.

State Resource Centres

The SRCs managed by NGOs provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation, etc. At present there are 25 SRCs. During the Ninth

Plan period, the SRCs have been strengthened and have been divided into two categories 'A' and 'B'. The pattern of assistance is as follows.

(Rs. in Lakhs)

Category	Recurring	Non-Recurring One-Time Grant
A	60	50
B	40	40

With more and more districts having completed the post-literacy programmes, the NGOs have to diversify the scope of their activities and are expected to take up area-specific continuing education programmes for life-long learning.

Jan Shikshan Sansthan

The scheme of Jan Shikshan Sansthan (JSS) or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of its beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc.

JSSs are mostly set up under the registered non-governmental organisations and as such they enjoy functional autonomy. The financial assistance is provided on approved pattern. At present there are 108 JSSs in the country and the number would increase in future.

JSSs run a number of vocational programmes of varying duration on different skills. As on date, more than 250 types of courses and activities are offered by these institutions. About 2 lakh persons are given vocational training annually. Of these, over 75 percent are women.

The scope of activities of the JSSs have since been



enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/technical skills. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS is being evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report.

Directorate of Adult Education

The Directorate of Adult Education (DAE) is a subordinate office under the Ministry of Human Resource Development has been functioning as the National Resource Centre in the field of adult education. The Directorate also provides academic and technical resource support to the NLM. The major activities of Directorate are as follows:

- Provision of academic and technical resource support to the NLM

- Prepare guidelines for development of teaching–learning materials
- Organisation of training and orientation programmes
- Monitoring of the progress and status of literacy campaigns and to provide regular feedback to the NLM
- Production of media materials and harnessing of all kinds of media i.e. electronic, print, traditional and folk media for furtherance of the objectives of the NLM
- Provision of regular feedback to the NLM about the findings of concurrent and external evaluation of literacy campaigns
- Coordination, collaboration and networking with all the SRCs, JSSs and other institutions/agencies for continuous improvement of content and process of adult education programmes on behalf of the NLM

The DAE has played a lead role as a national resource centre in the development of a network of resource support system by collaborating and coordinating with the SRCs for providing academic and technical resource support to the literacy programmes.

During 2002-03, the following important activities were undertaken.

Training of trainers of SRCs

Two training programmes for the benefit of trainers of SRCs were organised on advanced training techniques and communication skills in August–September 2002. Another training programme was organised on self-help groups in October–November 2002.

Orientation of literacy functionaries of North Eastern States

Three orientation programmes were organised for the benefit of literacy functionaries in the states of Nagaland, Sikkim, Mizoram and Arunachal Pradesh.

Training of Directors of SRCs on quality management

A training programme for directors of SRCs on quality management was held in December 2002.

Review and development of material

Review of material

Four meetings of the Literacy Material Promotion Committee were organised for review of teaching-learning materials developed by SRCs and other agencies in May, July, August and October 2002.

Development of material

A Writer's Workshop was organised for development of material for Neo-literates in October 2002.

Four meetings of the selection committee for selecting the manuscripts for awards under the National Prize Competition on Literature for Neo-literates was organised in April, May and June 2002. 59 manuscripts in 17 languages out of 195 entries were selected.

Media Support to Literacy programmes

Electronic media (radio and Television) are powerful means widely used for mass mobilisation by the NLM. There have been constant efforts to revitalise the media support to the NLM.

Telecast

Literacy spots of 30 and 60 seconds duration are telecast on prime time slots and also between the programmes by Doordarshan. Programmes produced by the Directorate for literacy are being telecast by Doordarshan in the half-hour slot especially for the Hindi belt.

Regional Kendras

The literacy programmes are also telecast through Regional Kendras such as – Ahmedabad, Kolkata, Bhubaneswar, Mumbai, Jalandhar, Srinagar, Jaipur, Hyderabad, Chennai, Bangalore and Guwahati.

Gyan Darshan

Literacy programmes of half-hour duration are being telecast through Gyan Darshan, a channel coordinated by Indira Gandhi National Open University (IGNOU).

Broadcast

All India Radio

The specially designed programmes/spots keeping in view the needs of clientele groups and general public are broadcast through national hook-up and through 78 different AIR stations.

Gyan Vani

Literacy programmes of half-hour duration are also being broadcast through Gyan Vani, a broadcast channel coordinated by IGNOU.

Print Media

Postal stationery

Literacy slogans are printed on the postal stationery in order to disseminate the literacy messages to the wider population: both literates and semi-literates.

Railway tickets

Literacy slogans are also printed on computerised railway tickets.

Newspapers

As a part of environment building and awareness creation, advertisements are released through periodicals, national dailies, small and medium newspapers about the developments in the field of literacy.

Production of software

Production of software is done only through empanelled producers of the Department of Elementary Education and Literacy.

Multiplication of Media software

Multiplication of copies, mostly in VHS format, is done in-house and sent to SRCs, JSSs, ZSSs, SLMAs, NGOs and other institutions for use in the field.

Publications

Apart from the *Annual Report 1999-2000* about NLM activities and the document *Literacy in India – Achievements and Challenges*, teaching-learning material and course curriculum books for JSSs were brought out during 2002-03.

Monitoring and Evaluation

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

The monitoring not only provides essential information for financial audit or programme audit, but it also provides transparency so that public accountability is achieved through wider process of social audit. This information is useful feedback for the field functionaries and decision makers in policy formulation.

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

Population Education

The project on Integration of Population Education in Adult Literacy Programme was launched in 1986 with the financial support of United Nations Population Fund (UNFPA). The implementing agency for the project is the DAE. It gets necessary guidance from Ministry of

Human Resource Development and the NLM. The nodal agency is the Ministry of Health and Family Welfare which coordinates all projects relating to population education including those being implemented by the NCERT and University Grants Commission (UGC).

The agreement for this project was signed between the Government of India and UNFPA in 1985 revised in 1990. The first phase of the project was for five year i.e., from 1987 to 1993 and the second phase was from 1994 to May, 1998. The third phase of the project started from June 1998 and ended by December 2001. The third phase of the project was titled Integration of Population and Development Education in Post-literacy and Continuing Education.

Approximately, Rs. 2.50 crore has been spent every year for project implementation through SRCs and JSSs.

The states of Rajasthan, Madhya Pradesh, Chhattisgarh, Uttar Pradesh, Bihar and Jharkhand had been lagging behind in the literacy levels. The low literacy rates in these states before the launch of the campaigns were responsible for a slow start. The conditions demanded innovative approaches. Provisional figures of census 2001 have, however, shown an extremely encouraging trend and it is heartening to note that the rate of increase in literacy is more in these states than in most of the other states. Thus, despite the low initial success, the essence and the spirit of the campaign have been captured in these states also.

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

Female Literacy

Significant progress has been made in the field of female literacy, which has been increasing at a faster rate as compared to male literacy from 1981 onwards. Consequently, the male-female literacy differential at 26.62 percentage points in 1981 was reduced to 24.84 percentage points in 1991, which has further been reduced to 21.70 in 2001, when growth in female literacy was recorded higher at 14.87 percentage points as compared to corresponding figure for males at 11.72. The encouraging phenomenon of the faster growth in female literacy is not only visible in all the states across the country but is also reflected in the progress registered by deprived sections of society particularly SCs/STs. Moreover, women constitute 60 percent of the total beneficiaries under adult education programmes.

Literacy amongst Scheduled Castes and Scheduled Tribes

As per the 55th NSSO Round 1999-2000, the

achievements made in the literacy rates of SC (53%) and ST (49%) are also much higher as compared to the rates in 1991 Census, which were 37.41 percent and 29.6 percent respectively.

Social Impact

The dramatic social mobilisation generated by the literacy campaigns has had an enormous impact on other social sectors, most notably women's empowerment, health and population stabilisation along with environmental awareness. A framework for effective social action has been provided by the Panchayati Raj Institutions. Democratic participation has been enriched by promoting articulation in society, especially of the underprivileged groups. The campaigns have served the cause of promoting equity and social justice in society and fostering of a scientific temper and a sense of belonging to India's great composite culture and consciousness of unity in diversity.



Achievements of the National Literacy Mission

- The literacy rate in 2001 has been recorded at 65.38 percent as against 52.21 percent in 1991. The 13.17 percentage points increase in the literacy rate during the period is the highest increase in any decade.
- As many as 96.69 million persons have been made literate as on 31 March 2002.
- Rate of growth is more in rural areas than in urban areas.
- The gap in male-female literacy rate has decreased from 24.84 percent in 1991 census to 21.70 percent in 2001.
- Female literacy increased by 14.8 percent i.e. from 39.3 percent to 54.16 percent whereas male literacy increased by 11.72 percent i.e. from 64.1 percent to 75 percent during the last decade.
- Gender equity and women's empowerment are also visible as about 60 percent of participants and beneficiaries are women.
- During 1991-2001 the population in 7+ age group increased by 171.6 millions while 203.6 million additional persons became literate during that period
- All the states and Union Territories without exception have shown increase in literacy rates during 1991-2001.
- In all states and Union Territories, the male literacy rate is now over 60 percent. Kerala continues to have the highest literacy rate of 90.92 percent and Bihar has the lowest literacy rate of 47.53 percent.
- Significant decline in absolute number of non-literates from 328.88 million in 1991 to 296 million in 2001.
- Out of the total 600 districts in the country 587 districts have been covered by the NLM under literacy programmes.

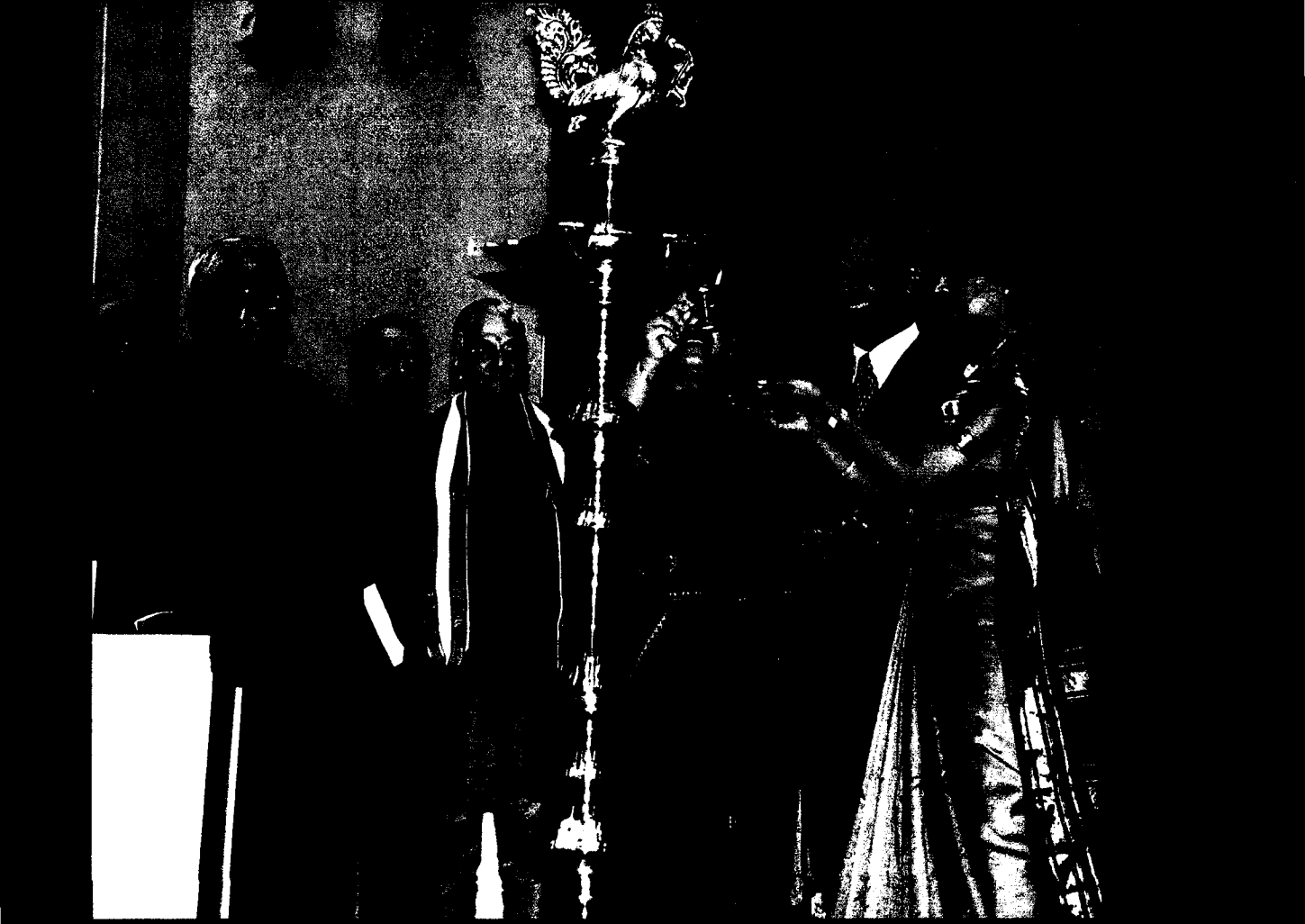
Awards 2002

On the occasion of the International Literacy Day on 8 September 2002, in which the Vice President of India was the Chief Guest, the following awards were presented for significant contributors in the field of adult literacy:

- NLM-UNESCO Awards 2002 went to three University Departments of Adult, Continuing Education and Extension of SNDT Women's University, Mumbai, Gujarat Vidyapeeth, Ahmedabad and Deendayal Upadhyay Gorakhpur University, Gorakhpur.
- Satyen Maitra Memorial Literacy Awards 2001-2002 for outstanding achievement were

presented to the districts of Mahasamand and Kanker (jointly) in Chhattisgarh and Buxar in Bihar were awarded for their best performance in the Total Literacy Campaign and Buldhana in Maharashtra and Bikaner in Rajasthan for best performance in the Post-Literacy Programme.

- The winners of National Prize Competition on Literature for neo-literates were awarded in different languages. The languages are Assamese, Bengali, Gujarati, Hindi, Kannada, Konkani, Malayalam, Marathi, Manipuri, Nepali, Oriya, Punjabi, Sindhi, Tamil, Telugu and Urdu.



REPORTAGE Secondary and Higher Education



Secondary Education

In the Secondary Education sector, various schemes as well as institutional programmes continued to be implemented in the light of the national curriculum framework of school education, Universalisation of Elementary Education, vocational education, early childhood education, evaluation and examination reforms, Information Technology and value education. The Central Board of Secondary Education has launched an Annual Olympiad in 2002 in which 300 students participated. Secondary Education being geared to ensure access with equity and enhancement in the quality of education.

National Council of Educational Research and Training

Objective

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

Overview

During the year under report, the NCERT focused on priority areas like implementation of national curriculum framework, universalisation of elementary education (UEE), vocational education, education of groups with special needs, early childhood education, evaluation and examination reform, Information Technology (IT) education, value education, educational technology, development of exemplary textbooks/workbooks/teacher's guide/ supplementary reading materials, production of teaching-learning materials, education of the girl child, identification and nurturing of talent, guidance and counselling, improvement in teacher education and international relations.

The NCERT continued to carry out its well-known ongoing programmes such as:

- Jawaharlal Nehru National Science Exhibition for Children
- Support to state-level science exhibitions
- National Talent Search Scheme
- Six-week training programme on Methodology of Women's Education and Development

During the year under report, the National Council of Educational Research and Training focused on priority areas like implementation of national curriculum framework, universalisation of elementary education, vocational education and others.

- Support to educational research and innovations through ERIC
- Implementation of centrally sponsored schemes, like SOPT, EGS, NFE, VEP, DPEP, NPEP, ET, etc.
- Educational transmission/broadcast programmes on DD/AIR through Gyan Darshan, Tarang, Umang and Gyan Vani
- Innovative pre-service courses – four-year B.Sc.B.Ed./B.Sc.Ed., two-year B.Ed. (Secondary), M.Ed. (Elementary) and P.G. Diploma in Guidance and Counselling
- Community Singing project for National Integration
- All India Survey of School Education
- Survey of educational research
- Journals (*Indian Educational Review*, *Indian Educational Abstracts*, *Journal of Indian Education*, *Bhartiya Adhunik Shiksha*, *School Science*, *The Primary Teacher*, *Primary Shikshak*, *Journal of Vocational Education* and *Journal of Value Education*).

Major Programmes

The major programmes being pursued during the year under different aspects of school education are as follows:

Elementary Education

The studies in progress include (1) effectiveness of linkages between pre-school and primary education,

(2) impact of pre-school intervention among SC/ST and urban deprived children in DPEP states, with reference to their enrolment, retention and achievement, (3) perceptions of parents and community about children of differently challenged groups under the Sarva Shiksha Abhiyan (SSA), (4) roles, functions and need assessment of sub-district functionaries for promoting quality of education at the upper primary stage and (5) role of EGS and AIE centres in achieving UEE and in mainstreaming students into formal schools.

The developmental activities include the preparation of instructional materials in all subjects for classes II, IV, and V; readiness activities for pre-school stage; learner specific material for street and working children; modules on quality improvement of elementary education under the SSA; and tools to monitor quality dimensions of elementary education under the SSA.

Under the Ministry's scheme of innovative and experimental programmes, assessment of project

proposals for financial assistance and a case study of four NGOs implementing such projects are also in progress.

Training/orientation programmes were organised for the key functionaries in the area of pre-school education, for key persons of the All India Primary Teachers Federation on the quality of elementary education, for teachers and teacher educators in elementary education and for appraisal teams on quality dimensions of elementary education under the SSA. To promote experiential value education among children, inter-state and state-level camps and community singing programmes were organised at Didihaat (Pithoragarh), Imphal, and Solan. National meets on Education for Life Skills in the context of the SSA and role of community in UEE and a National Conference on Planning Strategies for Implementing NPE as a Fundamental Right are being organised. Information related to pre-school and elementary education, EFA, SSA, and EGS/AIE is being documented and disseminated.



Education of Children with Special Needs

Studies are in progress on Innovative teaching–learning strategies and practices of inclusive classrooms and Teacher education curriculum of DIETs'. Guidelines for the development of supplementary instructional materials for transaction of curriculum to children with special needs are being prepared. The training of teachers in inclusive education and the orientation of key functionaries will also be taken up.

Education of SCs/STs and Minorities

Training/orientation programmes for key functionaries about curricular issues and concerns regarding education of children from special focused groups are being organised for different states and separately for the North-Eastern states. Besides preparing ethnographic profiles of Scheduled Tribes, case studies in the area of education of minorities and minority-run institutions and identification of strategies for modernisation of madrasas have been undertaken. A national seminar on practices and models on inclusion and education of minorities will be organised. Technical support has also been provided for programmes like the DPEP and the SSA in the area of education of special groups.

Education of Girl Children

A workshop was organised on *Assessing the Progress of Girls' Education in India during the SAARC Decade of the Girl Child*. Studies on education of Muslim girls (a study of Area Intensive Programme and Cultural Impediments in Learning Opportunities for Girls and a case study of Giridih District of Jharkhand and Dantewara District of Chhattisgarh) are in progress. Development of resource materials for teacher educators based on notable contributions of Women in Science and Technology and for teachers on the role of Women in Freedom Struggle of India, data bank on education of girls at school stage with a special focus on North-Eastern region and subject-specific gender-inclusive modules for

school teachers at primary stage is in progress. The Twelfth Training Course on Methodology on Women's Education and Development is being organised. An in-house workshop on analysis of NCERT textbooks from a gender perspective and a workshop on gender-inclusive modules for school teachers at primary stage will also be undertaken.

Textual and Supplementary Materials

As a part of the implementation strategy for NCFSE-2000, several seminars/workshops were organised in the states through the Boards of School Education and SCERTs under the Ministry's Grant-in-Aid Schemes of studies, seminars, evaluation etc.

As a follow-up, four volumes of guidelines and syllabi in all curricular areas for the primary, upper primary, secondary and higher secondary stages were brought out.

At the primary stage, a new set of teaching–learning materials was developed and published for classes I and III in languages (Hindi and English), mathematics, environmental studies and art of healthy and productive living. Material for classes II, IV and V is being prepared.

Textbooks and other instructional materials were also prepared and published for classes VI, IX and XI in the curricular areas of languages (Hindi, English, Urdu and Sanskrit), social science, geography, history, political science, economics, sociology, commerce, mathematics, science and technology, biology, chemistry and physics. The preparation of the textual material for classes VII, X and XII is in progress.

Promotion of Science and Technology Education

To popularise science, two manuscripts–(1) *Vanaspati – Carbonic Rasayano Ki Prayogshala* and (2) *Rooi Se Nylon Tak* – were developed under the Reading to Learn series. Four training modules for

DIETs were developed on environmental education to cater to specific needs of the four regions. School Science, a quarterly journal, continued to provide a forum to teachers, researchers and students to disseminate their perceptions, experiences and innovations concerning various aspects of science and mathematics education. A science park has been established and a few solar energy devices are being installed.

The 28th Jawaharlal Nehru National Science Exhibition for Children (JNNSEC), 2001, was organised at Allahabad on the theme *Science and Technology for Development*. Booklets titled *Structure and Working of Science Models*, in English and Hindi, were brought out on this occasion. The NCERT also provided academic guidance and financial support to the states/UTs for the organisation of state-level science exhibitions. The NCERT also produced 200 Integrated Science Kits for the states/UTs. The 29th JNNSEC (2000) is being organised in Hyderabad.

The NCERT also undertook several training programmes for teachers, key resource persons and state functionaries in the areas of science and mathematics at all levels of school education. Training packages have been developed to facilitate classroom transaction in science and mathematics for all stages of school education. These packages included exemplary activities on selected concepts in various topics, especially at the secondary level.

Teacher Education

Studies on (1) professional support system and classroom performance of para-teachers, (2) profile of heads of secondary schools, (3) students' perceptions towards two-year B.Ed. programmes in RIEs and Gujarat Vidyapeeth, (4) profile of heads of elementary teacher education Institutions, and (5) status of ten-year school curriculum in different states/UTs are in progress. The developmental activities in progress include *Encyclopaedia of Indian Education*; self-instructional materials for

elementary teacher educators, science teachers of secondary stage and IFIC faculty of DIETs on Quality INSET for in-service programmes; database on innovative practices in school education and teacher education; *Teachers' Handbook on Transactional Strategies*; prototype design and materials for training of teacher educators and teachers in value education; teacher education for future; and field testing and review of SOPT training materials. Besides SOPT, training/orientation programmes are being organised for teacher educators of IASE, CTE faculty, NCERT faculty, faculty of DIETs, principals of DIETs of North-East states and faculty of DIETs on school experience programme and teachers. An PSTE All India competition in Innovations in Teacher Education and School Education for 2001-02 is in progress. An annual conference of Directors of SCERTs/SIEs was also organised.

Educational Technology

The NCERT continued to feed broadcast services titled Tarang and Umang on DD-1 and AIR respectively and dedicated channels Gyan Darshan and Gyan Vani. Under educational media production, several scripts were designed and TV and audio programmes were produced or are under production. Major series of educational TV programmes, which have been produced or are under production, include those on medicinal plants, teaching of science making use of low-cost aids, *Ek Ek Kadam Aage* series based on a book by Gijubhai Vadheka, and mathematics for primary school students and for students of class X. Training programmes/workshops were organised on writing of scripts for video programmes, development of audio scripts and their production and on graphics and animation techniques for teachers and NCERT faculty, DIET faculty and SIET personnel. Research studies in progress include utilisation and effectiveness of hypermedia programmes, monitoring of transmission services, reasons of non-utilisation of educational films and effectiveness of ETV programmes. A festival of audio/video

programmes for children, national seminar on information and communication technologies, the development of a research book on educational technology for the professionals in the area and a proposal to acquire a state-of-the-art earth station for uplinking the programmes to the satellite directly for providing tele-conferencing facilities to conduct large number of training programmes through distance education mode have been initiated.

Educational Psychology

The Development of a psychology textbook for class XII is in progress. Besides postgraduate diploma courses in guidance and counselling in the RIEs, international diploma in guidance and counselling have been initiated at headquarters. The National Library of Educational and Psychological Tests and the Guidance Laboratory are being regularly enriched. State-level agencies providing guidance and counselling services are being assisted.

Examination Reform

Four regional seminars on grading, analysis of board examination results, ranking of schools, conference of chairpersons and publication of documents on educational evaluation, several training programmes in paper setting and grading for the resource persons of the State Education Boards/SCERTs/SIEs and analysis of data on class V achievement survey are in progress. Achievement tests for classes VII/VIII have been finalised. The report of the tried out scheme of school-based assessment is being prepared. Studies on Evaluation Practices at Primary Stage across different States/UTs and Ministry Sponsored Baseline study for class III under SSA for development and trial of achievement tests are also under progress.

Identification and Nurturance of Talent

Implementation of the NTS Scheme and analysis of the NTS 2001 tests are in progress. Interaction of the NTS awardees with eminent personalities has been planned to nurture the talented awardees.

For promoting educational research in the country, the programmes undertaken include holding an educational research methodology course, a national dialogue between policy-makers and researchers, workshops on building capacity for action research, sixth survey of educational research, and publication of research journals.

Computer Education

Software titled *Mendelian Genetics* for senior secondary children and *Electricity, Energy and Nutrition* for secondary children are going to be put up on the NCERT's website. Five software packages on *Ray Optics, Wave Optics, Chemical Bonding and Molecular Structure, Photosynthesis and Hierarchy of Biological Organisations* for secondary/senior secondary students are being coded. Several orientation/training programmes for key resource persons from states, special programmes for KRPs of North-East region, faculty members of SCERTs/SIEs and DIETs, teachers of KVS have been organised. 20 teacher educators from Sri Lanka and Maldives were trained in the use of computers in the classroom. A national seminar on computers in school will also be organised.

Promotion of Educational Research

For promoting educational research in the country, the programmes undertaken include holding an educational research methodology course, a national dialogue between policy-makers and researchers, workshops on building capacity for action research, sixth survey of educational research, publication of research journals like *Indian Education Review, Journal of Indian Education, Bhartiya Adhunik Shiksha* and *Educational Abstracts*, etc., national workshop to

evolve research design under the themes (1) teacher preparation in changing context, (2) decentralisation of education and (3) commissioning of projects under the designs in collaboration with different institutions/universities, and completion of the study of teachers' perception of curricular and pedagogical issues underlying education for sustainable development.

The Seventh All India School Education Survey has been initiated. A conference of data users and a meeting of the state survey officers were organised. All the tools to be used in the survey and guidelines for state survey officers have been finalised and are under print. A pilot study on school education finance is in progress.

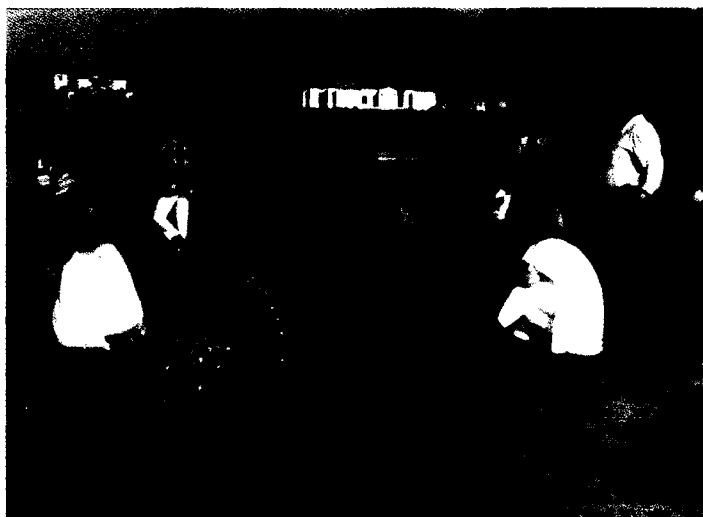
National Population Education Project

Under the National Population Education Project (NPEP), an annual project progress review report was prepared and disseminated. The material developed and disseminated included *Skill Building in Adolescence Education: A Pilot Project Design; Guidelines for different activities; Pre-test Tools for teachers and students; Skill Building in Adolescence Education: A training material;* and two issues of *Population Education Bulletin*. Two national training programmes on skill building in adolescence education were organised for 75 state-

level key/resource persons. An experimental study on skill building is in progress. The UNFPA-sponsored International Poster Contest 2002 is being organised on the theme *Poverty, Population and Development*. The training of teachers and translation of prototype materials on skill building in adolescence education continued in the states. Various co-curricular activities were organised for observing the World Population Day and Population Education Week. A National Awards Function under the International Poster Contest 2002, a national experience sharing seminar, post-test of the experimental study and two annual project progress review meetings are also to be organised during the year.

Value Education

A national consultation on *Value Education in Indian Schools: Experiences and Strategies of Implementation* was organised with a focus on strategies of awareness generation, material development and teacher training. Similar consultations have been planned at Jodhpur, Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. Research proposals in the area of education in human values have been screened for funding. Development of reading material on values for parents, annotated bibliography on value education in India, awareness generation package for strengthening values in education, database in value education, Strategies for coordination and monitoring of activities of RRCs for training of teachers and materials development in value education and minimum standards for education in human values are under progress. A reference library of NRCVE, which is serving as a treasure house of books and materials related to value education, is being enriched. A framework of foundation component for pre-service teacher training programmes at secondary level is also being developed. The *Journal of Value Education* is being regularly brought out. Prototype programmes and guidelines for development of values are being organised.



Vocational Education

The curriculum on computer techniques for the states of Himachal Pradesh, Punjab and Haryana was updated. The curriculum of gerontology was finalised. Modules on work education, pre-vocational education and setting up of florist shop were developed. Short vocational courses for the mentally retarded and training package for teachers were developed. A *Workbook on Environmental Education* and instructional materials in the area of bakery and confectionery and rural marketing were finalised. Eight projects sponsored by ERIC have been completed. The implementation of vocational education programmes (VEPs) is being evaluated in the states of Maharashtra and Punjab. Nine teacher training programmes were conducted to train vocational teachers. Orientation programmes and camps on vocational education and value education were organised for different states and target groups such as key functionaries of VEPs and minority institutions, SC/ST institutions, etc. Several other training/orientation programmes, national/regional seminars on vocational education, programme on development of national consensus on performance evaluation of students of vocational education, collection of success stories in the states of Karnataka and Andhra Pradesh and a study of implementation of work education programme in the rural area of Uttar Pradesh are in progress. The NCERT Awards 2002 were given for best practices in vocational education. Seven books on vocational education and five on pre-vocational education have been published and two issues of the *Quarterly Bulletin on Vocational Education* have been brought out.

The developmental programmes/activities in progress include norms and standards for accreditation of institutions and programmes of vocational education, database for vocational education, software on question bank, competency-based curriculum on agroforestry, curriculum for NVQ in the area of transport

service, curriculum and modules in specific areas related to the entertainment industry, revision of the general foundation course, modularisation of vocational curricula in purchasing and store keeping, accounting and auditing, pre-vocational instruction-cum-practical manual on setting up of a plant clinic, instructional material for selected modules in marine fisheries, pre-vocational module in rural marketing, modular vocational course on E-business and course on small business management, module on dry cleaning, decorative candle making and instructional material for some vocational and pre-vocational courses.

International Cooperation

The NCERT continued working as an agency for implementing the bilateral Cultural Exchange Programmes (CEPs) with other countries in the field of school education and teacher education. Several members of the NCERT faculty were deputed to attend various programmes in other countries and several educationists' delegations visited the NCERT from several countries.

Promoting the Use of Hindi

In order to promote the progressive use of Hindi in day-to-day work in the constituents of the NCERT, Hindi workshops were organised at the Headquarter for clerks, stenographers and personal assistants. The meetings of the Official Language Implementation Committees of the NCERT were held to take stock of the progress of implementation. A 'Hindi Fortnight' was organised in all the constituents and competitions were held for promoting the use of Hindi. Hindi translation work has also been undertaken for important documents.

Publications

The NCERT continued publication of school textbooks, workbooks, supplementary readers, teachers guides, exemplar instructional material in vocational education, research reports/monographs and educational journals. About 400 titles under

different categories are expected to be brought out during the year under report.

As a part of the work related to dissemination of information, the NCERT participate in different book fairs e.g. Delhi Book Fair, Jawaharlal Nehru National Science Exhibition for Children, World Book Fair, etc.

Library and Documentation

The NCERT in collaboration with the European Commission is implementing the plan for automation, collection, library service development, staff development, management and transferring the NCERT library system to a national resource centre of education through networking with libraries/resource centres in selected educational research and training institutes.

Central Board of Secondary Education

The Central Board of Secondary Education (CBSE) is an autonomous body which works under the aegis of Ministry of HRD. It is the second oldest Board of the country and was set up in 1929. The main objectives of CBSE are as follows.

1. To affiliate institutions in the country and prescribe syllabi
2. To conduct annual examinations at the end of Class X and XII and grant qualifying certificates to the successful candidates
3. CBSE has government, government-aided and private/independent schools affiliated with it. As on date, there are 6293 affiliated schools including 97 schools located in 18 other countries of the world. These schools comprise 847 Kendriya Vidyalayas, 1558 government schools, 3483 independent schools and 405 Jawahar Navodaya Vidyalayas.

The CBSE grants certificates to qualifying candidates at the end of Class X and Class XII. The details of examinations conducted in the year under review are given below.

Details of 2002 examinations	Class X	Class XII
Candidates registered in 2002	530401	342851
Pass percentage in 2002	Boys 69.74% Girls 69.24%	70.91% 80.86%

Though the pass percentage of boys in Class X was slightly better than that of girls, the position was the opposite in Class XII where girl candidates did much better than boys.

Brief summary of the activities of the CBSE during the year

Help Line

The Help Line is a novel venture of the Board, started in 1998 for the first time, to reduce stress and anxiety faced by the examinees as well as their parents. The success of this programme over the years has helped in strengthening this service further. This service is provided by trained counsellors, psychologists and principals of eminent CBSE schools.

In a recently held workshop, it was decided to publish a handbook for the class teachers, so that with proper orientation, identification of emotional and behavioural disorders can be done at an early age for the healthy growth of students. The handbook has now been published.

All India Pre-Medical/Pre-Dental Examination (2001)

The CBSE conducts this examination as per the directives of the Supreme Court of India. The 14th All India Pre Medical/Pre Dental Entrance Exam was conducted on 13 May 2001 at 382 centres. 2,13,889 candidates were registered for this examination and 1,87,142 appeared. The merit and waiting list of a total number of 2,778 candidates was prepared for admission.

All India Engineering Entrance Examination

The first ever All India Engineering/Architecture/Pharmacy Entrance Exam (AIEEE) was successfully

conducted on 19 May 2002 by the Board at 396 examination centres in 65 cities all over the country. In this examination 2,11,696 candidates were registered, out of which 1,90,045 candidates appeared for 9974 free/payment seats for various disciplines for 106 professional colleges/institutions in the country.

Orientation programmes for Head Examiners

The Board regularly organises orientation programmes for constant upgradation of evaluation techniques of the examiners.

Redressal of Public Grievances

The Public Grievance and Redressal (PG&R) Cell of the Board regularly monitors public grievances of various kinds and takes suitable action to ensure relief to the complainants.

Malpractice Cell

The Malpractice Cell of the Board makes constant efforts to promote healthy mechanism/practices to be followed by the schools.

International Cell

The International Cell has been set up in the CBSE to provide courses in Indian language and culture to the Indian diaspora. A core committee has been appointed for undertaking activities pertaining to the International Cell.

Competitive Sports Programmes

The CBSE competitive sports programme is one of the most important activities at the school level in India. Children participate in 14 disciplines like basketball, chess, football, hockey, swimming athletics, badminton etc. The activity is conducted at three levels namely cluster, zonal and National.

Population and Development Education Project

The Population Development Education (PDE) project undertaken by CBSE in collaboration with

MHRD has been a tremendous success, recording 75 percent coverage of the target population. In 2001-02, 72 CBSE-affiliated public schools from the states of Bihar, Chhattisgarh, Jharkhand and Madhya Pradesh were covered under the project. The project is based on school-based activities, which include question box, role play, value clarification, case studies, advocacy meetings, celebration of World Population Day and World AIDS Day and meetings with parents.

Academic Activities

During 2002, there has been a substantial increase in the quantum and quality of the academic activities of the Board. The focus of these activities is in curriculum design, renewal and development, pedagogical support, teacher empowerment programme and development of supplementary textual materials. The Board also conducted Group Mathematics Olympiad Examinations to discover talent and excellence in mathematics. The Board has also launched an annual Olympiad in IT in 2002 and over 3000 students from the CBSE-affiliated schools participated in it.

National Institute of Open Schooling

Recognising the significant national and international roles and functions of the National Open School (NOS), the Government of India, Ministry of Human Resource Development renamed it as the National Institute of Open Schooling (NIOS). NIOS is an autonomous organisation of the Ministry of Human Resource Development, Government of India. Established in 1989, the NIOS has emerged as the biggest open schooling system in the world. Currently, it has more than 7 lakh students on roll at the secondary and senior secondary stages. During the last five years, more than 5 lakh students have passed the NIOS examinations. It has set up a network of 10 regional centres and about 2000 study centres for programme delivery through open learning and distance education mode. The regional centres of NIOS remain in close liaison with the state open

The NIOS has taken several significant steps for putting the open schooling system in India on a sound pedestal. Its OBE programme is now running in partnership with NGOs, Zilla Saksharta Samitis etc. Introduction of the OBE programme completes the chain of open schooling system from primary to pre-degree level.

schools/state education departments, the NIOS study centres and NIOS Headquarters. Besides its study centres in India, the NIOS has also set up study centres in the UAE, Sultanate of Oman, Kuwait, Nepal, Canada and USA.

Open Basic Education Programme

Whereas the NIOS has been running its foundation, secondary and senior secondary courses for over a decade, it has recently taken initiative of launching the Open Basic Education (OBE) programmes as an alternative programme for neo-literates, school drop-outs/left-outs and NFE (Non Formal

Education) completers. Under its OBE (Elementary) programme, the NIOS has started identifying and accrediting institutions/organisations. More than 200 organisations have already been accredited.

The NIOS has taken several significant steps for putting the open schooling system in India on a sound pedestal. Its OBE programme is now running in partnership with NGOs, Zilla Saksharta Samities etc. Introduction of the OBE programme completes the chain of open schooling system from primary to pre-degree level. Separate curricular programmes have been developed for children (below 14 years) and adults (above 14 years). The courses include academic components, work experience/pre-vocational/vocational (including life enrichment, life skills) and value-based aspects of life (talent and virtues/qualities). Good parenting has been given prime importance in the programmes for adult learners and has been made an integral part of each subject area.

The materials developed under the OBE programme included (1) self-learning material (SLM), (2) blueprints for development of sample question papers in language, mathematics and environment studies, (3) sample test papers, and



NIOS – Reaching the Unreached

The NIOS has been pursuing its mission of reaching the unreached by providing opportunities for continuing education to those who have missed opportunities to complete school education and developmental education through courses and programmes of general education, life enrichment and vocational education from primary to pre-degree level. As an apex level resource organisation in school education through distance and open learning mode and as a National Board of School Education, the NIOS has been (1) developing curricula and self-learning materials, (2)

organising Personal Contact Programme (PCP) at accredited study centres for enrolled students and (3) examining them for its school-level courses. Steps are being taken to ensure that the NIOS curricula *inter alia* take care of the physically, mentally and visually challenged children. Keeping in view the educational needs of its clientele groups, the NIOS has been providing flexibility in selecting academic, pre-vocational and vocational courses as well as in examinations so that a candidate can learn and proceed according to his/her own pace.

(4) a large number of question bank items. These materials would help the accredited organisations to adapt the SLMs, and generate new sets of question papers on the basis of blueprint and textual material in use in the learning centres as per the design of the sample test papers. As a part of capacity building of implementing agencies, functionaries of CRCs and ZSSs participated in two workshops. These programmes helped them in better conceptual understanding of the OBE programme for adults and its implementation strategies. A case study of orphanage implementing basic education has been undertaken. Work on development of vocational course under OBE (adults) is in progress.

The NIOS provides to the agencies accredited under the OBE the broad learning outcomes, the competencies to be developed, and free sample questions at different stages of primary and upper primary levels: level A (Classes I-III), level B (Classes IV-V), and level C (Classes VI-VIII). The blueprint of examination papers with suggestive marking schemes are also provided by NIOS. The accredited agencies prepare their own question papers for each examination, conduct examinations at A, B and C levels and evaluate scripts at terminal stages at their own level using their own resources. The NIOS sends unfilled Joint Certificates, especially designed for A, B and C levels, to the accredited agencies. The accredited agencies send duly filled up Joint Certificates of successful learners for endorsement by NIOS. About 15000 joint certificates for OBE A, B and C levels have already been issued.

Child Labour Project

An alarming number of tender age children are engaged in various working places. The NIOS, in collaboration with the MHRD and the Union Ministry of Labour, has undertaken the Child Labour Project (CLP). Under the CLP, the NIOS is developing relevant and need-based curriculum, SLM, audio-visual instructional materials, transactional strategies and evaluation processes to

cater to the specific learning needs of children (9-14 years) receiving education in National Child Labour Rehabilitation Centres. During 2002-03, based on identified needs, the NIOS developed curriculum framework for elementary education stage (levels A, B and C) with due weightage to work experience/pre-vocational/education in life skills. The teaching-learning materials for levels A and B are being developed.

Secondary and Senior Secondary

At the Secondary and Senior Secondary Stages, the NIOS has made provision for flexibility in choice of subjects, self-paced learning, transfer of credits from other Boards and state open schools. In order to expand the outreach of its secondary and senior secondary programmes, the NIOS has *inter alia* provided for direct registration of candidates for appearing in examinations. In order to expand the choice of subjects, the NIOS proposes to offer new subjects viz., (1) accountancy, (2) psychology, and (3) Bharatiya culture and heritage at the secondary stage, and (1) computer science (2) sociology, (3) environmental science, (4) consumer education and (5) sanskrit at the senior secondary stage. Learning strategies include learning through printed self-learning material, audio and video programmes, PCP and Tutor Marked Assignments (TMAs). During the year 2002-03, the NIOS has revised the curricula for secondary stage keeping in view the National Curriculum Framework (2000), analysis of curricula of State Boards, various changes around us, and needs and aspirations of learners of NIOS. The self-instructional materials (based on the revised curricula are being developed for introduction during 2003-04. Laboratory manuals are also being developed.

The NIOS has been offering courses in 12 languages as subjects viz., Hindi, English, Bengali, Marathi, Telugu, Urdu, Gujarati, Kannada, Sanskrit, Punjabi, Assamese and Nepali for secondary examination and Hindi, English and Urdu for senior secondary examination.

In order to make the NIOS Examinations more transparent, the NIOS switched over from door evaluation to spot evaluation and complete computerisation of processing of results.

The NIOS has recently taken policy decision to offer its secondary and senior secondary courses in all regional languages in a phased manner. Follow-up action in this regard is in progress. During 2002-03, the NIOS has started revision of courses in Bengali, Marathi, Telugu, Kannada and Gujarati languages.

Open Vocational Education Programme

The NIOS has introduced about 60 vocational education courses in the major areas of agriculture, business and commerce, engineering and technology, paramedical and health, applied sciences and social services sectors. The Certificate Course in Computer Application (CCA) is available online. Efforts are being made to offer a DTP course online. New courses titled (1) Diploma in Rural Technology (developed by Vigyan Ashram, Pune), (2) Gram Sakhi (Certificate in Rural Health for Women), and (3) Gram Sahyogini (Advanced Certificate in Rural Health for Women) have been launched. A Computer Technician Programme (CTP) developed by the Vigyan Ashram, Pune is being launched. The Courses 'Gram Sakhi' and 'Gram Sahyogini' have been developed by the Foundation for Research in Community Health, Pune.

The developmental activities during 2002-03 under the vocational education programme include development of curricula and self-learning material in (1) Yog (Hindi), (2) Security Services (Hindi), (3) Computer Science (Senior Secondary), (4) Desk Top Publishing (Senior Secondary), (5) Textile

Designing and Interior Decoration. Guidelines for a Rural Community Workshop (RCW) have been prepared. A component of entrepreneurship has been incorporated in vocational courses. At the OBE level, certificate courses in beekeeping, *Goupalan, Bagwani*, elementary computer science, plastic technician, safety services, plumbing, frontline office management, store keeping and purchase are being developed. Diploma courses in medical laboratory technician, basic rural technology and dairying are being prepared. A certificate course in toy making and joyful learning is being developed. A question bank in the areas of computer science and secretarial practices is being developed. Guidelines for practical examinations are being developed. A bluePrint in Word Processing has been developed. Audio-video scripts on office automation, shorthand speed passage (audio), preservation of fruit and vegetables and conservation of nutrients were finalised/edited.

Life Enrichment Courses

The NIOS has been developing reading materials for Life Enrichment Programmes (LEPs) such as (1) Bharatiya Culture and Heritage (BCH), (2) Education in Human Values (EHV), (3) People of India (POI), (4) Lives of Great Personalities of India, (5) Yog, (6) Fine Arts (Music, Dance, Painting), (7) Science for All, (8) Consumer Education, (9) Citizenship Education, and (10) Peace Education. The LEPs from 1 to 6 are proposed to be offered as a package under the title *Bharatiya Culture and Heritage*. Steps are being taken to prepare this package. The clientele for the LEPs/Courses is varied (NIOS students and teachers, general public, Indian diaspora, and NRIs). During 2002-03, pictorial books on family, neighbourhood and citizens are being developed under the BCH project. Under the EHV project, a teacher's manual and a book on development of human values have been brought out. Steps are being taken to prepare SLM in the form of value-based stories, parables, anecdotes, poems, plays and biographies. The booklets about six tribes viz. Ho, Bhil, Gond, Oraon, Santhal and

Munda have already been developed under the People of India project. Booklets on Khasi, Garo, Naga, Adi, Mizo, Koya and Lambadi are being developed.

Education of the Disabled

In the area of special education, steps are being taken (1) to develop a manual for teachers and parents of visually impaired learners, (2) to adapt/develop vocational education materials for visually impaired learners for Braille printing, and (3) to develop a training package for orientation of teachers through teleconferencing to deal with children with disabilities. A national workshop on promotion of inclusive education through open schooling was organised. Two teachers working in NIOS Special Accredited Institutions for Education of the Disabled (SAIED) have been given National Awards on the Teacher's Day (5 September 2002).

Media

The NIOS continued facilitating learning through multi-channel process in which print materials are supplemented and supported by need-based audio-video programmes. The telecast of NIOS Media Programmes continued through Gyan Darshan channel on every Tuesday and Thursday from 7.30 to 8.00 p.m. and every Saturday and Sunday from 3.00 to 3.30 p.m. The programmes are also telecast on DD-1 from 10.00 a.m. to 10.30 a.m. on every Friday. Several video films on different subjects are being prepared to supplement the SLMs. During 2002-03, four films have been completed and 17 films are at various stages of production. A mini studio has been set up in the media unit of the NIOS. 13 capsules for DD-1 and eight capsules for *Gyan Darshan* have been prepared in the mini studio. A video spot regarding Admissions to NIOS during 2002-03 was prepared and telecast on Zee News channel and Manna TV (Hyderabad).

Population and Development Education

Manuscripts for six volumes of source books on population and development education were prepared. A folder titled *Population and*

Development Education Project was printed and disseminated. Steps are being taken to provide online education and training in the context of population and development education. A film titled *Aparna* on gender issues was prepared. Population education related programmes such as World AIDS Day and World Population Day were organised. Material for *Help Line on Adolescence Reproductive Health and Substance Abuse* have been prepared in English and Hindi.

Evaluation

In order to make the NIOS Examinations more transparent, the NIOS switched over from door evaluation to spot evaluation and complete computerisation of processing of results. The question papers and marking schemes are placed on the Internet (www.nios.org) immediately after the examinations are over. The examination results are also placed on the Internet. At the time of examinations, observers are appointed at the level of (1) Regional Directors of NIOS and (2) the Chairman, NIOS. The observers send their reports daily by facsimile. Under the Open Schooling System, the NIOS has envisaged an innovative On Demand Education System (ODES). ODES envisages to give freedom to learners to appear in examinations in the subjects of their choice whenever they feel confident. ODES has been started at the OBE terminal stage (equivalent to class VIII) in some accredited agencies. Steps are being taken to launch ODES at the secondary stage. Based on the new syllabi, question paper design and blueprints have been finalised. Generation of items in different subjects is in progress. In order to assess the performance of NIOS learners, analysis of question papers and answer scripts has been done in respect of secondary and senior secondary examinations. The feedback study will be useful for curriculum and material development. Besides registration of candidates for NIOS courses through the accredited institutions (study centres), NIOS has started direct registration for its examinations at secondary and senior secondary levels from the academic year

2001-2002. With the objective of introducing continuous assessment and developing regular study habits among learners and to provide sufficient practice in solving questions before facing examinations, Tutor Marked Assignments (TMAs) have been introduced in all subjects of secondary course including the regional languages. TMAs will have weightage of 20% in final certification. TMAs have been developed and sent to learners from the session 2002-03.

Training and Networking

The NIOS has been undertaking training of open schooling personnel by organising orientation programmes at the regional level. In order to make the orientation/training programmes more effective, training packages are being prepared. The NIOS has set up an International Training Centre in Open Schooling (ICTOS). The Commonwealth of Learning (COL) and UNESCO are to provide partial financial assistance for ICTOS. This centre is going to start Certificate and Diploma Courses in Open Schooling for personnel both from India and from other countries. The training package for these programmes is also being developed. Meanwhile, an information brochure on ICTOS was brought out and disseminated.

In its endeavour to promote open schooling in the country, NIOS organised a national conference on Promotion of Open Schooling in January 2002. 9 states (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, West Bengal, Madhya Pradesh, Punjab, Rajasthan, Haryana) have already set up the State Open Schools. A National Consortium for Open Schooling (NCOS) has already been set up for promotion of open schooling in India as also for discharging coordination and clearing house functions. The secretariat of the NCOS is located in the NIOS.

In order to provide forums for exchange of ideas and information among various Commonwealth Countries, the Open Schooling Association of

Commonwealth (OSAC) has been set up. NIOS acts as the academic secretariat of OSAC. NIOS has started publishing the OSAC Journal of Open Schooling of international standard. The second issue (July 2002) was brought out. The next issue of this half-yearly journal is being prepared.

The NIOS has been working for quite some time in collaboration with the COL for promotion of open schooling at national and international level. Recently, in collaboration with COL, the NIOS has organised the following programmes in India.

1. International Workshop on Volunteerism, NGOs and Open Schooling
2. Conference on Promotion of Open Schooling (in India)
3. The UNESCO-BREDA (Senegal) and the COL, Canada sponsored a five-day Advocacy Meet of Senior Decision-Makers in Education from 11 African Countries (Botswana, Ethiopia, Kenya, Malawi, Mozambique, Nigeria, Somalia, Swaziland, Tanzania, Uganda, Zimbabwe) at the NIOS, New Delhi, from 9 to 13 September, 2002. As a result of deliberations and interaction, the participating countries developed frameworks and plans of action for introducing and promoting schooling programmes in their respective countries. Further, in the meeting of experts and education ministers of the Economic Organisation of West African States (ECOWAS) held at Dakar from 20 to 26 September, 2002, the Chairman, NIOS, India made a presentation on *Using Open and Distance Learning Method for Education for All (EFA), including Secondary Education wherein Model of National Institute of Open Schooling could be used and Improving Teacher Competencies through In-service Distance Learning mode wherein Model developed by the Indira Gandhi National Open University (IGNOU), New Delhi, India may come handy.* The deliberation in the meeting resulted in the signing of a Protocol by 15 member countries

of ECOWAS agreeing to seek support from the Government of India under South–South collaboration in areas such as (1) development of materials, (2) improving teachers competencies through in-service distance learning mode, and (3) using open and distance learning method for Education for All (EFA) including secondary, senior secondary and in vocational and technical education.

4. Workshop of NGOs (India) for developing action research project in open schooling at basic education level. Besides teachers and officials from NGOs, senior decision-makers from education ministries in six African countries also attended the workshop. The participants from India developed action research projects that may be considered by the COL for financial assistance.

Information about programmes of NIOS is disseminated through the quarterly news bulletin *Open Schooling*. Detailed information about NIOS is available at the Web-site www.nios.org.

The NIOS has been bringing out a half-yearly magazine titled *Open Learning* for its students. This bilingual magazine *inter alia* includes articles in Hindi and English on topics, which create awareness of, the cultural heritage of the country, socio-economic environment, advancements in science and technology and other fields. The January 2002 issue of the magazine was brought out. The manuscript of the July 2002 issue of the magazine has been finalised.

The NIOS library procured books, journals, CDs and cassettes on educational programmes. The library continued providing documentation, referral and other services.

Research Studies

The thrust areas of research in open schooling include (1) accessibility of NIOS and constraints, (2) critical review of flexibility and openness in open

schooling, (3) credibility of the system, (4) evaluation of materials and methods, (5) possibility of integrating modern technology for effective programme delivery, and (6) studies on passouts and dropouts of NIOS. Four research studies are at the final stage. A study on efficacy of PCPs in Rajasthan been completed. Another study on PCPs in Bihar and Jharkhand is nearing completion.

Land and Building Project

In connection with the NIOS building project Development of Campus and Construction of office Complex for NIOS at Noida (UP) estimated to cost Rs. 25 crore, the School of Planning and Architecture have been appointed architects for the architectural planning and designing of the project.

The NIOS has already shortlisted pre-qualified contractors/firms, to whom the tender documents shall be issued. The tender documents have been prepared and are in final stage. The work is likely to start in two months and likely to be completed within 24 months from the date of issue of the work order.

Awards

- (a) The NIOS video programme titled *Genius of India* bagged two awards in the 14th UGC/CEC Educational Video Competition. The National Open School in collaboration with Auroville Press, Pondicherry, to promote value education through Open Learning System, produced the video programme. The video programme won the prizes for Best Programme of the Year as well as for Technical Excellence in Sound.
- (b) On 27 March 2002, Prof. N.K. Ambasht was awarded the Nehru Literacy Award 2001 for his contribution in the field of adult education.
- (c) On 11 December 2001, Dr. T. N.Giri, Academic Officer, Political Science, was presented the 2001 World Human Rights Promotion Award by the Indian Institute of Human Rights, New Delhi.

Exhibitions

The NIOS organised exhibitions of its publications at the following venues.

1. IGNOU, on the occasion of *Colloquium on Distance Education* organised by the COL from 19 to 20 November 2001
2. Jamia Hamdard University, on the occasion of International Workshop on Volunteerism, NGO and Open Schooling organised jointly by the National Open School and COL from 23 to 24 November 2001.
3. The Karnataka State Open University, Mysore, during the 35 Annual Conference of the Indian Association of Teacher Educators from 27 to 29 December 2001.

Kendriya Vidyalaya Sangathan

Introduction

The Government of India approved the scheme of Kendriya Vidyalayas (KVs) in 1962 for providing uninterrupted education to the children of central government employees who are liable to frequent transfers. Initially, 20 regimental schools were taken over. The number of KVs as on 30 November 2002 is 843.

Salient Features

The salient features of KVs are as follows:

- 1) They primarily cater to the educational needs of the wards of transferable central Government employees.
- 2) All KVs are co-educational.
- 3) Common textbooks, common curriculum and bilingual medium of instruction, i.e. English and Hindi, are followed.
- 4) All KVs are affiliated to the CBSE. Some KVs in states of Andhra Pradesh and Tamil Nadu are also affiliated with State Education Boards at the 10+2 level.
- 5) Teaching of three languages – English, Hindi and Sanskrit – from Class VI to VIII is compulsory. In Class IX and X, any two languages out of English, Hindi and Sanskrit can be offered. Sanskrit can also be taken as an elective subject at 10+2 stage.

- 6) No tuition fee is charged from students up to Class VIII and from the wards of staff of KVs, SC/ST students, children of officers and men of the Armed Forces killed or disabled during the wars of 1962, 1965 and 1971 against China and Pakistan and girl students up to Class XII.

Administration of the Kendriya Vidyalaya Sangathan

The Minister for Human Resource Development is the ex-officio Chairman of the Sangathan. The policies and guidelines issued by the Sangathan and its Board of Governors are executed by the Commissioner who is the executive head of the Sangathan. The Commissioner is assisted by two Joint Commissioners and other Officers and supporting staff at the headquarters and its 18 regional offices. The regional offices are headed by Assistant Commissioners. The main functions of the regional offices are to monitor and supervise the working of the KVs in the region. Each KV is headed by a Principal/Principal Grade-II assisted by a small group of administrative and teaching staff.

Opening of Kendriya Vidyalayas

KVs are opened in the civil sector on the recommendations of various ministries/departments of central Government/State Government, or the Central Government Employees Welfare Association etc. Similarly, KVs are opened on the recommendations of the Ministry of Defence in the defence sector. KVs are also opened in project sector in the campuses of PSUs and institutions of higher learning if the recurring and non-recurring expenditure is fully met by the sponsoring authorities.

The distribution of 843 KVs as on 30 November 2002 in the different sectors is given below.

Sector	No. of KVs
Defence	350
Civil	358
Institutes of Higher Learning	18
Projects	117
TOTAL	843

Admissions

The basic criterion for admission in Class-I in KVs is the transferability of the parent, during the last 7 years immediately preceding the year of admission. Thereafter, the children of non-transferable central government employees followed by the wards of transferable and non-transferable employees of PSUs fully financed by the Government of India are taken. The next category for admission is children of the state government's transferable employees. After meeting the demands of the above categories, if vacancies are still available, admissions are also given to wards of the floating population.

The Board of Governors has also approved certain exceptions for admission in KVs over and above the class strength.

- The children and dependent grandchildren of Hon'ble Members of Parliament and of KVS employees
- 60 seats for employees of Ministry of External Affairs and 15 seats for the employees of the Research and Analysis Wing.
- 100 seats for the employees of the MHRD.
- 10 seats in each section of Class I and 10 seats in all other classes reserved for the sponsoring agency
- Two children will be admitted at the discretion of the Chairman, VMC.
- Children getting 80 % or more marks in Class X are admitted to Class XI over and above the class strength.

Reservations

15 percent and 7.5 percent seats in fresh admissions are reserved for SC and ST candidates, respectively. 3 percent seats are horizontally reserved for physically handicapped children.

There were about 7.20 lakh students studying in KVs as on 31 March 2002.

Pre-Primary Education

The KVS has introduced pre-primary education in

KVs on a self-financing basis, wherever infrastructure is available. Children of 4 years of age as on 1 April are given admission.

Courses of Study at the 10+2 Stage

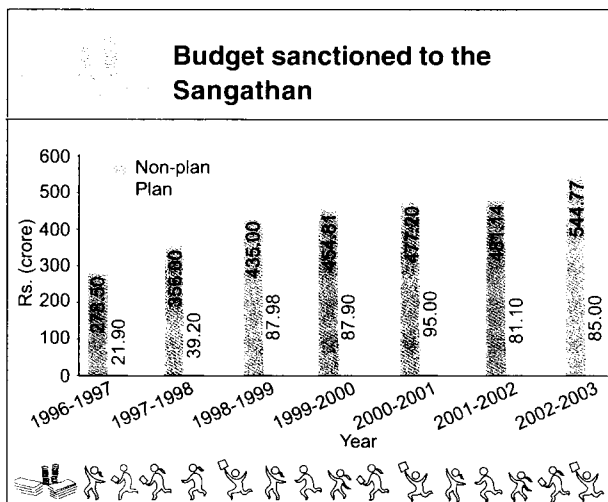
KVs provide science, commerce and humanities streams mainly. Humanities students have been given the option for offering any subject as provided for by the CBSE if 15 or more students are available.

Students belonging to SCs/STs and those who have participated in Games and Sports Meets, Scouting and Guiding Camps/NCC/Adventure activities are given concession in admission at the 10+2 stage in science and commerce streams.

Academic Performance

The following programmes and activities have been undertaken by the KVS:

- 814 KVs have been provided at least 5 computers with necessary software. All students from Classes III onwards are being covered.
- KVS has established Technology Training Labs in KV Masjid Moth, New Delhi; KV JNU, New Delhi; KV Ashok Nagar, Chennai; KV No.1, Bhopal; KV Malleshwaram, Bangalore and KV Fort William, Calcutta under the aegis of M/s Intel.
- A Website of the KVS has been launched
- 31 KVs have been identified to be developed as Smart Schools to foster skills among students which are required to develop them as productive citizens to face the challenges of the 21 century.
- The other activities like Youth Parliament, Associated Schools Project on National Integration and International Understanding, KVS Science Exhibition, Scouting & Guiding, Adventure Activities, NCC, NSS, other games and Sports and population and development education a part of the curriculum of every KV.
- A special drive for strengthening games and sports, yoga, arts and crafts has been initiated by engaging private coaches, artists and



civil and defence sectors. Out of 843 Vidyalayas, 612 are functioning in their permanent buildings and the construction work is in progress for 106 others. The provision of infrastructure and basic amenities is a continuous process being carried out in a phased manner.

Finance

The Sangathan is basically funded from the non-plan funds of the Government. However, some funds are allotted under plan heads also. The budget sanctioned to the Sangathan by the Government of India, MHRD (Department of Education) under non-plan and plan heads is as above.

craftsmen. Sports infrastructure e.g. play fields, swimming pools, gymnasias, skating, rinks and boxing rings has been developed.

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

Incentive Awards for Teachers

During the current year, 49 teachers were honoured with the KVS Incentive Awards. Four KV teachers were awarded National Awards by the President of India in recognition of their meritorious services as teachers.

Construction Activities

The Sangathan constructs the school buildings and staff quarters for its Vidyalayas established under the

Navodaya Vidyalaya Samiti

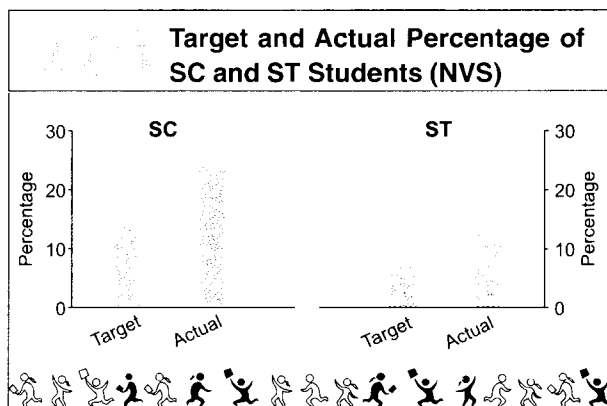
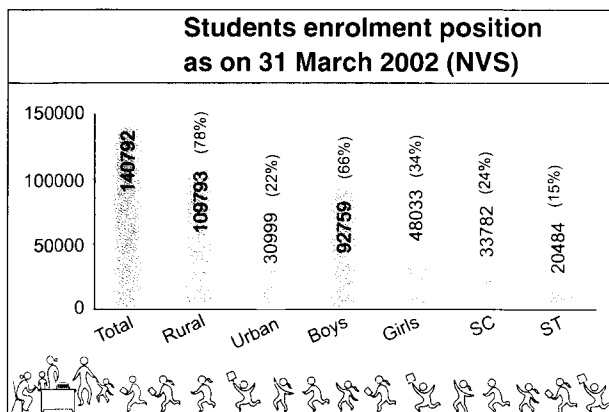
The Government of India has launched a scheme to establish on an average, one Jawahar Navodaya Vidyalaya (JNV) in each district in the country, with the following objectives.

- To provide good quality modern education including a strong component of cultural values, environment awareness and physical education to talented children in rural areas without regard to their family's socio-economic condition.
- To ensure that all students of JNVs attain a reasonable level of competence in their languages as envisaged in the three language formula.
- To serve in each district, as focal points for improvement in the quality of school education through sharing of experience and facilities.

JNVs are run by the Navodaya Vidyalaya Samiti, an autonomous organisation under the MHRD,

Enrolment Position as on 31 March 2002

	Boys	Girls	Rural	Urban	General	SC	ST	Total
VI	18094	9757	21359	6492	16953	6843	4055	27851
VII	16697	8826	19763	5760	15533	6235	3755	25523
VIII	15170	8152	18172	5150	14289	5698	3335	23322
IX	13978	7241	16583	4636	12852	5058	3309	21219
X	12459	6261	14786	3934	11432	4441	2847	18720
XI	8330	3970	9756	2544	7807	2854	1639	12300
XII	8031	3826	9374	2483	7660	2653	1544	11857
Total	92759	48033	109793	30999	86526	33782	20484	140792



Department of Secondary Education and Higher Education. The Minister of HRD is the Chairman of the Samiti and the Minister of State HRD (Education) is the Vice-Chairperson. JNVs are full residential, co-educational institutions, providing education up to senior secondary stage. Education in the NV including boarding and lodging, textbooks, uniform, etc. is free for all students.

The scheme started with two experimental schools in 1985-86 and has grown to 480 schools covering as many district in 33 states and Union Territories with about 1.40 lakh students on the rolls. About 25,000 new students are admitted every year. Admission in JNVs is made at the level of class VI through a test conducted in the concerned district in which all children who have passed class V from any of the recognised schools in that district are eligible to appear. The test is designed and conducted by the CBSE.

In keeping with the objectives of providing a progressive and forward-looking school system in the rural areas, the scheme provides for a reservation of 75 percent students from the rural areas, with reservation of a minimum of 22.5 percent and a maximum of 50 percent for SC and ST students subject to the proportion of the SC and ST population in the concerned district. One-third or 33 percent of the seats are reserved for girl students.

1,40,792 students were on the rolls of JNVs at the end of the academic session 2001-02.

The percentage of students belonging to SC/ST categories, girls and rural areas in the JNVs is well above national norms (15 percent SC and 7.5 percent ST) as given below.

Year	SC	ST	Girls	Rural
2001-02	24%	15%	34%	78%

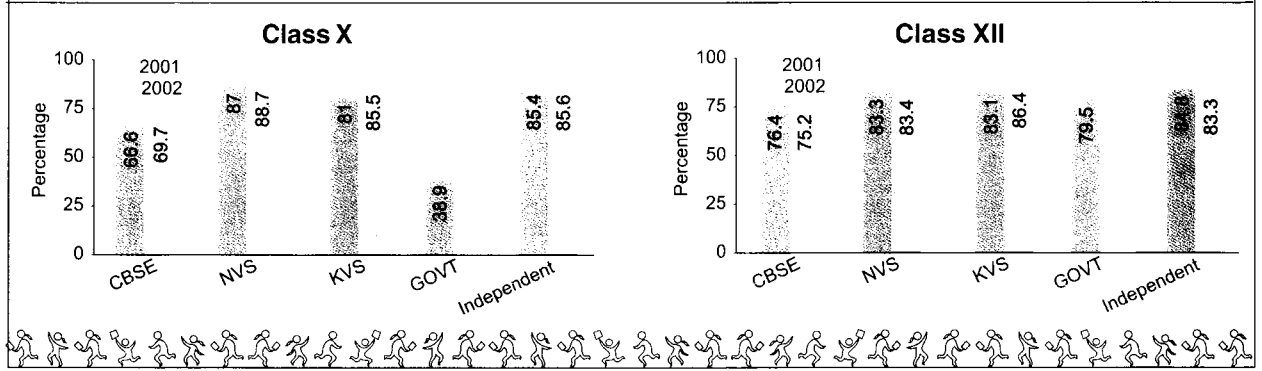
Thus the JNVs are serving rural students, specially girls, SC & ST students in excess of national averages. For this they have also been commended by the Standing Committee of Parliament for the Ministry of Human Resource Development in April, 1997.

Excellence in Academics

Board Results of JNV students compare favourably with their counterparts, KVs and eminent public and private schools affiliated to the CBSE. The Navodaya pass percentage averages have generally been seen to exceed the national pass percentage averages arrived at each year by the CBSE.

A total 279 NVs were upgraded to senior secondary stage during 2001-02. science, commerce, humanities and vocational streams have been introduced in these Vidyalayas.

A comparison of pass percentages of NVS and other school systems during 2001-02



Class X and XII Examinations

A comparison of pass percentages of NVS and other school systems during 2001-02.

The Government has constituted an expert committee for the review of the monitoring mechanism of JNVs.

Central Tibetan Schools Administration

The Central Tibetan Schools Administration (CTSA) was set up as an autonomous organisation by a Resolution of the Government of India's, Ministry of Education and Youth Services (now MHRD) in 1961 and was registered under the Societies Registration Act XXI of 1860. The main objectives of the CTSA are to run, manage and assist institutions for the education of Tibetan children in India. The Administration runs 79 schools: eight senior secondary Schools (six residential and two day schools), five secondary schools, eight middle schools, seven primary schools, 42 pre-primary schools and 9 Grant-in-aid schools. 9602 students are receiving education in these schools.

The Central Schools for Tibetans are affiliated to the CBSE, New Delhi and follow the 10+2 system of education. The medium of instructions in the primary section is Tibetan whereas the medium of instructions from Class VI onwards is English. Up to Class VIII, the syllabi prepared by the NCERT are followed except in the case of Tibetan language, which is designed by Central Tibetan

Administration of His Holiness The Dalai Lama, Dharamshala. In Classes IX and X, the syllabi prescribed by the Central Board of Secondary Education are followed. At the 10+2 stage i.e. Classes XI and XII, the senior secondary schools of the administration impart education in humanities, science, commerce and vocational streams. Under commerce-based vocational streams, three courses have been in operation viz. stenography (English), accountancy and auditing and purchasing and store keeping.

The CTSA has a scheme of incentive to Indian teachers for acquiring proficiency in Tibetan Language to promote closer interaction with the students. Incentive awards are also presented to different categories of teachers for their outstanding contribution. A scheme of awards to meritorious students of class X & XII has been introduced to motivate the children to acquire quality education.

Activities-based teaching in pre-primary and primary classes has been introduced. Minimum levels of learning have been insisted to ensure 100 percent result in all classes. Junior science and computer labs have been updated to ensure development of scientific temper and to catch pace with the modern development. Mobile class Library services have been in progress from Class I to VIII to develop proper reading habits. Various other infrastructural facilities such as career counselling cell, geography lab, social science lab, mathematics lab, teaching aid, minimum

level learning, and development of library services have been developed in CTSA schools.

During the current financial year i.e. 2002-03, to ensure academic excellence, bridge courses for Class VI and XI have been introduced and remedial teaching is being provided for students of Classes X to XII. The students of senior secondary schools are using computers, while student of secondary and middle schools will be getting computers soon. Beside these, physical and health education and SUPW form an integral part of the syllabus. Music and dance training is now compulsory for all the students up to Class X. Children are encouraged to participate in the CBSE level sports meet as well as in District and taluk inter-school competitions. Central and zonal Cultural Meets will be organised on an alternative year basis to encourage the growth of cultural consciousness and performance of the students.

For professional development of both teaching and non-teaching staff a number of in-service training courses have been organised in collaboration with NCERT, KVS, National Science Centre, National Bal Bhawan, DIET, New Delhi as well as with Department of Education, CTA, Dharamshala. A scheme of awards to meritorious students of Class X and XII has been introduced to motivate children.

The MHRD, Department of Secondary and Higher Education, Government of India, New Delhi, allocated Rs. 9.67 crore under the Ninth plan budget for development of academic activities and construction works. The revised estimate for the year 2002-03 is Rs. 2.70 crore and Rs. 12.50 crore under Plan and non-Plan respectively. Utilisation Certificate for the year 2000-01 in respect of Plan and non-Plan has already been issued.

Vocational Education

Secondary and higher secondary education are important terminal stages in the system of general education because at this stage as per the existing

education policy options are exercised by the youth to enter the world of employment or pursue technical/higher education. Educationists and experts have consistently recommended that education at this stage should be given a vocational bias to link it with the world of work. The vocationalisation of secondary education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education.

The centrally sponsored scheme of vocationalisation of secondary education at 10+2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The scheme provides for financial assistance to the states to set up administrative structure, area-vocational surveys, preparation of curriculum, textbook, workbook, curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary organisations for implementation of specific innovative projects for conducting short-term courses. The scheme so far has created a massive infrastructure of 19608 sections in 6800 schools thus providing for diversion of about 10 lakh of students at 10+2 level. A total grant of Rs. 700 crore have been released so far.

Implementation of the scheme was evaluated by five different agencies including ORG in 1996 and CERPA in 1999 and the major shortcomings diagnosed by these studies include low priority



Vocationalisation of Education

Implementation of the scheme was scaled down in 1996-97 to transfer the scheme to states/UTs. The scheme was revived during 1999-2000. The release of grant to states/UTs picked up momentum during the last three years, in which about Rs. 88 crore has been released.

accorded by some of the states toward the vocational education programme, absence of permanent teacher and training programme, straight adoption of NCERT/CIVE curriculum with no efforts to localise it, non-utilisation of training seats, the target to divert 25 percent at higher secondary level being overambitious etc. To rectify these shortcomings, the working group under the chairmanship of Director, NCERT, recommended the establishment of block-level vocational training institutes, treating vocational stream at par with other streams of education, appointment of full-time teacher, coordination and utilisation of resources with other implementing agencies/departments/ministries, development of national vocational qualification of development of a short-term course. Many qualitative measures including linkages with major industrial outfits are on the anvil to offer collaborative programmes in the selected schools. A detailed statement showing state-wise infrastructure facilities created under the scheme is given in Annexure I.

It has been envisaged to infuse a paradigm shift in the priorities from diversion from higher education to competency-based courses. Accordingly, the focus has been shifted towards quality vocational education programme by introducing flexibility, competency-based courses, linked to the market potential, removal of rigidity on the tenure of the courses etc. More emphasis has been accorded to provide demand-driven, need-based, locale-specific courses to prepare the youth to face the employment market boldly. The total budget allocation of the scheme during the Tenth Five Year Plan is Rs. 350 crore in the central sector and Rs. 650 crore for the state sector. In the Annual Plan 2003-04 a total amount of Rs. 70 crore has been proposed for the scheme. The scheme is being revised to make the courses more flexible and modular based with the provision for vertical and lateral mobility.

Integrated Education for Disabled Children

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

providing educational opportunities to all children with disabilities under the general school system. The ultimate objective is to integrate children with disabilities in the general education system and to eliminate disparities and equalise educational opportunities to enable them to become equally contributing members of society.

The IEDC scheme was launched in 1974 by the then Department of Social Welfare and was transferred to the then Department of Education in 1982. Under the scheme, financial assistance on 100 percent basis is provided to state governments and NGOs towards facilities extended to disabled children such as books and stationery, uniforms, transport allowance, escort allowance, readers allowance for blind children, and equipment. In addition to the above; the grant is also provided for the salary of teachers recruited for teaching the disabled children and that for the official manning the IEDC Cell in state governments to implement and monitor the scheme. The Scheme also has a component for free school training for disabled children and counselling for their parents. Assistance is also provided for setting up of resource room, survey and assessment of disabled children, purchase and production of instructional material, training and orientation of general teachers to take care of the educational need of the disabled children.

The IEDC scheme is presently being implemented in 27 states and 4 UTs through over 41,875 schools benefiting more than 1,33,000 disabled children. Efforts are made for convergence of different schemes such as the District Primary Education Programme, Adult Education, and Non-formal Education for educating the children with disabilities.

The provisions under Section 26-31 of the Persons With Disabilities Act, 1995 have supplemented for achieving the objective for which the scheme of IEDC was launched. The Department of Secondary and Higher Education has impressed upon all state governments and UT administrations from time to time to augment the facilities for education of

children with disabilities and expand the facilities and efforts to enrol more and more children.

As against a total outlay of Rs. 75.10 crore for the Ninth Plan period, an amount Rs. 67.91 crore has been spent by the end of the financial year co-terminus with the end of the Ninth Five-Year Plan.

The Parliamentary Standing Committee on HRD had recommended that the scheme of IEDC should be retained at the Centre till the end of the Tenth Plan to generate greater sensitisation and ensure its effective implementation. Accordingly, the scheme has been approved by the Planning Commission for continuance in the Tenth Plan and the revision of the scheme is under consideration so as to make schools more inclusive and make systemic reforms for bringing and retaining more and more children with disabilities in regular schools.

An outlay of Rs. 200 crore has been made for the Tenth Five-Year Plan. For the financial year 2002-03 a budgetary provision of Rs. 31.50 crore has been made for the scheme.

Information and Communications Technology in Schools

There are two components of ICT in schools, namely Computer Literacy and Studies in School (CLASS) and Educational Technology (ET). Both these schemes are being merged.

Computer literacy and studies in schools Background

Keeping in view the need to expose children to the utility and applications of computers, the Department of Electronics, in collaboration with the MHRD, initiated a pilot project called CLASS from 1984-85 for senior secondary schools. Originally this scheme was started with the supply of computers by British government, namely BBC Micros in 2598 schools all over the country including KVs. Later, during 1993-94, the scheme was modified and introduced as a centrally sponsored scheme. During the Eighth Plan Period, the scheme was widened to provide financial

grants to institutes which were provided BBC Micros, and also coverage of Government aided secondary/senior secondary schools.

Achievements

2598 schools having BBC Micros were covered under the revised CLASS scheme during the Eighth Plan for providing instructors, maintenance of hardware, consumables and textbooks for students and training of teachers in schools. In addition, 2371 schools were covered with new hardware configurations.

On the advice of the Ministry of Finance, the Scheme has discontinued with effect from April 1999. The scheme was introduced during the financial year 2001-02. During 2001-02 Computer Education Plan (CEPs) were received from 19 states/UTs and after examination by the Project Monitoring and Evaluation Group headed by the Secretary (Secondary and Higher Education) an amount of Rs. 74 crore was released to States/UTs to cover 3112 Schools. Besides KVS/NVS have been sanctioned Rs. 3200 lakh, out of which Rs. 363.3026 lakh have been released as the first instalment. The KVS/NVS have identified 31 and 33 schools respectively for conversion into SMART Schools.

During this period, a workshop on computer education was organised on 24 January 2002 at NCERT where various organisations and state governments working in the field of computer education shared their experiences on implementation of computer education in schools.

Educational Technology Background

This scheme was initiated in 1972 and seeks to improve utilisation of the media through radio and TV for increased access to education. In order to consolidate the efforts under the INSAT utilisation programme, achieve larger programme production capabilities within the education sector and extend radio/TV coverage to upper primary schools in the country, a revised scheme was started



Dr. APJ Abdul Kalam, President of India distributing National Award to Teachers, 2001

in 1987-88. Under this scheme, funds are released to 7 State Institutes of Educational Technology (SIETs) in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa, Uttar Pradesh and Kerala. These SIETs are being funded for producing programmes for the school sector for telecast through Doordarshan and Akashvani. The scheme of RCCPs and CTVs has been discontinued during the current financial year.

Achievements

During the financial year 2001-02, the audio and video programmes produced by the SIETs on various educational themes at various levels of school education is as under.

During the Ninth Five-Year Plan an amount of Rs. 3,483.57 lakh has been released and 3,509 audio/video programmes produced by the SIETs and CIET.

SIETs	Video Prog.	Audio Prog.
Pune	277	12
Orissa	153	--
Patna	200	--
Hyderabad	159	39
Lucknow	Not available	Not available
Gujarat	-do-	-do-

Under this scheme, an amount of Rs. 1,303.26 lakh was released to provide 29,781 RCCPs and 8,826 CTVs in schools during the Ninth Five-Year Plan. However, this Scheme has been discontinued during the current financial year.

National Awards to Teachers Background

Instituted in 1958, the National Awards to Teachers are awarded by the President of India on 5 September every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. In total, there are 350 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each state and Union Territory has an earmarked quota based on the number of teachers. The scheme also covers teachers of Sainik School, JNVs and schools run by the Atomic Energy Education Society. From 2000, it has been decided to allocate 10 awards to CBSE and 5 awards to ICSE which should be other than those who have already been covered under the allocated quota of states/UTs/organisations. From 2001, it has been decided to earmark 33 'Special Awards' to teachers promoting integrated inclusive education in schools and promote the education of children with disabilities in regular schools by states/UTs and other school system.

The teachers of following categories will be considered for awards:

- Teachers with disabilities working in regular schools
- Special teacher or trained general teachers who may have done outstanding work for inclusive education

The selection is made by a state-level selection committee presided over by Director (Education) with the state coordinator of NCERT as a member. The committee's recommendations are forwarded by the state government in order of merit. The Government of India makes the final selection on the basis of merit. The award carries a medal, certificate and Rs. 25,000 as award money.

Achievements

For 2001, 283 teachers were awarded the National Award. This includes 74 female teachers, 2 teachers of Sanskrit, 2 teachers of Arabic/Persian schools and 12 teachers who have been selected for special awards and 5 teachers with disabilities. As compared to last year, the number of female teachers has increased from 55 to 74.

Access with Equity

This is a new scheme taken up during the Tenth Five-Year Plan on the recommendations of the Working Group on Secondary Education for the Tenth Five-Year Plan. Under the scheme, the following three components are proposed:

1. Strengthening of existing programme of girl's hostels managed by NGOs
2. One-time assistance to reputed NGOs, trusts, societies, and state governments etc. for setting up secondary schools
3. Assistance to the secondary and senior secondary schools in educationally backward districts for opening second shifts in selected schools

Since this is a new scheme, the EFC note for the Scheme is under submission for approval of Ministry of Finance. However, continuation of the existing scheme of strengthening of girl's hostels

managed by NGOs as a component of this scheme has been approved and is in operation. Under the Scheme, financial assistance is provided to the NGOs for running hostels for girls students of Classes VI-XII. Recurring grants of Rs.10,000 per girl boarder per annum and a one-time non-recurring grant of Rs. 3,000 per girl boarder is provided under the scheme. This scheme was started as a pilot project during 1993 and the response of the scheme is overwhelming. A large number of proposals are being received from various states throughout India.

Under the scheme of Access with Equity, during the Tenth Plan, a provision of Rs. 305 crore has been made with a budget provision of Rs.18 crore (excluding Rs. 2 crore as non-lapsable pool of NER) for 2002-03. The Planning Commission has provided an additional amount of Rs. 300 crore for the scheme for the Tenth Plan period to be allocated to educationally backward states/UTs for opening a second shift in selected schools.

National Population Education Project Overview

The school education system of India has completed four phases of its implementation: the first phase in 1985, the second in 1992, the third in 1997 and the fourth in 2001. During the last phase (1998-2001) it was known as National Population Education Programme: *Population and Development Education in Schools*. However, the fourth phase of the project has been extended in way, as during 2002, a Bridge Plan is being implemented.

Objectives

Since its inception, the project activities have been directed to attain the overarching *objective of the institutionalisation of population education in the school education system*. However, the process of re-orientation of elements of population education has been continuing since its inception in order to meet the requirements of the changing perceptions of population issues. As a follow up of the changes

reflected in the Programme of Action adopted at the International Conference on Population and Development (ICPD) held in Cairo in September 1994, and the National Population Policy 2000 the Project in the Fourth Phase has been focusing on the integration of the elements of the new framework of population education reconceptualised during 1996-97. It aims at attaining the following *objectives*:

- To institutionalise population education reconceptualised in the context of the ICPD Programme of Action, in the formal school education system at all levels
- To develop awareness and positive attitude towards population and development issues leading to responsible behaviour among students and teachers and the community at large
- To create awareness about adolescent reproductive health among students, teachers and parents and develop healthy attitude towards sex and members of the opposite sex
- To contribute to the realisation of India's demographic, developmental and health goals, which affect the overall national development of the country.

Agencies involved in the Implementation of the Project

Since 1980, the NPEP is being funded by the United Nations Population Fund (UNFPA) which also provides technical support. It is being implemented by the NCERT on behalf of the MHRD which is the Executing Agency of the Project. The Ministry of Health and Family Welfare is the Nodal Agency.

The project is being implemented in 30 states and Union Territories by State Councils of Educational Research and Training or State Institutes of Education on behalf of their respective Departments of Education. In four States, the State Boards of School Education also are implementing this project. The agencies such as National AIDS Control Organisation (NACO) and non-government organisations are involved in relevant

project activities at national and state levels. Five national organisations working in the school education sector, i.e. CBSE, National Council for Teacher Education (NCTE), NIOS, KVS, and Navodaya Vidyalaya Samiti (NVS) are also implementing sub-projects of the NPEP.

Achievements of NPEP during 2002

The following activities related to different components of the Project at national and state levels were conducted.

National Level

- A set of materials for the Pilot Study – (a) *Skill Building in Adolescence Education: A Pilot Project Design*, (b) *Guidelines for different activities*, and (c) *Pre-Test Tools* for teachers and students were developed and disseminated.
- Training material, entitled *Skill Building in Adolescence Education: A Training material* was developed and disseminated.
- Two issues of a bilingual newsletter, *Population Education Bulletin*, were published and widely disseminated.
- The report on the Annual Project Progress Review was prepared and disseminated.
- In two National Training Programmes on Skill Building in Adolescence Education, 75 state-level key/resource persons drawn from State Population Education Cells and DIETs of six states were trained.
- An experimental study on skill building is being conducted in selected schools of 30 districts in six states to try out pedagogical methods suitable for the development of needed skills related to reproductive health concerns among adolescents. The pre-test has been administered both on students and teachers and follow up activities are being organised.
- The UNFPA-sponsored **International Poster Contest 2002** was organised on the theme “*Poverty, Population and Development*” during June–November 2002.
- There has been regular interaction with textbook writers to promote the integration of

the elements of population education and adolescence education in NCERT textbooks.

- A national experience sharing seminar was organised in November 2002 and experiences of all the agencies, government as well as non-government organisations were discussed.

State Level

- Prototype materials on Skill Building in Adolescence Education developed by NCERT were translated and adapted by concerned states in their respective languages.
- In six states, 135 teachers of selected schools were trained in skill building with a view to developing in them the skills to make educational interventions.
- The remaining states are conducting phasing out activities such as development of final project status report and completing the unfinished tasks that were planned last year.
- Various kinds of co-curricular activities were organised for observing World Population Day and Population Education Week in selected schools of 115 districts of 17 states.

Project Activities likely to be completed by December 2002

National Level

- Post-test of the experimental study to be conducted and final report to be prepared
- Two annual project progress review meetings to be organised.

State Level

- World AIDS Day to be observed
- Students' activities in adolescence education to be organised in schools
- About 20 studies to be completed

Publications

The following publications were brought out at the national level.

- *Young Peoples' PERCEPTIONS of Population and Development* sent to Publication Department

- *Population Education Bulletin* (Two issues)
- *A Report on Annual Project Progress Review Meeting 2001* (Mimeographed)
- *Skill Building in Adolescence Education: Training Package* (Draft)
- *Skill Building in Adolescence Education: Test Tools*
- *Awareness and Attitude of Students towards Adolescent Reproductive Health: A Baseline Survey*
- *National Population Education Project: Status Report 2001* (Mimeographed)

Promotion of Yoga in Schools

A centrally sponsored scheme for introduction of yoga in schools was launched in 1989-90. This scheme aimed at giving financial assistance to states/UTs/NGOs. The scheme provides for central assistance for expenditure on training of teachers, building up infrastructure i.e. hostel building for yoga trainees and its furnishing grant and upgrading library facilities. This scheme was being implemented through the education/concerned departments of the states/UTs. The implementation of the scheme was not satisfactory, since the state governments appeared to be disinterested. On the other hand, it was observed that the NGOs were more interested in financial assistance for the infrastructure components. The result was that not much headway could be made in introducing yoga in schools. The target of training yoga teachers/instructors during Eighth Plan period was barely reached. More than 2500 teachers have been trained since the inception of the scheme, out of which more than 2000 teachers have been trained during the Ninth Plan Period. The Ministry of Finance advised that the Department should make efforts to introduce yoga as a subject in the school curriculum. Yoga has been given due place in the new curriculum framework brought out by the NCERT.

During the Tenth Plan, the scheme is being converged into the composite scheme *Quality Improvement in Schools* for which a provision of Rs. 110 crore has been made.

विश्वविद्यालय अनुदान आयोग
स्वर्ण जयन्ती वर्ष 2002-2003 उद्घाटन समारोह
नई दिल्ली, दिसम्बर 28, 2002

University Grants Commission
INITIATION OF
GOLDEN JUBILEE YEAR 2002-2003
CELEBRATIONS
New Delhi, December 28, 2002



Chapter 10

University and Higher Education

During the Tenth Plan, the UGC is gearing up to achieve transformation of higher education, promoting sustainable human resource development quality in teaching and research, business and community extension functions including life-long learning.

University Grants Commission : 2002-03

The University Grants Commission (UGC), which came into existence in 1953, became a statutory organisation established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. It serves as a coordinating body between the Union and the state governments and the institutions of higher learning. Besides the role of giving grants to universities and colleges, it also advises central and state governments on the measures necessary for the development of higher education.

About the UGC Tenth Plan

The development objectives of the Tenth Plan are as follows.

General Objective

To achieve a profound transformation of higher education in order that it becomes an effective promoter of sustainable human development and, at the same time, to improve its relevance in the world and achieve quality in teaching, research and business and community extension functions including life-long learning.

In the reporting year 2002-03 (the first year of the Tenth Plan), the UGC has Plan budget estimates amounting to Rs. 516.75 crore for five sectors consisting of around 70 schemes/programmes. About 45 percent of the Ninth Plan schemes/programmes have been dropped and 40 new schemes have been added for implementation during the Tenth Plan period. The five broad sectors of the Tenth Plan are general development of universities and colleges (219 crore Plan budget estimate), enhancing access and equity (29.50 crore), promotion of relevant education (70 crore), quality and excellence (99.25 crore) and strengthening of research (99 crore).

Out of the Plan budget estimate for the first year of the Tenth Plan, 10 percent of the allocation

under each sector/scheme is to be allocated to North-Eastern universities and colleges.

During the Tenth Plan period, the emphasis and focus would be on development of universities and colleges by making available infrastructural facilities, quality and excellence, access and equity with quality etc. During the reporting year, various UGC Visiting Committees are reviewing the implementation of various higher programmes during the Ninth Plan and assessing the financial requirements for the Tenth Plan period. The recommendation report of these Committees will be ready by the end of November 2002. Based on their recommendations Plan allocation will be made to the universities.

Statistical growth of Higher Education System

The higher education system has seen a 13-fold increase in the number of universities and a 26-fold increase in the number of colleges since Independence. There are now 196 universities, 76 Deemed Universities, five institutions established through state and central legislation, and 11 institutes of national importance established through Central legislation, and nearly 13,150



Specific Objectives

The specific objectives of the Tenth Plan are related to the following.

- The relevance of higher education
- Quality, evaluation and accreditation
- Research and development
- Outreach/extension activities in business and community including lifelong learning
- Knowledge and use of the new information and communication technologies
- Management and financing
- Export of higher education and reorientation of international cooperation

colleges including around 1600 (12.7 percent) women colleges in the country in addition to the unrecognised institutions/foreign universities operating in the higher education sector.

At the beginning of 2002-03, the total number of students enrolled in the formal system of education in universities and colleges has been 88.21 lakh – 11.66 lakh in university departments and 76.55 lakh in the affiliated colleges.

Eighty-four percent of the total enrolment was concentrated in the three faculties of Arts (46.13 percent), Science (19.88 percent) and Commerce (17.87 percent) while the remaining 16 percent has been absorbed by the professional faculties. Enrolment at the degree level has been 89.13 percent (78.63 lakh), at the Postgraduate level 9.25 percent (8.16 lakh) and the remaining at the research and diploma/certificate levels. About 89.95 percent of all the undergraduate students and 66.02 percent of all the postgraduate students were enrolled in the affiliated colleges while remaining in university departments. About 91.15 percent of the total research students were in the university departments.

The enrolment of women students at the beginning of the academic year 2002-03 has been 35.14 lakh at all levels, constituting 39.84 percent of the total enrolment. Women's enrolment is the highest in Kerala (60 percent) and the lowest in Bihar (23 percent). About 88.25 percent of the total women students enrolled has been in the non-professional faculties of Arts, Science and Commerce and the remaining 11.75 percent in professional faculties. The women enrolment is the highest in the faculty of engineering and technology (3.75 percent) among various professional faculties.

The number of doctoral degrees awarded by the universities (position as on January 2001) was 11,450. Out of this, the Faculty of Arts had the highest number with 4,330 degrees, followed by the Faculty of Science with 3,737 degrees. These

two faculties together accounted for 70.43 percent of the total number of doctoral degrees awarded.

The strength of the teaching faculty in universities and colleges has been 0.75 lakh and 3.52 lakh respectively, totalling 4.27 lakh in the beginning of the reporting year. Out of 0.75 lakh teachers in university departments, 20.22 percent are Professors, 31.53 percent are Readers/Associate Professors, 45.78 percent are Senior Lecturers/Lecturers and the rest are Tutors/Demonstrators etc. Out of 3.52 lakh in the affiliated colleges, 6.63 percent are Professors, 21.12 percent are Readers and their equivalent, 66.70 percent are Lecturers and the rest are Teachers/Demonstrators/Teaching Assistants etc.

Programmes for the General Development of Universities and Colleges

The UGC, since inception, has been providing financial assistance for the development of universities and colleges, by making Plan budgetary provision under various programmes during different plans including the Ninth and the Tenth Plan. The financial assistance to Central and some Deemed Universities and colleges affiliated to Delhi and Banaras Hindu University is being provided both under non-Plan and Plan while assistance to state universities and their affiliated colleges is being provided only under Plan. During the Ninth Plan period (1997-2002), general development assistance to individual universities is being provided based on the outlays determined. Two-thirds of the outlay is provided based on the Ninth Plan guidelines and one-third of the outlay is based on the performance of the individual university. The universities and colleges may utilise the development assistance being provided by the UGC for consolidation of existing infrastructure, for the modernisation of teaching, for research and administration and also for extension and outreach activities to meet the changing needs and challenges of higher education.

GOLDEN JUBILEE YEAR CELEBRATION New Delhi, December



Since the reporting year is the first year of the Tenth Plan, the modalities/guidelines for new schemes and the revised guidelines for the schemes/programmes of Ninth Plan (which are being continued in the Tenth Plan) are being prepared for implementation in universities and colleges.

Central Universities

Out of 18 Central universities, 16 are being allocated development grants while 14 are being allocated maintenance grants in addition to development grants. During 2001-02, the UGC provided an amount of Rs. 598.69 crore to meet the maintenance expenditure of 14 universities and Rs. 81.31 crore as development assistance to 16 Central universities.

State Universities

According to Section 12 (B) of the UGC Act, the state universities established after 17th June 1972 shall not be eligible to receive any grant from the Central Government UGC or any other organisation receiving funds from the Government of India, unless the Commission satisfies itself as

per the prescribed norms and procedures, that such a university is fit to receive grants.

At present, there are 178 state universities. Out of these, the UGC has been making budgetary plan allocation for only 110 excluding medical and agricultural universities. However, the other state universities are also benefiting from the UGC under various other programmes (like special grants). Development grants including grants for specific schemes are provided to all eligible state universities in order to facilitate procurement, augmentation and upgradation of infrastructural facilities that are normally not available to universities from the state governments or other bodies supporting them. During the financial year 2001-02, Plan grants amounting to Rs. 175.62 crore were provided to 123 state universities for the purpose of development.

Deemed Universities

Section 3 of the UGC Act provides that an institution of higher education, other than a university, which is doing work of very high standard in a specific area, can be declared as a

Deemed University. Such institutions would enjoy the academic status and privileges of a university and be able to strengthen activities in the field of their specialisation, rather than becoming multi-faculty universities of the general type. There are 76 Deemed Universities as on 24 December 2002. Out of these, 12 are being allocated both maintenance and development grants and 20 are being allocated only plan grants (Budgetary support only). However, all the Deemed Universities are eligible to receive central assistance. During the financial year 2001-02, 24 Deemed Universities have been provided non-Plan assistance amounting to Rs. 65.67 crore and 30 Deemed Universities have been provided Plan grants amounting to Rs. 20.87 crore.

Affiliated Colleges

The UGC has also provided financial support to all eligible colleges for the development of undergraduate and postgraduate education, with the following objectives, during Ninth Plan period.

- Improvement of standards and quality of education
- Removal of social disparities and regional imbalances in higher educational facilities
- Restructuring of courses including developing career thrust in the courses
- Grant of autonomous status to qualifying colleges

To achieve these objectives, the UGC supported colleges by releasing an amount of Rs. 142.38 crore to state colleges and also an amount of Rs. 4.83 crore to Delhi college under various Plan schemes/programmes. Maintenance grants amounting to Rs. 295.39 crore to 54 colleges of Delhi University and Rs. 1.81 crore to four constituent colleges of Banaras Hindu University were released by the UGC during 2001-02. Also, a special one-time Plan grant of Rs. 3.28 crore was also provided to five colleges of Delhi University. The plan allocation for various state universities and their affiliated colleges for the Tenth Plan period is yet to be decided based on the

assessment reports to be submitted by various Visiting Committees.

UGC Unassigned Grant

The UGC has been providing financial assistance to teachers for participating in conferences, holding seminars and symposia, publication of research work, travel grants and minor research projects in universities. The quantum of financial assistance is being decided based on the faculty strength of the university. During 2001-02, an amount of Rs. 33.42 lakh to six Central universities, Rs. 19.24 lakh to three Deemed Universities, and Rs. 2.56 crore to various eligible state universities was paid under the scheme.

Hostels for Women (Special Scheme)

The UGC has been supporting the universities and colleges for the construction of hostels for women by providing special grants with a view to create a safe environment and to encourage the mobility of the women students who want to pursue higher studies in universities of their choice. The assistance is limited to 60 percent of the total cost of the hostel subject to the position of enrolment of women. During the financial year 2001-02, the UGC (Head Office) released Rs. 3.20 crore to universities and colleges and Rs. 8.03 crore to colleges by the seven Regional Offices as 60 percent of the total cost of the hostel.

Day Care Centres in Universities

To provide day care facility for the children of university/college employees, who are away from home for the day, the UGC has been providing financial support to each day care centre opened in the university. During 2001-02, grants amounting to Rs. 18 lakh were paid to six state universities and three Deemed Universities.

Promoting Adventure Sports

The UGC has been implementing the scheme of promotion of adventure sports in universities and colleges by providing financial support as per approved guidelines. The Expert Committee



Career Orientation to Education (Vocationalisation of Education)

The UGC has been implementing the programme of Career Orientation to Education (Vocationalisation of Education) since 1994-95, devised in conformity with the National Policy of Education, 1996 (revised in 1992). The purpose of this programme is to ensure that the graduates have knowledge, skills and attitudes for gainful employment in the wage sector in general, and self-employment in particular, so that undue pressure on postgraduate courses is reduced. The UGC has constituted a Standing Committee of Vocational Education (SCOVE) to advise on matters relating to identification of institutions to be supported for introduction of vocational subjects, training of teachers, preparation of study material, monitoring of the implementation of the programme, etc.

Under the programme, 38 vocational subjects have been identified by a core committee for introduction in colleges and university departments, which have facilities for conducting under-graduate courses. Since the inception of the programme, 1850 colleges and 32 universities have introduced the vocational subjects identified by the Committee.

During the financial year 2001-02, the UGC supported 208 colleges by releasing grants amounting to Rs. 29.18 crore. It has also made a project proposal seeking World Bank assistance for the programme to achieve the target of bringing one-fourth of the undergraduate students enrolment under the fold of the programme of career orientation. However, there has been no communication from the World Bank, so far, in this regard.

constituted for the identified 10–15 nodal centres for different adventure sports has, so far, allocated various adventure sport programmes like forest tracking, skating, mountaineering, skiing to 11 universities. During the reporting year, no grant has been paid to these universities.

Autonomous Colleges

The objective of granting autonomy to potential colleges is to provide academic freedom, especially in designing their curricula; revolving new methods of teaching, research and learning; framing rules for admission; prescribing courses for study; setting examination papers and conducting examinations.

The UGC has been providing financial assistance to autonomous colleges to meet the additional and special needs through its Regional Offices. At present, there are 130 autonomous colleges spread over 29 universities of eight states. During 2001-02, the UGC Regional Offices provided grants amounting to Rs. 121 lakh to these colleges.

Promotion of Socially Relevant Programmes

Innovative Programmes including Emerging Areas

The UGC has been supporting universities financially to meet the following main objectives of the innovative programmes including emerging areas.

- To identify emerging areas in various disciplines
- To support new ideas and innovations and to implement them
- To identify and introduce courses in emerging areas at the undergraduate and postgraduate levels
- To encourage the promotion of scientific and technological applications for the benefit of society

The areas identified, so far, for financial support are environmental energy, bio-technology, electronics, futurology, atmospheric sciences, remote sensing sciences, superconductivity, computer applications, etc. The UGC has also

constituted various Standing Committees to deal with the issues and other matters relating to the programme. Financial assistance of Rs. 3.57 crore was made available to 232 approved departments of universities during 2001-02.

During the Ninth Plan period, 41 new departments were inducted under the programme. About 20-25 departments are expected to be inducted each year during the Tenth Plan period.

Academic Staff Colleges

The UGC has set up 51 Academic Staff Colleges (ASCs) in various universities to enhance professional development of teachers, thereby maintaining high standards of teaching. These colleges have been conducting orientation and refresher courses and seminars every year. Since these ASCs cannot cater to the needs of all the teachers, the UGC has also selected 96 universities and specialised institutions (refresher course centres or RCCs) to conduct refresher courses in different disciplines.

During the financial year 2001-02, 225 orientation programmes have been allotted to ASCs and 983 refresher courses to ASCs and RCCs.

Since the inception of the scheme in 1986-87, the ASCs and other accredited Institutions conducted about 2123 orientation programmes and organised more than 5483 refresher courses. Approximately 2.17 lakh teachers were benefited or participated/attended. A Standing Committee constituted by the UGC advises and monitors the functioning of ASCs and decides on various policy matters. During the last financial year of the Ninth Plan period, an amount of Rs. 19.67 crore was paid to these ASCs for conducting 225 orientation programmes and 983 refresher courses. The revised guidelines for the scheme for implementation during the Tenth Plan period are being finalised.

International Cooperation

Travel Grant

The UGC has been providing financial support to college teachers-awarded Research Associates, Vice-Chancellors and Commission members for presenting their research papers in international conferences. For college teachers and research associates, assistance is limited to 50 percent of the admissible expenditure while cent percent assistance is being provided to Vice-Chancellors and Commission members. Assistance has also been extended to teachers of the institutions of national importance. Cent percent assistance is also being given to teachers and others in exceptionally meritorious cases, with the rider that the awardee shall be eligible to reapply for a Travel Grant only after a period of six years. During 2001-02, the approval of the UGC was given to 154 college teachers and three Vice-Chancellors based on the recommendations of the Expert Committee and also an amount of Rs. 45.59 lakh was released under the scheme.

Also, the UGC is providing Travel Grants for teachers under cultural exchange programmes to visit foreign countries for collection of source material for their research work and for availing themselves of the offer of a fellowship for assistance from an agency of the country where the scholar was offered financial assistance for maintenance. Under these programmes, six Indian teachers have been provided Travel Grants.

Area studies programme

The UGC has been providing assistance to 20 centres, identified as Area Studies Centres, in 17 universities for undertaking studies relating to problems and culture of a given area and for developing interdisciplinary research and teaching within a comparative framework. The focus is on such countries and regions with which India has had close and direct contact. Besides these, centres for Indian languages and cultures are also in operation. During the financial year 2001-02, an

amount of Rs. 6.51 lakh was released to seven universities where Area Studies Centres are functioning.

Cultural Exchange Programmes

At present, the UGC has been operating bilateral exchange programmes with 45 countries. During the year 2001-02, the UGC hosted the visit of seven foreign scholars from various countries and deputed 15 Indian scholars abroad. Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the master's degree level. As on 31 March 2002, there were 37 foreign language teachers in various Indian universities.

During 2001-02, a three-member UGC delegation visited Mauritius to renew the consortium agreement between the UGC and Tertiary Education Commission (TEC), Mauritius, and signed a draft agreement. Subsequent to this, a three-member delegation TEC Mauritius from visited India during February–March 2002 and the third consortium agreement was signed between the UGC and the TEC. The consortium agreement has the provision for the visit of teachers, doctoral or research scholars, and UGC officials to Mauritius and vice-versa.

Under the German Academic Exchange Services (DAAD), 10 scholars were nominated for advanced research in natural sciences, mathematics, geology, German language and literature and some areas of humanities and social sciences while 9 scholars were nominated for Ph.D. in India relating to German culture, history, economics, philosophy, education and natural sciences. Besides, there is a programme of exchange of scholars under the French Govt. Fellowships Scheme under which two Indian scholars were awarded these scholarships during 2001-02 by French Government for carrying out research in the areas of learning French language, literature, culture and civilisation.

Under the programme of exchange of social scientists, 19 Indian scholars were nominated in 2001 by the UGC to visit France; also five French scholars visited India.

One Indian scholar visited UK under the Higher Education Link Programme for the year 2001 being implemented in collaboration with the British Council for the development of linguistics in specified areas such as joint research, joint publications, curriculum development etc. between universities in India and the UK.

The UGC is the implementing agency for the programme of SAARC Chairs/Fellowships/Scholarships. Under this programme, 26 Fellowships and 40 Scholarships are made available to the SAARC countries. During the year 2001-02, the UGC made only four nominations for these SAARC countries.

Under the programme of Commonwealth Academic Staff Fellowships, the UGC has been coordinating with the Association of Commonwealth Universities (ACU) in the UK and making nominations for the award of Commonwealth Fellowships for enabling promising faculty members in universities and colleges in India to do their research work at universities/institutions in the UK. During 2001-02, 29 scholars have been selected out of the 79 teacher scholars recommended by the UGC.

Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the master's degree level. As on 31 March 2002, there were 37 foreign language teachers in various Indian universities.

One Canadian teacher visited India during 2001-02 under the Shastri-Indo-Canadian two-person-months programme. The UGC is also circulating various circulars received from the Ministry of Human Resources Development (MHRD) relating to UNESCO programmes in the university sector for information.

During the financial year 2001-02, Rs. 57.71 lakh was made available to teachers/scholars under various cultural exchange programmes.

Subject Panels

The Subject Panels of experts constituted by the UGC advise on measures to enhance the quality of teaching and research in various subjects, to prepare status reports regarding research and teaching facilities available in universities, to identify thrust areas, etc. The Curriculum Development Committees constituted during 2000-01 updated and framed model curricula in 32 subjects keeping in view the lacunae, defects or shortcomings in the existing curricula in universities, to develop a curriculum compatible to the developments in the concerned subject, to introduce innovative subjects and also by addressing the issues like multidisciplinary schemes, linking general studies with professional courses, introduction of bridge courses, modular system, flexibility create based system, academic mobility etc. The UGC model curriculum in all the 32 subjects have been sent by universities and autonomous colleges across the country with the options either to adopt it in toto or adopt it after making necessary amendments or adopt it after necessary deletion/addition or adopt it after making any change whatsoever, which the University may consider right. The model curriculum is sent to the universities only to serve as a best and to facilitate the whole exercise of updating the curriculum soon.

During the financial year 2001-02, an amount of Rs. 1.50 lakh was paid to meet the expenditure requirements of these Curriculum Development Committees.

Setting up of Simple Sanskrit Speaking Centres in Universities and Colleges

In order to promote Sanskrit in Indian Universities, the UGC decided to set up Simple Sanskrit Speaking Centres in selected universities and colleges. Accordingly, proposals were invited and 509 proposals of institutions were approved for opening Simple Sanskrit Speaking Centres in the first phase. As decided by the Commission, the instructors selected by the Expert Committee have been deputed to the approved centres. During 2001-02, an amount of Rs. 4.86 crore was released to these new Sanskrit Speaking Centres for the promotion of Sanskrit in universities.

Setting up of Departments of Jyotir Vigyan (Vedic Astrology) in Universities

Considering the urgent need to rejuvenate the science of Vedic astrology in India and to allow the scientific knowledge to reach the society at large, and to provide opportunities to get this knowledge to export to the world, the Commission decided to set up the Departments of Jyotir Vigyan (Vedic astrology) in Indian universities. To begin with, the UGC selected 19 universities for providing exclusive teaching and training in the subject leading to undergraduate, postgraduate and doctoral degrees.

During the financial year 2001-02, an amount of Rs. 2.71 crore was paid to 17 universities for setting up of these departments.

Programmes for enhancing Access and Equity

Non-Formal Education Programmes

Adult and Continuing Education

To discharge the responsibility of the nation-wide programme of illiteracy eradication from the country, the UGC, since, 1978, has been implementing various programmes through the higher education system. During the Ninth Plan, a programme of adult, continuing education, extension and field outreach has been implemented



by envisaging three approaches, namely:

- The continuing education programme should be targeted towards those who have had the benefit of university education but need to return either for updating their knowledge or skills or acquiring new skills
- It should include short-term training programmes aimed at various groups who would not normally be entrants into the university system
- Community outreach activities should include the responsibility to reach out to the society, whether it be specific disadvantaged groups or organisations.

The UGC is providing financial support to the centres or departments of adult education in universities for both their activities and programmes and salary of the staff working therein. Financial assistance has been provided to 85 universities during the Ninth Plan period for implementing programmes such as literacy, post-

literacy, continuing education, environment education, legal literacy, technology transfer etc. Since beginning of the Ninth Plan, the UGC has also been deputing teachers from universities and colleges to work with Bharat Gyan Vigyan Samiti (BJVS) and Bharat Jan Vigyan Jatha (BJVJ) respectively. During 2001-02, the UGC has not awarded any fellowship to teachers.

During the financial year 2001-02, an amount of Rs. 38.31 lakh was released to these departments of adult and continuing education and also Rs. 7.86 crore was paid during the entire Ninth Plan period under this scheme.

Value Education

The objective of the scheme is to promote value education in universities and postgraduate colleges by ingrainning the component of value education in various regular courses and programmes. No assistance would be available for its introduction as a formal course under the scheme. During 2001-

2002, a national seminar on human values and life skills in higher education was organised by NIEPA on behalf of the UGC. A Committee has also been constituted to frame the detailed syllabus/course of study on value education.

Human Rights and Duties Education

In order to spread awareness about the human rights and duties education (HRDE) amongst the teachers and students, the UGC has been approving the proposals of universities and colleges for introduction of postgraduate degrees, undergraduate degrees, diploma and certificate courses in HRDE by making available financial resources. The UGC is also providing financial assistance to universities and colleges for holding seminars, symposia and workshops in HRDE. During 2001-02, an amount of Rs. 8.92 lakh was paid to universities and colleges; also the proposals of 14 universities and three colleges were approved.

The Curriculum Development Committee constituted under the chairmanship of a Justice developed curriculum for the introduction of foundation course, certificate course, undergraduate degree course, postgraduate diploma course and postgraduate degree course in HRDE. The UGC model curriculum on HRDE has been sent to all the universities and autonomous colleges as well as to the Head of the Departments under whom the programme is being conducted. Since the inception of the programme (1997-1998), the Commission approved 31 universities and three colleges for introduction of various courses in HRDE and also approved proposals of 48 universities and 73 colleges for organising seminars, symposia and workshops during the Ninth Plan period. This programme is a continuing programme for the Tenth Plan period as well. The Standing Committee on HRDE has been constituted to monitor this programme.

Special Studies on Social Thinkers and Leader India has a rich heritage of great thinkers and social

leaders whose revolutionary and path-breaking thoughts and actions have left a lasting impact not only in India but outside India too. To acquaint teachers and students in universities with their thoughts and actions and to involve them on research studies, the UGC has been supporting universities financially on a selective basis for setting up and running the centres of Gandhian, Buddhist, Nehru, Ambedkar, Swami Vivekanand, Rabindra Nath Tagore, Zakir Hussain, Madan Mohan Malaviya, S. Radhakrishna, and Sardar Vallabhbhai Patel studies. Under this programme, the UGC is providing cent percent finance for setting up these centres.

During the Ninth Plan period, the UGC has set up 14 Gandhian Studies Centres, two Centres for Buddhist Studies, three Centres for Nehru Studies, and four Centres for Ambedkar Studies in various Universities. During the reporting year 2002, the UGC approved four Centres of Studies on Swami Vivekanand, one Centre on Rabindra Nath Tagore, one Centre on Zakir Hussain, one Centre on Madan Mohan Malaviya, one Centre on S. Radhakrishnan and one Centre on Sardar Vallabhbhai Patel. Amounts of Rs. 23.18 lakh to the old centres and Rs. 4.60 lakh to the new centres were paid during 2001-02.

Establishment of Departments on Human Consciousness and Yogic Science in Universities

The Commission decided to financially support the universities for establishing a full-fledged departments of human consciousness and *Yogic* science. These departments are responsible not only for awarding undergraduate and postgraduate degrees but also for getting engaged in research in this area, thereby awarding M.Phil./Ph.D. degrees too. The UGC selected 10 universities of seven states and paid a grant of Rs. 10 lakh each to all 10 for setting up the departments as well as implementation of the courses and the syllabus as approved by the Expert Committee or Commission.

Promotion of Yogic Education and Practice in Universities

The UGC has been assisting universities in setting up Centres of Yoga Education and Practice for the promotion of yoga education by involving one of the eminent Yoga institutions in the country. The Commission has, so far, approved 42 universities based on the recommendations of the Expert Committee for the establishment of Yoga centres. During the financial year 2001-02, the UGC supported the universities by making a payment of Rs. 25.32 lakh to the Yoga centres.

UGC-UNFPA Project on Population and Development Education

The UGC has been funding universities and colleges for the promotion of population and development education in the university system since 1983. The main objective of the programme is to enable the youth in universities and colleges, and through them the community, to clearly comprehend the issues relating to quality of life, gender equity, reproductive health, *aids*, impact of population growth on society and the nation etc. For this purpose, the UGC has set up 17 Population Education Resource Centres (PERCs) in selected universities as a joint programme undertaken with the United Nations Population Fund (UNFPA). These centres are providing technical and resource support for carrying out various activities relating to curriculum development and teaching and learning material. The third phase, which commenced in 1999, emphasises capacity building, adolescence education and improved management systems to realise the objectives of the programme. During the last financial year of the Ninth Plan, an amount of Rs. 85.07 lakh was paid to these PERCs under this programme.

Women Studies Centres and Cells

The UGC has been providing financial assistance since 1986 for setting up study centres or cells for women's studies, which undertake research, develop curricula and organise training and extension work in the areas of gender equity, academic self-reliance

UGC has set up 17 Population Education Resource Centres in selected universities as a joint programme undertaken with the UNFPA. These centres are providing technical and resource support for carrying out various activities relating to curriculum development and teaching and learning material.

of women, girls' education, population issues, issues of women rights, social exploitation etc. These activities would contribute not only to social awareness and change but also to academic development. At the end of the Ninth Plan, 34 Women Studies Centres in various universities are in operation. The tenure of the six Women Studies Cells are in operation ended with the end of the Ninth Plan. Financial support was provided to these centres to the extent of Rs. 97.62 crore during 2001-02 for carrying out their activities or programmes and salary of project staff appointed on contractual basis. Besides, the UGC has requested the Indian universities to set up a permanent cell in each university for combating sexual harassment of women in the university campuses as per the directions of the Supreme Court of India. Only 20 universities have, so far, informed the UGC about the constitution of a permanent cell.

Programmes for the Promotion of Quality and Excellence Identification of Universities with Potential for Excellence

To meet the present challenges in education and global society and to introduce the concept of excellence in higher education system, the UGC has started identifying universities, which may be considered for granting the status of 'Universities with

Potential for Excellence' and providing necessary inputs to these universities to achieve and sustain the superior quality of education and research. Their governance, fee structure, research funding, admission criteria and recruitment of teachers may well be made different from the others.

An Expert Committee constituted for the purpose of identifying universities with potential for excellence recommended five universities in the first phase in 2000 and 12 universities in the second phase in 2001. The universities identified in 2001 are to be developed areas into excellence which was allocated to each university. Based on the merit of their performance, Rs. 5 crore each was released to 9 universities and Rs. 3 crore each to three universities as seed money during the financial year 2001-02.

Networking of Universities and Colleges

The work relating to Intranet and Internet connectivity for colleges and universities, UGC, IUCs and UGC Regional Centres has been entrusted to ERNET India, Ministry of Information and Technology (MIT). All the universities are made responsible to get the desired infrastructure and the scheme executed by ERNET India. Also, these universities are authorised to make the payment directly to ERNET India after verifying its

satisfactory performance. The expenditure incurred for this purpose shall be reimbursed to the universities by the UGC.

Faculty Improvement Programme

The Commission has been providing financial support to teachers working in colleges to do their research work leading to the award of M.Phil./Ph.D. degrees as part of the faculty improvement programme. During 2001-02, an amount of Rs. 11.19 crore was paid to teacher fellows by the UGC Regional Offices. During the Ninth Plan period, around 2800 Teacher Fellows have been financially assisted in their research work.

Incentives for Resource Mobilisation

The main objective of the scheme is to encourage and enhance the flow of resources coming from the society for university development and also to make management of higher education effective, efficient and responsive to socio-economic changes. During the Ninth Plan period, 25 percent of the resources generated by a university was given as the UGC share, limited to a maximum of Rs. 25 lakh in a financial year. During the financial year 2001-02, the UGC paid Rs. 2.36 crore to 11 state universities, Rs. 33.29 lakh to two Central universities and Rs. 74.59 lakh to six Deemed Universities as an incentive share of the UGC.



Promotion of Hindi Language (Rajbhasha Cell)

Towards the promotion of Hindi language, the Rajbhasha Cell of the UGC imparted training to 14 employees of the UGC in Hindi typing and stenography test, organised six competitions like essays, debates and dictations for the UGC officials, conducted six workshops for the promotion of Hindi in official work, celebrated Hindi Diwas on 12 September 2001 and Hindi Pakhwara from September 1-14th 2001. Also, the Cell has been regularly bringing out quarterly journals of *SETU*

and *UCCH SHIKSHA PATRIKA*. During 2001-02, the Parliamentary Committee on Rajbhasha and a High-Powered Committee of MHRD inspected the UGC Office to assess the performance of the Hindi Cell.

During the financial year 2001-02, the Cell paid an amount of Rs. 1.69 lakh to one South Indian university for the translation course relating to promotion of Hindi.

National Examination Test

The UGC has been conducting national-level tests for lecturership eligibility and Junior Research Fellowships (JRFs) to ensure minimum standards for the entrants in the teaching profession and research. The test for science subjects is conducted by the UGC jointly with the CSIR. These tests are conducted twice a year, generally in the months of June and December. The UGC has allocated a number of fellowships to the universities for the candidates who qualify the test for JRF. One new subject, namely Population Studies, has been introduced and the nomenclature of NET subject Politics has been changed to International and Area Studies with effect from the, December 2001 NET examination. Another subject, namely Defence and Strategic Studies, added to the list of subjects from the June 2002 NET examination, making the total number of subjects in which NET is held to be 76. Presently, the NET examination is being conducted in 62 centres spread across the country. Arrangements have also been made in six foreign countries for Indians staying abroad to appear in NET examination at the concerned Indian Embassy. The syllabi of 76 subjects and also the NET results have been put up on the UGC Website as well.

The UGC has also provides accreditation to various states to conduct the State Level Eligibility Test (SLET) for eligibility for lecturership. Candidates who clear the SLET are also eligible for lecturership all over India. So far, 15 states have been given accreditation for the purpose. During 2001-02, an expenditure of Rs. 2.57 crore was incurred for conducting these NET examinations.

Automation of the UGC Office

In order to create and promote a new work culture in the UGC office, the Commission has awarded a contract to ERNET India, MIT, Government of India for establishing the network system for Indian universities/colleges and also computerisation and local networking of the UGC offices located in New Delhi.



For the first time, a two-Mbps link has been installed between UGC and ERNET to facilitate the officials of the UGC who have a high-speed access network. Also, a 64-Kbps leased line for the UGC branch offices located in New Delhi is being installed. The Web-site of the UGC, namely, <http://www.ugc.ac.in>, is also being updated and hosted by the ERNET. ERNET India has also been given the work of establishment of a Local Area Network (LAN) and accordingly, the preliminary survey has been done and the work is in progress. The UGC is also in the process of inviting tenders for the development of application software for meeting its functional requirements. Computer hardware worth Rs. 32.30 lakh was purchased for making available the latest computer system for each officer of the UGC.

Programmes for Disadvantaged and Differently Aabled Persons/Groups Establishment of special Cells for SCs/STs in Universities

To ensure effective implementation of the reservation policy for Scheduled Castes (SCs) and Scheduled Tribes (STs), the UGC has been supporting universities financially to establish SCs and STs Cells. At the end of the Ninth Plan period, 109 cells including 21 established in the Ninth Plan period established in various universities, are in operation. A grant of Rs. 21.64 lakh was released to the concerned universities. During the Ninth

The Standing Committee on SCs/STs monitors and reviews the scheme of remedial coaching implemented in universities and colleges. To make available adequate number of qualified SC/ST candidates for recruitment in universities and colleges, the Commission has also been supporting coaching centres for SCs/STs.

Plan period, the UGC has paid Rs. 3.69 crore for the establishment and operation of these cells. The Commission has also been organising every year a special monitoring committee meeting to monitor the implementation of the reservation policy in respect of SC/ST in the Central and Deemed Universities, which receive maintenance grants on a cent percent basis. The meeting of the special monitoring committee for 2001-02 was held in December 2001.

Remedial Coaching for SC/ST Students

The scheme of remedial coaching has been in operation, since 1994, to enhance the skills and linguistic proficiency in various subjects of students belonging to weaker sections of the society particularly SCs and STs. Since the inception of the scheme, the proposals of 394 institutions were approved for imparting remedial coaching, including the proposals of 92 institutions received during 2001-02. Each institution covers 80 students on an average.

During 2001-02, an amount of Rs. 2.82 crore was paid to the universities and colleges for imparting remedial coaching to weaker sections of the society, particularly SCs/STs.

The Standing Committee on SCs/STs monitors and reviews the scheme of remedial coaching implemented in universities and colleges from time

to time. To make available adequate number of qualified SC/ST candidates for recruitment as teachers in universities and colleges, the Commission has also been supporting coaching centres for SCs/STs with financial assistance to prepare them for the NET being conducted by the UGC/CSIR and also for coaching classes for entry in service.

Remedial Coaching Classes for Disadvantaged Minority Groups

This scheme is in operation, since 1994, with an objective to give remedial coaching to students belonging to educationally backward minority groups in order to compete in various competitive examinations, securing admissions in professional courses, becoming self-reliant etc. At the end of the Ninth Plan i.e. as on 31 March 2002, 58 minority coaching centres have been functioning in 17 universities and 41 colleges. During the Ninth Plan period, the Commission is also organising interface meetings with the representatives of universities and the members of the Standing Committee on coaching for minorities to discuss and decide on the establishment of minority coaching centres and also on reviewing/monitoring of the already existing centres. During 2001-02, Rs. 32.95 lakh was released to these coaching centres.

Creation and Maintenance of Central Pool Database for Scheduled Castes and Scheduled Tribes

As a remedy to the non-fulfilment of prescribed reservation quota for SC and ST candidates in teaching positions, the UGC has created and maintains a Central Pool Database of eligible SC/ST candidates for recommending their candidature for teaching positions in universities and colleges as and when requested by the universities and colleges. Up to the end of the Ninth Plan period, 1200 applications have been enlisted. Besides, a list of candidates who are qualified in UGC-NET examinations from 1995 to June 2001 is also being maintained for the purpose. Fifty-five universities and colleges have, so far, been supplied with the list

of eligible SC/ST candidates in various subjects. Efforts are also being made to make this data available on the UGC Website.

Visiting teachers from Kashmir (Special Scheme)

The UGC has been supporting, since 1991, teachers who hail from Kashmir University and its affiliated colleges by creating visiting faculty positions for them in other universities. The scheme would continue till the position in the Kashmir valley normalises. During 2001-02, a grant of Rs. 4.88 lakh was paid to the teachers who are working in four state universities and one college.

Teachers' Preparation in Special Education and Higher Education for Persons with Special Needs

With an aim of not ignoring persons with disabilities in the higher education system, the UGC has been operating two special schemes, namely TEPSE and HEPSN for differently abled persons. The main objective of these schemes is to develop courses for special teachers and counsellors and also to provide facilities in various forms for differently abled persons. During 2001-02, the UGC has identified and approved five more universities/institutions under the scheme of TEPSE, taking the total number of universities/institutions to 10 during the Ninth Plan and 19 universities/institutions under the scheme of HEPSN for financial support.

During the financial year 2001-02, Rs. 94.83 lakh was paid to 28 universities/institutions under the schemes.

Special Development Grants for Universities and Colleges located in Backward Areas and Special Development Grants for Young Universities and Colleges

The UGC has introduced the following new schemes for implementation in the UGC Tenth

Plan. The guidelines for implementation of these new schemes are being finalised.

- Special development grants for universities and colleges in backward areas
- Special development for young universities and colleges

Programmes for Strengthening of Research

Assistance for Strengthening of Infrastructure in Science and Technology (ASIST)

The UGC has been supporting financially selected science and technology departments established in various universities, which have already exhibited and achieved high-quality performance, to enable them to acquire highly sophisticated and expensive equipment so that they are internationally competent in key areas of postgraduate teaching and research and also to attain excellence in this area. Support under the programme is being made available normally for a period of five years as a one-time input on a cent percent basis. The departments being supported have been given functional autonomy. Regular monitoring and evaluation are integral parts of the programme. Financial support for a selected department in science and technology is to the extent of Rs. 85 lakh for a duration of five years (one term only) during the Ninth Plan period. The guidelines for this programme are under revision for implementation in the Tenth Plan period.

During 2001-02, eight new departments have been identified for support under the programme, thus raising the total number of such departments to 217 in 58 universities (position as on 31 March 2002). The UGC paid a total grant of Rs. 4.63 crore for the new and departments selected earlier during the financial year 2001-02. During the Ninth Plan period, 60 new departments were inducted and about 10-15 new eligible departments are expected to be inducted each year of the Tenth Plan period.

University Science Instrumentation Centres

For optimum Utilisation of sophisticated instruments/equipment in teaching and research, the UGC has been establishing University Science Instrumentation Centres (USICs) in Universities. These centres are to take care of all the aspects of instrumentation including the maintenance and repair of instruments and the training of human resource at different levels. As on 31 March 2002 i.e. end of the Ninth Plan period, 74 such centres have been functioning in various universities. During the financial year 2001-02, an amount of Rs. 38 lakh and during the entire Ninth Plan period, Rs. 2.46 crore were paid to these USICs. This programme has been renamed the Instruments Maintenance Activity Programme for implementation during the Tenth Plan. The guidelines for this programme are being revised.

Inter-University Centres

In pursuance to the amendment of the UGC Act in 1984, the UGC has been setting up autonomous centres called Inter-University Centres (IUCs) within the university system and Clause 12 (ccc) of the UGC Act. The objectives for setting up of these centres are as follows.

- To provide common advanced centralised facilities/services for universities, which are not able to invest heavy investment in infrastructure and other inputs
- To play a vital role in offering the best expertise in each field to teachers and researchers across the country
- To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities, which are comparable to international standards. At present, six such centres are functioning at various university campuses.

The Nuclear Science Centre was the first such centre established in 1994. The UGC has also set up Centres of National Facilities (CNFs) to serve as resource centres for availing the facilities provided by these

centres. Eight such centres are functioning in various fields of study. Besides these centres, the UGC has also been instrumental in setting up three National Information Centres (NICs) in selected universities for providing convenient economical and timely access to and dissemination of information relating to sciences, humanities and social sciences.

The UGC is also instrumental in producing more than 300 educational films or programmes every year through various media centres established in universities under the guidance and coordination of the IUC namely, the Consortium of Educational Communication (CEC), New Delhi. The first country-wide classroom programme was telecast on the networks of Doordarshan on 15 August 1984. On an average, 300 to 400 educational films/programmes are being telecast on Doordarshan, Gyan Darshan and other educational channels for dissemination of higher education beyond the classrooms.

The UGC has been regularly supporting these centres financially. During the financial year 2001-02, the UGC paid Rs. 20.05 crore to six IUCs, Rs. 1.30 crore to the NICs and an amount of Rs. 1.05 crore was paid to the four CNFs.

During the Ninth Plan period, the UGC paid a total grant of Rs. 239.66 crore to IUCs, Rs. 3.42 crore to NICs and Rs. 7.56 crore to CNFs for carrying out their activities. The financial patterns for these centres are under revision for implementation in the UGC Tenth Plan.

Establishment of Advanced Centres/ Institutes for Science, Education and Research

Keeping in view the changing academic scenario and greater demand for quality products from the higher education system, the UGC has started establishing new advanced centres/institutes of excellence within the university system for research studies on various emerging interdisciplinary areas in science and

humanities. During 2001-02, the Commission has approved five out of 19 received proposals, which are innovative in nature in the emerging/interdisciplinary areas and seek very high budgets, for financial support for the establishment of centres or institutes within the university system. Under this programme, the UGC has made available Rs. 8.61 crore for the establishment of these centres or institutes for carrying out their research studies during 2001-02.

Special Assistance Programme (SAP)

The objective of the programme is to develop selected university departments, which have potential for advanced academic work, in to centres of excellence in identified thrust areas comparable to international standards. At the end of the Ninth Plan period (31 March 2002), there were 144 departments in humanities and social sciences, 209 departments in science and bio-sciences and 49 departments in Engineering and Technology, making the total number of departments to 402. These departments are getting financial support from the UGC depending upon the level at which the department has been placed (DRS, DSA and CAS). These departments are reviewed/monitored by an Expert Committee constituted by the UGC from time to time. During the financial year 2001-02, the financial support to the extent of Rs. 5.54 crore was made available to the departments of humanities/social sciences, Rs. 8.99 crore to the departments of bio-sciences and Rs. 5.53 crore to the departments of Engineering and Technology, thus making a total grant of Rs. 28.95 crore.

During the Ninth Plan period, the UGC has been able to induct only 24 departments under this programme. The guidelines for the SAP are under revision for implementation during the Tenth Plan.

Research, Seminars, Conferences, Symposia and Workshops

The UGC has been providing financial assistance to universities, postgraduate colleges and non-university

The UGC has been providing financial assistance to universities, postgraduate colleges and non-university institutions like NIEPA, AIU etc. for organising both national and international workshops, symposia, seminars and conferences.

institutions like NIEPA, AIU etc. for organising both national and international workshops, symposia, seminars and conferences. These universities are also getting financial assistance for their activities under the UGC scheme of Unassigned Grant. During the financial year 2001-2002, an amount of Rs. 2.46 crore was released to universities and colleges by the UGC Head Office and also Regional Offices for organising various programmes.

During the Ninth Plan period, an amount of Rs. 8.90 crore was paid to the universities and colleges under the scheme. The financial pattern of assistance to these institutions for the Tenth Plan period is under revision.

Research Awards

The objective of the scheme of Research Awards, which was started in 1997-98, is to provide an opportunity to teachers who are doctorate holders and working on permanent basis, to pursue research in the area of their specialisation without having to undertake any teaching responsibilities. These awards are being given at three levels namely lecturer, reader and professor for a period of three years. As many as 95 candidates (74 male and 21 female) were selected for these awards for the period 2000-03. During the financial year 2001-02, an amount of Rs. 3.62 crore and Rs. 10.96 crore since the inception of the scheme was paid to the awardees.

Emeritus Fellowships

The UGC has also been awarding Emeritus Fellowships to highly qualified and experienced superannuated teachers up to the age of 70 years or two years whichever is earlier, and who have been actively engaged in research and teaching. There are 100 slots available for them at any given time. At the end of the Ninth Plan period (31 March 2002), 67 Emeritus Fellows have been working in various universities/institutions. During the financial year 2001-02, an amount of Rs. 85.59 lakh was paid to the fellows and Rs. 4.34 crore was paid to the fellows for the entire Ninth Plan period.

Research Fellowships

Junior Research Fellowships and Research Associateship for Foreign Nationals

The aim of the scheme is to provide opportunity to foreign students and teachers belonging to the developing countries of Asia, Africa and Latin America, to undertake advanced study and research in science and humanities and social sciences in Indian universities. Under the scheme, 20 Junior Research Fellows (JRFs) and seven Research Associates (RAs) are to be selected. During 2001-02, the Commission selected and approved 20 JRFs and three RAs for the foreign students.

Juniors Research Fellowships for Indian Nationals

Under the JRF scheme for Indian Nationals, students/research scholars who qualified national level tests conducted by the UGC-CSIR, SLET etc. are being awarded fellowships to pursue research leading to M.Phil./Ph.D. degrees in science, humanities and social sciences, including languages. The fellowship is tenable for a period of four years initially and extendable by one year with prior approval of the Commission under special circumstances. The UGC also awards 50 Research Fellowships every year in engineering and technology including agricultural engineering and pharmacy for the purpose of research. The

selection for fellowships for the year 2001-02 is under process.

An amount of Rs. 16.25 crore was released to universities and colleges during financial year 2001-02.

Visiting Associateships

Under the scheme, the outstanding teachers in universities and colleges get an opportunity to visit institutions of advanced study and research centres for a short period with a view to keep themselves abreast of the latest development in their areas of interest. There are 100 slots available for them every year. The term of the associateship is for two years only. During 2001-02, 55 awardees (48 male and 7 female) were selected and also paid Rs. 0.93 lakh.

National Lecturerships and Adjunct Professorships

To rejuvenate science education and research in Indian universities, the UGC, based on the recommendations of the Expert Committee, approved the schemes of National Lecturership and Adjunct Professorships.

National Lecturerships

The National Lecturerships are awarded as incentives to the talented students from among those who stand first class first in science subjects at the postgraduate level and have commitment and dedication to take up the science education and research as their courses of study. The selected candidate be given appointment as National Lecturer and is expected to clear the NET examination. During 2001-02, the UGC selected two candidates in the subjects of micro-biology and botany and appointed as the UGC National Lecturers with effect from 2002-2003.

Adjunct Professorships

The adjunct professorship is to be given to any suitable person in industry/research establishments in order to promote and encourage greater interaction

both in scientific and technical areas between universities, industries and other centres of repute. There shall be no formal qualification or experience criteria for selection of any one for the award of this Professorship. The scheme is actively implemented.

UGC Ved Vyas National Sanskrit/Swami Pranavananda Saraswati/Hari Om Ashram Trust/Best Indian Publisher Awards

To promote quality teaching and research in Sanskrit, the UGC has been awarding the UGC-Ved Vyas National Sanskrit Award since 2000. This national award consists of Rs. 1 lakh and a citation. The award for the year 2001 was given in a ceremony held on 5 April 2002. In the same award ceremony function the Hon'ble Human Resource Development Minister, Dr. Murli Manohar Joshi, also gave Swami Pranavananda Saraswati Awards to two scholars for 1999 and one scholar for 2000 and also the Hari Om Ashram Trust Awards to five scholars for 1999.

The UGC-Best Indian Publisher Award for 2001, for the first time, has been given to M/s S.Chand and Co. for publishing good quality books in the field of higher education, which has been one of the main factors affecting the standards of education and research.

Programmes for the Development of Engineering Technological/ Management/Computer Education

Programmes for the development of engineering and technological education

The UGC has been implementing various programmes for the development of engineering and technological education by providing financial support to the departments of engineering/technology of universities and institutions and also technological universities.

Development Grants to Technological Universities

At present, the UGC is providing development

grants only to 9 technological universities and 24 Central/state/Deemed Universities having engineering departments for their staff, building, equipment, books and journals and others. During the financial year 2001-02, an amount of Rs. 16.49 crore has been released to 33 Universities/Institutions for the purpose.

Financial Assistance for Introduction of new Postgraduate Courses namely, ME/M.Tech., under Engineering and Technology

The UGC has been providing financial assistance for starting new ME/M.Tech. courses in emerging areas under engineering and technology. During the Ninth Plan period, the Commission has approved 11 postgraduate courses for seven universities.

Award of Postgraduate Scholarships under Engineering and Technology

The Commission has been providing postgraduate scholarships to M.E./M.Tech. students who have qualified GATE, to enable them to pursue higher technological education. Every year, the Commission has provided scholarships to approximately 800 students. During 2001-02, an amount of Rs. 5.77 crore was released to postgraduate students studying in 18 universities. The commission, at its meeting held on 5 June 2002, has enhanced the scholarship amount for M.E./M.Tech. students to Rs. 5000 per month and contingency amount to Rs. 5000 per annum with effect from 1 September 2001 and also increased the duration of postgraduate courses from 18 to 24 months from the academic session 2002-03.

Maintenance grants to Universities for Specific purposes

The UGC has been providing maintenance grants to three universities for staff, scholarships, contingency and library in connection with the approved postgraduate courses on the basis of the actual expenditure incurred on the specific items as approved by the government at the time of transfer of these universities to the UGC for the purpose of



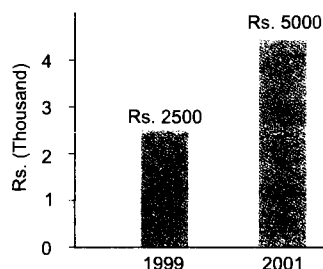
Boost to Post-Graduate Education and Research

To boost postgraduate education and research in engineering and technology:

- Duration of M.Tech. programmes increased from 18 to 24 months.
- Scholarship amount increased from Rs. 2500/- per month to Rs. 5000/- per month for PG students.
- Out turn in PG programmes to be doubled over the next five to six years.
- Fellowship for doctoral programmes enhanced to Rs. 7000/-.
- 15 National Fellowship of Rs. 12,000/- per month with a contingency amount of Rs. 25,000/- per annum introduced.
- 20 special research groups in new and emerging areas sanctioned.
- In Early Faculty Induction Programme, intake increased from 100 to 500.

- Intake in Quality Improvement Programme increased from the existing level of 200 to a level of 1000 per annum.
- Career Award for Young Teachers Scheme started to identify young talented teachers for promoting their professional growth in the field of technology education.

Scholarships for PG Students



payment of grants. During the financial year 2001-02, grants amounting to Rs. 4.76 crore have been released to the three universities.

Programme for the Development of Management Education

The UGC has been supporting universities financially for the introduction of an MBA programme after the proposals are approved both by the UGC Expert Committee on Management Studies and by the All India Council for Technical Education (AICTE). It is also providing development grants to departments, which have completed five years of existence. During 2001-02, an amount of Rs. 65.05 lakh was paid to the approved departments of 16 universities. So far, the Commission has provided financial support to 67 universities under the programme.

Programme for the Development of Computer Education and Upgradation/Augmentation of Computer Facilities

During the Ninth Plan period, the UGC has provided financial support to universities and colleges for the development of computer education and the upgradation/augmentation of computer facilities by implementing the following schemes.

Establishment of Computer Centres in Universities

The UGC has been assisting the universities, since 1970 for the setting up of computer centres for use in research, teaching and training and application of computers in every field or subject and in examinations/administrative work. In the last financial year of the Ninth Plan period i.e. 2001-02, computer centres have been approved in six universities. During the Ninth Plan period, as many

as 15 computer centres have been set up in various universities. So far, the UGC provided grants to establish computer centres in 136 universities. During 2001-02, a grant of Rs. 1.41 crore was provided to the universities for the establishment of computer centres.

Upgradation/Modernisation of existing Computer Centres in Universities

Keeping in view the limited life of a computer system and the rate of obsolescence, the UGC has been considering replacement and upgradation of the hardware/software of a computer centre after seven to eight years. So far, 87 computer centres have been functioning in universities. During the Ninth Plan period, 59 universities have been assisted for this purpose. A grant of Rs. 1.58 crore was provided for these computer centres during the financial year 2001-02.

Computer Manpower Development Courses

In order to make available human resources in the field of computers, the UGC has been supporting financially universities with UGC-supported centres for introduction and conduction of courses namely, MCA and M.Sc. (Computer Science). Up to 31 March 2002, 67 universities have been assisted for introduction of MCA and two universities for M.Sc. (Computer Science). During 2001-02, two proposals received from universities have been approved. During the Ninth Plan period, the Commission has approved MCA/M.Sc. (Computer Science) courses for 10 universities.

Introduction of Computer Application Paper at the Postgraduate Level

The Commission has also been providing financial support to universities for the introduction of a Computer Application Paper at the postgraduate level in all subjects wherever relevant. During the Ninth Plan period, 74 universities/colleges have been assisted under the scheme. During 2001-02, a grant of Rs. 2.24 crore was paid to universities and Rs. 1.53 crore to colleges.

Strengthening of Computer Laboratory of Computer Science Departments

The UGC has been assisting the departments of computer science in universities for computer lab facilities for running MCA/M.Sc. (Computer Science) courses since 1998-99. During 2001-2002, a grant of Rs. 9.89 lakh was released to one university. In the Ninth Plan period, 40 universities have been supported under the scheme.

Training of College Teachers for Computer Awareness

Under the scheme, the UGC has been providing financial assistance to universities for conducting computer training programme of two weeks duration for teachers and administrative officers of colleges. During the Ninth Plan period, 13 training programmes have been approved for 10 universities.

Creation of Computer Facilities in Colleges

The UGC has been assisting colleges for procurement of personal computer system along with system of application software since 1987, with an objective to create awareness among students and teachers/staff about the use of computers in various activities like administration, finance, examination and research. During 2001-02, 350 colleges have been assisted and during the Ninth Plan period 1454 colleges have been assisted for the first-time grant and 650 colleges for the second-time grant. Since inception of the scheme, the UGC has assisted 3919 colleges for this purpose. A grant of Rs. 4.15 crore was released during the financial year 2001-02. The Commission has also decided to support all the affiliated colleges which are recognised under Section 2(f) and 12 (B) of the UGC Act. The guidelines for all the schemes/programmes relating to development of engineering/technology/management/computer education are being revised for implementation during the Tenth Plan.

Jamia Millia Islamia

Jamia Millia Islamia (JMI), which had been functioning as a Deemed University since 1962,

The Department of Social Work, in collaboration with the Delhi Social Welfare Advisory Board, organised a 10-day training programme for the counsellors of family counselling centres, short stay homes, women's development centres and crises intervention centres.

acquired the status of a central university in December 1988. It imparts education from the nursery stage to postgraduate and doctoral levels.

JMI has 32 departments grouped under six faculties and has on its rolls a total of 12,003 students, including students from the schools. The total strength of the teaching staff of JMI is 539 and that of the non-teaching staff is 1122 (including the strength of schools). The central library of the university has a total collection of 3,00,758 books. A new one-and-a-half-year part-time self-financing postgraduate diploma course in development communication has been introduced with financial support from the Ford Foundation, New Delhi.

During the period under report, the Academy of Third World Studies (ATWS) organised a one-day national seminar on *The Geo-Political and Socio-Economic Implications of USA's Involvement in Afghanistan* and a number of special lectures like *Integration and Separation of Traditions: Muslim and Hindus in Colonial India*.

The Department of English and Modern European Languages organised a three-day seminar-cum-workshop on *Translating Urdu Short Fiction into English*. It will lead to the publication of a volume of post-1970 Urdu short stories in English translation by New Delhi.

The Department of Social Work, in collaboration with Delhi Social Welfare Advisory Board, organised a 10-day training programme for the counsellors of family counselling centres, short stay homes, women's development centres and crises intervention centres.

Dr. Zakir Hussain Institute of Islamic Studies continued publishing two journals, namely, *Islam and the Modern Age* (English) and *Islam Aur Asr-e-Jadeed* (Urdu) devoted to the creative reinterpretation of Islamic tradition in the context of contemporary India and the world and for promotion of inter-faith understanding.

A high power delegation led by the Rector (Vice-Chancellor), University of Applied Sciences, ERFURT, Germany, visited JMI to finalise the student and faculty exchange programme between the two universities.

Aligarh Muslim University

The Aligarh Muslim University (AMU), established in 1920 as a Central university, is one of the premiere fully residential academic institutions of the country. AMU has 102 departments/institutions/centres grouped under 12 faculties. It also maintains four hospitals, six colleges (including medical, dental and engineering colleges), two polytechnics and eight schools.

With a view to familiarising the students with the aims and objectives for which the university has been established, its culture and traditions, a foundation course on Sir Syed Ahmad Khan and the Aligarh Movement is mandatory for every student in the first year of graduate level.

The university also offers six diploma courses exclusively for women in the fields of Electronics engineering, electronics (television technology), computer engineering, costume design and garment technology, office assistantship and secretarial practice, and general nursing and midwifery.

During the period under report, AMU introduced a three-year degree course, namely, B.Sc. (Honours) Information Technology.

AMU has on its rolls a total of 19,591 students (excluding its schools sections). The total strength of the teaching staff of AMU is 1,497 and that of non-teaching staff is 5,899. During the period under report, 6,340 books have been added to the central library and the departmental libraries hereby raising the total collection of books to 9,86,240. Colleges like J.N. Medical College, A.K.Tibbiya College, Z.H. College of Engineering and Technology and Women's College have separate libraries.

In pursuance of the directives of the Supreme Court, a Women's Cell headed by a senior woman professor has been set up to combat sexual harassment against women employees at their workplace.

In order to promote sports and allied activities, AMU maintains 10 clubs, including a Riding Club. It holds the distinction of being the only university of India, which maintains a Riding Club and a covered swimming pool for the students.

Visva Bharati

Visva Bharati, an educational institution founded by the late Gurudev Rabindranath Tagore, was incorporated as a Central university by the Visva Bharati Act, 1951. The university imparts education from the primary school level to postgraduate and doctoral levels. It has 12 institutes: eight at Shantiniketan, three at Sriniketan and one at Kolkata.

The University has on its rolls a total of 6320 students, including its school sections. The total strength of teaching and non-teaching staff is 524 and 1633 respectively. Apart from the central library, the university has 12 sectional libraries with a total collection of around 7,03,000 books.

The Palli Samghathana Vibhaga (Institute of Rural Reconstruction) sought to bring about regeneration

of village life in the villages around Shantiniketan and Sriniketan through self-help and self-reliance and through action-oriented programmes such as the mass literacy programme, adult education programmes undertaken by Brati Balak and Youth Organisation, rural library services, craft extension and training, etc., especially in the areas inhabited by SCs and STs and other backward classes.

The major areas of research covered by the Siksha Bhavana (Institute of Science) include plants and herbicides, crop nutrition, forestry, pisciculture, atomic research, environmental pollution (concerning agricultural production and fisheries), industrial pollution, immunisation of plants and identification of certain epidemics.

The Palli Siksha Bhavana (Institute of Agricultural Science) took up various research projects, including one on weed control under USDA and ICAR, Nocil research project on weed control on rice, oil-seed research scheme, and the effect of neem extract created on various crops.

The Agro-Economic Research Centre (sponsored by the Ministry of Agriculture) took up research work relating to role of non-governmental agencies in agricultural development in Bihar, marketing of agricultural commodities decentralised planning in agriculture and rural development, effect of subsidies on agricultural development, economic viability of marginal and small farms and agricultural marketing (West Bengal).

The Palli Charcha Kendra (Centre for Rural Studies) focused its attention on anti-poverty programmes in rural areas with an in-depth study of Operation Barga, agricultural production and agricultural marketing under ICAR, and studies in language corruption and culture confusion of the tribal communities, especially Santhal community.

North-Eastern Hill University

The North-Eastern Hill University (NEHU) was

set up as a central university with objectives to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit, to pay special attention to the improvement of the social and economic conditions and welfare of the people of the hill areas of the North-Eastern region and in particular, their intellectual, academic and cultural advancement. The present jurisdiction of the university covers the state of Meghalaya only, with campuses at Shillong and Tura.

The university has 23 departments, 4 centres of studies and one institute. The prestigious Regional Sophisticated Instrumentation Centre funded by the Department of Science and Technology (DST), Government of India is being run at this university. NEHU has substantially enhanced its computer facilities with V-SAT, easy access to the Internet and local area network (LAN) .

NEHU is also managing a number of endowments donated by various individuals and organisations, including from His Excellency, Late Dr. Shankar Dayal Sharma, former President of India and the then Visitor of the University, Justice Krishna Aiyer.

The total enrolment of students in the university at various levels during the year under report is approximately 19,501. There are currently 232 teaching staff and 1117 non-teaching staff in the university. NEHU organised a number of seminars/conferences/workshops during the year under report which inter alia include the National Seminar on *Democracy Pluralism and Conflict*, Centenary Celebration-cum-Seminar on *Verrier Elwin and the Tribal of North-East India*, Theatre- workshop-cum-training, National Symposium on *Bio-Diversity a scientific Approach Agenda for the 21st century* the 72nd Annual Session of the National Academy of Science, the 22nd Anniversary-cum-Colloquium in memory of Professor H.W.Stem.

An amount of Rs.600 lakh was released to NEHU under the Non-lapsable Central Resources for

infrastructure development of the Shillong campus during 2000. Out of this fund, the university has already undertaken various construction activities for infrastructural development. The university's non-plan receipt from the UGC and other sources during the year till September 2001 is Rs.1153. 87 lakh. The actual non-Plan expenditure till September 2002 is Rs.1562.12 lakh.

Tezpur University

Tezpur University, a teaching and residential university located at Napaam, Tezpur (Assam), was set up in January, 1994, with the aim of offering employment-oriented, interdisciplinary courses, mostly at postgraduate level, to meet the local and regional aspirations of Assam and to offer courses and promote research in areas which are of special and direct relevance to the region in emerging areas of science and technology.

The university has 12 departments and four centres of studies under four schools of studies. During the year under report, the university has started a one-year diploma course on tourism management, a master's degree programme in mass communications and journalism.

The present strength of faculty members is 79 (14 Professors, 19 Readers and 46 Lecturers), which includes six members appointed during this year. The non-teaching staff strength is 161. There are four SC and two ST members in the teaching staff whereas there are 24 SC and 9 ST members in the non-teaching staff.

In the fourth convocation of the University, 289 students were awarded their degrees and diplomas. His Excellency, the President of India and Visitor of Tezpur University, Dr.APJ Abdul Kalam visited this University on 15 October, 2002 and held an interaction with students.

The present collection of the University Library is 19,368 books and 114 journals. During the year under report, the university has received a

maintenance grant of Rs.126.17 lakh from UGC. The University has undertaken various schemes of development of physical infrastructure and measures for upgradation of the laboratories and library.

University of Hyderabad

The University of Hyderabad, established by an Act of Parliament in 1974, has, over the years emerged as a premiere institution of postgraduate teaching and research in the country. The academic activities of the university are undertaken through eight schools of study: School of Mathematics and Computer/Information Sciences, School of Physics, School of Chemistry, School of Life Sciences, School of Humanities, School of Social Sciences, S.N.School of Arts, Fine Arts and Communication, and the School Management Studies.

The enrolment of students in different courses of the university during the year was 2348, out of which 750 were women students (32 percent). The Centre for Distance Education offers about 11 postgraduate diploma courses in which 3412 students are enrolled. During 2001-02, 163 candidates qualified for the award of research degrees, which include 46 for Ph.D., 94 for M.Phil, 20 for M.Tech. and three for M.Sc. Tech. degrees. Besides, 487 candidates qualified for the award of postgraduate degrees in various subjects. Students of the university received 147 JRFs, four Teacher Fellowships from the UGC, and 53 JRFs and 9 Research Associateships from the CSIR.

During the year under report, the university had a faculty strength of 244 consisting of 94 Professors, 84 Readers, and 66 Lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during 2001-02. Many distinguished scholars visited the university and delivered lectures and interacted with the faculty and students. The faculty of the university brought out over 600 research publications, including books and various journals of national and international repute.

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Several faculty members were selected for numerous national and international honours, Eminent scholars from India and abroad occupied the two prestigious chairs named after Dr. Radhakrishnan and Pt. Jawaharlal Nehru. Distinguished faculty of the university have obtained research projects with an outlay of Rs.17.39 crore from UGC, CSIR, ICMR, DAE DBT etc. Also, 34 consultancy projects worth Rs. 2.44 crore have been undertaken by the university faculty from various public and private enterprises.

Assam University

Assam University, Silchar, was established on 21 January 1994. It is a teaching-cum-affiliating university with jurisdiction over the districts of Cachar, Karimganj, Hailakandi, Karbi Anglong and North Cachar Hills in the Assam. The university has granted affiliation/permission to 51 colleges.

The university has 24 postgraduate departments under eight schools of studies and also it has three centres of studies. There are 1153 students on its rolls in various courses, which comprises 633 male and 520 female students. Presently, there are 114 SC students and 22 ST students. The total number of faculty members is 110; the total number of the non-teaching staff stands to 218. The total collection of the library books stands at 53451. The library subscribes to 214 periodicals, 19 daily newspapers, 14 news magazines, 14 foreign journals and 118

Indian journals. Various national/regional seminars were organised by the university in the campus during the year 2001-02.

An amount of Rs. 16 crore has been allocated under the Ninth Plan, out of which Rs. 14.7 crore has been released by the UGC to the university. Under the non-plan sector, a sum of Rs. 571.05 lakh has been released by the UGC till March 2002. Further, a sum of Rs. 458.34 lakh has been released till November 2002. The construction works under Ninth Plan, viz. construction of one academic building, construction of 40 quarters for faculty staff, and the Vice-Chancellor's residence. One men's hostel, one women's hostel, link roads, etc. have been completed.

Under the non-lapsable pool, a sum of Rs. 10 crore was released. The fund has been utilised for undertaking various construction activities, which include construction of (i) library-cum-computer centre building, (ii) guesthouse building, (iii) administrative building phase I, (iv) water supply (laying of pipeline), (v) link road connecting buildings, (vi) providing electricity and (vii) furniture.

Nagaland University

The Nagaland University was established by the Nagaland University Act, 1989, of the Parliament on 6 September 1994. It is the only Central university in the state with three campuses, viz. Lumami Headquarters, Kohima and Medziphema. At present, university is functioning from its Kohima campus as interim headquarters.

Nagaland University has 25 departments in its various campuses, viz. Lumami Hqr. has seven departments: botany, chemistry, economics, geography, political science, sociology and zoology; Kohima campus has six departments: commerce, education, english, geology, history and archaeology; Medziphema has 12 departments: agricultural chemistry and soil sciences, agricultural economics

and statistics, agricultural engineering, agricultural extension, agronomy, animal production and management, entomology, genetics and plant breeding, horticulture, plant pathology, rural development and planning and soil conservation. The University is located in the tribal dominated state of Nagaland having borders with Arunachal Pradesh, Assam and Manipur and Myanmar, (Burma) on its long, eastern stretch. Each campus has its own administrative and academic unit to manage the day-to-day educational management.

Nagaland University has been deputing students and faculty members for participating in national and international conferences both in India and abroad. Social relevant researchers have been undertaken and quality publications by faculty members are the indicators of excellence of the university.

Nagaland University is an affiliating university, with 40 colleges from the various parts of the state affiliated to it. It has successfully coordinated and monitored the quality of education in colleges.

Nagaland University, in collaboration with the government and NGOs, has organised various workshops, seminars and training programmes in Nagaland (with NAAC). During 2001-02, a sum of Rs. 1249.02 lakh has been released by the UGC to Nagaland University under Plan and Non-Plan schemes.

Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU), New Delhi, came into existence in 1969. The University has 9 schools consisting of 27 centres of studies. In addition, it has another four independent centres of studies. The strength of its teaching and non-teaching staff is 403 and 1330 respectively. The total enrolment in the university was 4574 students with adequate representation of SCs, STs, Other Backward Classes and physically challenged students. The university has extended its network for conducting entrance examination upto Dhaka and Kathmandu.

During the year under report, Prof. G.K. Chadha took over as the new Vice-Chancellor of the university. The faculty produced a number of books, contributed several chapters to books and published various research articles in eminent academic and research journals. A number of distinguished faculty members received honours and awards from various national and international organisations. The UGC has identified JNU as a “University with potential for Excellence” in the field of molecular science, biotechnology and genomes. The JNU Academic Staff College conducted 14 refresher courses and four orientation programmes during the year. The university library has been renovated and the reading rooms air-conditioned. The library acquired 7333 new volumes during the year under report and its total collection of books and periodicals now stands at 5,00,619. The university has signed 32 Memoranda of Understanding (MoU) with the foreign universities/institutions.

Construction of new buildings for the three new schools/centres, viz. Science Centre, Centre for the Study of Law and Governance, and Centre for Sanskrit Studies and Post-Doctoral Hostel Phase-I and Mahi-Mandavi Hostel has been completed. The construction work of School of Arts and Aesthetics, Academic Staff College, Post-Doctoral Hostel Phase-II, and the North-East students and tribal student hostel is under progress.

Maulana Azad National Urdu University

The Maulana Azad National Urdu University (MANUU) was established at Hyderabad in 1998 with the mandate to promote and develop Urdu language and to impart Urdu-medium vocational and technical education through the conventional as well as distance education system.

The Government of Andhra Pradesh has allotted 200 acres of land for the university, free of cost. The university has completed the administrative building and has shifted to its new campus at

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Gachibowli, Hyderabad. However, other infrastructure is under development. The university proposes to start campus education from June 2003. It has been sanctioned three schools, six departments of studies, two directorates and 50 study centres in different parts of the country. Regional Offices at Delhi, Patna and Bangalore have been set up and some more are in the offing. The university has also entered into an MOU with Dr. B.R. Ambedkar University, Hyderabad, and IGNOU, New Delhi, for imparting instructions in various courses through distance mode.

The university has 42 teaching and 52 non-teaching posts. It has 21603 students on its rolls in B.A., B.Com., B.Sc. (3 year degree course) and Certificate programmes in five disciplines through distance mode in Urdu medium, spread over the entire country. In addition, a new six-month certificate course in functional English Reader/Vocabulary has been introduced. The university library has acquired 350 volumes in Urdu and English and the total collection of books is 7787.

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

The Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act, 1996, seeking to establish a University at Wardha was passed by the Parliament in December 1996. The university came into existence with effect from 29 December 1997. The

first Executive Council of the university has already been constituted by the President. The objects of the university are to promote and develop Hindi language and literature in general and, for that purpose, to provide for instructional and research facilities in the relevant branches of learning; to provide for active pursuit of comparative studies and research in Hindi and other Indian languages; to create facilities for development and dissemination of relevant information in the country and abroad; to offer programmes of research, education and training in areas like translation, interpretation and linguistics for improving the functional effectiveness of Hindi; to reach out to Hindi schools and groups interested in Hindi abroad and to associate them in teaching and research and to popularise Hindi through distance education system.

The Government of Maharashtra has already allotted and provided possession of the land for the establishment of the University at Wardha. The approach road (Phase-I), boundary wall and fencing of the land has been completed. Steps are being taken by the university to develop the necessary infrastructure and other facilities. The university has been able to start construction activities only in August 2001 and its first building Prathama was inaugurated on 29 December 2001. For the further development of its campus, the university has recently organised a competition amongst architects.

University of Delhi

The University of Delhi is one of the premiere institutions of higher learning in the country, which offers undergraduate and postgraduate programmes in a wide range of disciplines. The university also conducts short- and long-term certificate/diploma courses in several application-oriented subjects. The academic activities of the university are undertaken through 15 faculties, 84 teaching departments and 85 colleges.

During the year under report, the total number of students enrolled in the university was

2,99,850, of which 1,35,733 were regular students in the teaching departments and colleges of the university and the remaining were enrolled in the School of Correspondence Courses and Continuing Education, Non-Collegiate Women's Education Board and the External Candidates Cell. The number of M.Phil. and Ph.D. students on the rolls of the university during the year was 4,571.

Two new departments, namely the Department of Dental Surgery and the Department of Homeopathic Medicine, were created during the year under report. Besides, a new BE course in information technology under the Faculty of Technology was introduced during the year.

The university has a faculty strength of 656 consisting of 292 Professors, 224 Readers, 123 Lecturers and 17 Research Associates. Several prestigious awards and fellowships were conferred on the faculty members in different disciplines during the year under report.

Banaras Hindu University

The Banaras Hindu University (BHU), established as a teaching and residential university in 1916, is one of the oldest Central universities of the country. It comprises three institutes, 14 faculties, 121 departments, four interdisciplinary Schools, four colleges and three schools. There are also seven Centres of Advanced Studies (CAS), eight Funds for Improvement of Science and Technology Infrastructure (FIST) programmes and seven Special Assistance Programmes (SAPs) in various departments of the university.

Currently, the university is offering 32 undergraduate, 148 postgraduate, 29 diploma and 9 certificate courses. A new one-year certificate course in intensive care (Post MD Anaesthesia) under the Faculty of Medicine was introduced during the year under report. The total number of students on rolls of the university was 15,177 and

the teaching and non-teaching staff during the year was 1,051 and 5,558 respectively.

Annual convocations of the Institute of Technology, Institute of Agricultural Sciences and the Institute of Medical Sciences were organised during the period under report.

Mizoram University

The Mizoram University, with its headquarters at Aizawl, was established as a teaching and affiliating university with effect from the 2 July, 2001.

Besides dissemination and advancement of knowledge by providing instructional and research facilities in different branches of learning, the main objectives of the university are to educate and train manpower for the development of the state of Mizoram and to pay special attention to the improvement of the social and economic conditions and welfare of the people of that state and their intellectual, academic and cultural development.

The academic activities of the university are presently carried out through its 14 teaching departments. The total number of students enrolled in these departments is 507 and the faculty in position is 69. Besides, the university has one constituent college and 30 affiliated colleges located at various places in the state of Mizoram with a students strength of 6,445. The total number of teachers in these colleges is 770.

Pondicherry University

The Pondicherry University was established by an Act of Parliament in 1985 as a teaching-cum-affiliating university with its jurisdiction over the Union Territories of Pondicherry and Andaman and Nicobar Islands. The university has been accredited with a 4-Star Status by the NAAC Team for its academic excellence.

The university has six schools, 19 departments and 14 centres and offers one certificate course, 29

postgraduate courses, one M.Tech., 23 M.Phil., 27 doctoral programmes and a Five-Year Integrated Master's Degree programme in two disciplines. It has 34 affiliated institutions both inside and outside Pondicherry. It has 124 teaching staff, 558 non-teaching staff and 1606 students on its rolls. The university has entered into MoUs with 18 universities in the country and abroad, which enables it to network with universities and to globalise Indian education. The students from these universities can acquire credits in the Pondicherry University under exchange schemes and vice-versa.

Fourty candidates have been registered for the Ph.D. programme, 60 research projects were received from different agencies from India and abroad, and 22 books and 260 papers were published in national/international journals of repute.

During 2001-02, a sum of Rs.1191.58 lakh was received from UGC under non-Plan, while Budget Estimates for 2002-03 have been kept at Rs.1500 lakh.

Indira Gandhi National Open University

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 for the introduction and promotion of open university and distance education system in the educational pattern of the country and for the coordination and determination of standards in such system. The major objectives of IGNOU include widening of access to higher education by providing opportunities to larger segments of the population particularly the disadvantaged groups, organising programme of continuing education and initiating special programme of higher education for specific target groups like women, people living in backward regions and hilly areas etc. IGNOU provides an innovative system of university-level education, flexible and open in regard to methods and pace of learning, combination of courses and eligibility for enrolment, age of entry and methods of evaluation

The Commonwealth of Learning has already been recognised as a Centre of Excellence in Distance Education. IGNOU is also offering its academic programmes in 21 countries including Dubai, Abu Dhabi, Sharjah, Qatar, Oman and Kuwait, Mauritius, the Maldives and Seychelles.

etc. The university has adopted an integrated multimedia instruction strategy consisting of print materials, audio-video programmes supported by counselling sessions at study centres throughout the country and teleconferencing. The evaluation system followed by the university consists of both continuous evaluation as well as term-end examinations.

During 2002-03, 76 programmes consisting of eight master's degree programmes, 12 bachelor's degree programmes, 16 Advanced/postgraduate diplomas, 9 diploma programmes, 24 certificate programmes and seven Ph.D. programmes were on offer. The total number of students registered during 2002 was 3,01,724. The cumulative enrolment of students at IGNOU is 8,04,271.

Currently, the Student Support System Network of IGNOU consists of 48 regional centres (including five Army and seven Air Force centres) and 883 study centres.

On 26 January 2000, IGNOU launched the transmission of Gyan Darshan, an educational TV channel of India, which is a joint collaborative venture of MHRD, I&B Ministry, IGNOU, UGC, NCERT, NOS and other organisations. The telecast of the IGNOU programme on Doordarshan network is continuing and has now been increased to 24-hours transmission each day.

IGNOU proposes to establish 40 FM radio channels, completely dedicated to education and development. During the current year, IGNOU has established seven Gyanvani Centres at Allahabad, Coimbatore, Lucknow, Mumbai, Bangalore, Visakhapatnam and Bhopal. The Teleconferencing of IGNOU programmes (one-way video, two-way audio) through INSAT-2A on the extended C-Band is also continuing.

There has been growing interaction and cooperation between IGNOU and the Commonwealth of Learning (COL), Vancouver (Canada). The COL has already been recognised as a Centre of Excellence in Distance Education. IGNOU is also offering its academic programmes in 21 countries including Dubai, Abu Dhabi, Sharjah, Qatan, Oman and Kuwait, Mauritius, the Maldives and Seychelles. Under a separate scheme of SAARC scholarships, the Ministry of External Affairs is offering 100 scholarships through IGNOU to students from Nepal, Sri Lanka and the Maldives.

To make distance education accessible to disadvantaged groups and expand the reach of the university to educationally backward groups in North-Eastern states, a special scheme is under preparation for the disadvantaged groups emphasising a few incentives in the form of meritorious financial support and specific programmes for persons belonging to SCs/STs and the physically handicapped. Under the North Eastern Project, the downlinking facility has been set up in all the states of North-Eastern region i.e. Itanagar, Imphal, Agartala, Kohima, Aizawl, Gangtok in addition to Shillong and Guwahati. Eighty-two study centres have been established in the North-Eastern states and Sikkim.

The Distance Education Council, which is an authority under the IGNOU Act, has assumed the responsibility for development of open and distance education system. It also provides financial support to open universities and correspondence

programmes offered by traditional universities. At present, there are 9 state open universities and 64 correspondence course institutes/directorate of Distance Education in the conventional universities in the country.

IGNOU has established a Women's Education Unit to develop and conduct programmes that are socially relevant and employment-oriented. Other courses include topics on nutrition, child development, youth in development work and empowerment of women for self-development and economic enterprise with the objective to identify and meet the needs of women learners, in particular, for awareness generation, self-employment and wage employment.

Babasaheb Bhimrao Ambedkar University, Lucknow

The Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, was established in 1994 by an Act of Parliament with the objects of promoting advanced knowledge by instructional and research facilities in science, key and frontier areas of technology and other allied disciplines such as agricultural technology and rural crafts relevant for the development of the socially and economically depressed sections of the people and to promote the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his lifetime.

BBAU has started its academic programmes, which have employment potential and are relevant for the development of Indian society in general and for weaker sections of the society in particular. At present, BBAU has established six schools comprising 9 departments: (1) School of Ambedkar Studies, comprising the Departments of Economic and History, (2) School of Biosciences and BioTechnology, comprising the Department of Applied Plan Sciences and Department of Applied Animal Science, (3) School of Environmental Sciences, comprising the Department of Environment Science, (4) School of Information

Science and Technology, comprising the Department of Library and Information Science and Department of Computer Science, (5) School of Legal Studies, comprising the Department of Human Rights, and (6) School of Home Science, comprising of the Department of Human Resource and Family Welfare. These departments offer postgraduate courses and have an intake capacity of 20 each. The total enrolment of students is 230, out of which 109 (i.e. 47.39 percent) belong to the SC/ST category. The teaching staff strength is 13, while non-teaching staff strength is 71. The university has built-up infrastructure like school building, laboratories including computer labs, student hostels and guesthouse. Dr. G. Nanchariah assumed the office of new Vice-Chancellor on 10 January 2002. The university endeavours to develop itself in a centre of academic excellence contributing to the growth of higher education relevant for the development of Indian society.

Indian Council of Historical Research

The Indian Council of Historical Research (ICHR) was established by the Government of India in 1972 as an autonomous organisation with a view to provide grant-in-aid and financial assistance to the scholars working for their research pursuits in history and to encourage the writing of history with a scientific approach.

Towards the above objectives, the ICHR has various schemes like awarding Fellowships, Publication Subsidy Scheme, Grant-in-aid for Research Projects, Study-cum-Travel Grants and financial subsidy to hold seminars/conferences to professional organisations, Foreign Travel Grants and maintenance to enable Indian scholars to attend international conferences and seminars and for collection of source material to pursue research in history.

During the period under review, the ICHR approved various proposals, namely, JRF, 76; Senior and Postdoctoral Fellowships, 31; Study Grants, 68; Projects, 13; Additional Grants on Projects, 1;

Special Research Projects, 12; Foreign Travel Grants, 13; Assistance to the scholars under Cultural Exchange Programme, 6; (Grant-in-aid for holding seminars/professional organisation in History, 35 and Publication subsidy, 36).

The Library-cum-documentation centre of the ICHR continued to provide assistance to the scholars working on various topics of research in history. Subscriptions to the journals on the list of the ICHR also continued. The ICHR has decided to have the entire library computerised and convert the library-cum-documentation centre as a National Library for Research in History.

Indian Council of Philosophical Research
The Indian Council of Philosophical Research (ICPR) was set up in with the objectives to provide teaching and research in philosophy; to review the progress of research in philosophy from time to time; to coordinate research activities in philosophy; to sponsor or assist projects or programmes of research in philosophy; and to provide financial assistance to institutions/organisations and individuals engaged in research in philosophy and allied disciplines.

To achieve its aims and objectives, the ICPR awards fellowships, organises seminars, conferences,



ICHR Publications

The ICHR got the following 9 titles published under its own publications programme.

1. *Indian Archaeology in Retrospect*, edited by S. Settar and Ravikori Settar (in four volumes)
2. *Dawn of Hope*, translated and edited by Ali Ashraf
3. *Inscriptions of Pandayas*, edited by K.G. Krishnan
4. *Indian Revolutionaries Abroad*, edited by A.C. Bose
5. *Indian Nationalism and the World Proletariat*, translated by Horst Kruger
6. *Urdu Sources on Modern India*, edited by S.S.A. Abidi
7. *Breaking out of Invisibility, Women in Indian History*, edited by Apama Basu and Anup Taneja
8. *Indian History: A Russian View point*, ed. by Eugenia Vanina
9. *ICHR Annual Report (1999-2000)* (Hindi and English)

The following five books are in various stages of publication.

1. *Inscriptions of Vijaynagar*, edited by S.H. Ritti
2. *Documents on Labour Movement – Vols. IV-XVIII*, edited by A.R. Desai

Hindi

3. *British Relations with Haider Ali* by B. Sheikh Ali
4. *Political Theory of Delhi Sultanate* by H. Habib
5. *Myth and Reality* by D.D. Kosambi

Indian Historical Review (IHR) and *Itihas* (Hindi): manuscripts of Volume XXVII No.2 of IHR is in the press and is likely to be released shortly. Another special issue entitled *India and the Graeco-Roman world* is also under preparation.

Under the Cultural Exchange Programme, the following programmes were undertaken.

- The ICHR provided its suggestion to the respective ministries/government of India on the proposed areas of Cultural Exchange Programmes to be signed or for renewal with other countries.
- Professor T.K. Mathur, M.D. University, Ajmer (Rajasthan) has been nominated to undertake a short visit to France under the Indo-French Cultural Exchange Programme.
- ICHR decided to participate in an Indo-Turkish Joint Seminar on Turkey-Indian Cultural Relations Through History, to be held on 3 October to 4 November 2002 at Ankara and sponsored a team of five scholars.

workshops and refresher courses, provides travel grants to scholars to present their papers at conferences/seminars held abroad; sponsors major and minor projects and brings out publications and a quarterly journal, *Journal of Indian Council of Philosophical Research* (JICPR). The journal publishes original articles both Indian and Western philosophy and encourages new and original thinking in philosophy in India.

Under its fellowship programme, the ICPR offered fellowships for the year 2002-03, namely, Senior Fellowship, 3; General Fellowship, 5; JRF, 12; short duration project 2 and Residential Fellowship, 3. In addition, National Fellows, Senior Fellows, General Fellows, Junior Research Fellows, Short-Term Fellows, Residential Fellows and Fellows for preparing learning material who were awarded fellowships by the Council in the previous year are continuing their fellowships either for part of the year or throughout the year. The ICPR proposes to organise an essay competition-cum-young scholars seminar on the theme *Value – Inspiring Biographies/Lives* at ICPR, Butler Palace (Lucknow) in December 2002. Under the Cultural Exchange Programme and Academic Linkages, the following scholars were deputed by the ICPR to visit Moscow under the Indo-Russian Cultural Exchange Programme to participate in an international conference on *Moral Philosophy in a Pluralistic Cross Cultural Contest* during June 2002.

- Professor Bhuvan Chandel
- Professor Rajendra Prasad
- Professor R. C. Pradhan

Under its publication programme, the ICPR published the following six books, one issue of the *JICPR*, Vol. XVIII No. 4 and a special issue of *JICPR*.

Books

- *Wittgenstein's New Perspectives*
- *Antarvyapti*
- *Gangesa on the Upadhi*

- *Philosophical Reflections (Reprint)*
- *Philosophy of Value-Oriented Education: Theory and Practice*

Journals

- *JICPR Vol. XVIII No.4*
- Special Issue on *Philosophical Traditions*

Under the scheme for organising seminars/conferences, etc. the ICPR extended financial support for about 31 seminars/workshops. Under the Annual National Lecture Programme of the ICPR, Scholars (both foreign/national) are invited to deliver lectures at selected universities in the country. For the year 2002-03, the ICPR had invited the four scholars to deliver lectures at different institutions of the country.

Project of History of Indian Science, Philosophy and Culture

The idea of undertaking a comprehensive research project for interdisciplinary study of history of Indian science, philosophy and culture was conceived by Prof. D P Chattopadhyaya, the founder chairman of the ICPR. As a result of a series of discussions, deliberations and consultations amongst eminent scholars of history, science, philosophy and culture, it was decided to undertake interdisciplinary study, so that interconnection between science, philosophy and culture (as they developed in the long history of Indian civilisation) could be brought out in detail.

Out of the 30 main volumes and 20 spin-off volumes envisaged under the PHISPC, eight main volumes and 14 spin-off/conceptual volumes have already been published up to 2001-2002 and during 2002-03, four more main volumes and one spin-off volume are expected to be brought out by March 2003. PHISPC volume I, Part 1 on *Dawn of Indian Civilisation* (up to c. 600 BC): Volume I, Part 2 on *Life Thought and Culture in India* (from c.600 BC to c.300 AD) edited by Professor G C Pande; Volume IV Part 1, on *Chemistry and*

Chemical Techniques in India and Volume IV, Part 2 on *Life, Sciences and Medicine in India* up to 17 century, edited by Dr. B V Subbarayappa were released by Hon'ble Dr. Murli Manohar Joshi, Minister for Human Resource Development.

During 2001-02, four more Editorial Fellows joined PHISPC to edit various volumes, and during the year 2002-03, two more Editorial Fellows are likely to join.

During 2001-02, PHISPC organised 10 centric seminars on its proposed volumes and during 2002-03, 17 similar seminars have already been organised and 19–20 more volume-centric seminars will be held before March 2003.

Deemed Universities

Section 3 of the UGC Act provides for declaring an institution of higher education as a Deemed University. At present, there are 76 Deemed Universities, which cover a variety of sectors of education, namely, medical education, physical education, fisheries education, languages, social sciences, population sciences, dairy research, forest research, armament technology, Yoga, music and information technology, etc. During the year, 24 institutions have been granted Deemed University status.

- National Institute of Technology, Silchar
- National Brain Research Centre, Gurgaon
- National Institute of Technology, Kurukshetra
- National Institute of Technology, Hamirpur
- Swami Vivekananda Yoga Anusandhana Samsthana, Bangalore
- National Institute of Technology Karnataka, Surathkal
- National Institute of Technology, Calicut
- Maulana Azad National Institute of Technology, Bhopal
- Tata Institute of Fundamental Research, Mumbai
- SYMBIOSIS International Educational Centre, Pune

- Padmashree Dr. D.Y. Patil Vidyapeeth, Nerul, Navi Mumbai
- Visvesvaraya National Institute of Technology, Nagpur
- National Institute of Technology, Rourkela
- Institute of Advanced Studies in Education of Gandhi Vidya Mandir, Sardarshahr
- Malaviya National Institute of Technology, Jaipur
- Sree Balaji Dental College and Hospital, Chennai
- Motilal Nehru National Institute of Technology, Allahabad
- ■ Rashtriya Sanskrit Sansthan, New Delhi
- ■ Indian Institute of Foreign Trade, New Delhi
- ■ National Institute of Technology, Warangal
- ■ Sardar Vallabhbhai National Institute of Technology, Surat
- ■ Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore
- ■ Dr. B. R. Ambedkar National Institute of Technology, Jalandhar
- ■ SRM Institute of Science and Technology, Chennai (SRM Dental College)

It has been decided to upgrade all Regional Engineering Colleges (RECs) into National Institute of Technology (NITs) and grant them Deemed University status. Thirteen NITs (formerly known as RECs) have so far been granted Deemed University status. In the case of the remaining four RECs, the Memorandum of Association and Rules are yet to be adopted by their Board of Governors i.e. REC, Srinagar; REC, Tiruchirapalli; REC, Durgapur and RIT, Jamshedpur.

Association of Indian Universities

The Association of Indian Universities (AIU) is a voluntary organisation of Indian universities and is registered under the Societies Registration Act. It is also a forum for university administrators and academics to come together to exchange views and discuss matters of common concern. It acts as a bureau of information in higher education and brings

out a number of useful publications, research papers and a weekly journal titled *University News*. Membership of the AIU rose to 273 during the year.

The AIU is substantially financed from the annual subscription by member universities. The Government of India sanctions grants for meeting part of the maintenance and developmental expenditure, including a research cell. This cell undertakes various activities including research studies, workshops, training programmes, question banks, tournaments, database and sports events, etc.

The Evaluation Division of the AIU continued its work related to the grant of equivalence to foreign degrees and the recognition of the institutions in India. A total of 350 equivalence certificates were issued during the year to foreign/NRI students. The Students Information Services Division continued to serve students, academics and parents by providing them information on the status of Indian higher education institutions and on the courses offered through regular basis correspondence study by Indian universities and other institutions recognised by the AICTE/government agencies.

Scheme of Assistance to the Institutions of Higher Learning of All India Importance

Under this scheme, assistance is provided to institutions, which are outside the university system and are engaged in programmes of innovative character. The scheme is intended to help, to the extent possible, selected institutions of higher education in the country in endeavouring to provide education different from the normal and established pattern of education. Financial assistance under the scheme is given to selected institutions of higher education, which are of nationwide importance as recommended by Visiting Committee constituted by Government of India.

Some voluntary organisations and educational institutions, which have been receiving assistance from the Central government are as follows:

- Sri Aurobindo International Institute of Educational Research (SAIER), Auroville, Tamil Nadu
- Sri Aurobindo International Centre of Education, Pondicherry
- Lok Bharati, Sanosra, Gujarat
- Mitraniketan, Kerala
- The Mother's Institute of Research, New Delhi

Dr. Zakir Hussain Memorial College Trust

Dr. Zakir Hussain Memorial College Trust, Delhi, was established in 1973 to take over the responsibility of the management and maintenance of Zakir Hussain College (formerly Delhi College), affiliated to the University of Delhi. The maintenance expenditure of the college is shared between the UGC and the Trust in the ratio of 95:5. In addition, the UGC provides development grants to the college. The matching contribution of such development expenditure is required to be made by the Trust. Since the Trust has no resource of its own, grants are provided by the Department of Secondary and Higher Education, MHRD, for meeting the above expenditure. Financial assistance is also provided for meeting the administrative expenditure of the Trust.

Indian Institute of Advanced Study, Shimla

The Indian Institute of Advanced Study (IIAS), Shimla, set up in 1965, aims at free and creative enquiry into the fundamental areas of life and thought. It is a residential centre for research and encourages promotion of creative thought in subjects like humanities, Indian culture, comparative religion, social sciences, natural sciences and other areas as the Institute may decide from time to time. The IIAS provides facilities for advanced consultation and collaboration besides an exhaustive library and documentation facilities.

The IIAS awards fellowships for advanced research every year. It holds seminars each year on themes of national significance where outstanding scholars and experts are invited to join the members of the

academic community of the institute to examine theoretical issues and contemporary problems. Visiting Professors, both from India and abroad, are invited periodically to deliver a series of lectures at the Institute.

The Project for the Study of Indian Civilisation with the following objectives, was implemented: (1) preparation of a *Dictionary of Indian Culture*; (2) translation of Indian classics in Hindi and regional languages, and (3) preparation of standard monographs on the development of Indian civilisation.

Under the auspices of the UGC, the IUC for Humanities and Social Sciences located in the Institute was visited by 143 university and college teachers from all over the country to spend between one to three months. Their reports suggest that their stay in IAS was of considerable value to them. National seminars and symposia have also been organised for improving the standard of higher education.

The IAS has published eight monographs and six titles under the *Dissemination of Knowledge Series* so far during the year. About 12 more titles are different stages of production. The Institute has published one issue each of the journals *Summerhill: IAS Review* (Vol. VIII No.1 Summer 2002), *Studies in Humanities and Social Sciences* (Vol. VIII No.1 Summer 2001), *Chetna Manav Anusandhan Patrika* and Newsletter (four Issues)

The Institute's library has acquired 3403 books so far during the current year and has subscribed to about 500 periodicals. It is proposed to acquire around 5000 books by the end of the financial year. The library is engaged with the Project for Development of Virtual Library and plans to upload the text of 10–12 publications of the Institute on the Internet.

Indian Council of Social Science Research
The Indian Council of Social Science Research (ICSSR) was established in 1969 with the objective to support and sponsor purposive and meaningful



Seminars organised by IAS

The IAS organised the following national seminars during the year, which generated debates of high quality.

- International Symposium on *Friederich Nietzsche and the Issue of Human Rights* (10–12 April 2002) at IAS, Shimla in collaboration with Max Muller Bhavan, New Delhi
- Brainstorming seminar on *Working of Mind* (10–11 June 2002)
- Roundtable on *NARRATIVE; Understanding, Strategies, Devices* (25 June 2002)
- Symposium on *Philosophy and History: Modes of Value Seeking* in collaboration with Centre for Studies in Civilisation, ICPR, New Delhi at IIC, New Delhi (30 July 2002)
- Symposium on *S. Radhakrishnan's Contribution to Indian Culture* (5 September 2002)

- National Seminar on *Historiography of Indian Culture* (9–11 October 2002)
- Symposium on *The Philosophy of History* (18 October 2002)

In addition, 14 seminars/workshops are also planned by the end of the year, i.e. 31 March 2002. Eight eminent scholars of international repute Prof. Sachchidanand Sahai, Prof. P. N. Tandon, Prof. Ravindra Panth, Prof. N S S Raman, Prof. Raghuvveer Singh, Dr. Arun Kumar Biswas, Prof. Muchkund Dubey, and Prof. Roy Harris came to the IAS as Visiting Professors. The IAS organised a Symposium on 5 September 2002 on the occasion of Teachers' Day. One National Fellow and six other fellows joined the Institute during the year.

research in social science in India. It provides maintenance and development grants to 27 research institutes spread over the entire country. It has also established six regional centres for identification and development of talent through various programmes.

In 2002-03, 17 new research projects were sanctioned and 25 reports were received for projects sanctioned earlier. Forty more projects are expected to be sanctioned by March, 2003. Major activities of the ICSSR are given in the following sections.

The ICSSR provides various Fellowships to scholars for undertaking research. The schemes under this programme are much in demand among research scholars and the Council is implementing this programme rigorously as in Table given below.

Data Archives is engaged in developing a repository of research-relevant qualitative data available in machine-readable form providing guidance and consultancy services in data processing to scholars, funding training courses in research methodology and computer application in social sciences, compiling and maintaining register of social scientists in India and providing grants for organising seminars/conferences/workshops. The ICSSR sponsored 10 training programmes as targeted during the year under report.

Since 1976, the ICSSR has been carrying out surveys of research in different disciplines of social science. The first series of surveys in all the disciplines has been published. The ICSSR is updating these surveys every five years. It publishes half-yearly journal of abstracts and reviews in the

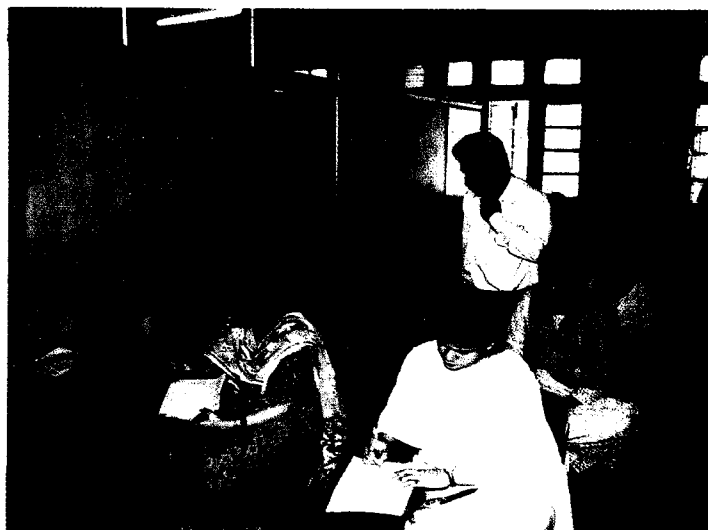
disciplines of economics, geography, political science, psychology, social anthropology, *Quarterly Journal of Documentations of Public Administration*, *Indian Social Science Review* and the yearly journal *Vikalpa*.

During 2002-03, 10 reports have already been published and 10 more reports are expected to be published by the end of the current financial year.

The National Social Science Documentation Centre (NASSDOC) is involved in creating various machine-readable databases like social science research and training institutes in India; various lists of CD-ROM databases in India, and social science libraries and information centres in India. NASSDOC acquires research materials and core journals in social sciences, supplies photocopies of research documents to scholars, compiles short bibliographies for scholars on request and does literature searches from various CD-ROM Databases. To familiarise with latest ICTs, NASSDOC organises short-term training workshops for social science community and information intermediaries.

The International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. On-going activities under this programme for the last several decades are cultural exchange programmes (CEPs), establishment of professional contacts with countries not covered by the CEPs, financial assistance for participation in international conferences and data collection abroad and participation in the activities of international organisations like UNESCO, ISSC, AASSREC etc.

Scheme	Upto 31 December 2002	January–March 2003	Total
National Fellowships	15	–	15
Senior Fellowships	4	12	16
General Fellowships	3	9	12
Regular Doctoral Fellowships	6	69	75
Short-Term Doctoral Fellowships	60	40	100
Contingency Grants	19	16	35



The ICSSR will continue its cultural/academic exchange programmes with France, Russia, China, Vietnam, Egypt, Turkey, etc. It also has bilateral collaboration with Japan and South Africa. Other activities pursued under the programme are financial assistance to Indian scholars to participate in international conferences and data collection abroad, grants for data collection abroad of Indian diaspora, visit of distinguished scholars, etc.

The ICSSR has taken steps for development of research in India on Europe, America, Africa, South Asia, South and South East Asia, Central Asia and Indian Ocean Rim countries. Major steps have been taken to undertake collaborative activities with Australia, Luxembourg, Vietnam, South Korea, Taiwan, Indonesia, Hungary, Israel, etc.

National Council of Rural Institutes, Hyderabad

The National Council of Rural Institutes (NCRI) is a registered autonomous society fully funded by the Central government. It was registered on 19 October 1995 with its headquarters at Hyderabad. Its main aims and objectives are as follows:

- To promote rural higher education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of microplanning for transformation of rural areas

as envisaged in the National Policy on Education 1986,

- To consolidate, network and develop institutions engaged in programmes of Gandhian Philosophy of education
- To encourage other educational institutions and voluntary agencies to develop in accordance with Gandhian Philosophy of education
- To strengthen teacher training facilities for Gandhian basic Education
- To promote research as a tool for social and rural development
- To promote extension services to the community through micro-level planning
- To advise the Government of India on all such matters pertaining to rural institutes as may be referred to it from time to time

In order to achieve the above objectives, the NCRI has been identifying suitable institutions for providing support and financial assistance for taking up programmes/activities.

A total of 27 projects have been sanctioned so far, covering an amount of Rs.1018.69 lakh. The projects sanctioned would cover the states like Andhra Pradesh, Tamil Nadu, Karnataka, Gujarat, West Bengal, Maharashtra, Himachal Pradesh, Uttar Pradesh, Rajasthan, Assam, Madhya Pradesh and New Delhi.

These projects are sanctioned with the objective of promoting of rural higher education on the lines of Mahatma Gandhi's ideas on *Nai Talim* with durations varying between one to three years. In addition to these projects, seven workshops were also supported for an amount of Rs.18.34 lakh. The total amount released so far is Rs. 345.39 lakh, leaving a balance of Rs. 691.64 lakh yet to be released in the coming financial year.

During 2002-03, financial support has been provided by the NCRI to (1) Shirdi Sai Rural Institute, Rahata, Ahmednagar to conduct survey

of selected villages in Pravara Nagar for establishment of a rural Institute (2) Govind Ballabh Pant Social Science Institute, Jushi, Allahabad, (Uttar Pradesh) for starting a two-year postgraduate course in rural development and management. and (3) National Institute of Educational Planning, New Delhi, for organising workshop on rural education. The Institute also proposed to organise rural outreach programmes with an aim to promote participatory process for self-reliance through maximum involvement of persons belonging to most vulnerable sections of rural society,

International Cooperation

The interest of foreigners in higher education is reflected in the large number of foreign scholars coming to India for understanding research. The number of research projects of foreigners has been continuously increasing over the last two-three years. Besides the research projects sponsored by the American Institute of Indian Studies, the United States Educational Foundation in India and the Shastri Indo-Canadian Institute, a large number of scholars come to India on the basis of applications made individually for doing research either on self-funding basis or scholarships from their countries or others sources.

United States Educational Foundation in India

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

USEFI also administers research scholar grants, short-term group programmes for school/college teachers, workshops/seminars involving visiting American professors/eminent Indian Faculty for

Indian college/university teachers in various fields besides the regular exchange programme. It provides educational advisory services to a large number of Indian students who are keen to pursue higher education in the United States.

Shastri Indo-Canadian Institute

The Shastri Indo-Canadian Institute is a binational educational Institute that promotes understanding between India and Canada mainly through facilitating academic activities. It was founded in 1968 by joint announcements of the Government of India and Canada and signing of an MOU between the Government of India and the Shastri Indo-Canadian Institute in India initially for a period of three years, which has been renewed from time to time by signing of supplementary addendas. Action for renewal of agreement for a further period of five years with effect from 1 April 1999 is under process.

The India Studies programme, a core programme of the Institute since its origin and funded by the MHRD has enabled numerous scholars to do research in India and supplies Indian imprints to Canadian Universities. The Government of India has approved visits to 25 scholars for 1999-2000.

The Canadian students programme funded by the Department of Foreign Affairs and International

USEFI also administers research scholar grants, short-term group programmes for school/college teachers, workshops/seminars involving visiting American professors/eminent Indian Faculty for Indian college/university teachers in various fields besides the regular exchange programme.

Trade, Canada, offers fellowships to Indian scholars and Institutions engaged in Canadian research and teaching. Nineteen Indian scholars have been selected for award of fellowship for 1999-2000.

The CIDA-SICI project (CSP) funded by the Canadian International Development Agency aims at fostering sustainable development by funding research projects on development-related issues. The project began in 1992 and was renewed for its second phase (1996-2000). Eleven projects approved during the second phase in the four focus themes of gender and development, development and environment, private sector development and social and economics reform are ongoing.

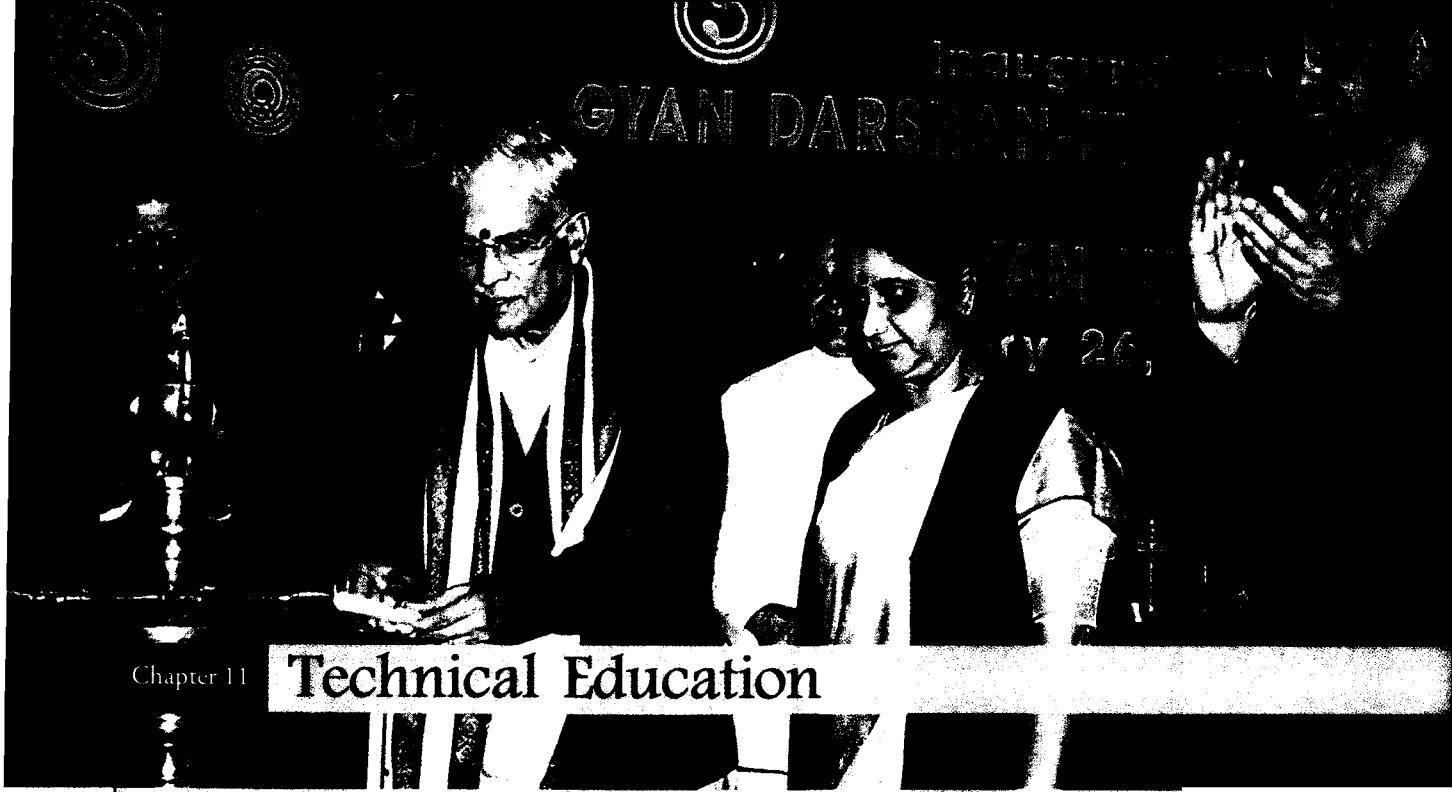
American Institute of Indian Studies

The American Institute of Indian Studies (AIIS), a consortium of about 60 major universities was established in 1961 with the prior approval of Government of India to promote Indian studies, civilisation and culture in the United States.

So far, more than 6000 research scholars have received AIIS support and more than 3000 books have been published as a result of their work.

The AIIS is now in the process of putting its entire collection of photographs, sites, monuments, temples, and field music recordings on the Website with a grant from the Council on American overseas Research Centres Washington.





Chapter 11

Technical Education

An extensive programme for improvement of the quality of technical education has been running successfully covering number of engineering institutions in several states, benefiting technical teachers and administrators. By upgrading the Regional Engineering Colleges to National Institutes of Technology, and increasing the intake to the Indian Institutes of Technology, avenue for top quality technical education has been expanded to more aspirants.



National Programme for Human Resource Development in Information Technology

A National Programme for Human Resource Development (HRD) in information technology (IT) was drawn up on the recommendation of a Task Force constituted by the Prime Minister's Office relating to IT manpower to harness the opportunity that recent advances in IT have provided to the country.

The Task Force made 47 specific recommendations, targeting mainly IT education at the degree level and beyond. The main components of the proposed National Programme are as follows.

- Faculty development initiatives (expansion of early faculty induction and quality improvement programmes and other specific initiatives)
- Upgradation of computing facilities and connectivity (computer facilities for all students and faculty with reliable connectivity)
- Curriculum and courseware initiatives (curriculum to be revised periodically involving industry and other stakeholders and courseware to be developed and distributed through collaborative efforts)
- Promoting technology-enhanced IT education to increase the reach of star faculty in premiere institutions to the entire system
- Modernisation including digitisation of libraries and computerisation of support services to enhance effectiveness and efficiency
- Promotion of interface with industry through cooperative efforts
- Creation of public information on IT manpower.

These initiatives shall be launched along with efforts for overall institutional development and networking of institutions. There shall be primary thrust on postgraduate education and research in IT. Keeping in view the emerging trends, efforts shall be made to IT-enable the entire engineering

All Centrally funded and other prominent technical institutions will have electronic access to nearly 3650 e-journals/databases, in order to enhance research productivity.

and technology education system in the country and to leverage new advances in information and communication technologies to enhance learning effectiveness in the entire technical education system in the country.

Consortia-based Subscription to Electronic Resources

Consortia-based subscription to electronic resources is a common and feasible strategy to meet pressures such as diminishing budgets, increased user expectations and demand in electronic environment and rising cost of journals. In view of the diminishing print-based subscription and alternative models of e-publishing, most publishers offer special consortia prices for their products and services. In view of these developments, a consortia-based subscription arrangement is being put in place in the country.

This arrangement shall initially cover centrally-funded technical institutions. The consortia would be open-ended so opportunities are provided to other institutions to join the consortia and subscribe to resources suited to them at rates negotiated by the consortia. Based on the recommendations of an expert committee, broad-based, multi-disciplinary and well-established electronic resources proposed in the consortia have been finalised. Conscious efforts has been made to include resources that are "electronic only"; print-based resources are avoided. Differential access shall be provided to various institutions

depending on their profiles. Resources would be selected based on their suitability for various categories of institutions.

With this arrangement, there would be quantum jump in the access to e-journals and e-databases in the participating institutions at a fraction of the existing cost. Access to e-journals in Indian Institutes of Technology (IITs), Indian Institute of Science (IISc) etc. would be in the range of 3650 (comparable to world-class institutions like the Massachusetts Institute of Technology and Stanford University) from the existing 100–500. From almost no access at present, the National Institutes of Technology (NITs)/Regional Engineering Colleges (RECs) would have access to around 780 e-journals. Similarly, other institutions would have access to 610 e-journals. Extensive access is possible at a fraction of the cost. Nearly Rs.150 crore would have been required if similar access was taken by individual institutions separately. With convenience of use, particularly search facilities, research productivity of all institutions would be improved multifold.

There would be following direct benefits.

- Faster publication with provision for easy revision
- Distributed access (more than one person being able to use different sections of the same document simultaneously)
- Remote access (facility to use the material from a location other than where it is stored)
- Access to related material and reduction in mailing cost
- Embedding of multimedia and supplementary data
- Reduction in publication cost resulting in lower prices for documents
- Solution to the problem of missing issues/journals
- Reduction in storage space required.

National Programme for Support for Distance and Web-Based Education in Technical Education

New information and communication technologies offer unprecedented opportunities to enhance learning effectiveness and expand access to high-quality education, covering the entire national system of education. This programme is an initiative of the premiere institutions of science and technology to work together to build educational tools, methods, and courses, which will create new learning environments countrywide.

IISc (Bangalore) and all 7 IITs (Chennai, Delhi, Kanpur, Kharagpur, Mumbai, Guwahati and Roorkee) would be partner institutions under the programme. They shall be facilitated to have state-of-the-art production facilities for high-quality digital video and Web-based courses. High-quality faculty of these institutions would be responsible for this. Faculty and resources of other centrally-funded institutions like the Indian School of Mines (Dhanbad), NITs/RECs, the Indian Institute of Information Technology (Allahabad), the Indian Institute of Information Technology and Management, (Gwalior), and the Technical Teachers' Training Institutes (TTTIs) would be used for content creation and these institutions would be associate partners under the programme. Select state institutions and self-financing/private institutions could also be invited to function as resource institutions and be included in the programme by giving them associate partner status. Ultimately, the programme is expected to have 8 partner institutions and 30 associate partner institutions to function as resource institutions under this initiative. The IIMs and management education could also be included in subsequent phases of this programme.

This programme is expected to help the partner and associate partner institutions to leverage technology to use their faculty resources more efficiently and effectively. This would help them

partly overcome faculty shortages and have higher student-to-faculty ratios as per international trends. Further, this programme would provide content support in the form of digital video-based courses/enrichment programmes to the Technology Channel on a sustained basis. This would also help create Web-based courses/programmes for enhancing learning effectiveness not only in the partner and associate partner Institutions but also in the entire technical education system. This would pave the way for the launch of a Virtual University by partner institutions offering a variety of programmes. Existing video and Web-based courses and programmes would be suitably encapsulated and improved upon for the Technology Channel and the Virtual University initiative. 80 percent focus in content creation shall be on curriculum-based courseware development. The balance 20 percent shall be theme-based enrichment programmes, particularly in new and emerging areas. Fifteen courses would be developed on core science subjects specifically targeted at improving the quality of science education at the 10+2 level in schools.

National Programme for Earthquake Engineering Education

The National Programme on Earthquake Engineering Education (NPEEE) aims at developing better capabilities within the country in the crucial area of earthquake engineering. The NPEEE is meant for developing capacity within the engineering and architectural institutions of the country in this subject. The main vehicle of this change is the training of teachers.

Capacity building of teaching institutions will enable them to (1) teach the principles of seismic engineering to their students, (2) provide training to the professional engineers in this subject since most professional engineers have not studied this subject in college, (3) conduct R&D on problems of relevance to our country, (4) provide consulting services to important civil engineering projects, and

A National Programme for Earthquake Engineering Education has been approved with an investment of Rs. 13.76 crore over the next three years. Nearly 100 institutes throughout the country will benefit from this programme.

(5) provide the government with intellectual inputs towards technical and policy issues for earthquake safety from time to time.

In order to address the problem of earthquakes, the following steps are being taken.

- Concepts of earthquake-resistant design would form a part of the compulsory core rather than just being electives in the model curricula for civil engineering
- The All India Council for Technical Education (AICTE) would take up the issue of earthquake engineering teaching in its various related committees and also give a boost to this topic through its ongoing schemes such as the Thrust Area and research and development (R&D) schemes
- Since mere development of curriculum and enforcing it in colleges may not be effective, special efforts for faculty development in this area would be taken
- Course materials and other teaching aids shall be developed in related fields
- Earthquake engineering also requires adequate inputs from the disciplines of geo-technical engineering and geology (in addition to structural engineering). Hence, expertise in these areas shall also be developed.

Under the NPEEE, lead institutions in the country would help faculty development in other institutions. This would help train the engineering

college teachers through short- and long-term training under a centrally-funded programme. The resource institutions for this would include the IITs, the IISc, and Roorkee University. Activities under this national initiative would include the following.

- Faculty development through short-term crash programmes and long-term programmes
- Development of resource materials/text books etc.
- Development of library resources in technical institutions
- Faculty exchanges between lead institutions and other institutions in the country and academia–industry exchanges
- International exchanges, wherein renowned experts from abroad can visit Indian institutions for varying durations for teaching and research, and younger Indian teachers/ professionals could spend time in top international institutions on these subjects
- Basic teaching laboratories may be funded at different engineering institutions. At the lead institutions, the proposed programme may fund the development of major research laboratories that would be used by other institutions also.

This initiative would enhance country's preparedness to cope with earthquakes in the future avoiding loss of life and property. The total cost of this project over the next three years would be Rs.13.76 crore.

Promotion of Biotechnology Education in India

Biotechnology is a highly interdisciplinary area, requiring inputs from the diverse fields of biological, chemical and engineering sciences. Opportunities in biotechnology exist in practically all sectors of human endeavour such as healthcare, agriculture, food processing energy, environment and industry. India, with its rich biodiversity, offers plenty of opportunities in all these key areas. An initiative is being taken to meet the manpower requirement in

the emerging area of biotechnology and for the promotion of education and research in this area.

1. Special thrust shall be given to education and research in the area of biotechnology in *premiere institutions* of the country to provide a competitive edge to India in the long-term development of its biotechnology potential. For this, all IITs shall be facilitated to have a full-fledged Department of Biotechnology (DBT) with undergraduate, postgraduate, integrated and doctoral programmes. Special funding shall be provided to these institutions during the Tenth Five-Year Plan for the purpose. State-of-the-art central facilities for education and research shall be established in these institutions.
2. A separate module on biotechnology would be integrated with the school curriculum. The Department of Biotechnology would provide an outline of this module so that the NCERT / Boards of School Education could be advised accordingly. Similarly, the DBT-UGC Task Force would be advised to integrate biotechnology in the curriculum of all undergraduate programmes.
3. With the blurring of distinction between the biological and physical sciences, a review of the system of admission in engineering programmes particularly in disciplines like biotechnology, biochemical engineering, chemical engineering etc. is being done.
4. Keeping in view the potential demand for manpower in this area, the AICTE has been advised to encourage institutions to take up programmes in biotechnology without, however, compromising on the infrastructure requirements or the facilities required for the purpose. The AICTE has also been advised to develop a model curriculum for an undergraduate programme in biotechnology.
5. Pharmacy education in the country would also be reoriented keeping in view the recent advances in biotechnology. The AICTE has been advised to set up an experts' group to look into pharmacy education and also overall

promotion of biotechnology education and research in technical Institutions in the country.

Support for Networking of Institutions for Optimisation of Resources

The IISc and IITs have become role models in technical /professional education in the country. These have, over the years, evolved systems and procedures, teaching and learning methodologies, research environment and a culture comparable to the best institutions the world over. In addition, there are a sizeable number of institutions in the country that have potential to excel given some hand-holding support.

In view of the above, it is proposed to initiate a process of networking these institutions so that a larger number of high-quality institutions, known for their academic and research excellence, can be provided to students. Under this initiative, various activities as under are proposed.

- Faculty exchange programmes
- Students exchange programmes
- Joint academic programmes
- Promoting concept of faculty mentors
- Joint guidance for theses and projects
- Joint consultancy and sponsored research
- Joint continuing education and distance learning programmes
- Joint initiatives to design up-to-date and relevant curricula
- Joint instructional materials development—both print and multimedia
- Assistance in laboratory development
- Upgrading of qualification of faculty
- Upgrading governance and management systems
- Information resource sharing through consortia mode subscription and digital libraries.

Though electronic connectivity is important for effective networking, the thrust under this initiative shall be on person-to-person contact so that the excellent academic and research culture of premiere

institutions could be transferred to other institutions. Networking could also be affected between the IISc and the IITs themselves to build critical mass and benefit from synergies in working together, particularly in the areas such as distance education and Web-based education for higher-end and interdisciplinary areas. Partnership between premiere academic institutions and the Research Lab System shall also be facilitated to give a competitive edge in technology development to the country.

National Resource Centre for Value Education in Engineering

A National Resource Centre for Value Education in Engineering has been set up at IIT Delhi as a full-fledged academic centre. This Centre shall service and support education and research and extension in the area of value education in engineering in all engineering institutions in the country.

The objective of the Centre is to identify, develop and disseminate techniques by which students can be motivated to imbibe universally accepted human values and appreciate their impact on technology development and human welfare. The Centre is undertaking the following activities to achieve its objective.

- Preparing innovative course material/video films/practical training modules
- Understanding implications of interaction of science, technology and human values
- Promoting the appreciation of professional ethics among students, practising engineers and technologists through case studies
- Organising workshops to train the teachers of IIT Delhi and other technical institutions
- Liaising with various authentic spiritual and social organisations in the country
- Organising symposia/seminars on relevant topics to promote general awareness
- Coordinating the teaching of various such courses in IIT Delhi and promoting initiation of such activities in other institutions.

National Level Entrance Examination and Competency-Based Assessment Services

The Programme of Action (PoA), 1992, under the National Policy on Education (NPE), 1986, envisaged conducting a common entrance examination on an all-India basis for admissions to professional and technical programmes in the country. For admissions to engineering, architecture/planning and pharmacy programmes, the Government of India vide Resolution dated 18 October 2001 has laid down a Three-Exam Scheme (Joint Entrance Examination (JEE) and All India Engineering / Architecture and Pharmacy Entrance Examination (AIEEE) at the national level and the State Entrance Exams for state-level Institutions, with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves the problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance exams.

Accordingly, the first AIEEE was held on 19 May 2002. A total of 190045 out of 211696 students, registered at 396 centres in 65 cities, appeared for the examination. Also, 7116 seats in 102 institutions (including 11 deemed universities) were offered through this examination. All state-level institutions in Himachal Pradesh, Uttaranchal and Chandigarh admitted all their students on the basis of the AIEEE. In the states of Haryana, Rajasthan and Orissa, 25 percent payment seats in the state-level institutions were filled up through the AIEEE. A centralised counselling system has been organised for filling up the All India seats.

To further streamline admissions through the AIEEE, based on the recommendations of a Committee under the Chairmanship of the Chairman (UGC), several steps have been taken up this year. Eligibility criteria have been reviewed.

Keeping in view greater variety of subjects offered by different School Boards at the 10+2 level, more subject combinations in qualifying examination (10+2) would now be possible. For the convenience of candidates, provision for online submission of application forms has been made this year.

Many other institutions (Central Universities, Deemed Universities, NITs and other institutions like the Army Institute of Technology, Pune) are expected to admit students through the AIEEE this year. Deemed universities would fill up at least 50 percent of their seats on all-India basis. Open seats in state-level institutions would be filled through this exam. states/UTs would have the option either to join the AIEEE or continue with their existing arrangements for admission to state seats in state-level institutions. Revised guidelines for deemed universities and amendments in the admission regulations of the AICTE are under issue. The AICTE has also approved nomenclature for courses offered in engineering, architecture/planning and pharmacy. Courses by any other name are not approved by the AICTE. On a long-term basis, a National Testing Service (NTS) would be established independent of the secondary boards for the purpose.

In addition, the Common Entrance Test for MCA/MBA is being considered. Based on the experiences of Common Engineering Entrance Examination and Common MBA/MCA Entrance Examination, this could be extended to other areas as well.

Raising the productivity of the informal sector is key to the socio-economic growth of the country. Accordingly, greater thrust would be provided to upgradation of skills of people working in the informal sector through training. Assessment of competencies would be important to ensure continued motivation of the workforce. Accordingly, competency-based assessment services are proposed.

Curbing Malpractices in Professional Education

The number of institutions offering professional education has increased very rapidly during the last decade or so. Some of these, particularly in the non-governmental sector, indulge in various malpractices. The release of misleading/illegal advertisements/publicity to lure gullible students is very common. In order to curb such malpractices, Cells for Prevention of Malpractices have been established in all apex bodies at the national level.

A Cell has been established at the AICTE headquarters at New Delhi to deal with technical institutions indulging in such malpractices. This Cell collects information from the AICTE's regional offices, newspaper advertisements, faculty members, students and general public on malpractices. The facts are verified through Regional Offices, Directorates of Technical Education of the States and Affiliating Universities. Appropriate action is then taken. Complaints of specific nature, particularly in cases where norms and standards of the AICTE are not being followed, are invited from the general public. The AICTE would take action against all those found guilty after proper inquiry.

Notices are issued to AICTE-approved institutions functioning with the names of Indian, National, All India, or with names similar to IITs, IIMs and other government Institutions to change the names within a time limit, failing which action including withdrawal of approval could be taken against such institutions. Regional offices have also been advised not to allow these names for new private technical institutions.

A public notice has been issued in leading national and regional newspapers cautioning the general public about the technical institutions operating without approval from the AICTE. The AICTE Website (www.aicte.ernet.in) has been updated with latest information on AICTE-approved institutions. Tuition fee levels fixed for self-financing institutions

by the State Level Fee Fixation Committees are being given wide publicity. The AICTE has fixed development fee for them; this is also given necessary publicity.

Newspapers are being scanned regularly for misleading advertisements inserted by Institutions offering admissions to unapproved technical courses coming under the purview of the AICTE. Legal notices are being issued to such institutions invoking the provisions of the AICTE Act. If there is no positive response, appropriate action is initiated against such institutions.

Some AICTE-approved institutions are running unapproved courses in addition to the approved courses and advertising in newspapers calling for applications for admissions. To scan such advertisement, newspapers are being scrutinised regularly to verify whether AICTE-approved institutions are indulging in such activities. If so, appropriate action is initiated against such institutions.

In addition to the above, a Committee has been constituted to take a holistic view in the matter and suggest a strategic plan for prevention of all malpractices in professional education on a continuous basis in a sustained manner.

National Mission for Technology Education

Technology education is very crucial in providing a competitive edge to the country in today's knowledge-driven, global environment. For this purpose, both the central and the state governments would have to play an important role; education being on the concurrent list. The central government is not only responsible for coordinated and balanced regional development of all areas of technology education, including those in the new and emerging areas, but is also exclusively responsible for maintenance of standards.

For this and to take a holistic view and adopt a convergent approach for implementation of various ongoing programmes and oversee different initiatives of the government, like upgradation of technical/professional institutions, accreditation and quality assurance, promotion of science education at the school level and postgraduate education and research in higher technical institutions, The Government of India is considering setting up a National Mission for Technology Education and is constituting a National Advisory Committee for Technology Education. This is likely to become operational during 2002-03. Financial assistance would be required to provide secretarial and other support to the proposed mission.

Indian Institutes of Technology (IITs)

The IITs at Kharagpur, Bombay, Kanpur, Madras, Delhi and Guwahati were established as Institutions of National Importance under the Institutes of Technology Act, 1961. Recently, the University of Roorkee has been upgraded into an IIT and integrated with the overall IIT system. The main objective of the IITs is to impart world-class training in engineering and technology; to conduct research in relevant fields, and to advance the learning and dissemination of knowledge.

The IITs offer undergraduate programmes in various branches of engineering and technology; postgraduate programmes with specialisation and Ph.D. programmes in various engineering and science disciplines, interdisciplinary areas; and conducting basic applied and sponsored research. At present, the IITs offer B.Tech., M.Sc., M.Des., M.Phil., M.Tech. and Ph.D. degrees. The IITs maintain a quality of teaching and research of international standards. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in industry.

In the higher technical education system in the country, the IITs play a critical role. These Institutes

are responsible for the following.

- Producing high-quality technical manpower relevant to the needs of our country
- Meeting the increasing demand for quality manpower in IT and related areas (IITs are enhancing their student intake in the emerging areas)
- Providing an ambience for promotion of research, development and innovation
- Ensuring that strong industry institute interactions are developed
- Meeting the growing needs of Indian Industry for which five-year dual degree programmes have been introduced
- Enhancing the level of activities pursued in the areas of sponsored research project and consultancy works especially through the Technology Development Missions resulting in successful transfer of technologies, filing of patents and execution of Memorandums of Understanding (MoUs) with a large number of industries
- Contributing to updating the knowledge of faculty of other engineering colleges through Quality Improvement Programmes (QIPs) and as host institutions under the Early Faculty Induction Programme, IITs act as the nuclei to cater to the technical requirements of the respective regions
- Updating continuously the knowledge base and skills of working professionals in industry through the Continuing Education Programme (CEP) and enhancing the interaction between the institute and industry.

In recent years, there has been a substantial increase in the intake of students to meet the growing demand for quality technical manpower, especially in the field of IT. Strength of students in the IITs has increased by nearly 50 percent in the last 6-7 years. Computing and networking facilities have been upgraded. Electronic classrooms and videoconferencing are being increasingly used. There is greater use of technology in teaching-

learning processes in the IITs, resulting in pedagogical transformation.

The IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. They have distinguished themselves by the excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contributions.

New initiatives for the IIT system

The Council of IITs in its meeting on 21 May 2002 approved a revised pattern of funding for inter se allocation of Plan and non-Plan funds for the IITs for 2002-03 and onwards. The revised pattern seeks to result in greater accountability of the IITs and steer the IIT system to achieve nationally desirable goals. This is consistent with the recommendations of the Expenditure Reforms Commission and would provide greater flexibility to the IITs in internal administration. A Joint Task Force has been set up for working out institutional arrangements for building on synergies between the IITs and the CSIR system. Reforms in the JEE have also been taken up to ensure greater harmony between JEE and the School Board Examination. The following arrangement shall come into effect from JEE 2003 onwards:

- The screening test shall be held in the third week of April and the main examination in the last week of May or first week of June in such manner that these do not overlap with the Board Examinations. The results should be announced and the counselling should be undertaken in such a manner that the academic session positively begins by 30 July every year.
- The process of the JEE should be totally transparent. Marks obtained both in the screening test and the main examination should be communicated to the candidates. The JEE system should be also able to publish the model answers as soon as feasible.

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A series of measures are being taken to attract and retain quality faculty in the IIT system. With the RECs being declared as NITs, the focus of quality undergraduate programmes should gradually shift to the NITs with IITs primarily focusing on postgraduate education and research programmes.

Indian Institute of Technology, Kharagpur

The Indian Institute of Technology at Kharagpur was set up after Independence for the purpose of nation building through HRD in science and technology. IIT Kharagpur being the oldest of the IITs, has provided the necessary leadership to usher in a revolutionary change in the outlook of technical education in the country.

The most important activity of the year has been the year-long Golden Jubilee celebration of the Institute, inaugurated on 18 August 2001 by Dr Murli Manohar Joshi, Hon'ble Minister of Human Resource and Development, Science and Technology, Government of India. As a part of this programme, 18 international conferences and workshops and 9 Golden Jubilee Commemorative Lectures by renowned experts, including Nobel laureates have been organised. With generous donations from the alumni, each student of the Institute has been provided with a personal computer and a state-of-the-art computer network has been extended to the hostels. The process of

setting up a new academic complex comprising lecture halls, seminar rooms, etc. is under way. A few centres of excellence are being added to the existing academic centres of excellence.

In addition to the ongoing B. Tech. (Honours), B.Arch., M.Sc. and M. Tech. courses, the Institute has introduced a three-year programme in master's in medical science and technology from the academic session 2001-02. The Postgraduate Diploma in IT (PGDIT) started from the session 1999-2000 in hybrid mode in extension centres of Kolkata, Bhubaneswar and at STEP. IIT Kharagpur has received encouraging reports from the IT industry as far as the quality of the programme is concerned.

The Institute is the first in the country to introduce a three-year master's in medical science and technology (MMST) programme during the last academic session. Besides regular academic programmes (494 B.Tech./B.Arch./M.Sc., 392 M.Tech./MCP/MS and 74 Ph.Ds graduating from the Institute), the distance education programmes have been strengthened and a PGDIT programme is being offered from Kolkata and Bhubaneswar Extension Centres.

The VLSI design by the Computer Science and Engineering Department is of pioneering nature and the VLSI group is designing 0.18 μ m chips, which are being cast in the foundry of National Semiconductor USA and brought here for testing. The Institute emphasises resource generation through sponsored research and collaborative research by national and international agencies. Research is being conducted on many areas of national importance such as robotics, biotechnology, cryogenics, VLSI chips, etc.

The faculty and students of the Institute received laurels and distinctions including the prestigious Shanti Swarup Bhatnagar Prize and Fellowship of National Academy of Science and Engineering.

The Institute received numerous sponsored research and industrial consultancy projects from India and abroad and made substantial earning ranking at the top among the IITs. The Institute has also taken a lead in intellectual property rights protection and filing patents and copyrights.

Indian Institute of Technology, Bombay

IIT Bombay, second in the chain of IITs set up by the Government of India 44 years ago, has established expertise in a number of areas of science, technology, social sciences and management. The strength of the students has gone up gradually from about 2800 in the mid-1980s to about 4400 in 2002. At the 40th Convocation, held on 9 August 2002, 1209 degrees were awarded of which about two-thirds were postgraduate degrees.

From July 2002, the duration of the M. Tech. programmes has been increased from one-and-a-half years to two years. For this, a new framework was developed, which provides for greater emphasis on research projects and on inter-departmental involvement through the concept of minor areas and Institute-level electives.

IIT Bombay has initiated action to induct post-doctoral fellows, not only to give fillip to its own research activities, but also to contribute teachers and researches to other colleges, universities and institutions. At the doctoral level, the fellowship amounts were increased and the Institute is looking at ways by which the Ph.D. programmes can be made stronger and also attractive to draw researchers from industry and other engineering colleges.

The institute entered into a number of MoUs during the academic year, related to both science and technology and academic activity. 12 MoUs were signed with foreign agencies and 15 with institutions within India.

The Institute has designed and built the country's biggest walking robot at its robotics lab and its first

demonstration was held before the scientific community on 5 August 2002. The Department of Science and Technology (DST) has approved the setting up of an ICP laboratory for geochemical analyses, as well as an advanced microscopy lab in the Earth Sciences Department of the Institute. The setting up of a School of Biosciences and Bioengineering has provided considerable impetus to research in the field of biosciences, biotechnology and bioengineering for multidisciplinary developmental activity with the objective of providing cost-effective healthcare solutions to meet the needs of the country's population.

The technology developmental efforts at the Institute have made significant impact. The Super Critical Fluid Extraction Plant and System, designed and developed at the Institute, was successfully employed in fabricating and commissioning a commercial plant by a Bangalore-based company. The solid waste and water purification technologies based on soil biotechnology continue to find a widespread acceptance.

The National Geotechnical Centrifuge facility, the first of its kind in the country and one of the larger ones in the world, was established and commissioned at IIT Bombay. This national facility helps to simulate studies of models on a wide range of problems in geotechnical engineering was established at a cost of around Rs.6 crore with indigenous design and fabrication.

IIT Bombay is at the forefront of earthquake engineering in India and is coordinating an Asian mega-cities earthquake disaster management effort involving the various cities in South Asian region in addition to Uzbekistan. Following the devastating Bhuj earthquake in Gujarat, the Institute has been providing, among other things, assistance investigating scientific and engineering causes for the devastation as also formulation of Indian standards for earthquake-resistant design of structures.

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The CEP Cell at the Institute has achieved remarkable growth. It has conducted 46 short courses till October 2002 this year with a total participation of 1044 professionals from various organisations and earned a revenue of Rs.73.51 lakh, in addition to substantial involvement in running longer-term in-house programmes for industry.

Nine faculty members of the Institute were elected as fellows of various Academies and Societies and 21 notable awards were conferred on them in the first half of 2002-03.

Indian Institute of Technology, Kanpur

The remarkable discovery of a polynomial time algorithm to solve the primality problem by a research team of IIT Kanpur is the unique event of the past academic year. The work has already triggered a series of research activities in the field of computer and Internet security. Another major breakthrough was achieved in investigating the behaviour of the Iron Pillar of New Delhi. The faculty of IIT Kanpur has discovered that the pillar has not rusted for centuries because of phosphorous content and a protective layer formed on the surface.

A new academic programme of Masters of Design as well as a new M. Tech. programme in the area of biological sciences and bioengineering was started by IIT Kanpur with effect from July 2002. Based on the recommendations of the Undergraduate Review Committee, a new academic programme

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was approved by the Academic Senate and implemented by the Institute with effect from July 2001. The highlight of the new programme includes introduction to the profession in the first year, courses on communication skills, and a component of two advanced science courses.

A National Information Centre on Earthquake Engineering (NICEE) has been established at IIT Kanpur. The centre is conducting a series of training programmes as well as consultancy service activities for the Gujarat State Disaster Management Agency. The institute is conducting a research project in collaboration with the Norwegian Institute of Air Research to study the air pollution in rural as well as slum areas. IIT Kanpur has developed successfully a technology for Indian Railways, the RDSO. Using the technique of virtual instrumentation, it is now possible to detect the flatness in a wheel of a rail vehicle. It may be mentioned that several derailments and accidents are attributed to the failure of detecting this drawback. The technology developed by IIT Kanpur is far more cost-effective and can be scaled up for deployment at several sites.

A number of technologies related to computer and information science areas have been developed at IIT Kanpur. An operating system has been developed for smart card technology. This system has been certified and accepted as a standard by Government of India. A software system for

automatic translation of a document from English to Hindi has been developed. A Web-enabled version of this software is also available. For the saddlery industry in Kanpur, a new technology of design and development of saddletrees using computer-aided design and manufacturing technologies has been developed. Using this technology, saddletrees of international standards are now being manufactured at a price far lower than international rates. The research work in the area of rural mobile connectivity using IEEE 802. Eleven standards has been initiated at IIT Kanpur under the sponsorship of Media Lab Asia. A field prototype of wireless-based technology to provide cheap audio, video and Internet connectivity to rural areas is being developed in this initiative.

An all-round development of the campus has been undertaken. The new girls hostel with 250-room capacity is fully functional. The Hall of Residence 6 with 130-seat capacity has been fully renovated. The first phase of Hall 7 with 225 rooms has been made operational. A new cluster of eight lecture halls is ready now. It consists of six 90-seater halls and two 120-seater halls.

Indian Institute of Technology, Madras

The Indian Institute of Technology, Madras was established in 1959 by the Government of India, as an Institute of national importance. Its primary objective is to promote higher technical education, research and consultancy.

IIT Madras has vigorously pursued several academic activities, which are based on the core strengths of the Institute and in consonance with its stated goals. The Institute offers several course-based undergraduate and postgraduate programmes as well as research-based postgraduate and doctoral programmes. On realising the current needs of the industries, this Institute instituted four postgraduate disciplines namely, M.Tech. in software engineering, M.Tech in IT, M.Tech. in digital signal processing and M.B.A., two B.Tech. branches in

biotechnology and engineering physics and two dual degree disciplines in biotechnology and power system and power electronics.

In the area of manpower development, at the last Convocation held on 26 July 2002, a total of 939 degrees were awarded: 48 Ph.D., 80 M.S., 371 M.Tech, 79 M.Sc. and 361 B.Tech. These degrees cover a wide range of disciplines and specialisations offered by the 9 engineering departments, 3 science departments and the humanities and social science department. The Institute offers 7 specially designed user-oriented M.Tech. programmes. Each of these is designed and implemented through collaboration with user Industries. As many as 47 new courses were introduced. A cell for Professional Ethics and Human Values has been set up in order to promote these characteristics in our students.

Apart from the Ph.D. and M.S. thesis, the faculty and research scholars have published 405 research papers in refereed international and national journals, presented 403 papers at international and national conferences. Faculty members have also published 7 books during the year.

The number of active sponsored projects during the year was 89. The number of faculty members involved in these projects as Principal Investigators and Co-Principal Investigators is 120. The value of sponsored projects sanctioned during the year is Rs.18.6 crore. The number of active consultancy projects during the year is 737 with a total value of Rs.7.1 crore; the number of faculty members involved in these consultancy projects is 188. The AICTE has funded a project under the Industry-Institute Partnership programme under which two projects were taken up. The ISRO-IITM Cell has renewed five projects and sanctioned 16 new ones. Under the IGCAR-IITM Cell, four projects were continued and three new projects have been sanctioned. ISRO-IITM Cell and IGCAR-IITM cell have been functioning effectively through periodic monitoring and review. The Industrial

The Education Technology Cell of IIT Madras has produced video materials, which include one semester lecture-based programme, two visual-based short programmes, one documentary and a lecture series for *Gyan Darshan* telecast.

Associateship Scheme now has more than 250 members. The Institute has signed 18 MoUs with Industries during the year.

The Centre for Continuing Education (CCE) of the Institute has been very active in its professional development activities. Six short-term courses under QIP and 23 short-term courses under CEP were organised. The Institute's Education Technology Cell has produced video materials, which include one semester lecture-based programme, two visual-based short programmes, one documentary and a lecture series for *Gyan Darshan* telecast. As many as 100 courses are being prepared in Web-enabled format in a newly set-up Web Studio.

The Institute has played a leading role in providing guidance and assistance to the other engineering institutions in the country. Seventy-one teachers of the engineering colleges are currently registered for Ph.D. and M.Tech. programmes under QIP.

The Institute has been interacting with several international organisations for collaborative research, exchange of faculty and students. During the year, MoUs were signed with five international universities. The total number of MoUs signed by IIT Madras with international universities now stands at 48.

The Institute conducted 30 training programmes (138 programme-days) for technical and

administrative staff to update their knowledge and skills so that they could function more effectively.

IIT Madras is the first higher technical education Institution in the country to have secured ISO 9001 certification for six units in 1999. Six more units have now secured ISO 9001 certification. Continuous improvement being the hallmark of a learning organisation, several 5-S programmes have been conducted. Quality Circles have been initiated in 12 Administrative Units covering nearly the whole of support services.

The campus infrastructure has been improved substantially. A multimedia language laboratory has been added to the humanities department. A new office of hostel management was inaugurated this year. The old library building is being remodelled. The augmentation of the lecture hall complex has been completed. A new telephone exchange has been inaugurated this year. Also, 150 additional rooms have been added in the hostels and all toilets renovated. A large dining facility has been added to cater to the needs of hostel students. Two reverse osmosis water purification plants have been commissioned for supply of drinking water to all the hostels.

Indian Institute of Technology, Delhi

Established as a College of Engineering in 1961, this Institute was declared an Institute of National importance under the Institute of Technology (Amendment) Act, 1961, and renamed as the Indian Institute of Technology Delhi in 1963.

The Institute offers a wide range of academic programmes in science and engineering disciplines both at the undergraduate and postgraduate levels. This includes a four-year B.Tech. programme in 9 disciplines of engineering and technology, a five-year integrated programme in five areas, two-year M.Sc programme in three disciplines, 36 M.Tech. programmes in engineering technology, management, humanities and social sciences besides

a two-year M.Des. programme in industrial design. The Institute also offers opportunities for doctoral research in the 13 departments and 9 research centres. The Institute plans to take the student strength to 5500 in next few years to meet the increasing demand of quality technical manpower.

The Institute is playing a significant role in upgrading the quality and fostering awareness in the teachers from other engineering colleges and technical personnel from Industries and government agencies, through QIPs and the CEP. During this period, several short-term (QIP/CEP) courses have been organised by the institute faculty. Students were admitted to master's and doctoral programmes in various departments. In order to enhance the IT skills of officials from the Ministry of Finance, college teachers and personnel from industry, the Computer Service Centre of the Institute has run several courses.

Along with teaching and academic research, IIT Delhi lays great emphasis on R&D activities.

The institute is actively involved in national/international collaborative programmes. At present, various collaborative programmes are operative. This year, the institute has signed several MoUs with institutes/industries in the country/abroad.

Indian Institute of Technology, Guwahati

IIT Guwahati was established in 1994. Its academic programmes started with the admission of the first batch of students in August 1995 in three engineering disciplines of computer science and engineering, Electronics and communication engineering and mechanical engineering. At present, IIT Guwahati has 11 academic departments with a strength of 97 faculty and 205 staff. IIT Guwahati completed eight years in September 2002. The number of students has been increasing over the years with 733 students on roll at present. M.Sc programmes in physics, chemistry and mathematics, and an M.Tech. programme in civil

engineering with specialisation in structural engineering were introduced.

The establishment of the campus has made rapid progress during the year and is on its way to becoming a full-fledged Institute. The students and faculty have already shifted to the campus from temporary quarters in the city. The entire activities of the Institute also shifted to the campus. Most of the construction activities including hostels and residential quarters have been completed.

The Institute had interactions with a number of local Institutions during the year. This has been in the form of providing summer training to students of colleges, providing training to craftsmen, preparing study materials, and collaborative research.

The laboratory facilities of the Institute include Param Supercomputer, Audio-Visual Studio equipment, Digital Micro-hardness Tester, X-Ray Diffractometer, Radio Frequency Vector Network Analyzer, 3-D Coordinate Measuring system, and Dynamic Testing facility equipment for the Civil Engineering Department.

There were several ongoing sponsored R&D projects in the Institute with a total funding of crores of rupees. Out of this, various projects were awarded during this year. Consultancies with organisations were undertaken. A notable feature has been that a number of the consultancies have been with state government organisations. This has enabled the Institute to address problems of relevance to the local environment.

Indian Institute of Technology, Roorkee

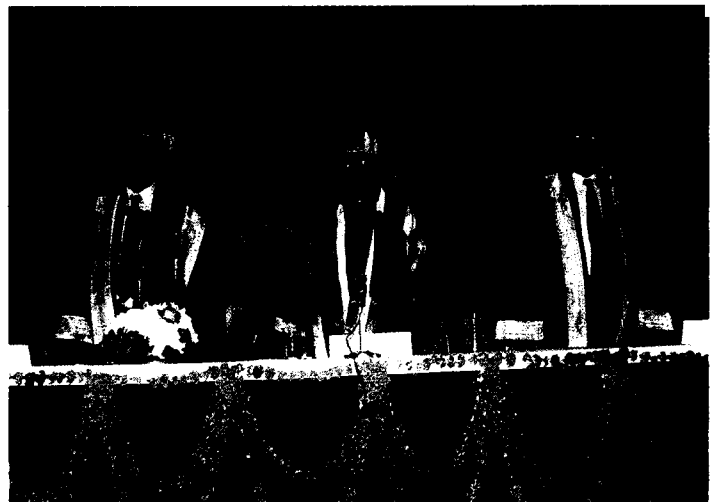
The University of Roorkee was converted into the Indian Institute of Technology Roorkee with effect from 21 September 2001 by the Government of India. It has its foundations in the Roorkee College, which was founded in 1847, to train technical manpower for making the Ganga Canal. It was the

first engineering college in the entire British empire at that time.

Admissions in the session 2002-03 to the undergraduate programmes were made through JEE system of IITs. The M.Tech. programme in IT, which was started in October 2002 in collaboration with Electronics Research & Development Centre, Noida with an intake of 60 students, has completed one year. The first two semesters were conducted at Noida and a short summer term at the Roorkee campus. A second batch of 30 students has been admitted in July 2002.

The duration of M.Tech. programmes in engineering and technology, M. Arch. and MURP has been increased, from three to four semesters with effect from July 2002 admissions. Accordingly, the revised teaching schedule and curricula have been prepared for these Masters programmes.

The Institute has decided to start a three-year part-time modular M. Tech. (Process Integration) in collaboration with Engineers India Ltd. and the Department of Process Integration, UMIST (UK) with an intake of 10 industry-sponsored candidates. Besides two new Masters programmes, M. Tech. (corrosion Engineering) and M Tech. (Advanced Chemical Analysis) are also going to be started from next year.



Campus recruitment has been extremely fruitful. During 2001-02, 75 selection teams visited Roorkee and Saharanpur campuses of the Institute and 343 students have been effectively placed in various organisations. Up to mid-October 2002, a total of 192 students were selected through campus recruitment and the process is continuing for 2002-03.

There were 167 research projects running with a total funding of Rs.28.72 crore. Of these, 25 research projects with a total funding of Rs.4.95 crore were started this year. Besides, 29 research projects with an outlay of Rs.3.02 crore were completed. A total of 453 new industrial consultancy/testing projects with an impressive funding of Rs.6.63 crore were registered. In spite of depleted faculty strength, the faculty published 232 research papers in refereed national/international journals, presented another 366 papers in conferences/symposia and published 16 books/chapters in books/proceedings. The Summer Undergraduate Research Award (SURA) scheme, aimed at initiating the students into research, not only continued this year, but the number of projects and the amount of awards was almost doubled in view of the tremendous response and demand of students.

The Institute is now taking a new initiative in the activities of continuing education and strengthening other activities of resource generation. The Institute is setting up a national facility on geochronology and isotope geology with the new generation Thermal Ionisation Mass Spectrometer, which would be operational shortly. The Shake Table Facility at the Department of Earthquake Engineering has been modernised and upgraded through DST funding of Rs.1.40 crore. Besides, the development activities with respect to renovation and construction of various buildings, procurement of modern equipment and removal of obsolescence with the help of special assistance provided by the MHRD (Ministry of Human Resource Development) are going on actively.

Indian Institute of Science, Bangalore

The IISc, Bangalore, was set up 1909 with the objectives of providing opportunities for advanced instruction and to conduct original investigations in all branches of science and engineering to promote the material and industrial welfare of India. At present, it has a deemed university status. Over the years, the IISc has succeeded in encouraging creativity, nurturing excellence, boosting innovative R&D, and at the same time providing strong interfaces and support to Industries and other organisations. IISc has earned a global reputation as centre of excellence in R&D in all its areas of activity.

IISc's activities are carried out through six divisions: biological sciences, chemical sciences, electrical sciences, information sciences and services, mechanical sciences and physical and mathematical sciences.

The Institute admits around 450 candidates for research and course programmes in different disciplines very year. The institute has innovative programmes, viz., Young Fellowship programme to motivate talented undergraduates at the 10+2 level to adopt research as a career and young Engineering Fellowship Programme for III Year BE/B.Tech. students. Around 1600 students are pursuing different programmes, leading to the award of Ph.D/M.Sc. (Engineering) by Research and M.E./ M. Tech./M. Des. degrees. In one year, the Institute awards around 150 Ph.D. degrees, 70 M. Sc. (Engineering) and 350 Masters Degrees, viz., M.E./M. Tech./M.Des. The human resource trained at the Institute is in great demand in academic institutions, industrial establishments and government agencies in the country and abroad.

The IISc has taken innovative steps to further enhance its relationship with business and industry through the creation and nurturing of the Society of Innovation and Department (SID). Almost 400 industrial interaction projects are being handled

through the Centre for Scientific and Industrial Consultancy and SID. The Institute has close interaction with agencies such as the Department of Space (DOS), the Defence Research & Development Organisation (DRDO), the DBT, the Ministry of Information Technology (MIT), the Ministry of Non-Conventional Energy Sources, etc. and contributes to several national Initiatives. Faculty members have taken up nearly 385 sponsored research schemes for investigations. In addition, the Institute works on and supports activities of concern to application of science and technology to rural development.

Indian Institute of Information Technology, Allahabad

The Indian Institute of Information Technology, Allahabad, (IIIT-A) was set up in 1999 under the Society Registration Act, 1860, with the objective of imparting education, training, R&D in IT and related areas. Within a short span of time, it has earned a reputation as an important centre for education and research in IT. It was conferred the status of Deemed University in August 2000. The main programme being offered currently is the undergraduate programme (B.Tech. in IT). The Institute has laboratories related to analogue/digital signal processing, image processing, artificial intelligence, digital/data communication, data structure, language technology, etc. The Institute has an excellent computing infrastructure with 13 servers running on different operating systems and more than 300 workstations.

Internet facility is available on desktop through a 2 MBPS leased-line set-up using CISCO 3600 router. The Institute has strong networking backbone with 9 Bay stack 450 switches along with 12/24 ports and 16 D-link 24 ports switch with 100 MBPA data transfer rate.

The permanent campus is being developed on a full swing with the target date for completion during the current year. It consists of an administrative block, a lecture complex, computers and various other

laboratories, electronic library, residential complex, hostels, sports complex and facility centres. The building has been so designed to adopt latest understanding of nature and information.

The Institute has recently been identified as a nodal centre for an important project for development of software in languages by the MIT. The Institute will coordinate the project with the involvement of prestigious institutes like IIT, Bombay, IISc Bangalore and C-DAC, Pune. The Indo-Russian Centre for Biotechnology is being established in the Institute to develop database in bioinformatics, to conduct M.Tech. course in bioinformatics and to organise R&D in various thrust areas related to the institute's interest like genomics, computer-aided molecular modelling and drug design, computational neuroscience, computational model of evaluation, phylogenetic tree, computer-aided immunology, etc.

The Institute, in collaboration with Indira Gandhi National Open University (IGNOU) is organising activities to popularise various aspects of IT, formal courses, career counselling and other related useful information to the society through establishment of Gyan Vani Studio with digitised facility of audio recording and transmission of FM channel. The Institute is also helping the local district authorities in the dissemination of various schemes through the Web, networking for the High Court and the City Corporation at Allahabad for preparing their database information and other establishments in Allahabad. The Institute has organised two workshops: one on *e-Enabled Legal Profession* and other on *e-Governance*.

Indian Institute of Information Technology and Management, Gwalior

The Indian Institute of Information Technology and Management (IIITM), Gwalior was started by Government of India in 1997 for developing IT and IT-enabled management for meeting the growing need of the industry in this area and keeping pace with developments taking place world

over this rapidly developing field. The Institute has facilities for education, research, consultancy and professional development in the cusp area of IT and management, which has been developed through seamless integration. It currently offers postgraduate programmes leading to MBA (a two-year programme open to engineering graduates of all disciplines), an M.Tech. (a one-and-a-half year programme open to electronics/electrical and computer science graduates [earlier PGDMIT and PGDIT]) and a five-year integrated postgraduate programme with provision to award a dual degree (B.Tech. [IT] and M.Tech. [IT] or MBA) in IT and Management for the students with 10+2 qualification with a science background. The institute also offers a Management Development Programme. The new campus of the Institute is coming up in 61.67 hectares of land on Gwalior–Agra–Delhi road with fully networked hostels, faculty houses and academic departments and all modern facilities.

The admission to the five-year integrated programme is done through the IIT-JEE admission test and admission to the M.Tech. programmes is through an all-India test and personal interview.

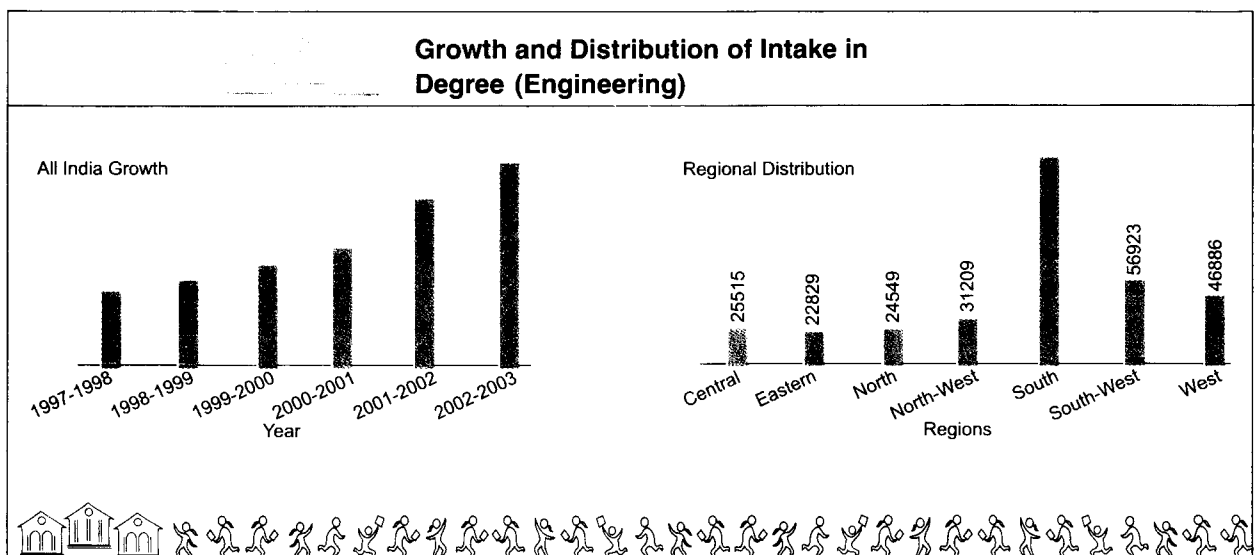
The Institute has been granted Deemed University status by the central government and now awards MBA, M.Tech, and Ph.D. degrees (in place of

PGDMIT, PGDIT and Fellowship). During the Tenth Plan, the Institute is planning to start many new M.Tech./ MBA programmes.

All India Council for Technical Education

The AICTE, set up in 1945 as an advisory body, was given statutory status in 1987 through an Act of Parliament. The main functions of the AICTE are coordination for development of technical education, promotion of qualitative improvement in relation to quantitative growth, and maintenance of norms and standards in technical education. The Council has its headquarters in New Delhi. The Council also has 7 regional offices located at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal and Bangalore and 14 All India Boards of Studies (AIBS) to assist the Council in planning and coordinating the technical education system throughout the country. The Council has set up a National Board of Accreditation under Clause 10(u) of the Act, to periodically conduct evaluation of technical programmes on the basis of prescribed guidelines, norms and standards. The AICTE grants approval for starting new technical institutions and for introducing new courses or programmes in consultation with the agencies concerned.

The responsibilities, entrusted to the Council through the Act, broadly covered the following three basic aspects of technical education.



1. Proper planning and coordinated development of the system throughout the country
2. Promotion of qualitative improvements in relation to planned quantitative growth
3. Regulation and proper maintenance of norms and standards

As per the Act, “technical education” includes the following fields.

- Engineering and technology
- Architecture
- Town planning
- Management
- Pharmacy
- Applied arts and crafts

As per the Act, the AICTE is required to promote innovations, R&D in established and new technologies, generation, adoption and adaptation of new technologies to meet developmental requirements and for overall improvement of educational process. Towards this end, the AICTE operates three schemes: Modernisation and Removal of Obsolescence, Thrust Area Programmes in Technical Education and Research and Development Programme. A total number of 273 projects have so far been supported under these schemes. In pursuance of the Act, the AICTE promotes an effective link between the technical education system and other relevant systems including the research community.

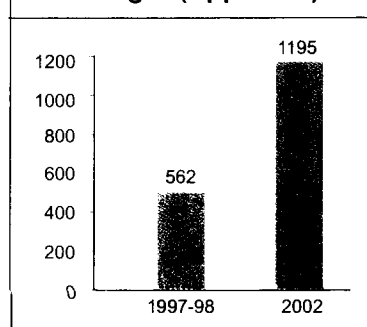
Towards these ends, the AICTE operates schemes, viz. Industry-Institute Partnership (IIP) Cell, Entrepreneurship and Management Development Programme (EMD), AICTE-INAE Distinguished Visiting Professorship Scheme, National Facilities in Engineering and Technology with Industrial Collaboration etc. To encourage and promote partnership between industry and technical institutions, the AICTE, in collaboration with the Confederation of Indian Industries, has published the first issue of the *Industry-Institute Partnership Newsletter*, which was released on 5 January 2001.



Expansion of Technical Institutions

- As compared to 562 degree level institutions in 1997-98, the total number of approved engineering colleges is now 1195. Intake capacity increased from 1,34,298 in 1997-98 to 3,56,268 at present.
- During the same period the number of institutions providing MCA courses increased from 224 to 865.
- Intake in information technology related courses rose from 49,330 to 1,26,945.
- Accreditation process of the institutes was expedited by AICTE. During 2000-2001, 21 programmes were accredited, whereas during 2002, 2000 programmes were accredited by National Board of Accreditation.
- AICTE to cover all eligible colleges for accreditation by 2006.

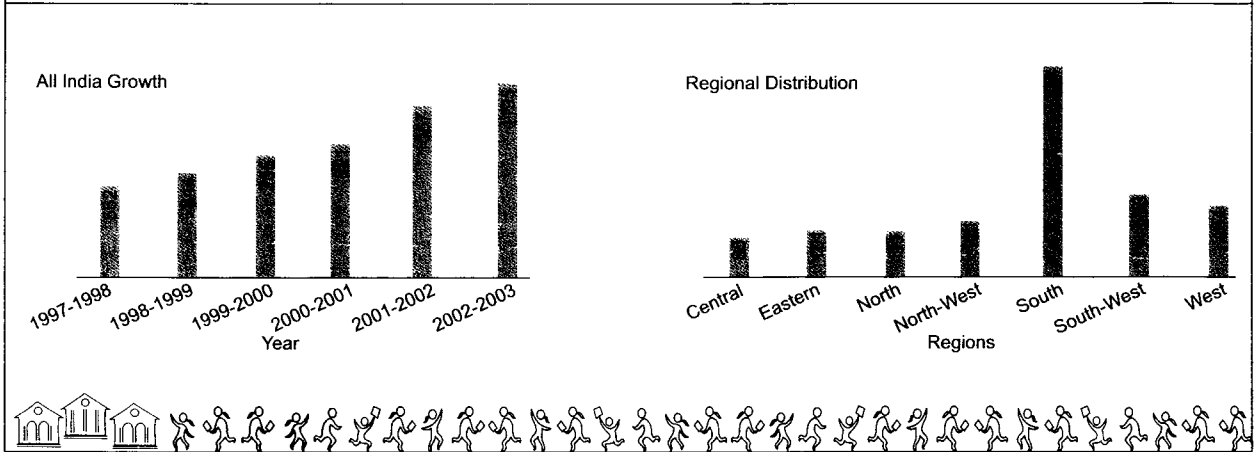
Degree Level Engineering Colleges (Approved)



The AICTE operates a number of schemes for career development of teachers in technical education, upgrading their skills and to provide opportunity for exchange of knowledge. These schemes include QIP, preparation of course material modules, short-term training programmes, career awards for young teachers, travel grants and seminar grants. The AICTE has extended the QIP scheme to polytechnic teachers for pursuing ME/ M.Tech. programmes in various disciplines. The AICTE also has a scheme to utilise the services of superannuated faculty members by providing them an opportunity to continue their research work for a period of two years through award of a fellowship and a contingency grant.

As envisaged in the AICTE Act, to ensure planned growth of technical education, the Council operates the scheme of National Technical Manpower Information System (NTMIS) with the help of

Growth and Distribution of Degree (Engineering) Institutions



the Institute of Applied Manpower Research (IAMR), New Delhi, as Lead Centre and 21 Nodal Centres set up in various technical institutions and other departments all over the country.

The AICTE has signed an MoU with the Distance Education Council of the IGNOU. A Joint Committee has been formed to look into the various aspects of technical education imparted in the distance mode in general and for management education and IT education in particular.

For involving various state governments actively in monitoring technical education in the country, the Council has delegated all powers relating to approval of new institutions, starting new courses and variations in the capacity at diploma-level technical institutions to the concerned state governments. Recommendation of the concerned state government is given due importance by the Council while considering the proposals for establishment of new degree-level institutions.

To bring the quality of technical programmes offered in Indian institutions on par with global standards, a phase-wise accreditation schedule has been approved under the NBA Vision 2006. The first round of accreditation of all degree-level technical programmes shall be completed by March 2006.

To encourage participation of superannuated professors in research and for providing leadership in development of new educational institutions through private initiatives, the AICTE Emeritus Fellowship was raised to Rs. 10,000 per month.

During the period under report, the detailed Review Report on Postgraduate Education in Engineering and Technology presented by Prof. P. Rama Rao was approved by the MHRD. Major recommendations include increasing the duration of postgraduate programme to two years and enhancing the fellowship amount. The AICTE has issued policy guidelines to the states.

In order to promote Internet access at AICTE-approved technical institutions, the Council has started a scheme to provide funds to approved technical institutions for acquiring Internet facility. Under this scheme, a lump sum amount of Rs. 3 lakh is paid by the Council as one-time expense to the Institutions. An MoU in this regard has been signed by the AICTE with ERNET India, an autonomous society under the MIT.

The Council is maintaining and regularly updating its own Website (www.aicte.ernet.in) to provide advanced information and to induce transparency on the Council's activities to its stakeholders.

The NBA, a wing of the AICTE, through detailed discussions with over 1000 academicians, industrialists and professionals from India and abroad finalised the guidelines, parameters and indicators of accreditation. These guidelines have been put to test since 1995 and so far more than 500 programmes have been successfully accredited.

The NBA is desirous of being a signatory to Washington Accord, an agreement between the bodies responsible for accrediting professional engineering degree programme in each signatory nation. It recognises the substantial equivalency of programmes accredited by those bodies and recommends that graduates of accredited programmes in any of the signatory countries be recognised by the other countries as having met the academic requirements for entry into the practice of engineering. The Washington Accord covers professional engineering undergraduate degrees. Engineering technology and postgraduate programmes are not covered by the Accord. The Washington Accord was signed in 1989 by eight countries: Australia, Canada, HongKong, Ireland, New Zealand, South Africa, UK and US.

As part of its endeavour to provide continuing education in the field of technical education in non-formal mode, the AICTE has launched the National Academic Network for Continuing Education (NANCE).

Indian School of Mines, Dhanbad

The Indian School of Mines (ISM), Dhanbad, was established in 1926 by the Government of India for providing instruction and research in mining and allied fields. In 1967, ISM was converted into an autonomous institution with the Deemed University status. ISM caters to the human resource needs of the nation in the areas of mining, petroleum, mining machines, mineral engineering and earth sources besides training manpower in the related disciplines.

ISM offers four-year (post-10+2) integrated B.Tech. programmes in mining engineering, mining machinery engineering, mechanical engineering, petroleum engineering, mineral engineering, computer science and engineering, electronics engineering; three-year master's programmes leading to M.Sc.(Tech.) degree in applied geology and applied geophysics, a two-year programme leading to M.Sc. in applied geology, mathematics and computing; four-semester M.Tech programmes in computer applications, drilling engineering, engineering geology, environmental science and engineering, fuel engineering, industrial engineering and management, longwall mines mechanisation, maintenance engineering and tribiology, mine planning and design, mineral engineering, mining machinery, mining geophysics, open-cast mining, petroleum engineering, petroleum exploration, and rock excavation engineering; two-semester programmes of M.Phil. in science and four-semester programme in MBA. Admission to all these programmes is made through an all-India competitive examination.

The Institute offers consultancy to the industry in the areas of geological and geophysical prospecting, engineering geology, surface mining and its problems, underground mining, etc. The Institute has been running a number of industry-oriented programmes. The School has also been conducting several research projects and programmes to develop the required technical inputs for the industry and

ISM, Dhanbad caters to the human resource needs of the nation in the areas of mining, petroleum, mining machines, mineral engineering and earth sources besides training manpower in the related disciplines.

running consultancy, testing and other field services to industry and institutional clients. It has been organising continuing education and executive development programmes, which are favoured by companies and institutions especially in the mining, petroleum and related industries.

The School has been gearing itself up to meet the changing technological needs of the industries. Against this background, the School started new academic programmes in computer sciences and engineering, and electronics instrumentation. The School has also started an MBA programme.

School of Planning and Architecture

The Institute was established by the Government of India in 1955 in the name of School of Town and Country Planning to provide facilities in education and training in the fields of rural, urban and regional planning. The Institute was renamed the School of Planning and Architecture (SPA), New Delhi, in 1959 after the Department of Architecture was included. The Institute was conferred Deemed University status in 1979.

SPA provides undergraduate and postgraduate education and training in the fields of architecture, planning, design and management of different aspects of human habitat and environment. SPA offers two undergraduate courses: (1) Bachelor of Architecture and (2) Bachelors of Planning and 10 postgraduate courses in: (1) architecture conservation; (2) urban design; (3) industrial design; (4) landscape architecture; (5) Environmental planning; (6) housing; (7) regional planning; (8) transport planning; (9) urban planning; and (10) building engineering and management. Doctoral programmes are also offered leading to Ph.D. degrees in disciplines available at the School.

The faculty of the School participated in a number of national and international conferences/seminars etc. and presented papers. The School collaborated with national and international institutions in the

field of architecture and planning in conducting seminars, workshop, exhibition etc. As a premiere institute in the SAARC region, SPA has 10 percent of its seats reserved for foreign students from developing countries. Apart from its regular educational programmes, the School is conducting the CEP and is the National Nodal Centre for conducting QIPs for teachers and professionals.

The faculty of the School also undertook professional/institutional consultancy projects entrusted by the various government departments. In order to promote research, various centres of research and advanced studies have been set up in the School. The school organised short-term courses, seminars, workshops, specialised programmes and exhibitions on areas of current interest and the academic thrust areas of the School.

Technical Teachers' Training Institutes

The four TTTIs at Bhopal, Calcutta, Chandigarh and Chennai were established during mid-1960s as key catalyst institutions for ensuring quality in technicians' education in their respective regions. These institutes are fully funded by the Government of India and registered under the Societies Registration Act of 1860.

The mandate of the Institutes during the initial stages was to take initiatives to offer need-based HRD programmes through appropriate modes and develop curricula and institutional resources for technicians' education system. The emphasis, however, had gradually changed to assisting the state governments and polytechnics in their region towards improving their educational processes and products.

The institutes are actively involved in planning, designing, organising quality education and training programmes, research studies and learning packages for polytechnics, industries and community. The institutes have been extending support and also sharing their experiences and expertise to the state governments in implementing the World Bank

assisted Technician's Education Project. The TTTIs have developed strong linkages with the business and industries, and also professional relationship with educational institutions to work in areas on common interests.

The scheme of the TTTIs has been reviewed by a High Powered Committee. In its report, the Committee recommended that besides training teachers of polytechnics, the TTTIs should coordinate training of teachers of engineering degree colleges, architecture, management institutions. For this purpose, the TTTIs will be developed as national centres for training in technology for teachers. These institutions will also focus in providing their services to the industry by training their staff and undertaking consultancy services.

The MHRD has formulated a draft training policy in which teachers of technical institutions have to play multiple roles namely teaching, curriculum development, instructional material development, research and consultancy. The training policy is likely to be finalised by the MHRD shortly. The TTTIs are also playing important roles as resource centres for implementing the World Bank assisted Technicians' Education Project III, which has its coverage in polytechnics of six North-East states (including Sikkim), the Andaman and Nicobar Islands and Jammu and Kashmir.

Sant Longowal Institute of Engineering and Technology

The Sant Longowal Institute of Engineering and Technology (SLIET), Village Longowal, District Sangrur of Punjab, was established in 1989 to work as a model institution to generate skilled manpower in the field of engineering and technology as well as applied sciences streams. The courses provided are modular and terminal in nature and of two years' duration each and have bridge courses at appropriate levels. The institute is entirely funded by the Department of Secondary and Higher Education

(MHRD). The Institute is registered under the Societies Registration Act of 1860.

The Institute is offering 12 certificate courses, 10 diploma courses and 8 degree courses. Provision for vertical mobility and lateral entry is available at different levels namely Certificate, Diploma and Degree in an integrated manner. The educational programmes are non-conventional, cost-effective, flexible, modular and credit-based having built-in entrepreneurship with stress on self-employment and continuity of education at various levels with provision for multi-point entry. From the current academic session, the Institute proposes to offer postgraduate courses.

Since its inception, the Institute has trained approximately 26,000 students in various disciplines of technical education.

North-Eastern Regional Institute of Science and Technology, Itanagar

The North-Eastern Regional Institute of Science and Technology (NERIST), Itanagar, was established in 1986 to generate skilled manpower in the field of engineering and technology as well as in the field of applied sciences, for the development of the North-Eastern region (NER). The institute was registered under the Societies Registration Act of 1860. While the Department of Secondary Education and Higher Education is giving the necessary technical guidance to NERIST, It was earlier being funded through North-Eastern Council. With effect from 1994-95, it is being fully funded by the Department of Secondary Education and Higher Education.

NERIST is a unique institute offering a sequence of modular programmes, each of two years' duration leading to 6 Certificate, 7 Diploma and 7 Degree courses in technology and applied sciences. The modular programmes provide linkage with occupational levels i.e. technicians, supervisors and engineers. The base and diploma modules provide

entry into the next higher module, subject to required performance of the students in lower modules and with the provision to undergo certain bridge courses. Thus a certain percentage of students siphoned out either voluntarily or compulsorily at the end of each module. The thrust of this modular and innovative structure is that students can go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skills.

The Institute has been accorded provisional affiliation by the NEHU, Shillong. During the last 15 years, the Institute has trained more than 17000 students in various disciplines.

Scheme for upgrading existing polytechnics to integrate the physically disabled in the mainstream of technical and vocational education

The Scheme envisages to integrate the physically disabled into the mainstream of technical and vocational education in the country. It aims to select and upgrade 50 existing polytechnics in different locations in the country to introduce technical/vocational and CEPs for persons with disabilities. It is targeted that these 50 selected polytechnics will annually benefit 1250 students with disabilities in diploma-level courses and 5000 students with disabilities in short-duration technical/vocational

courses. The selected polytechnics will also conduct research and tracer studies relating to education and training, utilisation, employability etc. of students with disabilities and develop an institutional environment, which gradually reduces discrimination and disparities and integrates the students with disabilities with the mainstream.

The process of selection of 50 polytechnics has already been completed. The polytechnics, which were selected during the first phase, are actively training the students with disabilities in formal and non-formal programmes. The remaining 38 polytechnics were asked to organise surveys for identifying the areas of operation and start preparation of groundwork for organising the programmes from the next academic year.

Scheme of Community Polytechnics

The polytechnic, as an institution, is well equipped with physical facilities (lecture rooms, workshop, hostels, equipments), which could be used for linking centres of knowledge and skills to rural communities. It has qualified and trained faculty, which could scientifically formulate, implement and monitor rural-oriented programmes and projects especially where transfer of technology is involved. It has large body of student population, which can be of tremendous help in making



meaningful contributions to rural development given proper directions according to well-conceived plans.

Keeping the above in view, the Scheme of Community Polytechnics was started in 1978-79 as a Direct Central Assistance Scheme of the Government of India. The MHRD provides one-time non-recurring grants-in-aid of Rs 7.25 lakh and annual recurring grants-in-aid to the maximum of Rs 7 lakh directly to selected AICTE-approved polytechnics whose proposals are recommended by the State Directorate of Technical Education. As on date, there are 675 community polytechnics in the country, out of which, 111 are running at the women's polytechnics. The region-wise distribution of community polytechnics is as under.

Northern Region	188
Southern Region	243
Eastern Region	99
Western Region	145
Total	675

The community polytechnic is not different from a normal polytechnic. It is a wing of an existing polytechnic mandated to undertake rural/community development activities through application of science and technology in its proximity, using infrastructure existing in polytechnics.

Activities under the scheme include:

- To ascertain the felt needs of the community through techno-economic job potential survey
- To provide a platform for transfer of appropriate technologies to rural masses for the development on scientific lines
- To provide technical/support services to the local community
- To train rural youth, women, SCs/STs, minorities, school dropouts and other disadvantaged groups of the community in need-based, non-formal courses/skills to enable



- them to obtain gainful employment (self/wage)
- To disseminate information and create awareness regarding development programmes for creating a problem-solving environment.

Each community polytechnic serves through its five Village Extension Centres each covering 10–12 villages of its proximity and the main centre is established in the premises of the polytechnic itself. Each community polytechnic provides training to about 600 rural youth every year. Thus, about 2 lakh persons receive training every year. There is no age, qualification bar etc. for the trainees. The training courses are competency-based. The duration ranges from three to six months.

The Scheme of Community Polytechnics has been reviewed twice at the national level. The first review was undertaken by the Kalbag Committee in 1987 and the second by the Luther Committee in 1994. Both the reviews recommended the expansion of the scheme to cover all AICTE-approved polytechnics, besides suggesting a multi-skill competency-based training, a special programme for women, handicapped, street children and functional linkages with other rural development skills of the central/state governments.

Since the inception of the scheme to the end of Ninth Plan Period, about 12,00,000 persons have been trained in various job-oriented skills and about

52000 villages have been covered under the scheme. As per a tracer study conducted by the TTIs, the beneficiaries include 18 percent SCs, 4 percent STs, 13 percent minorities and 43 percent women. The self/wage employment is in the range of 30–50 percent. Out of the 41 educationally backward minority concentrated districts, 37 districts have already been covered under this scheme.

The most popular courses for female participants are as follows:

- 1) Garment making
- 2) Textile printing
- 3) Embroidery
- 4) Food processing
- 5) Secretarial works

In order to enhance the job potential of the skills provided under the scheme, competency-based curriculum in about 135 trades has been prepared. The testing and certification of level of skills acquired by the trainers has also been introduced under collaboration with local industries.

Scheme for Apprenticeship Training and Board of Apprenticeship Training

The National Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (technicians) and 10+2 vocational pass-outs in about 10,000 industrial establishments/organisations, under Apprenticeship Act 1961 as amended from time to time and as per policies and guidelines laid down by the Central Apprenticeship Council (CAC).

Technical education is instrumental in making remarkable contribution to the economic growth of developing countries by way of suitable manpower production according to the needs of the industry, society and global world as a whole. The scheme aims to impart post-practical training to freshly graduating engineers, diploma holders and 10+2 vocational pass-outs in consultation with industries as per their requirement of manpower.

The four Regional Boards of Apprenticeship/ Practical Training located at Mumbai, Calcutta, Kanpur and Chennai, which are fully funded autonomous organisations of the MHRD (Department of Secondary Education and Higher Education) have been authorised in their respective regions to implement the Apprenticeship Act. The period of apprenticeship training under the Act is one year. The apprentices are paid a monthly stipend, which is shared between the central government and the employer on a 50:50 basis. The stipend payable to engineering graduates, technicians and 10+2 vocational apprentices is Rs.1970, 1400 and 1090 per month, respectively. All the four Boards have been advised to select women, SC/STs, as well as minority candidates according to the rules for imparting practical training under the Apprenticeship Act.

Under the Scheme during the Ninth Five-Year Plan, about 1,92,000 apprentices were trained against the target of 1,80,000. The target fixed for the tenth Five-Year Plan is to train about 3,00,000 apprentices. The number of apprentices trained during 2001-02 was 45,000. The target fixed for 2002-03 is to train about 68,000 apprentices. Regional Boards apart from their normal activities also conducted supervisory development programmes, career guidance programmes, etc. for the benefit of final year students of diploma/degree level institutions.

Indian Institutes of Management

Indian Institutes of Management (IIMs) located at Ahmedabad, Kolkata, Bangalore, Lucknow, Indore and Kozhikode are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy.

The IIMs conduct Post-graduate Diploma Programmes in Management (equivalent of MBA),

fellowship Programmes in Management (equivalent to PhD), Short-term Management Development and Organisation based programmes as well as carry out Research and Consultancy for the industry.

The IIMs play a leadership role in the nation's managerial manpower development and carry out research in emerging areas. These Institutes are recognised as premiere management institutions, comparable to the best in the world for teaching, research and interaction with industries. IIMs being role models have shared knowledge and skills with other institutions to improve their quality and standards in management education. The IIMs have earned an international reputation for the quality of their alumni.

Indian Institute of Management, Ahmedabad

The IIM, Ahmedabad was established in 1961, with the objectives of developing manpower needed by the private and public sector enterprises, for assisting in the solution of management problems of the industry and for contributing to indigenous literature on management.

The Institute offer a postgraduate programme in Management (PGP), Postgraduate Programme in Agri-business Management and Fellowship Programme in Management and Faculty Development Programme.

The Postgraduate Programme in Agri-Business Management (PGP-ABM), a bold and innovative programme to prepare managers, decision-makers, leaders, and entrepreneurs in the food and agri-business sector of the 21st century, entered the second year. The second year of the programme had 29 students. All of them satisfactorily completed the academic requirements and were awarded the PGD-ABM. The area offered a new market research course with emphasis on data analysis for strategic decisions.

Indian Institute of Management, Calcutta

IIM, Calcutta was set up in 1961 to fulfill the growing needs of private and public sector enterprises for managerial manpower through the provision of well-designed programmes of professional management through research, consultancy and publications.

The Institute offers Postgraduate Programme in Management, Postgraduate Programme in Computer-Aided Management and Postgraduate Diploma in Business Management. The Institute also conducts Management Development Programmes, Extension Programmes, In-Company Training Programmes, and Training Programmes sponsored by Government. The Institute also undertakes research and consultancy projects.

The Institute has various activity centres such as Centre for Rural Development Management, Centre for Development and Environment Policy, Centre for Project Management, Centre for Studies and Research in Environment Management and Management Centre for Human Values.

The institute is equipped with state-of-art hardware and software resources capable of providing support for diverse computing requirements.

Indian Institute of Management, Bangalore

IIM, Bangalore, was established by the Government of India in 1973, with the objectives to augment the management resources of the nation through programmes of teaching, training, consultancy and other professional services.

The Institute offers Fellowship Programme in Management (FPM), Postgraduate Programme in Management (PGP), Postgraduate Programme in Software Enterprise Management (PGSM), Executive Education Programmes and Research and Consultancy services. The curriculum of the flagship

programme, the PGP, is being constantly updated to make the programme more relevant to the changing environment. Under the Students' Exchange Programme, the PGP students are sent to reputed business schools outside India and in turn, students from overseas business schools also attend a term at the Institute.

Under the executive education programmes, different types of programmes like Open Programmes, Customised Programmes and International Programmes, are organised for practising managers. Computer facilities are available a round-the-clock at the Institute

IIM, Bangalore, has five centres of specialisations namely, Centre for Public Policy (CPP), Centre for Insurance Research and Education (CIRE), NS Raghavan Centre for Entrepreneurial Learning (NSRCEL), Centre for Development of Cases and Teaching Aids (C-DOCTA) and Centre for Software Management (CSM).

Indian Institute of Management, Lucknow

IIM, Lucknow, was set up in 1984. The main objectives of the Institute are to develop managerial manpower through professional education and assist institutions in solving their management problems through training, research and consultancy.

The Institute witnessed an all-round growth in all its activities viz. teaching, research, consulting and training. It is heartening to note that a study, based on a survey of Management education institutions of the country, and published under the title India's Best B-Schools, in the 12-25 November 2001 issue of *Business India*, ranked IIM, Lucknow, at Number One, among the Indian business schools.

The Institute offers postgraduate Programme, Management Development Programme, Fellow Programme in Management, Research Programme and International Exchange Programme.

An Information Technology and Software Management Laboratory has been established to provide state-of-the-art software development methodologies, including Net-based application to the students. This laboratory comprises RS/6000 (AIX UNIX) with 5 Pentium nodes with Internet connectivity.

Indian Institute of Management, Kozhikode
IIM, Kozhikode, is the fifth of its kind, established by the Government of India. The Institute came into existence in September 1997. The Institute is presently functioning from leased accommodation in Calicut Regional Engineering College and Centre for Electronics Design and Technology of India, Calicut unit. The Institute's own campus is being constructed at Kunnamangalam, near Calicut.

The Institute offers Postgraduate Diploma in Management (PGDM) (equivalent to MBA). In addition to postgraduate programme, the Institute is conducting executive education programmes, undertaking consulting assignments and research projects. The Institute is equipped with state-of-the-art hardware and software resources, capable of providing support for diverse computing requirements. The Library and Information Centre of the Institute has already earned recognition as one of the best-equipped information resources centres in the country.

Indian Institute of Management, Indore
IIM, Indore, came into existence in September 1997. It primarily offers two years, Postgraduate Programme in Management (equivalent to MBA), while orientation programmes have also been organised by the Institute.

The Institute is equipped with a campus-wide Local Area Network (LAN). Each student has been provided with a PC (Pentium-II) in his/her room. Faculty and administration staff is also connected to LAN.

In a survey of B-Schools in India conducted jointly by the *Outlook Magazine* and MDRA, IIM Indore was ranked 7th among the top 10 B-Schools in the country. The Institute started conducting Management Development Programmes in 2000-2001.

To promote entrepreneurship, the Institute has set up a Business Incubator Unit (BIU) on its campus, the aim of which is to provide the necessary infrastructure facilities to enable conversion of new business ideas into viable business ventures.

The Institute is presently operating from its temporary campus at Government Women's Polytechnic, Indore. The Institute's permanent campus is fast coming up on a sprawling 193.4 acres of land, about 15 km from Indore.

Technology Development Mission

A need was felt that institutions of excellence like IITs and IISc need to concentrate on technology assessment and forecasting so that futuristic approaches could be reoriented to take up the development of emerging science and technology in the country. Sequel to this, the following seven generic areas of strategic significance were approved.

- Food processing engineering
- Integrated design and competitive manufacturing
- Photonic devices and technologies
- Energy-efficient technologies
- Communication networking and intelligent automation
- New materials
- Genetic engineering and biotechnology.

One IIT/IISc, were the lead institute for each of the seven generic areas. There will be up to three participating institutes, apart from the participation of industries.

The first phase of the Technology Development Mission has been completed and reviewed by the National Steering Committee. A large number of

projects with direct involvement of industry were undertaken under the different mission programmes. The various technologies developed under various missions have been transferred to the industry. Based on the experience gained in the Phase-I, action is afoot to launch Phase-II.

Modernisation and Removal of Obsolescence
High priority has been accorded to Modernisation and Removal of Obsolescence in library/laboratories/workshops/computing facilities in engineering and technological, management, pharmacy, architecture institutions in the country. Modernisation is undertaken to enhance functional efficiency of these institutes for teaching, training and research purposes.

- Removal of obsolescence in working machinery and equipment of laboratories for engineering and technological, management pharmacy, architecture courses in the central institutions including RECs.
- Modernisation of laboratories and workshops by addition of new equipments
- Augmentation of the library facilities
- Support projects involving new innovations in classroom technology, laboratory instructions, instructional material and charts, development of appropriate technology
- Training and retraining for the teaching and supporting technical staff
- Upgradation of computing and networking facilities.

During 2001-02 an amount of Rs. 9.00 crore was released to IITs, IIMs, IISc, RECs and other central institutions.

Thrust Areas of Technical Education

The scheme provides for project-based financial support for creation of infrastructural facilities in terms of labs and quality manpower in the emerging areas with the following objectives.

- To develop the infrastructure in terms of modern laboratories in the thrust area.

- To develop a strong base for advanced level work by identifying programmes and courses by institutions, taking into account the vastness of the country and regional needs with special attention to the rural society and disadvantaged sections
- To develop horizontal and vertical linkages with other institutions, research laboratories, industry and user agencies through multiplicity of programmes including consultancy

During 2001-02 an amount of Rs.7 crore was released to IITs, IIMs, IISc, RECs and other central institutions.

Research and Development

R&D activities have been considered as an essential component to higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process. The MHRD provides project-based financial support with the following objectives.

- Creating and updating the infrastructure for R&D effort
- Supporting sponsored/joint research projects in engineering & technology, pharmacy, architecture and management. The joint research projects with other technological institutions, research laboratories and industries of repute would be valuable.

During 2001-02 an amount of Rs.4.50 crore was released to IITs, IIMs, IISc, RECs and other central institutions.

National Institute of Industrial Engineering, Mumbai

The National Institute of Industrial Engineering (NITIE), Mumbai, is a national institute set-up by the Government of India in 1963 with the assistance of the United Nation's Development Programme (UNDP) through the International Labour Organisation (ILO). Fully funded by the

Government of India and registered as a society under the Societies Registration Act (1861). NITIE is an autonomous body and is governed by a Board of Governors comprising eminent personalities from the government, industry and academics. Since its inception in 1963, NITIE, has been providing solution to the complex problems of industry and business.

NITIE (Mumbai) conducts the Postgraduate Programme in Industrial Engineering (PGDIE), Postgraduate Diploma in Industrial Safety and Environmental Management (PGDISEM), Postgraduate Diploma In Industrial Management (PGDIM) and also a large number of Management Development Programmes (MDPs) in Productivity Science and Management for the benefits of senior and middle-level executives drawn from the government, public and private sector organisations. It also conducts a fellowship programme equivalent to Ph.D. in the area of industrial engineering and management. The Institute is also engaged in applied research in various fields of industrial engineering, energy, safety, environment, marketing, computers, behavioural science, etc. The Institute conducts Unit-Based Programmes (USPS) tailor-made to suit the specific requirements of the Industry either at their premises or in the Institute.

National Institute of Foundry Forge Technology, Ranchi

The National Institute of Foundry and Forge Technology (NIFFT), Ranchi, was established in 1966 in collaboration with UNESCO-UNDP, taking into cognisance the pivotal role of foundry and forge industries in the development of India's core sector. The NIFFT is an autonomous body, fully funded by the Government of India and registered as a society under the Societies Registration Act of 1861. The Institute's mission is to provide highly specialised training to personnel for operating and managing industries. It offers courses at different levels to achieve this goal: M. Tech. in

Foundry and Forge Technology and Manufacturing Engineering; B. Tech. in Manufacturing Engineering and Metallurgy and Material Engineering; Advanced Diplomas in Foundry and Forge Technology; Short-Term Refreshers in specified areas for participants sponsored by industries and unit-based programmes of short duration on request from industries, R&D organisations and institutions.

The NIFFT also offers consultancy services to the industry in the form of preparation of feasibility reports, evaluation of equipment and machinery, testing of raw materials and quality control of products.

Asian Institute of Technology, Bangkok

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical education need of SEATO member states. In 1967, SEATO relinquished its control and the institute was renamed AIT and became an autonomous institute with the management being entrusted to an International Board of Trustees. India is represented in the Board of Trustees of the AIT by an eminent educationist in his individual capacity. At present India's Ambassador in Bangkok, is a member of the Board of Trustees of AIT, Bangkok.

The Budget provision of Rs. 25 lakh exists under the scheme. The Government of India contributes Rs. 3 lakh annually to the AIT by way of faculty secondment and purchase of Indian equipment, books, journals, etc.

Canada-India Institute Industry Linkage Project

The Canada-India Institute Industry Linkage Project (CIILP) is a bilateral technical education project supported by the Governments of Canada and India, with funding from the Canadian International Development Agency. The executing agency is the Association of Canadian Community

Colleges. On the Indian side, the major stakeholders are the MHRD and Directorate of Technical Education of the project states.

- The project is implemented in five states: Madhya Pradesh, Maharashtra, Goa, Gujarat and Chhattisgarh.
- The project is designed to enhance the efficiency and effectiveness of the technical education system in the project states by means of: (1) developing sustainable models for effective interaction and linkages between technical institutions and industries, (2) ensuring sustainability and promoting replication of the project initiatives, and (3) promoting private sector participation in HRD issues.
- The project goal is to assist the Government of India in its efforts to make the technical education system more responsive to the changing socio-economic environment.
- The project is implemented in two phases: the start-up phase and the implementation phase. The start-up phase began in May 1999 and was completed in December 1999. The implementation phase commenced in January 2000.
- The project is implemented under the overall guidance and supervision of the Joint Project Steering Committee (JPSC) under the Chairmanship of Joint Secretary (T) in the MHRD, Department of Secondary and Higher Education, Government of India. The National Project Directorate and the In-India Working Group (IIWG) is responsible for the monitoring of the day-to-day activities of project implementation. The Joint Secretary (T) in the MHRD, Department of Secondary and Higher Education, is designated as the National Project Director, as well as the Chairman of the IIWG. The project implementation office is currently located in Pune, Maharashtra.

Training programmes held in India during 2002–03

- Training programme on *Tools for Formation of*

Regional Programme	Dates	Venue
Establishing a quality management system through ISO 9001	15–26 April 2002	Malaysia
Strategic Planning for Management and Policy-making in TET	29 July–9 August 2002	Manila
Senior administration conference	16–19 October 2002	Sivat, Seoul (Korea)
Establishing computerised examination system	4–15 November 2002	Seoul (Korea)

Managing Committee and their functioning for ILO and Principle

- Quality meeting and training in MoU Negotiation, Consultation Technique and professionalism for Industry Linkage Officers
- Training in Strategic Planning for Project Institute SP Groups
- Training in Development of Staff Competency Profile for Staff Development Managers and Senior Faculty of Project Institutes
- Training in understanding concepts of Canadian Community Colleges and their functioning.

Colombo Plan Staff College for Technician Education

The Colombo Plan Staff College for Technician Education (CPSC) is a specialised agency of the Colombo Plan. It was established on 5 December 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist member countries develop and enhance their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host government for 12 years. In 1986, the CPSC moved to Manila in the Philippines.

The CPSC is a unique organisation, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia-Pacific. Its objective is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers

and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

Besides the regional programmes, In-country programmes are also carried out by the CPSC. Some programmes undertaken in 2001-02 are given in the table above.

Educational Consultants India Limited

Educational Consultants India Limited (Ed.CIL) was established as a Government of India enterprises in 1981 to undertake various educational projects with a focus on technical assistance activities such as preparation of detailed project reports for establishment of educational institutions, development of curricula, assessment of manpower requirement, undertaking of surveys, etc. The focus was subsequently broadened to include activities related to promotion of the Indian education system abroad, placement of foreign students in Indian Institutions and secondment/recruitment of experts in various fields for Ed.CIL clients abroad as well as in India. During the last few years, the Ed.CIL has further widened its areas of operation and taken up turnkey construction and procurement projects (with a focus on educational institutions) and also testing activities for admission to educational Institutions and recruitment.

The Ed.CIL has been a profit-making public sector undertaking for the last 14 years and has been regularly paying dividends to the Government of India.

Payment for Professional and Special Services

Technician Education Project – III

As a follow-up of the NPE, the Government of India initiated a massive effort for strengthening technician education and improving the quality of polytechnic pass-outs in the country. The project was launched with the assistance of the World Bank as a state sector project in two phases. The first Technician Education Project (Tech. Ed. I) commenced in December 1990 and ended in September 1998. The Second Technician Education Project (Tech. Ed. II) commenced in January 1992 and ended in October 1999. The two projects benefited 532 polytechnics in 19 states and Union Territories and have been rated 'highly satisfactory' by the World Bank.

For sustaining the gains made under these two projects and also to cover the states left out, the government formulated another project called the Third Technician Education Project (Tech. Ed. III) with the assistance of the World Bank in order to cover 12 existing and six new polytechnics in the states of Arunachal Pradesh, Jammu and Kashmir, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura and the Union Territory of Andaman and Nicobar Islands. The project became effective from 17 January 2001 for a duration of five-and-a-half years.

Capacity expansion

- a) Establishing six new polytechnics, revamping all existing courses, starting new diploma and post-diploma courses, increasing the enrolment capacity of students, and establishing hostel seats for men and women
- b) Introducing continuing education, transfer of technology and community service in every project institution to benefit about 8000 rural unemployed youth.

Quality improvement

- a) Training of all teachers in the project polytechnics

for at least four weeks each year in new technologies, education technology, and industry

- b) Setting up of learning resources utilisation centres in all polytechnics and the use of media in teaching
- c) Computer education for all students
- d) Introduction of hi-tech courses and subjects, especially in IT, computer sciences, production technology, textile and garment technology and automobile maintenance
- e) Introduction of course flexibility through MPECS
- f) Industrial training provision for every regular student.

Efficiency improvement

- a) Enabling institutions to improve cost recovery
- b) Providing a reasonable degree of academic, administrative and financial autonomy to each project institution
- c) Setting up or strengthening Directorates and Boards of technical education in each state
- d) Encouraging industries and community to cooperate in institutional governance, academic activities and resource mobilisation.

Technical Education Quality Improvement Programme of Government of India

The Technical Education Quality Improvement Programme (TEQIP) of the Government of India has been conceived in pursuance of the NPE, 1986 (as revised in 1992). The Programme aims to upscale and support ongoing efforts of the Government of India in improving the quality of technical education and enhancing existing capacities of the institutions to become dynamic, demand-driven, quality-conscious, efficient, forward-looking, and responsive to rapid economic and technological developments occurring at national and international levels.

The broad objectives of the TEQIP are given below.

- a) To create an environment in which engineering institutions selected under the Programme can achieve their own set targets for excellence and

sustain the same with autonomy and accountability

- b) To support development plans including synergistic networking and services to community and economy of competitively selected institutions for achieving higher standards
- c) To improve the efficiency and effectiveness of the technical education management system in the states and institutions selected under the Programme.

The TEQIP will be implemented as a centrally coordinated, multi-state, long-term Programme in overlapping phases. Under each phase, there will be two to three cycles of selection of well-performing Institutions in a competitive manner.

For the first cycle of the first phase, six states (Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra and Uttar Pradesh) have been selected to participate in the Programme, based on their commitment and preparedness. The negotiation of the Programme with the International Development Agency for the first phase has been held in September 2002. The Programme is likely to be effective from January 2003.

During the first phase, the TEQIP will provide financial support to 70-80 competitively selected engineering institutions comprising 18 lead Institutions and remaining network institutions.

Regional Engineering Colleges/ National Institutes of Technology

Seventeen RECs were established from 1959 onwards in each of the major states, to meet the country's growing requirement for trained technical manpower for various development projects. Each college is a joint and cooperative enterprise of the central government and the concerned state government. While all the 17 colleges offer degree courses in various branches of engineering and technology, 14 have facilities for postgraduate and

doctoral programmes. The entire non-recurring expenditure and expenditure for postgraduate courses in the RECs are borne by the central government. As regards the recurring expenditure on undergraduate courses, the same is shared by the central government and the state government on 50:50 basis. The MHRD has taken an important decision to convert the RECs into NITs by changing their administrative structure and granting them Deemed University status. So far, 13 RECs have been converted into NITs under Section 3 of the University Grants Commission Act, 1956. The total budget provision for all RECs/NITs for 2002-03 is Rs.72 crore under Plan and Rs.118.13 crore under non-Plan. Activities undertaken by the individual RECs/NITs during the year under report are as under.

Motilal Nehru National Institute of Technology, Allahabad

The Motilal Nehru REC, Allahabad, established in 1961, was converted into a NIT on 26 June 2002. The College has eight departments and offers four-year undergraduate courses in the disciplines of civil, electrical, and mechanical engineering, computer science, electronics, production and industrial engineering and IT. The college offers 13 ME programmes and also offers Master of Computer Applications (MCA) and Master of Management Studies (MMS). The total intake in the undergraduate stream is around 469, comprising 170 in postgraduate courses, 60 in MCA and 30 in MMS. There also exists a facility for Ph.D. programme.

Maulana Azad National Institute of Technology, Bhopal

The Maulana Azad College of Technology, Bhopal, established in 1960, was converted into an NIT on 26 June 2002. The College has eight departments and offers four-year BE Courses in the disciplines of civil engineering, mechanical engineering, electrical engineering, electronics and communication engineering, computer science and engineering, and

IT and a five-year B.Arch. course. The total intake in undergraduate courses is 451. The college also offers M.Tech. courses in 13 different specialisations under regular and part-time mode with an intake of 115 students. The College offers MCA with an intake of 30 seats. The College has five boys' hostels and one girls' hostel. It has established two Problem-Oriented Research Laboratories, the first of their kind in India (one in Fluid Mechanics and Hydraulic Mechanics, and the other in Heavy Electrical Mechanics) to work on live problems in the industry and in the field, and to transmit the useful experience gained to the students. The college maintains a good library with 93368 books. Ninety research papers were published by the staff members in various national and international journals of repute; 17 research projects are currently being carried out by the college.

National Institute of Technology, Calicut

The REC, Calicut, established in 1961, was converted into an NIT on 26 June 2002. The College has eight departments and offers four-year undergraduate courses in the disciplines of civil engineering, architecture engineering, electrical and electronics engineering, electronics and communication engineering, mechanical engineering, production engineering and management, and computer science and engineering and a five-year B.Arch. course. The College also offers one-and-a-half year long M.Tech. degrees in 11 specialisations. In addition, a three-year (six-semester) MCA programme is offered. The College offers Ph.D. programmes in all the disciplines. The college has a well-equipped library with 79160 books and 7802 BIS specifications. It subscribes to 261 foreign journals and 95 Indian journals and dailies. The Calicut Regional Engineering College (CREC) Digital Library has been started as a part of the modernisation of the library. With the commissioning of NALANDA (Network of Automated Library AND Archives), the library started to provide latest information to users on the right time. The latest information on the

Internet and Intranet is made available through NALANDA. More than 100 full-text e-books on engineering subjects are accessible to the CREC community through the NALANDA Website.

National Institute of Technology, Hamirpur

The REC, Hamirpur, established in 1985, was converted into an NIT on 26 June 2002. The College has five departments and offers four-year undergraduate courses in the disciplines of civil, electrical, electronics and communication, computer science and mechanical engineering. The college has started a B.Arch. course during 2000-01 and has also applied for starting postgraduate courses. There are four boys' and one girls' hostel. The College has a well-equipped library. The total intake is 220 students. The College was granted autonomous status by the Himachal Pradesh University in 1995 and has since been functioning as an autonomous institution with its own Academic Council and other statutory as well as non-statutory bodies.

Malaviya National Institute of Technology, Jaipur

The Malaviya REC, Jaipur, established in 1963, was converted into the Malaviya NIT, Jaipur on 26 June 2002. The Institute offers 9 undergraduate courses and 9 full-time and five part-time postgraduate courses. During the session 2002-03, 459 students were admitted to the BE courses, taking the total strength of undergraduate students to 1696. The total strength of postgraduate students is 395, of which 83 are pursuing management studies. The Institute currently has 151 faculty members in position, of which 68 possess doctorates. The Institute is on its way to implementing Project REACH on Reverse Engineering under TIFAC-CORE assistance during the current year. The Institute is also implementing Project IMPACT for manpower development in electronics and computer engineering funded by the World Bank, the Swiss Agency for Development

and Cooperation and the Government of India. The Institute organised four summer/winter schools in 2002-03. Thirty organisations have conducted campus interviews and 95 candidates have been offered appointments, with average salary packages of 5.5 lakh per annum. The central library is equipped with 1,12,000 books, 12700 journals, more than 1000 video cassettes with video viewing facilities, BIS standards and CD-ROM data basis for its eight departments. The College offers four-year undergraduate courses in the disciplines of chemical, civil, computer, electrical, electronics and communication, mechanical and metallurgical engineering and a five-year B.Arch. course. The College offers three-semester full-time and five-semester part-time (self-financing) postgraduate degree programmes and post-graduation in MMS Studies. An ME course in Environmental Engineering (under the Department of Civil Engineering) has also been sanctioned by the Government of India for the sponsored employed engineers, to be nominated by the Ministry of Urban Development. The total intake in the undergraduate stream is around 372 and that in the postgraduate stream, 174. There are six boys' and two girls' hostels. Under the Indo-UK-REC Project, the college has established a world class high-tech design centre for research and industry.

Dr. B.R. Ambedkar National Institute of Technology, Jalandhar, Punjab

Dr. B.R. Ambedkar REC, Jalandhar, established in 1986, was converted into the Dr. B.R. Ambedkar NIT on 17 October 2002. The College has 13 departments and offers four-year undergraduate courses in the disciplines of chemical and bioengineering, civil engineering (structural engineering and construction management), computer science and engineering, electronics and communication engineering, industrial engineering, instrumentation and control engineering, leather technology, mechanical engineering (mechanical machine design and automation) and textile technology. The total

intake in the undergraduate stream is around 304. There are five boys' and one girls' hostel. The College has a well-equipped library. With funds from Department of Science and Technology (DST) and the National Science and Technology Entrepreneurship Development Board (NSTEDB), an Entrepreneurship Development Cell was established in the College for promoting an entrepreneurial culture among the students.

National Institute of Technology, Kurukshetra

The REC, Kurukshetra, established in 1963, was converted into the Kurukshetra NIT on 26 June 2002. The Institution runs five undergraduate courses in the disciplines of civil engineering, electrical engineering, mechanical engineering, electronics and communication engineering and computer engineering with an annual intake of 327 students. The Institute also runs postgraduate courses in these subjects with an annual intake of 86 students. The total strength of students of the Institute currently is 1539. An ISO-9002 certified institute, Kurukshetra NIT has signed an MoU with IBM and obtained free software for the year. The Institute has a well-developed campus with fibre-optic computer networking.

Visvesvaraya National Institute of Technology, Nagpur

The Visvesvaraya REC, Nagpur, established in 1960 was converted into the Visvesvaraya NIT, Nagpur, on 26 June 2002. The College has 13 departments and offers four-year BE courses in the disciplines of civil, mechanical, electrical, metallurgical, mining, electronics, computer science, and structural engineering and a five-year B.Arch. course. The College offers 11 M.Tech. courses in part-time and regular mode. It also offers a one-year diploma in industrial management. The total intake in the undergraduate courses is 375 and that in the postgraduate stream, 173. There are seven boys' and one girls' hostel. The Industry-Institute Interaction

Cell of the College strives to promote and nurture closer interaction with the industrial sector and to play a significant role in its growth. ODYSSEY 2000, an industrial fair involving industries in and around Nagpur, was organised by the College.

National Institute of Technology, Rourkela

The REC, Rourkela, started in 1961, was converted into NIT Rourkela on 26 June 2002. The college has 15 departments and offers four-year undergraduate courses in the disciplines of chemical, civil, electrical, mechanical, metallurgical, mining, applied electronics and instrumentation engineering, computer science and engineering, and ceramic engineering. The total intake in the undergraduate stream is around 348. The College also offers six postgraduate courses and a three-year MCA. There are six boys' and one girls' hostel. NIT Rourkela is the nodal centre for the National Technical Manpower Information System in Orissa. This year, the institute has produced five doctorates in engineering and three in basic science and has published 106 original research papers in national and international journals.

After being upgraded to an NIT, the Institute has adopted academic and evaluation processes similar to that followed in IITs from the first semester students admitted in 2002-03. The Institute is revising the regulation accordingly. New regulations for Ph.D. programmes are also being prepared.

National Institute of Technology, Silchar

The REC, Silchar, established in 1967, was converted into NIT Silchar on 28 June 2002. After transformation into an NIT, the institute is reorganising itself on the pattern of the IITs. As a part of this reorganisation, the Senate, the Board of Undergraduate Studies and the Departmental Undergraduate Programme Committees have been constituted. The first meeting of the Senate was held on 28 September 2002, where the new course structure, rules and regulations were approved. From

this year, the Institute is likely to admit students on the basis of the AIEEE conducted by the CBSE.

The institute offers undergraduate courses leading to BE/B.Tech. degrees in various disciplines like civil, electrical, mechanical, electronics and telecommunications, and computer science engineering, etc. During this year, the Institute admitted 209 new students. With these admissions, the total student strength reached 900.

Sardar Vallabhbhai National Institute of Technology, Surat

The Sardar Vallabhbhai Regional College of Engineering and Technology, Surat, established in 1961, was converted into the Sardar Vallabhbhai NIT, Surat, on 4 October 2002. The College has seven departments and offers four-year BE courses in the disciplines of civil, electrical, mechanical, electronics engineering, production engineering, computer engineering and chemical engineering. The total intake in the undergraduate courses is 428. The College also offers ME courses in seven different specialisations with an intake of 10 each. All departments have facilities for Ph.D. programmes. The College has six boys' hostels and one girls' hostel. During 1997-98, the College was chosen as the Host Institution for the establishment of the Entrepreneurship Development Cell by the NSTEDB, Department of Science and Technology, Government of India, New Delhi.

National Institute of Technology, Karnataka, Surathkal

The Karnataka REC, Surathkal, established in 1960 was converted into NIT Karnataka, Surathkal on 26 June 2002. The College has eight departments and offers four-year undergraduate courses in the disciplines of civil, mechanical, electrical and electronics, electronics and communications, chemical, metallurgical, mining, computer engineering and IT. During the year under report, the Institute reopened on 7 August 2002 for the academic programme for undergraduates. A total

of 457 students were admitted to the first semester, of which 42 were girls. A total of 60 candidates were admitted to the MCA programme: 48 from Karnataka and 12 from outside. Those candidates who applied for admission to the MCA course had undergone the entrance test and were admitted as per merit.

There are 15 M.Tech. courses running in the institute. The classes for the postgraduate courses commenced from 2 September 2002. A total of 202 candidates were admitted to the M.Tech. courses. The students of this Institute have performed exceedingly well in their University Examinations. Most of the ranks were secured by these students in the University examinations, both at the undergraduate and postgraduate levels.

The elections to the Students Union were conducted on 24 August 2002 very peacefully. The President, General Secretary and Joint Secretary were elected and the various committees were also formed.

National Institute of Technology, Warangal

The REC, Warangal, established in 1959 as the first among the chain of RECs, was converted into NIT Warangal on 10 September 2002. The Institute offers seven undergraduate programmes in engineering and 23 postgraduate and doctoral programmes in all branches of engineering, sciences and humanities. The Institute has so far produced about 10,000 undergraduates 4200 postgraduates and 240 doctorate holders. Most of its students are absorbed into medium-scale public and private industries.

Alumni chapters are in existence in most major cities in India as well as in a few cities in the US. The quality of the graduates is well appreciated by a number of multinational companies and higher academic Institutions. Most of the students get their placements through campus interviews. The central library of this Institute is considered to be one of the best among the technical libraries in Andhra Pradesh.

The Institute campus is networked and Internet facilities are available for all staff and students. Campus residential accommodation is provided to all the students and to the majority of the staff.

Regional Engineering College, Durgapur

The REC, Durgapur, established in 1960, is a joint venture of the Central Government and the Government of West Bengal. It is affiliated to Burdwan University. It has 15 departments and offers four-year undergraduate courses in the disciplines of civil, electrical, mechanical, chemical, metallurgical, electronics and communication, computer science and engineering and IT. The College also offers M.Tech. courses. During the current year, a 120-seater boys' hostel for foreign students, three 120-seater lecturer galleries, a computer centre extension, and an electrical machine lab and heat power lab were constructed. Further, two separate courses were conducted by the Department of Chemistry and Metallurgical Engineering under the aegis of C-NANCE. Industrial placement of the students in the current academic session was around 20 percent till November 2002.

Regional Institute of Technology, Jamshedpur

The Regional Institute of Technology (RIT), Jamshedpur, established in 1960, was a joint venture of the Central Government and the Government of Bihar. However, due to the formation of Jharkhand in 2000, the college is now in the state of Jharkhand and is considered a joint venture of the Central Government and Government of Jharkhand. RIT, Jamshedpur, is affiliated to Ranchi University. It has 13 departments and offers four-year undergraduate courses in the disciplines of civil, mechanical, electrical, metallurgical, electronics, production engineering and management, and computer science and engineering, with an annual intake of 285 students. The College also offers postgraduate courses with an intake of 55 and an MCA course with 30 seats. There are nine boys'

and one girls' hostel. The College has a well-equipped library.

Regional Engineering College, Srinagar

The REC, Srinagar, established in 1960, is a joint venture of the Central Government and the Government of Jammu and Kashmir. REC, Srinagar, is affiliated to the University of Kashmir. The College has 11 departments and offers four-year undergraduate courses in the disciplines of civil engineering, electrical, electronic and communication engineering, mechanical engineering, chemical and metallurgical engineering and an ME course in water resource engineering. The College offers M.Phil. and Ph.D. programmes in all science departments and some engineering departments. The total intake for undergraduate courses is 242. Various departments, including the library and the administration have been networked after individual LANs were set up in each block using Novell Netware.

In 2002-03, various High Powered and Expert Committees from the state, the UGC and the AICTE visited the College to assess the infrastructure and to suggest ways and means to make the institution a centre of excellence in the region, The College is pursuing its case for NIT with Deemed University status.

Faculty members from various disciplines were deputed for higher studies under the QIP to reputed institutions like IISc Bangalore, University of Roorkee and the various IITs.

The consultancy in various departments has picked up despite the unfavourable conditions and meagre industrial base in the state. The T&P department was able to attract reputed government and private sector enterprises, like DRDO, WIPRO, Future System, Quark Media House, ITI, PCS Systems

Ltd, Future Techno Design Ltd, Global Tech. Ltd. Quite a good number of students is being selected.

Regional Engineering College, Tiruchirappalli

The REC, Tiruchirappalli, established in 1964, is a joint venture of the Central Government and the Government of Tamil Nadu. It is affiliated to Bharathidasan University. The College has 13 departments and offers four-year undergraduate courses in the disciplines of civil, computer science and engineering, electrical and electronics, mechanical, electronics and communication, metallurgical production, chemical engineering instrumentation and control engineering and a five-year B.Arch. course. The total intake in the undergraduate stream is around 464 and that in the postgraduate stream, 382. This institution has also been recognised for taking in teachers from other educational institutions for various postgraduate courses and doctoral programmes under the QIP scheme of the AICTE. Apart from this, the AICTE had also included this Institution as a Host institution for its Early Faculty Induction Programme. More than 20 students were admitted during 2002-03 under these schemes. The final year undergraduate students of the circuit branches have secured over 80 percent placement so far through the Campus Interview Programme. With many more companies yet to visit the campus, over 90 percent placement is likely to be achieved for all the branches as in earlier years. In recognition of the achievements of the students, the General Electric Company of India is offering scholarships to two postgraduate students, to the tune of more than Rs. 3 lakh. A student of ECE branch has been selected under the Lucent Technologies Institute Interaction Scheme, which entailed a one-week orientation at the Lucent headquarters in the US. This includes a grant of US \$5000 and summer internship at Lucent India.

The Scheme of Book Promotional Activities and Voluntary Agencies and the newly proposed scheme of Financial Assistance to Educational Libraries will go a long way in achieving the objectives of improving the quality of books for children and fostering love for book in the country.

The National Policy on Education (NPE) envisages easy accessibility to books for all segments of the population. It calls for measures aimed at improving the quality of books for children, including textbooks and workbooks. There is also a need for the development of indigenous book publishing industry and fostering love for book in the country. The National Book Trust (NBT) works in this direction. The Scheme of Book Promotional Activities and Voluntary Agencies and the newly proposed scheme of Financial Assistance to Educational Libraries will go a long way in achieving these objectives. The NBT organises the World Book Fair every alternate year. Under the scheme of Book Promotional Activities and Voluntary Agencies, grants are given to the reputed voluntary organisations for organising the Delhi Book Fair and National Book Fair etc. This year, the Federation of Indian Publishers, New Delhi (FIP) has been sanctioned the grant for the Delhi Book Fair and an organisation from Nagpur for conducting the National Book Fair there.

Scheme of Book Promotional Activities and Voluntary Agencies

In order to encourage book promotional activities by non-governmental organisations (NGOs), the Ministry gives grant-in-aid to voluntary organisations and associations of publishers and authors for organising seminars, training courses, workshops and annual conventions connected with book promotional activities. Grants are released upto a maximum of 75 percent of the total expenditure approved by the Grant-in-aid Committee. During the year, assistance has been extended for organising seminars in Delhi, Kolkata, Nagpur, Kochi, and Tenali (Andhra Pradesh). The scope of the scheme is also proposed to be widened to grant assistance to government educational institutions like universities, colleges etc.

National Book Trust

The NBT is a premier organisation that caters to all reading segments of society by publishing works

The NBT organises the World Book Fair every alternative year. Under the scheme of Book Promotional Activities and Voluntary Agencies, grants are given to the reputed voluntary organisations for organising the Delhi Book Fair and National Book Fair.

of fiction and non-fiction on a variety of subjects in English, Hindi and other Indian languages, including books for children and post-literacy reading material for neo-literates, marketed at moderate prices. The languages in which books are published include Assamese, Bangla, Gujarati, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu. Publishing of books is also being carried out in other languages included in the VII Schedule of the Constitution such as Kashmiri, Konkani, Manipuri, Nepali and Sindhi. On an experimental basis, select titles for children have been brought out in such tribal languages like AO Naga, Garo, Khasi, Mizo, Bhilli, Gondi and Santhali. Besides, the NBT also brought out specially designed tactile books for children with special needs.

A total of 468 titles were published between April 2002 and December 2002 and the NBT earned a revenue of Rs. 228.74 lakh.

Last year, the NBT initiated and spearheaded a country-wide celebration of Year of Books, during which a series of book-related activities were organised. Continuing the momentum, the NBT, this year too, organised book fairs and exhibitions at both regional and national levels. During the current financial year, the NBT also organised six seminars/workshops including 13 book release functions and a book discussion. It also organised

an event to mark the Book and Copyright Day on 23 April 2002. This event also marked the culmination of the Year of Books.

In order to make books available at the doorsteps of the readers, a special initiative was taken to organise mobile book exhibitions in various parts of the country including Tamil Nadu, North-East states, Rajasthan, Uttaranchal, Haryana, Uttar Pradesh, Kerala, Karnataka, Orissa, Punjab, Himachal Pradesh, Bihar, Maharashtra, West Bengal, Chhattisgarh, Jharkhand, Assam, Andhra Pradesh and Madhya Pradesh.

The NBT organises the National Book Week every year, from 14–20 November, all over the country. This year too, the Trust organised a string of book-

related activities and programmes at various parts of the country, with the cooperation of various associations, booksellers, schools, colleges and universities. The Week was marked by an extensive awareness campaign aimed primarily at young readers. Besides, thousands of institutions and organisations were encouraged to take up various book-related activities during the Week.

To promote reasonably priced books for higher education, the NBT provides financial assistance to authors and publishers of textbooks and reference material. Under the scheme for subsidized publication of books, only such books are subsidized for which a definite need is felt and which relate to subject areas where books of an acceptable standard are either not available or are so expensive as to be beyond the means of students. Three titles have been published under the scheme and seven other titles have been considered for publication. Under the scheme of Core Books on Medical Science project, three titles have been published.

The National Centre for Children's Literature (NCCL) was established in the NBT to bridge the gap between the creators and readers of literature for the young. Under this scheme, five seminars/workshops were organised on the various aspects of children's literature. Activities like Quizzes and various book-related competitions were organised for children on various occasions like book fairs, etc. 7000 new Reader's Clubs were established in Maharashtra in collaboration with the DPEP. 12 issues of the *Readers' Club Bulletin* were published. Besides, a survey was also conducted on the Utilisation of Reader's Clubs in 30 schools of Uttar Pradesh, Gujarat and Orissa.

Committee on Promotion of Reading Habits and Development of the Book Publishing Industry

The Ministry of Human Resource Development set up, during the year, a Committee on Promotion of Reading Habit and Development of Book Publishing Industry, to facilitate policy



Events Organised by the NBT during 2002-03

Book Fairs

- Allahabad Book Fair, Allahabad
- Nainital Book Fair, Nainital
- Duliajan Book Festival, Assam
- Children's Book and Activity Fair, New Delhi

Seminars/Workshops

- Books for Millions: Problems and Prospects
- Illustrators Workshop, Guwahati
- Publishing for Children in Oriya: Grey Areas
- Travelogue Writing and Visualisation for Children
- Workshop on Books for Neo-literates, Chennai
- Illustrator's Workshop, Delhi

Book Discussion

- *Vyatha Ki Baat* (Gujarati)
- The NBT also participated in the following International Book Fairs.
- Beijing International Book Fair
- Frankfurt Book Fair
- Exhibition of International Books,
- Canada

formulation on promotion of reading habits and strengthening to the book publishing industry in the country. The Committee consists of representatives of publishing industry, authors, experts and representatives of other concerned ministries. Two meetings of the Committee have been held to deliberate upon various issues concerning book promotion policy, especially with regard to programmes/activities in connection with celebrations of the Year of Books.

Coordination Committee on Setting up of Educational Libraries

A Coordination Committee on Educational Libraries was set up during the year 2000. The task of the Committee is to make recommendations on

- Improving the effectiveness of the school (secondary and senior secondary), college and university libraries;
- Equipping the libraries to face the challenges of the digital age and
- Role of libraries in the creation of a knowledge society

Two meetings of the Committee have been held so far and it has been decided to the library movement, particularly in schools all over the country in this Year of Books.

Scheme for Educational Libraries (Plan)

An important area to be addressed is to promote book-reading habits in school and college going students and easy accessibility of books. Experts have been lamenting the lack of adequate and proper library facilities in our educational institutions. The UGC has recognised this and operates a scheme to provide assistance to libraries in colleges. However, the school sector where reading habits are formed and nurtured seldom gets adequate support for libraries. If we have to transform the nation to a book-reading, book-loving society, special thrust will have to be given to provision of library where kids can fall in love with books.

Hence, it is proposed to start a new scheme of Financial Assistance to Educational Libraries during



the Tenth Plan as a central scheme to support book promotion activities in the school/college libraries. The scheme will be operated through the mechanism of Grant-in-aid Committee headed by the bureau head and will also include training the library personnel and modernising the school library. The proposed budgetary outlay for the scheme is Rs. 45 lakh for 2002-03.

International Standard Book Number

The International Standard Book Number (ISBN) is a unique international publishers' identifier number meant for monographic publications. It is the 10-digit number, which replaces the handling of long bibliographic descriptive records. The ISBN is known throughout the world as a short and clear machine readable identification number, which marks any book unmistakably. The ISBN is a machine readable in the form of 13 digit i.e.

Bookland EAN Bar Code. This is the fast system for the running of electronic point-of-sale system in bookshops. Ordering and distribution of books are mainly executed by this fast and efficient method, which is an essential instrument in modern distribution and rationalisation opportunities in the book trade.

An ISBN is an important factor in the book market. The assigning of ISBNs is the day-to-day routine work of the National Agency for ISBN and the Agency has been making registration of Indian publishers, authors, universities, institutions and government departments responsible for publishing of books.

The ISBN system was originally developed for numbering on printed books, but now-a-days an ISBN is also applicable on electronic publications,



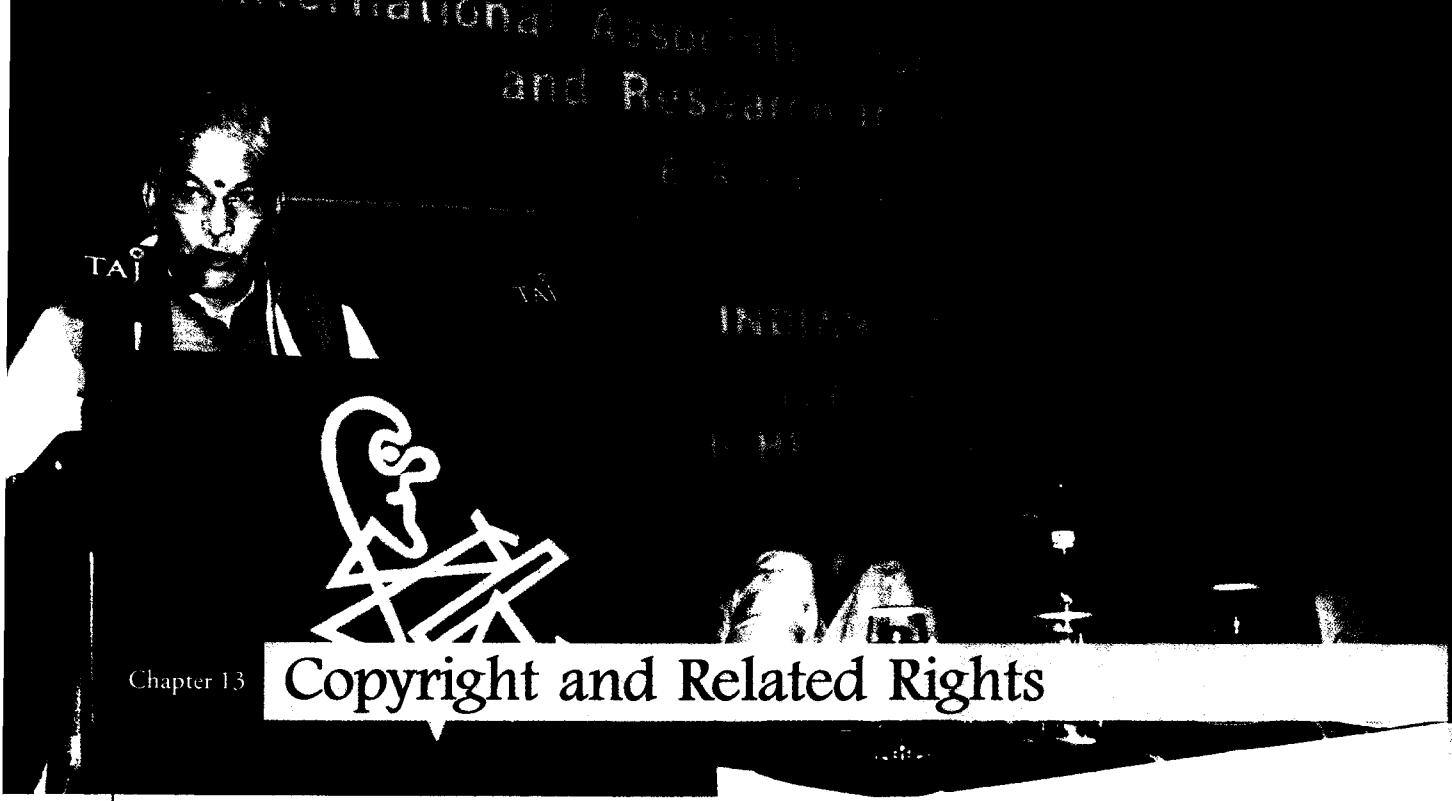
Initiatives taken up by NBT, India Concerning Women and Gender Related Issues

- Since its inception in 1957, The National Book Trust, India has been highlighting women's concerns and their achievements through various publications and by organising seminars and discussions. Some of its titles published in various languages have earned much acclaim from critics and general readers alike. These include recent publications as *Women in Indian Society*, *Women Who Dared* and *Women Pioneers in India's Renaissance*.
- A lively discussion on women's issue was witnessed at the release function of *Women Who Dared* organised on 24 May 2002. Ms Kiran Bedi, Sheila Sandhu, Maya K. Rao and Latika Katt - featured in the book - were present on the occasion. The speakers hoped that the book would make a valuable contribution in the field of women's studies.
- On the 18 March 2002, the Trust organised the release function of *Women Pioneers in India's Renaissance* in association with Sahitya Akademi. Ms Vidyaben Shah, eminent women and children activist, released the book and said that the women featured in the book would continue to inspire the coming generations.
- On 12 December 2001, the Trust organised a discussion on women's status in the Indian society at the release function of *Women in Indian Society* which was chaired by Ms Vina Mazumdar, Chairperson, Centre for Women's Studies. The book provides an insight into the complex nature of work contributed by the women, their educational status, their contribution in organised and unorganised sectors, political participation, legal status, their position in the family and outside world and some of the emergent issues.

if they have a monographic character: permanent, completed and finalised CD-ROM/Internet publications etc. Generally, different ISBNs are assigned to different formats of a book (whether it is paperback, hardbound, clothbound, library edition etc.) and the same principle should be adopted in case of e-books.

Rajammohun Roy, National Agency for ISBN, India, Government of India, Ministry of Human Resource Development, Department of Secondary and Higher Education introduced the ISBN System in India in 1985. Since its inception, the National Agency has allocated 7076 prefixes to different publishers in different categories alongwith the single numbers, which covers the period upto December 2002. The National Agency registered 931 publishers alongwith single numbers during January 2002 to December 2002. About 7000 ISBNs have been confirmed for those publications, which are

under print. The National Agency has also compiled 13 volumes of the *National Catalogue of ISBN Titles* of those books, which are received as complimentary copies under ISBN system and the same have been distributed among the publishers/authors/government departments etc. To popularise the ISBN system and to facilitate easy allotment of ISBNs to publishers, the agency participated in the 15th World Book Fair 2002, Allahabad Book Fair 2002, Rajasthan Book Fair 2002 (Jaipur) and Nainital Book Fair 2002. The National Agency also organised two book exhibitions of 1000 and 500 books respectively (which are received as complimentary copies under ISBN scheme) at the VBS Purvanchal University (Jaunpur) and the School of Management Sciences (Varanasi). The students and teachers of the universities took keen interest in understanding the ISBN system. After the exhibitions, these books were donated to the universities for their library use.



Chapter 13

Copyright and Related Rights

The Copyright Enforcement Advisory Council set up to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act has been reconstituted. Separate copyright enforcement cells or special cells have been set up in majority of the states/Union Territories. The remaining states/Union Territories have also been requested to establish such cells.

Copyright Office

The Copyright Office was established in 1958 in pursuance of Section 9 of the Copyright Act, 1957. Copyright comes into existence as soon as a work is created and its acquisition does not require any legal formality. Though registration is optional, the Copyright Act, 1957 as amended from time to time, provides for registration of copyright of an original literary, dramatic, musical and artistic works, cinematograph films and sound recording. During the year 2001-02, 3255 works have been registered. The category-wise break-up of the registered works is as under.

• Literary	1100
• Artistic	1851
• Sound Recording	117
• Computer Software	187

The office has registered a total number of 3719 works between April to November 2002.

In addition to this, the Copyright Office also registers the changes in the particulars of Copyright entered in the registers of Copyright in accordance with Rule 16 of the Copyright Rules, 1958. Moreover, the Copyright Office also issues certified copies of the extracts from the Register of Copyrights. The inspection of the Register of Copyright is also open to the interested persons at all reasonable times.

Recently, steps have been taken to modernise and computerise the Copyright Office with a view to streamline its functioning and provide speedier registration. Also the WIPO-NET project is being implemented in Copyright Office with assistance of WIPO (World Intellectual Property Organisation), which will put Indian Copyright Office on direct and dedicated network with WIPO. Information about copyright registration and related matters has been made available at the Services page on the Department's Web-site: www.education.nic.in.

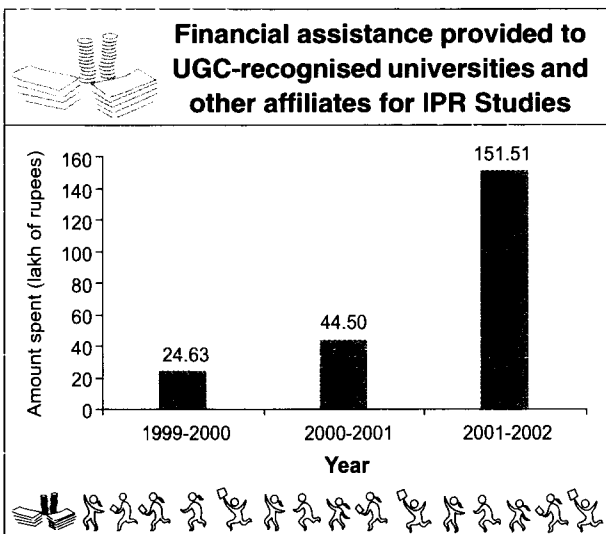
Copyright Law

Copyright and related rights are governed by the Copyright Act, 1957, as amended and the Copyright Rules, 1958, as amended from time to time and the International Copyright Order, 1999. The International Copyright Order was amended in 2000 to extend copyright protection to the works of nationals of those countries who have joined the copyright treaties since the publication of the Order. The Act gives the creators of literary, dramatic, musical, computer software and artistic works, cinematograph films and sound recordings rights to reproduce, perform translate, communicate to the public etc., their works. It also gives broadcasting organisations 'broadcast reproduction right' and bestows on performers, 'performer's right'. The Act also provides the authors certain moral rights like the right to claim authorship and to restrain or claim damages in respect of any distortion, mutilation, etc., of their work.

The Copyright Act provides for a Copyright Board to settle copyright disputes, Copyright Office for registration of copyright works and for setting up of copyright societies to do copyright business.

Copyright Board

The first Copyright Board, a quasi-judicial body was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of errors in copyright registration, disputes in respect of assignment of copyright and granting of licenses of published works withheld from public and unpublished Indian works, to produce and publish works for certain other specific purposes. It also hears cases in other miscellaneous matters instituted before it under Copyright Act, 1957. The meetings of the board are held in different zones of the country to provide facility of justice to authors, creators and owners of intellectual property, near their places of residence or occupation.



The present Copyright Board has been reconstituted for a period of five years with effect from 22 February 2001. Till December 2002, the Board heard 110 cases in 9 meetings held in different zones.

Intellectual Property Rights Education Research and Public Outreach

The Scheme of Intellectual Property Education, Research and Public Outreach has two major components: 1. organising seminars and workshops on copyright matters and 2. financial assistance for intellectual property rights (IPR) studies. Under the scheme, financial assistance is provided to UGC-recognised Universities, Institutions affiliated to those Universities, Educational Institutions, Copyright Societies and other registered voluntary

organisations for creating general awareness by way of organising seminars and workshops on copyright matters and carrying out studies and other activities on IPR-related matters. The amount spent during the last three years under both the schemes along with expenditure incurred till December is given in the graph.

Intellectual Property Right Chairs

In order to give fillip to education in IPRs, the government has set up five IPR Chairs: one each at the University of Allahabad (Allahabad), University of Delhi (Delhi), University of Pune (Pune), University of Madras (Chennai) and National Law School of Indian University (Bangalore) to promote teaching and research in IPRs Studies. For this purpose, funds were released by this Department under this scheme so far to three Universities at Delhi, Madras and Bangalore. The other two universities at Allahabad and Pune were funded by CSIR. For better coordination in IPR education, regular meetings are held with these universities at the highest level.

During Assemblies of the Member States of WIPO in September–October 2002, India has signed a Framework Agreement of Cooperation with the WIPO to promote education in IPR through distance mode. Indira Gandhi National Open University (IGNOU) and WIPO will conduct a joint academic programme on IPR, which is the first of its kind in Asia.

General Agreement on Trade in Services

The last round of the General Agreement on Trade and Tariff (GATT) in 1994 gave rise to multilateral agreement on trade under the World Trade Organisation (WTO). Prior to emergence of WTO, there was no multilateral agreement on services. The WTO came into existence on 1 January 1995. The next round negotiations in 1996 led to a comprehensive agreement on international trade in services. The objective of the agreement is progressive



liberalisation of trade in services. It is to provide secure and more open market in services in similar manner as GATT has done for trade in goods. Education is one of the 12 services, which are to be negotiated under the General Agreement on Trade in Services (GATS). Education has been divided into following five categories for the purposes of negotiations.

- Higher education
- Secondary education
- Primary education
- Adult education
- Other education

GATS prescribes the following four modes of trade in services including education services.

1. **Cross-Border Supply** of a service includes any type of course that is provided through distance education or the Internet, any type of testing service, and educational materials which can cross national boundaries.
2. **Consumption Abroad** mainly involves the education of foreign students and is the most common form of trade in educational services.
3. **Commercial Presence** refers to the actual presence of foreign investors in a host country. This would include foreign universities setting up courses or entire institutions in another country.
4. **Presence of Natural Persons** refers to the ability of people to move between countries to provide educational services.

No request or offer has been made so far for education services.

Copyright Enforcement in India

Chapter XIII of the Indian Copyright Act, 1957, provides penalties for the offences committed under the Copyright Act and empowers the police to take necessary action. The actual enforcement of the law is the concern of the state governments through police force. However, during the last few years,

During the last few years, the Central government has taken various steps to improve the enforcement of the Copyright Act to curb piracy.

the central government has taken various steps to improve the enforcement of the Copyright Act to curb piracy. These measures include the setting up of a Copyright Enforcement Advisory Council (CEAC), which has as its members from all concerned departments and representatives of industry with a view to regularly review the implementation of the Copyright Act including the provisions regarding anti-piracy. Several other measures taken by the central government include persuading the state government for (1) the setting up of special cells in state governments for enforcement of Copyright Laws (2) appointment of nodal officers in the states for facilitating proper coordination between the industry organisations and enforcement agencies; (3) holding of seminars/workshops etc. for sensitising the public about Copyright Laws and (4) collective administration by Copyright Societies.

Copyright Enforcement Advisory Council

The Copyright Enforcement Advisory Council (CEAC) was set up on 6 November 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act.

The term of the CEAC, which expired on 5 November 2000 was extended for another three years with effect from 6 November 2000. The first meeting of the re-constituted Council was held on 20 July 2001 in New Delhi. The second meeting



International Seminars on Copyright and IPR Issues

Indian delegates participated in the following international seminars.

- One-day national seminars—cum-Video-conferences on Intellectual Property Rights for Copyright Industries (Small and Medium Enterprises) organised by MHRD through IGNOU in collaboration with WIPO, Geneva held in New Delhi on 29 August 2002 through its five centres at Ahmedabad, Bangalore, Kolkata, Chennai and Guwahati and WIPO Academy. This seminar was exclusively for small and medium enterprises covered under the Copyright Industry.
- Association for the Advancement of Teaching and Research in Intellectual Property (ATRIP) Congress Session was held from 6 to 8 of October 2002.
- A WIPO Asia-Pacific Seminar on Intellectual Property and Genetic Resources, Traditional

Knowledge and Folklore sponsored by WIPO and Ministry of Human Resource Development was organised by Cochin University of Science and Technology, School of Legal Studies, Cochin from 11 to 13 November 2002. The specific aim of the seminar was regarding discussion on intellectual property issues related to genetic resources, traditional knowledge and folklore and to produce an agreed data specification for traditional knowledge databases and explore the options and possibilities on the protection of traditional knowledge and folklore.

These seminars and workshops enabled Indian participants to learn and exchange national experiences from piracy in the context of international developments in copyright and related rights.

was held on 27 May 2002. Some valuable suggestions were made in these meetings for the effective enforcement of copyright.

Special Cells for Copyright Enforcement

In all, 19 states/UTs have set up Enforcement Cells. These are the states/UTs of Assam, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Sikkim, Tamil Nadu, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli and Daman and Diu. They have set up either separate copyright enforcement cells or special cells in the Crime Branch to look after copyright offence cases. All other states/UTs have also been requested to establish such cells.

Nodal Officers

In order to facilitate proper coordination between

the industry organisations and the enforcement agencies in the matter of enforcement of copyright law, the MHRD requested the state governments to designate nodal officers. As of now, 25 states and UTs have designated nodal officers in their respective state governments. These are the States of Andhra Pradesh, Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal and the Union Territories of Andaman and Nicobar Islands, Chandigarh, Daman and Diu, Lakshadweep and Pondicherry.

A conference of the designated nodal officers in the states/UTs for enforcement of copyright law was held on 9 September 2002 under the aegis of this Department wherein many aspects of enforcement were discussed and experiences exchanged. The officers were requested to submit quarterly

reports on the development in this area including conviction rates.

Collective Administration Societies

The Copyright (Amendment) Act, 1994, provides for setting up separate copyright societies for different categories of works. So far, four copyright societies have been registered: one each for cinematograph films (Society for Copyright Regulation of Indian Producers of Films and Television (SCRIPT), musical works (Indian Performing Right Society Limited [IPRS]) and sound recordings (Phonographic Performance Limited [PPL]) and the last one recently established is the Indian Reprographic Rights Organisation (IRRO) for books/literature/artistic photocopy rights. These societies have been actively participating in generating awareness about Copyright and IPR. They also have set up their own Anti-piracy Cells, which in collaboration with police/enforcement authorities have been actively engaged in curbing piracy in musical/sound recording works.

Consequent to the number of measures initiated by the Ministry, there has been more activity in the enforcement of copyright laws in the country during the last year compared to previous years. As per the data relating to copyright offences available with the National Crime Records Bureau, the number of copyright cases registered has gone up from 927 in 1999 to 2364 in 2000. The number of arrests has increased from 1191 in the year 1999 to 1762 in the year 2000. The value of seizures has gone up from Rs. 8.14 crore in the year 1999 to 8.26 crore in 2000. These figures reflect the general improvement in the enforcement of Copyright Law.

Cooperation with WIPO

India is a member of the WIPO, a specialised agency of the United Nations which deals with copyright and other intellectual property rights and plays an



important role in all its deliberations. This year, delegations from India participated in the following WIPO meetings.

- WIPO- 7th Session of the Standing Committee on Copyright and Related Rights held in Geneva from 13-17 May 2002.
- WIPO- 8th Session of Standing Committee on Copyrights and Related Rights held at Geneva from 4 to 8 November 2002.
- 3rd Session of Inter-Governmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore held from 13-21 June 2002 in Geneva
- 37th Series of the Assemblies of the Member States of WIPO held at Headquarters of WIPO in Geneva from 23 September to 1 October 2002
- Regional forum for Intellectual Property Cooperation among Member States of SAARC held in Thimpu, Bhutan from 22 to 23 October 2002.
- International Symposium on the effects of Technology on Copyright and Related Rights held in Washington 18 to 22 2002.
- WIPO- 4th Session of the Inter-Governmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore held in Geneva from 9-17 December 2002.



Promotion of Languages

The Central Institute of Indian Languages has launched its web-site and instituted the Bhasha Bharati awards to recognise efforts of writers writing in a language other than their mother tongue.

The National Council for the promotion of Urdu language has launched a national programme of Urdu learning in a distance mode.

Two existing schemes have been merged under the Area Intensive and Madrasa Modernisation Programme with no change in their components.

Central Hindi Directorate

The Central Hindi Directorate (CHD) was established on 1 March 1960 by the Government of India under the Ministry of Education (now Ministry of Human Resource Development, Department of Secondary Education and Higher Education) to fulfill the spirit of Article 351 of the Constitution of India. The propagation and development of Hindi in such a way that it serves as a link language for the country, is the objective of this organisation.

The CHD is located in Delhi. In addition, four Regional Offices of the Organisation are functioning at Chennai, Hyderabad, Kolkata and Guwahati. These Regional Offices have the responsibility of coordinating the activities of the CHD with the State Governments and Voluntary Hindi Organisations.

To achieve the above objectives, the CHD has undertaken the Schemes detailed below.

Under the Scheme of Dictionaries and Conversational Guides, the Directorate prepares bilingual Hindi dictionaries and conversational guides with other Indian and foreign languages. Under this Scheme, in all 13 bilingual, 14 trilingual, 3 multilingual dictionaries and 18 conversational guides have been published. The publication of consolidated Hindi, United Nation Languages, and Hindi-Burmi dictionaries are the main achievements of the preceding year. This year, 9 bilingual dictionaries, one trilingual dictionary and one multilingual dictionary are being prepared.

The following Schemes are being implemented annually under the different extension programmes.

- 1 Study tours of non-Hindi speaking students – Two study tours are conducted for the students of non-Hindi speaking areas who study Hindi language and literature at graduation and postgraduation level.
- 2 Neo-Writers' Workshops – Four workshops each with 25 neo-writers were organised. Non-Hindi neo-writers were given extensive and up-to-date information about different genres of stories, poetry, one-act plays, translation, journalism etc. This year, eight workshops have so far been organised.
- 3 Awards for non-Hindi speaking writers for writing books in Hindi – In order to encourage non-Hindi speaking writers to write in Hindi, 19 awards of Rs. 50,000 each are given to non-Hindi speaking writers for writing original books for translations into Hindi. This year, 18 non-Hindi speaking writers have been chosen for the award.
- 4 Shiksha Puraskar Yojna – Every year, five awards of Rs. 50,000 each are awarded to the writers of Hindi speaking as well as non-Hindi speaking areas for writing and publishing excellent original books in Hindi on various aspects of education such as education policy, primary/middle/higher education, moral, environment, science, physical education etc.
- 5 Under the Pradhyapak Vyakhyan Mala Programme, four lecturers from the Universities of non-Hindi-speaking areas and four lecturers from the Universities of Hindi-speaking areas visits three Universities each of Hindi-speaking and non-Hindi speaking areas respectively, where they have deliberations with local lecturers and students and also deliver lectures on different fields of Hindi literature. 7 lecturers have visited various Universities this year.
- 6 National Symposia – Two Symposia have been organised wherein extensive literary deliberations in various fields of Indian literature have been conducted.
- 7 Financial aid to Hindi research scholars of non-Hindi-speaking areas – 18 non-Hindi-speaking research scholars of the universities of non-Hindi-speaking areas, have been given (tour) grants to enable them to collect research material.

Under the Scheme of Publication, *Bhasha*, a bimonthly magazine is being published regularly since August 1961. The May–June 2002 edition was a special issue entitled *Suchna Prodyogiki evam Bhartiya Bhashaen*.

Hindi books and periodicals are purchased by the Directorate and supplied free to schools, colleges and public libraries in non-Hindi-speaking states. This year approximately 1000 organisations have been or are sent books. Six book exhibitions have also been held in various non-Hindi speaking regions.

The Directorate also conducts a one-year certificate course and one-year diploma course for non-Hindi-speaking Indians and foreigners in the mediums of English, Tamil, Malayalam and Bangla and through correspondence. Besides, *Prabodh*, *Praveen* and *Pragya* courses (in English medium) are also conducted. A Hindi Civil Services course (through English medium) is also conducted for those non-Hindi-speaking candidates of eastern regions who opt for Hindi in the Civil Service Exam.

Presently, 8000 students have been registered in certificate and diploma courses. 2051 students have been registered under *Prabodh*, *Praveen* and *Pragya* courses and 52 students have got themselves registered under the Civil Services Hindi Course.

The CHD also implements the scheme of financial assistance to voluntary organisations for the promotion of Hindi and the Scheme of financial assistance for the publications and purchase of Hindi books. Under the first Scheme, financial assistance is provided to the registered VHOs on the recommendations of the Central grants-in-aid Committee for numerous activities, such as running classes for teaching Hindi, Hindi shorthand and typewriting classes and setting up Hindi libraries etc.

Under the second Scheme, financial assistance is provided to VHOs as well as individuals for

publications in Hindi and the purchase of books published in Hindi. During the financial year 2001-02, 17 manuscripts were approved for publication grants and 34 purchased.

Details of the VHOs, which have not submitted the utilisation certificates in respect of the grants released to them during the last three years (i.e. 1998-99, 1999-2000 and 2000-2001,) may be seen in Annexure A. The statement relating to the VHOs, which are the recipients of grants of Rs.1,00,000 and above during the year 2001-02 may be seen in Annexure B.

Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical Terminology (CSTT) was set up in 1961 for the purpose of evolving uniform terminology in Hindi and other modern Indian languages and for production of textbooks, supplementary reading material and reference literature in all disciplines of learning so as to facilitate the smooth change over of the medium of instruction at university level.

The evolution and development of technical terminology in Hindi and other Modern Indian Languages is one of the most important responsibilities assigned to this Commission. Till now, 7.5 lakh technical Hindi equivalents belonging to all major disciplines have been evolved and finalised.

A *Comprehensive Glossary of Administrative Terms* containing 16,000 terms has been published in the new edition of 2002. Till now, 10,000 technical terms of information technology have been made available on CDs.

The changeover of the medium of instruction at University level is closely linked with the production of adequate number of college books of various University subjects. With this object in view, grants are made available to Hindi Granth Akademies, State Textbook Boards and University

Cells through CSTT. The CSTT has been assigned the responsibility of coordinating and monitoring the progress of work of all these agencies. Under this programme so far, 14100 books have been published, of which about 3100 books are in Hindi and about 10,500 books in other Modern Indian Languages. Book production in agriculture, medicine and engineering is undertaken by the CSTT itself. About 500 books have been published in these subjects.

Scientific and Technical terms are best understood in the context of their definitions. Therefore, the CSTT has undertaken to produce definitional dictionaries in all subjects. So far, 60 definitional dictionaries covering almost all the basic sciences, humanities, social sciences and many other specialised subjects have been published.

In the month of July 2002, the second editions of physics and zoology definitional dictionaries have been released by Dr. Murli Manohar Joshi, Hon'ble Minister of Human Resource Development.

With a view to help evolution and appropriate style of scientific writing in Hindi and to provide latest information relating to various fields of knowledge, the CSTT has started publishing two quarterly magazines namely *Vigyan Garima Sindhu* and *Gyan Garima Sindhu* for scientists and social workers respectively.

Kendriya Hindi Shikshan Mandal, Agra

The Kendriya Hindi Shikshan Mandal (KHSM), Agra, is an autonomous Institution established by the Government of India under the overall control of the Ministry of Human Resource Development (Department of Secondary and Higher Education). The Mandal runs the Kendriya Hindi Sansthan under its aegis with its headquarters at Agra and its Centres at Delhi, Hyderabad, Mysore, Guwahati and Shillong.

The Sansthan conducts the following courses.

1. Hindi Shikshan 'Nishnat' (M.Ed. level)

2. Hindi Shikshan "Parangat" (B.Ed. level) and
3. Hindi Shikshan 'Praveen', a four-year Hindi Shikshan diploma and an intensive Hindi teaching orientation course.

Besides at its own Centres, the Sansthan also conducts orientation courses for the Hindi teachers of non-Hindi-speaking States at remote places like Leh, Sikkim, Andaman and Nicobar and Diu.

The Sansthan also runs Courses at Agra for the teaching of Hindi to foreigners under the Scheme of 'Propagation of Hindi Abroad'. A second composite Hindi course for foreigners is taught at the Delhi Centre of the Sansthan. So far, 2075 students from 71 countries have been trained in Hindi. During this year, the Sansthan has increased the intake for all teaching and training courses in order to satisfy the demand for Hindi teachers and foreign students. The preparatory work of language technology and audio material for various linguistic areas was also done during the year.

The Tribal Language Research Unit of the Sansthan works on the development of language teaching materials. For Dimapur (Nagaland), a textbook of social studies part-III (Samajik Adhhyayan Bhag-III) has been published. The Language Technology and Audio-visual Unit is involved in the preparation of remedial audio material for various linguistic areas, especially for the North-Eastern region.

During the year, the Institute launched a major initiative in distance education in B.Ed. course and over 800 students have been enrolled this year.

The Institute also published research-oriented material, namely, 4 books and 5 magazines, related to Hindi language and literature.

Under the Scheme Hindi Sevi Samman Yojana, 15 Hindi scholars were selected for the awards in 2001-02 for their distinguished contribution to the development and propagation of Hindi research and creative literature, scientific and technical literature

and Hindi journalism. The President of India presented these awards in a special function organised at Rashtrapati Bhawan.

Centrally Sponsored Scheme of Financial Assistance for Appointment of Language Teachers in the Tenth Plan

This Scheme has three parts. It provides for the salaries of the following.

- 1 Hindi teachers in the Government schools of non-Hindi-speaking states. This programme has been continuing since the Second Five-Year Plan. Under this component, the salaries will continue to be paid to the Hindi teachers in schools in non-Hindi-speaking states.
- 2 Urdu teachers in the schools in those districts that have a significant minority population. This Scheme has been in place since 1999. The Scheme will be implemented exclusively in those 325 blocks/districts that have a significant educationally backward minority/population. These areas have been identified by the Ministry of Social Justice and Empowerment.
- 3 Modern Indian Language teachers to teach a third South Indian language in those schools of the Hindi-speaking states/UTs that demand them. The Scheme was introduced in 1993-94.

The Schemes have been brought together in the Tenth Plan for increased linkages among the three components and for better administrative efficiency. The features of the components remain unchanged.

The Budget Estimates for the Scheme during the current financial year i.e. 2002-03 is Rs. 10.35 crore. During the Tenth Five-Year Plan, an outlay of Rs. 47.50 crore has been provided for the scheme.

Central Institute of Indian Languages, Mysore Including RLCs

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office, was set up to help in evolving and implementing the language policy of the Government of India and to coordinate the development of Indian languages by conducting

research in the areas of language analysis, language pedagogy, language technology and language use in society. The CIIL promotes Indian languages through three comprehensive Schemes.

Under the first Scheme, it seeks to develop Indian languages through research, manpower development and the production of materials in modern Indian languages, including tribal languages. The scheme also addresses other important areas of concern such as tribal and border languages, socio-linguistics, phonetics, psycholinguistics, materials and training, evaluation and testing, distance education, educational technology and lexicography and translation.

Under the second Scheme, secondary school teachers deputed by states and Union Territories are trained in languages other than their mother tongue. The 7 Regional Language Centres conduct various teacher training programmes in: 1) Assamese, 2) Bengali, 3) Gujarati, 4) Kannada, 5) Kashmiri, 6) Malayalam, 7) Manipuri, 8) Marathi, 9) Nepali, 10) Oriya, 11) Punjabi, 12) Sindhi, 13) Tamil, 14) Telugu, and 15) Urdu to implement the three-language formula of the Government and prepare instructional materials.

Under the third Scheme, financial assistance is provided to individuals and voluntary organisations for publications in Indian languages, including tribal languages (other than Hindi, Urdu, Sindhi, Sanskrit and English since these languages are dealt with by other Institutions).

Some important highlight of activities undertaken by CIIL

Scheme-1

1. On 17 July, the Institute launched its translation service Website www.anukriti.net
2. The first Bhasha-Bharati Samman 2001 awards were given to 6 writers (writing in a language other than their mother tongue) in Telugu, Tamil, Kannada, Bengali, Urdu and Oriya on 23 August 2002.

3. During this period, about (uptil now) 10 workshops, one seminar and five orientation programmes have been conducted.

Scheme-2

During the period under report, 313 teacher trainees underwent a 10-month intensive course in different Indian languages.

Scheme-3

The Grants-in-aid Committee decided to buy 105 books in the different languages under the bulk purchase scheme.

Central Institute of English and Foreign Languages

In order to bring about substantial improvement in the standards of teaching/learning English, the Central Government gives assistance to State Governments through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad, for the setting up of at least one district

centre for English in each state. District centres are in operation in different parts of the country. The Government also provides assistance to the two Regional Institutes of English and 9 English language teaching Institutes of different States through the CIEFL. Apart from these, grants are also given to Voluntary Organisations/ Individuals for the publication and purchase of books in English.

National Council for the Promotion of Urdu Language

The National Council for Promotion of Urdu Language (NCPUL), an autonomous body functions for the objectives of 1) to promote, develop and propagate the Urdu language, 2) to take action for making available in Urdu the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context, 3) to advise the Government of India on educational issues connected with Urdu and 4) to undertake any other



National Council for Promotion of Urdu Language on Women Empowerment

One of the significant initiatives of the Council has been transformation of Urdu speaking population into productive human resource and making them part of the employable technological workforce in the emerging information technological scenario and penetration of computer education to the grass -root level in minority concentration blocks. NCPUL has established 125 "Computer Applications and Multilingual DTP Centres" out of which five Centres are exclusively for girls at Ranchi, Bangalore, Almorha, Lucknow and Hyderabad. This programme has produced 3074 girls students as medium level professional during the last three years and 2827 girls have been admitted during the current year.

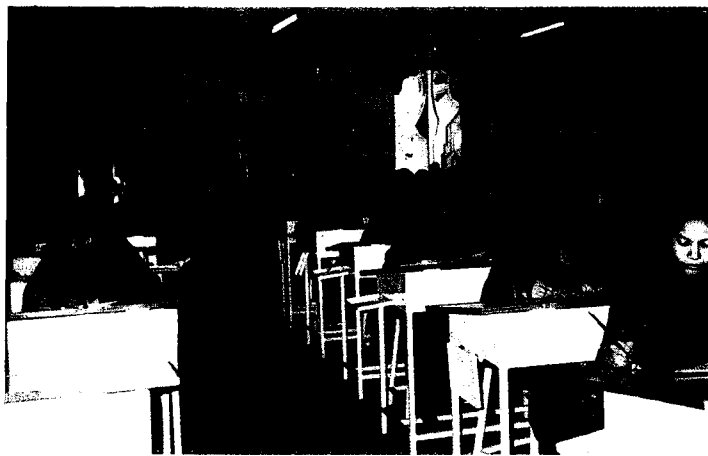
In order to dovetail the traditional art of calligraphy with commercial art and giving it enriching dimension of graphic design so as a new entrepreneurship is created and the trainees are absorbed in the field of graphics

and advertisement, "Diploma in Calligraphy and Graphic Design" was launched in 25 Centres out of which three Centres are exclusively for girls at Muzaffarpur, Allahabad and Deoband. 263 girls are pursuing this course.

In order to popularise the Urdu language and its script under a well thought plan, NCPUL has launched a national programme of Urdu learning through Hindi and English medium on distance mode. Every year more than 10,000 students pursue this course out of which more than 3500 are girls.

NCPUL has started two year Diploma course in functional Arabic. 1098 have been registered in this course out of which 298 are girls.

NCPUL is running 7 Urdu Type and Shorthand Training Centres. 17 girls are pursuing this course in these Centres.



activity for the promotion of Urdu as may be deemed fit by the Council.

One of the significant initiatives of the Council has been the transformation of the Urdu-speaking population into part of the employable technological workforce in the emerging information technological scenario and the penetration of computer education to the grassroots level. The launch of a Computer Application and Multilingual Diploma has enabled young Urdu speaking boys and girls to gain respectful livelihood. 125 Computerised Calligraphy Training Centres spread over 22 states and 87 districts are now producing 8000 medium level professionals every year. A diploma course in calligraphy and graphic design was launched in 25 centres in 12 states to further boost the employment opportunities of the Urdu-speaking population.

To popularise the Urdu script, a national programme of Urdu learning in distance mode was launched and every year more than 10,000 learners pursue this course. This has been supplemented by the production of quality textbooks, encyclopedias and dictionaries depicting national objectives and national standards.

National Council for Promotion of Sindhi Language, Vadodara

The National Council for Promotion of Sindhi

Language (NCPSL) has been established as an autonomous registered body under the Ministry of Human Resource Development. The headquarters of the Council is at Vadodara.

The objectives of the NCPSL are as follow.

- 1) To promote, develop and propagate the Sindhi language.
- 2) To take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context
- 3) To advise the Government of India on issues connected with Sindhi language and having bearing on education as may be referred to it
- 4) To undertake any other activity for the promotion of Sindhi Language as may be deemed fit by the Council

The main Schemes of the NCPSL are as follows.

- 1) Award of prizes to Sindhi writers for literary books
- 2) Bulk purchase of Sindhi books/magazines/ audio-video cassettes related to Sindhi, published/produced during the concerned financial year for free distribution to educational institutions/schools/colleges/public libraries etc.
- 3) Financial assistance to Voluntary Organisations for selected promotional activities relating to the Sindhi language and
- 4) Financial assistance for publication and purchase of books etc. in Sindhi language

Indian Languages Promotion Council

An Indian Languages Promotion Council was set up under the Chairmanship of the Prime Minister to advise the Government on measures to be taken for the promotion, development and propagation of all Indian languages.

Area-Intensive and Madrasa Modernisation Programme

The two existing Schemes namely the Area Intensive Programme for Educationally Backward Minorities and the Scheme of financial assistance for

Modernisation of Madrasa Education have been merged during the year 2002-03 to form a new Scheme with the title—Area Intensive and Madrasa Modernisation Programme (AIMMP) with no change in their components. The requirement of both the component during the Ninth Five-Year Plan was Rs. 115.00 crore. This has been raised by about one-and-a-half times to Rs. 160.00 crore in the Tenth Five-Year Plan with an Annual Plan requirement of Rs. 31.50 crore (2002-03).

The revised Scheme will have two components.

Infrastructural Component

The first component of infrastructural development provides basic infrastructural facilities in the areas of concentration of educationally backward minorities. Cent percent financial assistance is given by the central government to state governments and voluntary organisations for the establishment of new primary/upper primary schools and residential higher secondary schools for girls; strengthening educational infrastructure and physical facilities in existing schools; and opening multi-stream residential higher secondary schools for girls.

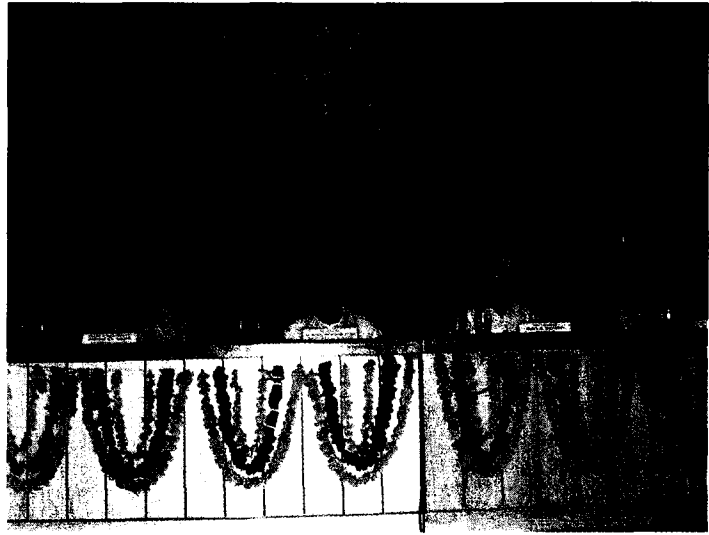
The Scheme covers four districts (of Assam) and 325 blocks spread over 15 states and three UTs.

During the year under report, Rs. 16.7 crore were sanctioned to various state governments under the scheme.

Madrasa Modernisation Component

The second component of Madrasa Modernisation provides the following.

1. Salary to two teachers per Madrasa @ Rs. 3000 per month per teacher for study of modern subjects like science, mathematics, English and social studies
2. One-time grant of Rs. 7000 for purchase of science/maths kits per Madrasa
3. Another one-time grant of Rs. 7000 for book bank and strengthening of libraries



Prof. M.M. Joshi, Hon'ble HRM, seen with Chairman and Vice Chairman NCPSEL in the Award Function held on 25 April 2002

During the year, an amount of Rs. 2.05 crore was sanctioned to various state governments.

Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, a Deemed University with effect from 7 May 2002, under the MHRD (Department of Secondary and Higher Education), is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit teaching up to the doctorate level through 10 Kendriya Sanskrit Vidyapeethas at Puri, Jammu, Jaipur, Sringeri, Mumbai, Allahabad, Trichur, Lucknow, Garli and Bhopal.

The Rashtriya Sanskrit Sansthan offers teaching at Shastri (BA) and Acharya (MA) levels in various subjects viz. *Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita, Jyotisha, Ganita Jyotisha, Sarva Darshana, Veda, Nyaya (Navya), Mimamsa, Advaita Vedant, Dharma Shastra, Vishistadvaita Vedanta, Sankhya Yoga Purohitya, Jain Darshan, Baudha Darshan, Puranetihasa* as traditional subjects alongwith English and Hindi. Besides tutorial facility of one modern subject such as political science, history, economics, sociology etc. is provided at under-graduate level.



The Sansthan provides financial assistance to voluntary organisations engaged in the propagation, development and promotion of Sanskrit to the tune of 75 percent of the approved expenditure on the salaries of teachers, scholarships to students, construction and repair of buildings, furniture, library etc. So far, 742 voluntary Sanskrit organisations have been assisted. 23 Adarsh Sanskrit Mahavidyalayas including Shodh Sansthans have also been provided with financial assistance.

The Sansthan also pays honorariums to 125 retired eminent, Sanskrit scholars at the rate of Rs. 2,500 per month to teach in Adarsh Sanskrit Pathshalas and other State Government run Sanskrit College under the Shastrachudamani Scheme. Financial assistance is also being provided by the Sansthan for the preparation of a Sanskrit Dictionary at Deccan College, Pune, for the organisation of vocational training, for the purchase and publication of Sanskrit books and rare manuscripts and the organisation of the All India Elocution Contest. Under the Scheme of the President's Awardee of the Certificate of Honour, every year 15 scholars of Sanskrit, one of Pali/Prakrit and three each of Arabic and Persian are selected and are paid honorariums of Rs. 50,000 each per annum for their life-time. The number of present awardees who are getting grants from the Rashtriya Sanskrit

Sansthan is 280. From the year 2002 onwards eight young scholars have also been selected for the Maharishi Badrayan Vyas Samman for which the Sansthan will pay a one-time award of Rs. 1,00,000 to each scholar.

Scheme for Development of Sanskrit through State Governments / Union Territories

This is a Central Plan Scheme that has been operated through the state governments ever since 1962. Financial grants are provided by Government of India on 100 percent basis for the following major programme. The scheme is being revised in Tenth Plan so as to increase the financial support for development of Sanskrit.

Financial assistance to eminent Sanskrit Pandits in indigent circumstances

Under this scheme, assistance is being given to eminent, traditional Sanskrit pandits who are not below the age of 55 are in indigent circumstances and are engaged in study/research in Sanskrit at the maximum rate of Rs. 10,000 per annum (minus the annual income of the scholar from other sources). About 1400 scholars are likely to be benefited during 2002-03.

Modernisation of Sanskrit Pathshalas

To bring about a fusion between the traditional and modern systems of Sanskrit Education, grants are provided to facilitate the appointment of teachers for teaching in traditional Sanskrit Pathshalas selected modern subjects, i.e. Modern Indian Languages (MIL), science (including mathematics) and humanities. During 2002-03, eight states are likely to be assisted.

Providing facilities for teaching Sanskrit in High/Higher Secondary Schools

Grants are given to meet the expenditure of the salaries of Sanskrit teachers to be appointed in those secondary and senior secondary schools where the state governments are not in a position to provide

facilities to teach Sanskrit. During 2002-03, about seven States are likely to be assisted.

Scholarships to students studying Sanskrit in High/Higher Secondary Schools

In order to attract students towards Sanskrit in the Secondary Schools, merit scholarships are given to Sanskrit Students of classes IX to XII, at the rate of Rs. 125 per month for students of XI and XII. About 50000 students are likely to be benefited under this scheme during 2002-03.

Grants to State Governments for various schemes for the promotion of Sanskrit

- i. Under this scheme, State governments are paid 100 percent assistance for various programmes for the development and propagation of Sanskrit like upgrading the salary of teachers, honouring Vedic Scholars, conducting Vidwat Sabhas, holding evening classes, celebrating the Kalidasa Samaroha etc. During 2002-03, twelve states are likely to be assisted.
- ii. Proposals for research/research projects in Sanskrit received from Deemed Sanskrit Universities and NGOs (Registered Bodies) are covered under the scheme. During 2002-03, several proposals from some prominent and Deemed Universities are likely to be funded.
- iii. Central Grant to Rashtriya Sanskrit Sansthan/ Deemed Universities/CBSE/NCERT, etc.

Cent percent assistance is given for improving the methodology of teaching Sanskrit in schools, Sanskrit Colleges/Vidyapeethas and for the appropriate orientation of teachers towards this end. Proposals from CBSE/NCERT, Rashtriya Sanskrit Sansthan, Saraswati Vidyapeetha, Hyderabad and Deemed Sanskrit Universities are likely to be assisted during 2002-03.

An amount of Rs. 1300 crore has been provided for the year 2002-03 for all the sub-schemes under 'Development of Sanskrit'.

Two Deemed Universities

The two Deemed Universities are Shri Lal Bahadur Sastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati.

Shri Lal Bahadur Sastri Rashtriya Sanskrit Vidyapeetha, New Delhi provides courses of study from Shastri to Vidya Vachaspati (D. Litt.). Since 1997-98, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha has offered diplomas in vedic and refresher course, and two degrees, namely Vidya Varidhi (Ph. D) and Manad Uppadhi (Honorary D.Litt.).

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati established in 1962 for protecting, preserving and propagating the traditional knowledge hidden in the rich heritage of Shastras, provides courses of study from Prak Shastri (Intermediate) to Vidya Varidhi (Ph.D.), RSV, Tirupati has upgraded the Department of Pedagogy to an Institute of Advanced Studies in Education (IASE). A well equipped computer centre has been established in 1996 and publication activities have been speeded up and more than 90 valuable publication on *Vedas, Vedanta, Agama, Jotisha*, Sanskrit Science have been brought out. The Institute publishes a research *Mahasvini* biannually and brings out *Samskrita Vijnana Vaibhavam Series* to bring out rich scientific heritage hidden in Sanskrit Literature.

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

The Rashtriya Veda Vidya Pratishthan was set up in August, 1987, for the promotion of Vedic studies and research; including support to traditional vedic institutions and scholars and providing scholarships/ fellowships. Its important programmes and activities during 2002-03 are: (i) provision of financial assistance to: (a) 28 Veda Pathshalas/ Vidyalayas and other Units for teaching Samhitas of various shakhas of Vedas, Sanskrit, English and arithmetic and (b) 36 other Units teaching only traditional oral recitation of *Veda Samhitas*, (c)

conduct of part-time Vedic classes for students studying modern courses in schools, and (d) Vedic classes for general public, (ii) (a) award of fellowships of different categories, and (b) conduct of seminars, workshops, etc. For promotion of research in Vedas and Vedic literature, (iii) conduct of one All India and six Regional Vedic Sammelans for propagation of Vedas, (iv) provision of Financial assistance to Nityagnihotries and aged Vedic Pandits; (v) video/audio recording of Vedic recitation of various *shakhas* of Vedas; (vi) publication of rare and out-of-print *Veda Samhitas*, *Brahmanas* and other Vedic literature, etc.

A Vedic Research Centre also has started functioning in New Delhi from 2000-01.

An amount of Rs. 300 lakh has been allocated to Maharshi Sandipani Rashtriya Veda Vidya Pratishthan during 2002-03 for additional expenditure on ongoing schemes and new programmes including the development of the campus at Ujjain.

Education in Human Values

The National Policy on Education has laid considerable emphasis on value education by highlighting the need to make education a forceful tool for the cultivation of social and moral values. The policy has stated that in our cultural plural society education should foster universal and eternal values, oriented towards the unity and integration of our people. With these overall objectives this scheme was started from 1988-89. It was reformulated in 1992-93 for the Eighth Five Year Plan and continued in the Ninth Five Year Plan.

Financial assistance is provided for projects to government agencies, educational institutions, Panchayat Raj institutions registered societies, Public trusts and non-profit making companies for taking up projects under this Scheme. The projects are sanctioned to NGOs within the parameters of the scheme and the financial outlay provided. Financial

assistance is given to the extent of 100 percent of the cost of project within a ceiling of Rs. 5 lakhs approved by the Grant-in-aid Committee for activities relating to Strengthening of Culture and Values in Education in school and non-formal system of education and for training of in-service teachers in arts, crafts, music and dance.

In the Ninth Plan, an amount of Rs 531.97 lakhs was spent and covered 149 NGOs. An estimated outlay of Rs. 30 Crore has been allocated in the Tenth Plan for the Scheme of Assistance for Strengthening of Culture and Values in Education. During the year 2002-2003, an allocation of Rs. 9 crore was estimated in the budget grant. So far financial assistance to the extent of Rs. 127.35 lakhs has been sanctioned (till December 2002) to 38 NGOs. Since the scheme could not be revised, the expenditure is likely to reach upto Rs. 2 crores. During the Ninth Five Year Plan, 149 projects were sanctioned. UCs have been issued wherever they have become due. Efforts are being made to obtain necessary data and documents for issue of the UCs in a few outstanding cases.

A Group of Experts under the Chairmanship of Secretary (S & HE) has been set up at apex level in the Ministry of Human Resource Development to suggest measures for introduction of Value Education at all levels of education. The Group is assisted by a newly set up Education in Human Value Cell in the Ministry.

National Resource Centre for Value Education has been set up in National Council of Educational Research and Training, New Delhi. Value Education Centres have been set up in University Grants Commission, National Institute of Educational and Planning Administration, New Delhi, Indira Gandhi National Open University, National Open School, Indian Institute of Management, Lucknow, Indian Institute of Technology, Delhi, Indian Council of Philosophical Research, New Delhi to take up the programme/activities of value education

in the specified areas of Education assigned to them viz. School Education, Higher Education, Technical Education, Management Education, Distance Education etc..

Some Religio-spiritual organisations like Prajapita Brahma Kumari Ishwariya Vishwa Vidyalaya, Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam, Anantapur Distt (AP) Ramakrishna Institute of Moral and Spiritual Education, Yadav Giri, Mysore, Sri Aurobindo Education Society,

New Delhi Chinmaya Mission, New Delhi, Jeevan Vigyan Academy, Mehrauli, New Delhi have been identified as Resource Centres for Training of Teachers in Value Education through short term courses for exposing the teachers for need of value education to children.

The scheme is in the process of revision to expand the scope of operation covering all segments of education from pre-primary to higher education including technical and management education.

Scholarships

The Department of Secondary and Higher Education administers Scholarship and Fellowship Programmes meant for Indian students for further studies and research in different universities/institutions in India and abroad respectively. These include programmes sponsored by the Government of India and those offered by foreign countries.

The National and External Scholarship Division of the Department of Secondary and Higher Education administers Scholarship/Fellowship Programmes meant for Indian students for further studies/research in different universities/institutions in India and abroad respectively. These include Programmes sponsored by the Government of India and those offered by foreign countries. Major programmes under which scholarships/fellowships are being awarded for students within the country during 2002-03 are detailed below.

National Merit Scholarship Scheme

The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas in existence since 1961-62 and 1971-72 respectively have been merged and a new scheme entitled National Merit Scholarship Scheme has been framed for implementation with revised provisions from the Tenth Five-Year plan. The objective of the National Merit Scholarship Scheme is to support talented students and encourage them to excel academically in studies by giving recognition and financial assistance at the post-matric level on statewise merit basis and also separately to talented and meritorious students in rural areas from VI to XII classes. The revised rate of scholarship varies from Rs. 250 to Rs. 1000 pm. depending on the level of education and course of study. The budget allocated for 2002-03 is Rs.8 crore.

Scholarship to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi

The scheme was started in 1955-56 with the objective of encouraging study of Hindi in non-Hindi speaking states/Union Territories and to make available to these states suitable personnel to man teaching and other posts where knowledge of Hindi is essential. The scheme is proposed to be revised from the Tenth Five-Year plan. The revised rates of scholarships vary from Rs.300 to Rs.1000 per month, depending upon the course

The objective of the National Merit Scholarship Scheme is to support talented students and encourage them to excel academically in studies by giving recognition and financial assistance.

of study. The budget allocated for the year 2002-03 is Rs. 1.50 crore.

Commonwealth Scholarship/ Fellowship Plan—Offered by the Governments of UK, Canada, and New Zealand

Under this programme, scholarships/fellowships are awarded to Indian nationals for higher studies/research/training in UK, Canada and New Zealand. These are prestigious scholarship and are beneficial to the country as well as to the recipients for their educational and professional development. The scholarships are made available for study in about 29 disciplines in UK such as cancer research (including cancer epidemiology), cardiology, gynaecology, medicine, dentistry, electronics, environmental studies, remote sensing technology, communication engineering, biotechnology, biochemical engineering, robotics (including artificial intelligence), mathematics, molecular biology, physics, chemistry (including pharmaceutical/medicinal chemistry), animal husbandry, agronomy, forestry, history, sociology, management studies, fine arts (western painting, art history, graphic design and sculpture), economics, philosophy, psychology, computer applications, law, English (literature/linguistics); 9 disciplines in Canada such as political science/international relations with particular emphasis on Canada-India relations, education, media studies, architecture, geography, management studies, computer science,

social administration, economic planning; two disciplines in New Zealand such as soil science and dairy technology. Twenty (20) scholarships had been utilised during 2002-03. The award for the scholarships under the Commonwealth Scholarship/Fellowship plan is fully funded by the donor country.

Ms Agatha Harrison Memorial Fellowship

The scheme for the Ms. Agatha Harrison Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching fellowship and is meant for scholars who have specialised in modern Indian studies in the subject fields of history, economics and political science. A consolidated stipend of £18,580 per annum is paid by the Government of India to St. Antony's College, Oxford (UK) through the High Commission of India in UK. Under the scheme, the scholar is paid economy-class air passage from New Delhi to London and back. Besides, the spouse of the scholar/fellow is also provided economy-class air passage provided he/she stays in UK with the fellow for a minimum period of one year. The fellowship is tenable for one year in the first instance and is likely to be extended for one more year-based on the performance of the candidate.

British Council Visitorship Programme

The British Council Division/British Deputy High Commission in India directly handles the Visitorship Programme and sponsors the candidates for short-term courses in UK to project better appreciation of Britain in India in the fields of education science, medicine, technology & arts by enabling Indian academics/researchers to visit Institutions/Counterparts in UK for mutual discussions, updating their professional knowledge with current British practices, pursuing collaborative studies and attending professional conferences, seminars and courses. Under the programme, the Council itself meets internal travel and subsistence costs in UK for short

duration. As a rule, the British council does not cover international travel.

The British Council Division seeks clearance from the Government of India before finalising the programme: Department of Secondary Education and Higher Education in consultation with Ministry of External Affairs for political angle clearance and Ministry of Home Affairs for clearance from FCRA angle issue Government of India clearance to the candidates.

From 1st November 2001 to 23rd September 2002 this Department has issued Government of India clearance to 31 scientists, academicians, etc.

Scholarship/Fellowships Offered by Foreign Governments under Cultural Exchange Programmes

Under cultural exchange programmes between Government of India and foreign countries, scholarships are offered to Indian students by foreign countries for higher studies at postgraduate, doctoral and post-doctoral levels and also for language studies in respective countries. The offers of scholarship received from foreign government are advertised in *Employment News* and other leading newspapers of India. Online applications are also entertained on this Department's Web-site: www.education.nic.in. The applications are scrutinised by the Selection Committees comprising of experts from the relevant fields constituted with the approval of the Hon'ble Minister for HRD. Normally, the selection committees meet twice, once in preliminary meetings to shortlist the candidates to be called for interview and again in final meetings for interviewing the candidates. These scholarships are being utilised by Indian scholars for studies in the fields of basic sciences (pure and applied), engineering and technology, humanities and social sciences, etc. Some of the important subjects are agriculture, agronomy, animal husbandry, architectural, architectural restoration, architecture, bio-engineering, biological

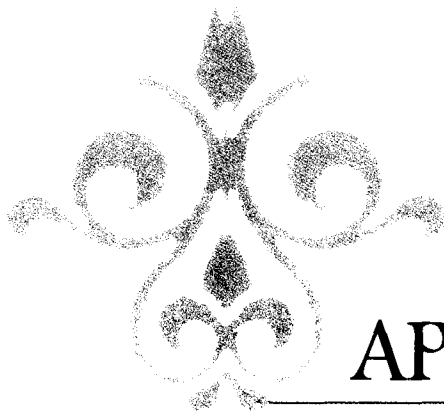
oceanography, biotechnology, botany, cancer research, chemistry, Chinese language and literature, community health, comparative study, dentistry, earthquake engineering, economics, electronics, environmental protection, environmental science, forestry, gynaecology and obstt, history, horticulture, hydrology, Japanese language and literature, Japanese studies, laser technology, mathematics, medicine, molecular biology, political science, remote sensing, robotics, sericulture, ship building, soil science, vet. science and zoology. Indian scholars are also granted adequate stipend by the foreign governments. 73 scholars have been sent to China, Japan, Germany, Mexico, Italy, Israel, Ireland, Belgium, Portugal, Slovak, Syria and Mongolia during 2001-02 and till September, 2002 in the year 2002-03, another 102 scholars have been sent abroad.

No Obligation to Return to India Certificate

This certificate, also referred to as Waiver Certificate, is required by a person who has gone to

US on J1 and J2 Visa, some of which require the person return to his country for at least two years. This requirement is however waived by the US Immigration authorities if the country to which the person has to return issues a Waiver Certificate stating that the person is under no obligation to return to that country.

In case of Indian nationals, this certificate is issued by the Embassy of India/Consulate General of India (CGI) concerned in US. After obtaining clearance from the MHRD (for non-medical personnel), the passport officer and the state government concerned. To apply for these certificates, the applicant has to fill out an application and furnish an affidavit (in triplicate), which have to be notarised and sent to the embassy/consulate for authentication, with Indian passport. After authentication by Embassy of India/ CGI, the applicant submits to the authorities concerned for issue of clearance certificate. In the Department of Secondary and Higher Education, the External Scholarship Division handles this work.



APPENDICES

ANNEXURE I

Number of Schools, Sections, and Enrolment Capacity in States/UTs under the Scheme of Voationalisation of Secondary Education.

S.No.	Name of the State/UT	No. of Schools	Number of Sections	Enrolment Capacity
1.	Andhra Pradesh	668	1880	94000
2.	Arunachal Pradesh	4	4	200
3.	Assam	225	510	25500
4.	Bihar	251	752	37600
5.	Chhattisgarh	-	-	-
6.	Delhi	38	93	4650
7.	Goa	43	106	5300
8.	Guajart	364	1032	51600
9.	Haryana	170	876	43350
10.	H.P	40	82	4100
11.	J&K	38	38	1900
12.	Jharkhand	-	-	-
13.	Karnataka	564	1427	71350
14.	Kerala	363	1008	50400
15.	M.P	465	1307	65350
16.	Maharashtra	1141	3480	174000
17.	Manipur	19	57	2850
18.	Meghalaya	10	20	1000
19.	Mizoram	17	51	2550
20.	Nagaland	8	16	800
21.	Orissa	231	924	46200
22.	Punjab	282	846	42300
23.	Rajasthan	155	465	23250
24.	Sikkim	7	9	450
25.	Tamil Nadu	700	2140	107000
26.	Tripura	12	12	600
27.	Uttar Pradesh	910	2350	117500
28.	Uttaranchal	-	-	-
29.	West Bengal	39	39	1950
	UTs			
30.	Andaman & Nicobar	3	3	150
31.	Chandigarh	17	58	2900
32.	Dadra Nagara & Haveli	2	2	100
33.	Daman & Diu	2	5	250
34.	Lakshadweep	-	-	-
35.	Pondicherry	12	16	800
	Total	6800	19599	979950

ANNEXURE II

Statistical Statements

STATEMENT 1

Total Number Of Recognised Educational Institutions In India 2001-2002 (Provisional)

S.	States/UTs	Primary/Junior Basic Schools	Middle/ Senior Basic Schools	High Schools/ Hr. Secondary Intermediate/ Pre-Degree/ Jr. Colleges	Degree and above levels Colleges for General Education	Universities/Deemed Univs./Institutions of National Importance # Colleges for Professional Education	
1	2	3	4	5	6	7	8
1	Andhra Pradesh	58249	14472	14255	1080	279	22
2	Arunachal Pradesh*	1303	333	184	7	1	1
3	Assam	33236	8019	4832	298	63	6
4	Bihar*	53351	13571	5008	742	47	18
5	Goa	1267	443	448	20	10	1
6	Gujarat*	15602	21143	6343	422	112	12
7	Haryana*	11013	1892	4228	150	52	5
8	Himachal Pradesh	10877	1768	1954	65	12	3
9	Jammu & Kashmir	10926	3728	1504	33	12	4
10	Karnataka	22404	27712	8612	916	304	16
11	Kerala*	6758	2973	4182	186	62	8
12	Madhya Pradesh	62530	25090	8471	413	78	16
13	Maharashtra	45971	24574	16059	1208	535	29
14	Manipur	1752	795	637	50	7	2
15	Meghalaya	5646	1041	643	33	2	1
16	Mizoram*	1224	734	413	30	4	1
17	Nagaland	1499	479	344	33	18	1
18	Orissa*	42104	11510	7196	567	48	8
19	Punjab*	13076	2534	3388	204	71	7
20	Rajasthan	38342	16736	7434	267	76	13
21	Sikkim*	501	129	110	2	2	1
22	Tamil Nadu*	31142	5703	7939	426	215	25
23	Tripura	2095	432	636	14	8	1
24	Uttar Pradesh	88927	20429	9063	758	189	27
25	West Bengal	52426	2384	9479	350	82	17
26	A&N Islands	208	55	92	2	1	0
27	Chandigarh	29	16	107	12	10	2
28	D&N Haveli	137	58	19	0	0	0
29	Daman & Diu	53	22	26	1	1	0
30	Delhi*	2735	666	1554	64	27	13
31	Lakshadweep	20	3	13	0	0	0
32	Pondicherry*	337	110	194	8	12	1

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

As per Association of Indian Universities (as on 15th September, 2001)

STATEMENT 2
Enrolment by Stages 2001-2002 as on 30-09-2001(Provisional)

S.No.	STATES/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry.(Classes VI-VIII)			Sec/Hr. Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	4382038	4244203	8626241	1683793	1406158	3089951	1432640	1012427	2445067	425233	252978	678211
2	Arunachal Pradesh*	88840	73701	162541	28912	24308	53220	19401	12601	32002	3812	1712	5524
3	Assam	2238348	1842262	4080610	859785	658863	1518648	540973	381562	922535	143886	72618	216504
4	Bihar*	6677210	3896035	10573245	1754294	796813	2551107	1243605	412553	1656158	485531	156802	642333
5	Goa	62409	57657	120066	38524	34129	72653	31789	29803	61592	7424	10153	17577
6	Gujarat*	3815558	2955246	6770804	1272410	951771	2224181	906104	640606	1546710	244808	201268	446076
7	Haryana*	1063730	954125	2017855	521128	413886	935014	486668	330109	816777	131824	86362	218186
8	Himachal Pradesh	372832	345478	718310	210629	191542	402171	183398	157680	341078	48436	35895	84331
9	Jammu & Kashmir	583861	475444	1059305	270672	205430	476102	201005	143440	344445	28161	25018	53179
10	Karnataka	3421214	3095321	6516535	1459845	1296361	2756206	685132	577985	1263117	442073	487448	929521
11	Kerala*	1331458	1262551	2594009	933164	855724	1788888	671664	731815	1403479	79734	122004	201738
12	Madhya Pradesh	4576068	3689079	8265147	1663470	1023830	2687300	994511	521902	1516413	310433	161996	472429
13	Maharashtra	6017047	5511235	11528282	3057663	2667336	5724999	2409270	1840272	4249542	600123	411914	1012037
14	Manipur	155859	142512	298371	67686	59219	126905	45139	39087	84226	19303	15458	34761
15	Meghalaya	165727	163405	329132	46921	49189	96110	29577	26994	56571	8612	9126	17738
16	Mizoram*	63331	56406	119737	22813	22083	44896	16704	16905	33609	3799	2861	6660
17	Nagaland	110697	101757	212454	33125	32558	65683	21161	18099	39260	6449	4626	11075
18	Orissa*	2758000	1952000	4710000	896000	569000	1465000	731200	414800	1146000	129006	43000	172006
19	Punjab*	1120484	991740	2112224	521847	468695	990542	459228	385867	845095	93348	103399	196747
20	Rajasthan	5134110	2857234	7991344	2330982	975521	3306503	1036303	397983	1434286	182081	99436	281517
21	Sikkim*	45590	43986	89576	13152	13934	27086	6430	5540	11970	1817	1552	3369
22	Tamil Nadu*	2918410	2791035	5709445	1832337	1719153	3551490	1269011	1079370	2348381	215428	203841	419269
23	Tripura	241303	219204	460507	88112	77479	165591	58414	45728	104142	12206	8349	20555
24	Uttar Pradesh	8537218	4841005	13378223	3236917	1434851	4671768	2447171	871051	3318222	662026	400793	1062819
25	West Bengal	5269573	4881789	10151362	1840838	1369789	3210627	1190164	774341	1964505	362917	228662	591579
26	A&N Islands	23854	21795	45649	11418	10274	21692	8620	8112	16732	1231	1177	2408
27	Chandigarh	30873	27177	58050	19271	17727	36998	20016	19740	39756	24291	21821	46112
28	D&N Haveli	16017	12587	28604	6062	3782	9844	3055	2014	5069	0	0	0
29	Daman & Diu	8306	7571	15877	4214	3563	7777	3275	2472	5747	345	307	652
30	Delhi*	500760	495373	996133	249673	225751	475424	155226	152204	307430	86869	72568	159437
31	Lakshadweep	4301	3701	8002	2616	2152	4768	1659	1481	3140	0	0	0
32	Pondicherry*	53670	49203	102873	33401	31014	64415	24261	23400	47661	6785	6298	13083

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

STATEMENT 3**Gross Enrolment Ratio in Classes I-V and VI-VIII of Schools for General Education
(All Students) 2001-2002(Provisional) as on 30-09-2001**

S.No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)		
		Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	104.71	103.22	103.97	56.13	48.32	52.28
2	Arunachal Pradesh*	125.13	103.80	114.47	72.28	65.70	69.12
3	Assam	127.18	107.42	117.43	78.73	62.27	70.63
4	Bihar*	99.66	60.44	80.43	39.75	19.83	40.08
5	Goa	68.58	57.66	62.86	75.54	65.63	70.54
6	Gujarat*	139.82	114.46	127.49	72.75	58.75	66.02
7	Haryana*	77.64	79.05	78.30	65.06	59.04	62.25
8	Himachal Pradesh	99.16	81.87	90.01	99.35	86.67	92.88
9	Jammu & Kashmir	102.43	78.07	89.85	84.32	64.40	74.39
10	Karnataka	116.80	108.57	112.74	77.73	70.07	73.93
11	Kerala*	88.41	87.31	87.87	101.43	96.58	99.05
12	Madhya Pradesh	119.82	102.17	111.23	70.76	46.91	59.27
13	Maharashtra	110.57	105.86	108.27	94.40	85.71	90.14
14	Manipur	108.24	90.77	99.13	83.56	72.22	77.86
15	Meghalaya	119.23	107.50	113.10	60.16	61.49	60.83
16	Mizoram*	115.15	97.25	105.96	73.59	71.24	72.41
17	Nagaland	110.70	100.75	105.70	59.15	61.43	60.26
18	Orissa*	131.90	96.02	114.21	65.35	43.04	54.40
19	Punjab*	77.97	78.77	78.35	64.51	65.01	64.74
20	Rajasthan	140.01	83.89	112.98	102.01	47.47	76.19
21	Sikkim*	138.15	129.37	133.70	69.22	77.41	73.21
22	Tamil Nadu*	98.56	98.28	98.42	94.30	92.23	93.29
23	Tripura	111.20	93.28	101.88	72.22	62.99	67.59
24	Uttar Pradesh	80.93	49.36	65.71	46.94	23.47	35.91
25	West Bengal	112.72	106.82	109.80	60.51	46.96	53.88
26	A&N Islands	99.39	99.07	99.24	87.83	85.62	86.77
27	Chandigarh	56.13	54.35	55.29	62.16	68.18	64.91
28	D&N Haveli	145.61	104.89	124.37	101.03	63.03	82.03
29	Daman & Diu	103.83	84.12	93.39	105.35	71.26	86.41
30	Delhi*	58.84	59.97	59.40	51.69	52.02	51.85
31	Lakshadweep	107.53	92.53	100.03	105.48	88.93	97.31
32	Pondicherry*	85.19	70.29	77.35	95.43	83.82	89.47

* Information is for the year 2000-01

STATEMENT 4
Enrolment by Stages (Scheduled Castes) 2001-2002(Provisional) as on 30th September, 2001

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry.(Classes VI-VIII)			Sec/Hr. Sec./Pre-Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	885846	849669	1735515	324162	246748	570910	248426	158362	406788	63821	30104	93925
2	Arunachal Pradesh*	104	81	185	39	32	71	57	47	104	173	234	407
3	Assam	272027	221409	493436	109819	91938	201757	72316	52374	124690	12955	6664	19619
4	Bihar*	955928	582361	1538289	253021	118059	371080	186702	63253	249955	18013	2248	20261
5	Goa	1274	1258	2532	543	450	993	276	272	548	74	75	149
6	Gujarat*	310643	265806	576449	132867	97141	230008	89967	54986	144953	15325	10712	26037
7	Haryana*	281893	257314	539207	103237	78494	181731	68198	39244	107442	11269	4149	15418
8	Himachal Pradesh	110746	105071	215817	51326	46293	97619	36845	30080	66925	6361	3539	9900
9	Jammu & Kashmir	41225	32161	73386	20670	18041	38711	10429	7531	17960			
10	Karnataka	704456	650346	1354802	279403	236354	515757	111846	91425	203271	46167	17445	63612
11	Kerala*	136209	127702	263911	97950	88531	186481	64350	72112	136462	9289	14780	24069
12	Madhya Pradesh	811028	653122	1464150	289652	159998	449650	145399	66422	211821	19144	10142	29286
13	Maharashtra	910479	840330	1750809	467531	387530	855061	343895	241539	585434	72573	37370	109943
14	Manipur	3052	2868	5920	1170	1046	2216	1081	757	1838	971	495	1466
15	Meghalaya	1043	895	1938	927	975	1902	839	655	1494	301	174	475
16	Mizoram*	105	18	123	60	11	71	384	276	660	0	0	0
17	Nagaland	0	0	0	0	0	0	87	74	161	62	54	116
18	Orissa*	532000	348000	880000	125800	81600	207400	103700	57000	160700	9001	2177	11178
19	Punjab*	488237	437997	926234	172714	153342	326056	99260	80104	179364	10153	8924	19077
20	Rajasthan	817264	339393	1156657	407249	134821	542070	139942	38150	178092	23018	3917	26935
21	Sikkim*	2735	2639	5374	789	836	1625	386	333	719	44	59	103
22	Tamil Nadu*	583682	558206	1141888	348144	326639	674783	219966	186803	406769	37767	27642	65409
23	Tripura	46225	43182	89407	18218	16135	34353	11087	8493	19580	1855	1336	3191
24	Uttar Pradesh	2288467	1198513	3486980	637388	210972	848360	370464	76204	446668	103019	30820	133839
25	West Bengal	1395401	1237413	2632814	390233	259029	649262	223746	130298	354044	45259	24150	69409
26	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
27	Chandigarh	6085	5594	11679	3240	2852	6092	1451	1453	2904	1352	999	2351
28	D&N Haveli	291	273	564	116	98	214	120	92	212	0	0	0
29	Daman & Diu	332	290	622	232	201	433	198	167	365	17	21	38
30	Delhi*	76995	78776	155771	34855	27867	62722	17485	21498	38983	3289	1833	5122
31	Lakshadweep	0	2	2	1	0	1	1	3	4	0	0	0
32	Pondicherry*	10067	9543	19610	6611	6381	12992	4155	3994	8149	833	699	1532

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

STATEMENT 5**Gross Enrolment Ratio (SC Students) In Age Group (6-11) And (11-14) 2001-2002****(Provisional) as on 30-09-2001**

S.No.	States/UTs	Enrolment Ratio SC (I-V)			Enrolment Ratio SC (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	111.00	107.89	109.45	79.40	64.55	72.22
2	Arunachal Pradesh*	22.99	23.99	23.42	20.74	23.51	21.90
3	Assam	109.77	91.36	100.67	95.96	85.13	90.70
4	Bihar*	84.62	54.61	70.05	52.36	27.31	40.53
5	Goa	78.33	73.18	75.68	52.74	44.31	48.55
6	Gujarat*	103.16	92.33	97.87	96.69	77.25	87.40
7	Haryana*	81.21	83.79	82.42	70.25	61.91	66.39
8	Himachal Pradesh	92.00	84.16	88.01	86.14	77.58	81.86
9	Jammu & Kashmir	90.02	64.80	76.94	93.91	83.63	88.82
10	Karnataka	110.42	102.66	106.55	99.29	86.19	92.83
11	Kerala*	87.05	84.17	85.63	97.32	91.74	94.59
12	Madhya Pradesh	119.19	101.79	110.75	97.49	59.69	79.56
13	Maharashtra	113.63	108.17	110.94	99.10	87.86	93.67
14	Manipur	95.70	85.05	90.22	74.84	64.21	69.42
15	Meghalaya	108.63	103.22	106.06	83.05	86.13	84.60
16	Mizoram*	108.69	101.24	107.53	96.84	28.80	70.89
17	Nagaland**	0.00	0.00	0.00	0.00	0.00	0.00
18	Orissa*	118.81	86.80	103.69	67.76	44.75	56.36
19	Punjab*	109.83	108.23	109.07	79.76	78.94	79.37
20	Rajasthan	113.88	51.30	83.86	99.94	42.10	74.49
21	Sikkim*	99.69	92.51	96.03	64.17	65.17	64.68
22	Tamil Nadu*	92.89	90.78	91.85	95.67	93.77	94.74
23	Tripura	104.46	93.51	98.87	92.25	81.32	86.77
24	Uttar Pradesh	91.62	52.64	73.03	54.59	20.38	38.51
25	West Bengal	114.19	101.91	108.07	64.53	43.02	53.80
26	A&N Islands**	0.00	0.00	0.00	0.00	0.00	0.00
27	Chandigarh	76.28	69.85	73.06	75.57	73.48	74.58
28	D&N Haveli	113.22	109.14	111.21	100.79	81.82	91.12
29	Daman & Diu	101.22	74.22	86.54	97.08	70.12	82.38
30	Delhi*	46.94	48.07	47.50	42.69	36.15	39.51
31	Lakshadweep**	0.00	0.00	0.00	0.00	0.00	0.00
32	Pondicherry*	103.76	87.09	94.92	104.98	96.40	100.58

* Information is for the year 2000-01

STATEMENT 6**Enrolment by Stages (Scheduled Tribes) 2001-2002(Provisional) as on 30th September, 2001**

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry.(Classes VI-VIII)			Sec/Hr. Sec./Pre-Degree			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	458377	399105	857482	101206	57847	159053	78013	33244	111257	16508	7655	24163
2	Arunachal Pradesh*	63521	55293	118814	19805	17266	37071	12160	7744	19904	2888	1160	4048
3	Assam	369902	299238	669140	134314	108584	242898	197078	65424	262502	18227	9516	27743
4	Bihar*	493868	316344	810212	129383	64131	193514	91193	31974	123167	7519	3698	11217
5	Goa	32	19	51	6	5	11	10	7	17	22	6	28
6	Gujarat*	564844	459862	1024706	174259	125005	299264	97277	67216	164493	16256	12587	28843
7	Haryana*	0	0	0	0	0	0	0	0	0	0	0	0
8	Himachal Pradesh	16527	16085	32612	8889	7389	16278	7003	5983	12986	2026	1401	3427
9	Jammu & Kashmir	35716	22812	58528	8975	6634	15609	6242	3125	9367	0	0	0
10	Karnataka	247187	225266	472453	93462	77173	170635	35369	29015	64384	13266	5248	18514
11	Kerala*	17475	16241	33716	9001	7803	16804	5119	5519	10638	685	836	1521
12	Madhya Pradesh	853724	637780	1491504	205184	110695	315879	95604	40072	135676	17225	7342	24567
13	Maharashtra	678701	596432	1275133	245415	189951	435366	148432	93608	242040	17729	6826	24555
14	Manipur	59870	52730	112600	17696	15014	32710	11050	9310	20360	6172	4942	11114
15	Meghalaya	129330	130221	259551	35719	43226	78945	21744	20534	42278	6714	7272	13986
16	Mizoram*	62970	56054	119024	22556	21855	44411	16370	16629	32999	4007	3102	7109
17	Nagaland	91991	80408	172399	33753	20458	54211	18752	15427	34179	6397	4577	10974
18	Orissa*	664000	362000	1026000	175000	120000	295000	69900	35660	105560	5918	1721	7639
19	Punjab*	0	0	0	0	0	0	0	0	0	38	5	43
20	Rajasthan	576697	234966	811663	276257	83786	360043	99783	24439	124222	17068	1934	19002
21	Sikkim*	10486	10117	20603	3025	3205	6230	1479	1274	2753	219	252	471
22	Tamil Nadu*	43776	29309	73085	22904	21489	44393	10575	8922	19497	5345	703	6048
23	Tripura	92775	79982	172757	25524	20152	45676	14421	9724	24145	1069	696	1765
24	Uttar Pradesh	20886	14029	34915	8341	4033	12374	6072	2351	8423	2255	1172	3427
25	West Bengal	432614	281541	714155	108557	49012	157569	42529	21719	64248	5411	2813	8224
26	A&N Islands	1720	1571	3291	894	831	1725	483	531	1014	46	36	82
27	Chandigarh	7	4	11	6	5	11	5	4	9	220	288	508
28	D&N Haveli	12367	9482	21849	4456	2498	6954	1941	1058	2999	0	0	0
29	Daman & Diu	1151	1050	2201	572	405	977	250	170	420	52	20	72
30	Delhi*	194	351	545	57	75	132	50	49	99	880	400	1280
31	Lakshadweep	4257	3667	7924	2577	2117	4694	1584	1436	3020	0	0	0
32	Pondicherry*	0	0	0	0	0	0	0	0	0	64	14	78

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

STATEMENT 7**Gross Enrolment Ratio (ST Students) Age Group (6-11) And (11-14) 2001-2002
(Provisional) as on 30-09-2001**

S.No.	States/UTs	Enrolment Ratio ST (I-V)			Enrolment Ratio ST (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	100.48	89.35	94.98	62.24	38.36	50.75
2	Arunachal Pradesh*	106.59	92.96	99.78	95.27	72.03	82.82
3	Assam	106.91	94.55	101.00	98.82	93.01	96.14
4	Bihar*	85.54	54.63	70.06	52.38	27.32	40.17
6	Goa	90.84	74.78	84.11	36.28	33.31	34.87
7	Gujarat*	109.93	100.11	105.29	73.75	55.39	64.78
8	Haryana*	0.00	0.00	0.00	0.00	0.00	0.00
9	Himachal Pradesh	82.95	76.78	79.79	90.13	73.79	81.90
10	Jammu & Kashmir	0.00	0.00	0.00	0.00	0.00	0.00
12	Karnataka	105.97	101.63	103.86	99.84	85.98	93.06
13	Kerala*	98.80	97.85	98.34	83.70	78.22	81.06
14	Madhya Pradesh	91.59	67.41	79.41	44.76	24.85	34.95
15	Maharashtra	106.83	103.26	105.13	90.32	70.86	80.66
16	Manipur	109.40	92.46	100.75	65.96	54.50	60.16
17	Meghalaya	88.26	81.09	84.51	56.50	61.42	59.09
18	Mizoram*	114.68	91.54	102.48	73.22	63.44	68.06
19	Nagaland	92.31	75.14	83.42	73.25	42.47	57.52
20	Orissa*	111.18	66.88	90.12	69.67	47.36	58.47
21	Punjab*	0.00	0.00	0.00	0.00	0.00	0.00
22	Rajasthan	105.87	48.48	78.85	96.71	38.17	71.27
23	Sikkim*	109.04	104.38	106.70	64.34	67.13	65.75
24	Tamil Nadu*	68.82	48.02	58.63	97.14	96.72	96.94
25	Tripura	109.77	90.75	100.06	68.91	53.21	60.97
26	Uttar Pradesh	86.72	61.30	74.33	74.09	38.76	57.12
28	West Bengal	102.97	73.28	88.79	77.09	33.76	55.09
29	A&N Islands	82.20	58.94	69.17	77.87	60.39	68.34
30	Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00
31	D&N Haveli	113.62	80.77	96.58	106.84	61.91	84.75
32	Daman & Diu	108.74	95.54	102.02	101.31	60.84	79.41
33	Delhi*	0	0	0	0	0	0
34	Lakshadweep	109.38	91.87	100.51	104.04	87.64	95.94
35	Pondicherry*	0	0	0	0	0	0

* Information is for the year 2000-01

STATEMENT 8
Gross Drop-out Rates in Classes I-V For the year 2001-2002(Provisional)
as on 30-09-2001

S. No.	State/UTs	Boys	Girls	Total
1	Andhra Pradesh	42.62	43.46	43.03
2	Arunachal Pradesh*	48.50	50.39	49.34
3	Assam	24.46	40.90	32.34
4	Bihar*	57.92	62.21	59.55
5	Goa	3.48	8.12	5.73
6	Gujarat*	22.61	24.36	23.38
7	Haryana*	23.74	19.68	21.88
8	Himachal Pradesh	16.26	22.11	19.20
9	Jammu & Kashmir	34.90	31.25	33.31
10	Karnataka	8.68	13.74	11.12
11	Kerala*	0.00	0.00	0.00
12	Madhya Pradesh	46.51	48.21	47.24
13	Maharashtra	10.83	14.89	12.79
14	Manipur	24.74	23.27	24.06
15	Meghalaya	57.11	56.78	56.95
16	Mizoram*	60.46	60.56	60.50
17	Nagaland	44.55	53.81	49.32
18	Orissa*	41.48	42.82	42.08
19	Punjab*	21.97	18.53	20.36
20	Rajasthan	55.48	73.50	63.20
21	Sikkim*	60.44	58.03	59.29
22	Tamil Nadu*	53.02	31.72	42.64
23	Tripura	48.76	45.87	47.42
24	Uttar Pradesh	49.98	59.79	53.75
25	West Bengal	39.40	40.41	39.86
26	A&N Islands	0.00	0.00	0.00
27	Chandigarh	15.48	9.50	12.72
28	D&N Haveli	27.65	43.98	35.05
29	Daman & Diu	0.00	0.00	0.00
30	Delhi*	37.78	37.69	37.74
31	Lakshadweep	0.00	0.00	0.00
32	Pondicherry*	39.71	41.90	40.67

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

STATEMENT 9**Gross Drop-out Rates in Classes I-VIII for the year 2001-2002(Provisional)
as on 30-09-2001**

S. No.	State/UTs	Boys	Girls	Total
1	Andhra Pradesh	61.25	65.16	63.09
2	Arunachal Pradesh*	61.24	58.87	60.20
3	Assam	67.54	71.27	69.21
4	Bihar*	71.90	80.31	75.03
5	Goa	0.00	9.89	4.19
6	Gujarat*	47.10	58.02	52.08
7	Haryana*	13.56	22.48	17.69
8	Himachal Pradesh	20.50	23.40	21.90
9	Jammu & Kashmir	32.25	27.30	30.14
10	Karnataka	50.80	51.20	50.99
11	Kerala*	0.00	0.00	0.00
12	Madhya Pradesh	60.09	67.89	63.43
13	Maharashtra	35.36	38.90	37.03
14	Manipur	38.73	36.61	37.75
15	Meghalaya	77.07	76.90	76.99
16	Mizoram*	65.16	62.66	63.97
17	Nagaland	55.66	50.80	53.36
18	Orissa*	57.30	64.75	60.70
19	Punjab*	40.14	37.44	38.89
20	Rajasthan	46.83	64.62	53.56
21	Sikkim*	58.11	47.88	53.42
22	Tamil Nadu*	16.05	32.41	23.97
23	Tripura	68.84	69.23	69.02
24	Uttar Pradesh	59.06	71.51	63.87
25	West Bengal	67.65	74.38	70.87
26	A&N Islands	26.97	26.99	26.98
27	Chandigarh	3.37	0.00	1.37
28	D&N Haveli	49.39	62.68	55.41
29	Daman & Diu	10.27	23.85	16.68
30	Delhi*	49.62	52.44	51.00
31	Lakshadweep	22.11	24.85	23.42
32	Pondicherry*	1.93	2.01	1.97

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

STATEMENT 10**Gross Drop-out Rates in classes I-X For the Year 2001-2002 (provisional)
as on 30-09-2001**

S. No.	State/UTs	Boys	Girls	Total
1	Andhra Pradesh	68.51	71.98	70.12
2	Arunachal Pradesh*	75.88	78.89	77.17
3	Assam	75.54	75.70	75.61
4	Bihar*	78.37	86.69	81.30
5	Goa	42.92	41.47	42.21
6	Gujarat*	70.30	74.60	72.22
7	Haryana*	31.37	42.65	36.51
8	Himachal Pradesh	30.76	32.91	31.80
9	Jammu & Kashmir	50.16	47.18	48.94
10	Karnataka	60.19	63.24	61.65
11	Kerala*	23.82	14.29	19.15
12	Madhya Pradesh	73.93	83.08	77.88
13	Maharashtra	48.92	55.98	52.28
14	Manipur	54.56	53.16	53.90
15	Meghalaya	82.99	83.88	83.44
16	Mizoram*	73.42	68.58	71.13
17	Nagaland	65.02	64.84	64.94
18	Orissa*	75.35	74.59	75.05
19	Punjab*	40.40	38.84	39.67
20	Rajasthan	72.58	80.44	75.36
21	Sikkim*	85.75	84.83	85.33
22	Tamil Nadu*	57.97	58.89	58.40
23	Tripura	76.32	77.62	76.92
24	Uttar Pradesh	57.30	74.90	63.43
25	West Bengal	77.04	80.46	78.52
26	A&N Islands	55.92	53.74	54.87
27	Chandigarh	11.13	12.93	11.99
28	D&N Haveli	71.64	71.51	71.59
29	Daman & Diu	34.79	38.45	36.55
30	Delhi*	67.95	70.16	69.06
31	Lakshadweep	57.01	50.86	54.18
32	Pondicherry*	34.70	32.66	33.73

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

STATEMENT 11**Gross Enrolment Ratio (SC Students) In Age Group (6-11) And (11-14) 2001-2002
(Provisional) as on 30-09-2001**

S. No.	States/UTs	Primary			Middle/Upper Primary			Sec. / Hr. Sec.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Andhra Pradesh	79894	47447	127341	49892	35371	85263	103871	71604	175475
2	Arunachal Pradesh*	2283	1061	3344	1924	742	2666	2879	772	3651
3	Assam	61982	25335	87317	45776	12922	58698	50599	18982	69581
4	Bihar*	91826	21801	113627	70218	20752	90970	42238	6694	48932
5	Goa	691	2068	2759	181	430	611	3124	4872	7996
6	Gujarat*	17699	17832	35531	72989	70014	143003	48519	15557	64076
7	Haryana*	24058	24405	48463	6286	3238	9524	32850	24736	57586
8	Himachal Pradesh	16122	13079	29201	5675	2161	7836	16012	8655	24667
9	Jammu & Kashmir	16769	10763	27532	19659	11330	30989	17877	9329	27206
10	Karnataka	28619	18885	47504	94289	92307	186596	52460	26887	79347
11	Kerala*	13055	32695	45750	16822	33978	50800	36871	73053	109924
12	Madhya Pradesh	120860	52910	173770	63540	32510	96050	50556	28198	78754
13	Maharashtra	73398	103128	176526	106534	75731	182265	177809	80274	258083
14	Manipur	6140	3502	9642	4908	2916	7824	7492	4570	12062
15	Meghalaya	7124	6241	13365	3098	1869	4967	3085	3073	6158
16	Mizoram*	2493	2131	4624	3692	1204	4896	2458	892	3350
17	Nagaland	4109	2843	6952	2947	2082	5029	3818	3158	6976
18	Orissa*	83532	27508	111040	33190	5724	38914	47991	13203	61194
19	Punjab*	15543	28108	43651	7364	7925	15289	29301	35050	64351
20	Rajasthan	93802	27004	120806	90167	30243	120410	70230	26386	96616
21	Sikkim*	1899	1583	3482	1080	621	1701	1677	911	2588
22	Tamil Nadu*	47315	74031	121346	19764	40128	59892	114117	34952	149069
23	Tripura	7083	1748	8831	4634	1361	5995	12595	5680	18275
24	Uttar Pradesh	223374	70537	293911	77095	22599	99694	101716	25581	127297
25	West Bengal	115874	36097	151971	8890	3234	12124	92861	35358	128219
26	A&N Islands	430	470	900	371	367	738	1471	1363	2834
27	Chandigarh	10	275	285	27	245	272	1088	4038	5126
28	D&N Haveli	146	67	213	210	311	521	154	127	281
29	Daman & Diu	115	282	397	125	119	244	210	114	324
30	Delhi*	11914	11446	23360	2355	2262	4617	17408	16174	33582
31	Lakshadweep	175	110	285	58	44	102	321	102	423
32	Pondicherry*	766	1509	2275	606	697	1303	2415	2575	4990

Note:- Information in respect of Chhattisgarh and Uttaranchal has not been received and data of Jharkhand is included in Bihar state.

* Information is for the year 2000-01

ANNEXURE III

Statement Showing the Details of the Grants Amounting to Rupees One Lakh and Above to Voluntary Agencies during 2001-2002

S.No.	Details of the Voluntary Agencies	Amount (Rupees)
1.	Keelothivakkam Grama Sangam, Kanchipuram (T.N.)	4,24,125
2.	Ashoka Public School, Lucknow (U.P.)	1,03,280
3.	Servants of the People Society, Lajpat Nagar, New Delhi.	23,83,954
4.	Gandhi Sevak Gram Seva Kendra, Calcutta (West Bengal)	2,23,500
5.	Arushi, Bhopal, M.P. (for Chhattisgarh)	7,03,900
6.	Arushi, Bhopal, M.P. (for Chhattisgarh)	7,46,246
7.	NAB, Gurgaon (Haryana)	1,04,371
8.	Integrated Education Improvement Council, Madurai (T.N.)	10,26,045
9.	Integrated Education Implementation Committee, Madurai (TN)	33,20,710
10.	INIGO Human Welfare & Educational Trust, Mayurbhanj (Orissa)	2,82,465
11.	Integrated Education Promotion Council, Cuddalore (T.N.)	7,23,820
12.	Vinmathee Education & Rural Development Society, Manapparai, Trichurappally District (TN)	9,05,680
13.	Jagat Bandhu Biswa Bharati Sikshya Niketan, Bolangir, Orissa	7,00,000
14.	TN Association of the Blind, Chennai (TN)	1,68,200
15.	Vinmathee Education & Rural Development Society, Manapparai, Trichirappally District, Tamil Nadu	4,55,250
16.	Akhil Khadi Jatha Gramodyogik Sansthan, Raebareli, (U.P.)	2,75,000
17.	Bansgeria Pratiba Club, Midnapore (West Bengal)	3,39,000
18.	Assam for the Welfare of the Handicapped, Faridabad (Haryana)	3,59,580
19.	Integrated Education Promotion Council, Cuddalore (TN)	11,24,642
20.	St. John Sangam Trust, Perambalur (T. Nadu)	1,27,040

S.No.	Details of the Voluntary Agencies	Amount (Rupees)
21.	Arushi, Bhopal (M.P.) (for Chhattisgarh)	7,03,900
22.	Socio Economic Development Orgn., Guwahati (Assam)	2,09,250
23.	Society for Humanity, Kurnool (AP) 518 002	6,57,074
24.	Cheran Region Christian Society for the Disabled Children, Coimbatore (TN)	29,54,250
25.	TN Association for the Blind, Chennai (TN)	7,11,900
26.	NAB, Chennai, (TN)	2,61,360
27.	Samta Welfare Society, Dimapur, Nagaland	5,72,250
28.	Society for the Care and Education of the Disabled, Pondicherry (UT)	2,31,432
29.	NAB, Bhopal (MP)	1,24,500
30.	Bihar Blind People Care Society, Patna (Bihar)	12,53,877
31.	Shikshit Yuva Sewa Sanstha, Basti (UP)	10,11,120
32.	Amar Jyoti Charitable Trust, Gwalior (MP)	2,79,075
33.	National Association for the Blind, Faridabad (Haryana)	7,46,220
34.	Healors Society, Nandyal, Kurnool District (AP)	4,14,940
35.	Servants of People Society, Lajpat Nagar, New Delhi.	21,09,330
36.	School & Rehabilitation Centre for the Blind, Betul (M,P)	5,26,286
37.	Bandurga Sanskrutik Parisad, Kendrapara (Orissa)	1,25,850
38.	Satyajai Janaseva, Cuttack (Orissa)	2,68,700
39.	National Association for the Blind, New Delhi	10,83,850
40.	Shikshan Prasar Samiti, (GORMI), Blind, M.P.	2,47,122
41.	Orissa Association for the Blind, Bhubaneswar (Orissa)	5,68,315
42.	National Association for the Blind, Trivandram (Kerala)	3,25,890
43.	Keelothivakkam Grama Sangam, Kancheepuram (TN)	4,24,125
44.	ARUSHI, Bhopal, (for Chhattisgarh)	8,23,690

S.No.	Details of the Voluntary Agencies	Amount (Rupees)
45.	All India Federation of SC, ST and Minorities, Calcutta (West Bengal)	5,15,350
46.	Vidhya Vardhini Shikshan Sanstha, Nanded (Maharashtra)	3,67,750
47.	NAB, Gurgaon, Haryana	1,02,920
48.	NAB, Faridabad, Haryana	8,00,490
49.	Spastics Society of Central India, Bhopal (MP) (for Chhattisgarh)	3,51,260
50.	Shikshit Yuva Seva Samiti, Basti (UP)	9,81,059
51.	Jeevan Jyothi (School and Community based Rehabilitation for the Blind) Varanasi, U.P.	2,17,530
52.	Association for the Welfare of Handicapped, Faridabad (Haryana)	5,40,318
53.	National Abilympics Association of India, New Delhi	19,08,750
54.	Integrated Education Promotion Centre, Cuddalore (TN) 607 001	9,12,708
55.	Shikshit Yuva Sewa Samiti, Basti (UP)	9,42,530
56.	Integrated Education Programme for the Disabled (Centre for the Blind) Palayankottai (TN)	1,53,490
57.	Sisters of the Cross Society for Education Development, Trichy (TN)	2,69,400
58.	Integrated Education Implementation Committee, Madurai (TN)	33,08,850
59.	Cheran Region Christian society for Disabled Children, Coimbatore (TN)	29,54,250
60.	NAB, Lucknow (UP)	2,55,000
61.	Deepshikha, Ranchi 834 001 Jharkhand)	3,33,000
62.	Jagat Bandhu Biswa Bharati Shikshya Niketan, Bolangir, Orissa	5,21,600
63.	Integrated Education Programme for the Disabled (Centre for the Blind) Palayankottai (TN)	1,82,100
64.	Pragati Voluntary Organisation, Puri (Orissa)	1,75,725
65.	Shumta Welfare Society, Dimapur (Nagaland)	5,72,250
66.	National Association for the Blind, Chennai (TN)	2,61,360
67.	Society for the Care and Education of the Disabled, Pondicherry (UT)	1,93,946

S.No.	Details of the Voluntary Agencies	Amount (Rupees)
68.	Youth Forum Welfare Society, Dimapur (Nagaland)	2,95,000
69.	Jailaxmi Mahila Mandal Nanded (Maharashtra)	1,00,000
70.	Bahumukhi Krishi Samaj Kalyan Samiti, Nagaon (Assam)	1,74,200
71.	Jagat Bandhu Biswa Bharati Shikshya Niketan, Bolangir (Orissa)	12,00,000
72.	Servants of the People Society (Balwantray) New Delhi	15,00,000
73.	Greenfields, Calcutta, West Bengal	1,87,375
74.	Integrated Education Improvement Council, Madurai, Tamil Nadu	10,26,045
75.	NAB, R.K. Puram	11,47,700
76.	Bansgeria Prativa Club, Midnapore, West Bengal	3,39,000
77.	Integrated Education Improvement Council, Madurai, T. Nadu	8,33,440
78.	Vinmathee Education and Rural Development Society, Manapparai Trichirappally District (TN)	5,09,960
79.	West Bengal SC, ST & Minority Welfare Association, MIDNAPORE (West Bengal)	3,10,750
80.	Gandhi Sarak Gram Sewa Kendra, Midnapore (WB)	2,23,500
81.	Yorubami Cultural Board, Phek District (Nagaland)	3,39,150
82.	Indian Institute of Education and Care, Bhubaneswar (Orissa)	2,55,998
83.	NAB, Trivandram, Kerala	3,13,740
84.	NAB, Lucknow (UP)	3,12,530
85.	NAB, Tiswadi, Goa	1,37,350
86.	Mahesh Drishtiheen Kalyan Sangh, Indore (MP)	1,00,000
87.	Council for Advancement of Rural and Downtrodden People, Howrah, West Bengal	3,29,100
88.	NAB, Bhopal, M.P.	1,25,981
89.	Spastics Society of Central India, Bhopal (MP) (for Chhattisgarh)	3,51,260
90.	Arushi, Kanker, Chhattisgarh	8,23,690

Grant Amount to Rs. 1 Lakh and above release to Voluntary Organisations During 2001-2002

S.No.	Name of the Organisation	Grant Amount During 2001-2002
1.	Divya Jyothi Vidya Kendra, Cikkana, Nelamangala, Bangalore	1,54,000
2.	Jan Shikshan Sansthan, Gaya, Bihar	3,04,500
3.	Baba Haridas Shiksha Samiti, Shivpuri, Madhya Pradesh	1,66,000
4.	Bhubaneshwar Science and Environment Forum, Bhubaneshwar	1,66,000
5.	Don Bosco Self-Employment Research Institute, Howrah, Calcutta	4,31,000
6.	India Institute of Education, Kothrud, Pune	1,66,000
7.	Saraswati Shiksha Prasar Samiti, Moraina, M.P.	1,66,000
8.	Madras Centre for Research and Development of Community Education, Chennai	1,87,500
9.	Dr. Ambedkar Mission, Assam	1,66,000
10.	NAB Workshop for Blind, Mumbai	1,59,900
11.	Gramin Vikas Pratishthan's Voc. Training Instt. Pune	2,49,000
12.	Instt. of Engg. & Rural Technology, Allahabad	4,00,000
13.	Bhubaneshwar Science and Environment Forum, Bhubaneshwar	1,66,000

Funds Allocated to Voluntary Organisations for Rs. 1 Lakh and above during 2001-2002 under the Centrally Sponsored Scheme. "Environmental Orientation to School Education"

S.No.	Name of the Organisation	Amount Released
1.	East and West Educational Society, Patna	6.50
2.	Harijan Sevak Sangh, Murliganj, Madhepura (Bihar)	1.00
3.	Centre for Environment Education, Ahmedabad	66.42
4.	Science Centre (Gwalior), Bhopal, Madhya Pradesh	2.98
5.	Tata Institute of Social Science (TISS), Mumbai	1.51
6.	Ashufiime Development Society, Senapati Distt., Manipur	1.36
7.	Sankalp, Puri, Orissa	1.90
8.	Ramadevi Mahila Silpodyoga Sangthan, Jagatsinghpur, (Orissa)	1.46
9.	Indian Institute of Social Development, Bhubaneswar	3.20
10.	CPR Environmental Education Centre, Chennai	23.31
11.	Voluntary Health Association of Tripura, Agartala	1.00
12.	Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora (Uttaranchal)	130.94
13.	West Bengal Scheduled Casts, Scheduled Tribes & Minority Welfare Association, Kolkata	1.00
14.	Dharampore Netaji Juba Sangha, Midnapore (W.B.)	1.63
15.	Jhalka Palli Alope Samiti, Midnapore (W.B.)	1.00
16.	All India Federation of Scheduled Castes, Schedules Tribes and Minorities, Kolkata (W.B.)	1.00
17.	Indian Environmental Society, New Delhi	3.64

Funds Allocated to Voluntary Organisations for Rs. 1 Lakh and above during 2001-2002 under the Centrally Sponsored Scheme. "Improvement of Science Education in Schools"

		(Rs. in Lakhs)
S.No.	Name of the Organisation	Amount Released
1.	Assam Science Society, Guwahati	7.83
2.	East & West Educational Society, Patna	10.80
3.	Vikram A. Sarbhai Community Science Centre, Ahmedabad	23.22
4.	Indian Academy of Sciences, Bangalore	5.75
5.	Bangalore Association for Science Education, Bangalore	6.50
6.	Eklavya, Bhopal	3.00
7.	Tamil Nadu State Council for Science & Technology, Chennai	15.00
8.	Jawaharlal Nehru Memorial Fund, Allahabad	1.23
9.	Jagdis Bose National Science Talent Search, Kolkata	9.13
10.	Delhi Public School, New Delhi	1.00
11.	Sankalp, New Delhi	6.00
12.	Deshkal Society, New Delhi	2.37

Funds Allocated to Voluntary Organisations for Rs. 1 Lakh and above during 2001-2002 under the Centrally Sponsored Scheme. "Promotion of Yoga in School"

S.No.	Name of the Organisation	Amount Released
(Plan)		
1.	Yoga Physique & Studies, Imphal, Manipur	1.68
2.	Vijaya Mahantesh Vidya Vardhak Sangh, Hungund, Distt. Bagalkot, Karnataka	1.20
3.	West Bengal Schedules Castes, Tribes & Minority Welfare, Association, Midnapore (West Bengal)	9.37
4.	Gandhi Sarak Gram Seva Kendra, Kolkata (West Bengal)	2.05
5.	All India Federation of SC/ST and Minorities, Kolkata (West Bengal)	6.10
(Non-Plan)		
6.	Kaivalyadhama SMYM Samiti, Lonavala (Pune), Maharashtra	40.00

Statement Showing Grant-in-aid Exceeding Rs. 1.00 lakh Sanctioned to Voluntary Organisation/ NGOs under the Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Schools

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
ASSAM		
1.	Sadau Assom Gramya Puthibharal Santha, P.O. Haibargaon – 782002, Distt., 125000 Nagaon, Assam	1,25,000(R)
2.	Bahumukhi Krishi Aru Samaj Kalyan Samiti, Noor Nagar, P.O. Herapati, Distt. Nagaon, Assam 125000	2,00,000
3.	WOODWICHEE, P.O. Lakshirbond, Distt. Hailakandi, Assam	2,00,000
4.	Maulana Abdul Jalil Choudhary Memorial Social Welfare and Research Centre, Dobaka, Distt. Nagaon, Assam	2,00,000
5.	Socio-Economic Development Organisation, Rajgarh Road, 5th Bye Lane, Guwahati, Assam	1,60,000
6.	Rajib Sewa Sadan, Vill. Rajib Gaon, Distt., Sonipur, Assam	3,17,813
7.	Bahumukhi Krishi Aru Samaj Kalyan Samiti, Chkota Rupahi, Noor Nagar, P.O. Herapati, Distt. Nagaon, Assam – 782 002	2,03,125
8.	Maulana Abdul Jalil Chowdhury Memorial Social Welfare & Research Centre, Doboka, Nagaon, Assam	1,25,000
ANDHRA PRADESH		
9.	Sundeepa Education & Social Welfare Society, Cuddapah, Andhra Pradesh	2,16,000 (R) 4,17,500
10.	Navodaya Integration Cultural Social & Voluntary Action (NICSEA), Teachers' colony, Dhone – 518222, Distt. Kurnool, Andhra Pradesh	1,01,800 (R)
11.	Sri Parmeshwari Education Society, Atamkur, Distt. Kurnool, Andhra Pradesh	2,03,125
12.	Krishna Sai Educational Society, Bhattriprolu, Distt. Guntur, Andhra Pradesh	5,09,375
13.	Vishwa Santhi Balnandan Kendram, Flat No.622, Indrani Apartments, ONGOLE, Distt. Guntur, Andhra Pradesh	75,000
14.	Dr. Ambedkar Dalaithvarga Abhivruddi Sangam 16/382, Gajula Street, Manpet, Cuddapah, Andhra Pradesh	3,53,125

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
15.	Rural Education for Development, Economic, Env. Motivation Hyderabad, Andhra Pradesh	4,14,375
16.	Mahila Dakshta Samiti, Amerpet, Hyderabad, Andhra Pradesh	1,25,000
17.	Uma Educational & Technical Society, Kakinada, East Godawari Distt., Andhra Pradesh	1,25,000
18.	Kavya Education Society Kuddapah, Andhra Pradesh	3,53,125
19.	Help The Women, No. 69-3-17, Nagavanam Kakinada – 533003, Andhra Pradesh	2,00,000
20.	Sneha Educational Society, Kodad, Nalgoda, Andhra Pradesh	3,53,125
21.	Navyuga Educational Society, Hyderabad 50 200000, Andhra Pradesh	2,00,000
22.	Gnana Sudha Educational Society, Laxmi Nagar Colony, Saidabad, Hyderabad, A.P.	2,03,125
23.	Social Action for Social Development, Plot No.243, Srinivasa Colony, Mahabubnagar, Andhra Pradesh – 509 002	3,53,125
24.	Samaritans Rural Development Service, Vill. & P.O. Pallerla Maddur Mandal, Distt Mahbubnagar, Andhra Pradesh – 509 002	3,53,125
25.	Spandana Abhyudaya Mandal C-9, Second Floor, Balaji Nilayam, Madhura Nagar, Hyderabad, Andhra Pradesh – 500 0038	3,53,125
26.	City Educational Society, Vijayawada, Andhra Pradesh	3,53,125
27.	Women's Organisation of social Development Technical Advancement and Human Welfare Society, Lingo jiguda, Ranga Reddy Distt., Andhra Pradesh	3,53,125
28.	Sri Gudibandi Semi Reddy Educational Society, Kotlipara, Guntur, Andhra Pradesh	4,14,375
29.	Eklavya Memorial League Chirala, Distt. Prakasam, A.P.	4,14,375
30.	Nav Bharat Educational Society Dhone, Kurnool, Andhra Pradesh	4,32,750
31.	Rural Upliftment of Health and Educational Society Dhone, Kurnool, Andhra Pradesh	4,32,750
32.	Shri Venkateswara Mahila Mandali Brodipet, Guntur, Andhra Pradesh	7,23,750

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
33.	Hindu Stree Punar Vivaha Sahayak Sangham, Distt. West Godavari, Andhra Pradesh	7,23,750
34.	Chaitanya Educational and Rural Development Society Cuddapah, Andhra Pradesh	3,53,125
35.	Women's Organisation of Rural Development and Technical Advancement and Human Welfare Society (WORTH), Bhagyanagar Colony, Lingoiguda, Saroornagar, R.R. Distt., Andhra Pradesh	2,03,125
36.	Rural Education for Development, Economic Environment Motivation, Sangeeva Reddy Nagar, Hyderabad, A.P.	2,34,375
37.	Samraitn's Rural Development Services (SRDS) Mahabubnagar, Andhra Pradesh	2,03,125
38.	Kavya Educational Society Cuddapah, Andhra Pradesh	2,03,125
39.	Church of Christ Educational & Charitable Institutions Bhimavaram – 534 201, Andhra Pradesh	3,53,125
40.	Social Action for Social Development (SASD) Mahabubnagar, Andhra Pradesh	2,03,125
BIHAR		
41.	Sidhartha Gyan Kendra, Kussaiaya, Kashipur, Samastipur, Bihar - 125000	2,03,125 2,03,125
42.	Karpuri Thakur Gramin Vikas Sansthan, Raghubhavan, Harnichak, Anisabad, Patna, Bihar	1,23,166 (R) 2,03,125
43.	Shaswat Seva Sansthan, AT/P.O. – Urbarak Nagar, Distt. Begusarai, Bihar	2,15,375 2,09,375
44.	Rahul Vihar At. P.O - Balha, Via-Gogari, Distt. Khagariya, Bihar	2,03,125 2,03,125
45.	Bhartiya Gramin Seva Sansthan Vill. Thakariya, P.O. Singhwara, Distt. Darbhanga, Bihar	2,03,125 2,03,125
46.	Surangama Kala Kendra At. Chakbasu, P.O. Ramna, Distt. Muzaffarpur, Bihar – 842 002	1,25,000(R) 2,03,125 2,03,125
47.	Goutam Vihar At. Dumra, P.O. & Distt., Sitamarhi, Bihar	1,25,000

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
48.	Rural & Urban Development Society, Vill. Navgarh, P.O. Gangapur, Distt. Jehanabad, Bihar	2,00,000 1,25,000
GUJARAT		
49.	Shri Gayatri Vikash Mandal At/PO. Mandava, Ta. Ankleshwar, Distt., Bhrauch, Gujarat	3,56,250
50.	Zarpan Nasarpur Vibhag Kelvani Mandal At/P.O. Vadi, Surat, Gujarat	2,53,679 2,03,125
51.	Lok Vidyalaya, Valukhad, Palitana, Bhavnagar, Gujarat	2,50,000
52.	Smt. Samastha kathi Samaj Education and Cheritable Trust, Vanthali Road, Distt. Junagadh, Gujarat	70,000(R)
53.	Shri Jagruti Education Trust Sarkhetj, Ahmedabad, Gujarat	89,146 (R) 2,33,125
54.	Shree Sardar Patel Education Trust, Joshipura, Distt. Junagadh – 362202, Gujarat	1,00,200
55.	Shri Umiya Khakhariya Vadhiar Chuval Education Trust, Sola, Ta. Darskoi, Distt., Ahmedabad, Gujarat	3,53,125
56.	Lok Vidyalaya Valukhad, Via-Sonagadh, Distt. Bhavnagar, Gujarat	1,02,504 2,03,125
57.	Amin Shariat Education Trust Dhrol, Distt. Jamnagar, Gujarat	1,25,000
HARYANA		
58.	Vidya Mahasabha Kanya Gurukul Mahavidyalaya, Kharkhonda, Distt. Sonapat, Haryana	65,000(R) 2,75,125
59.	Ramjas Shiksha Samiti Govind Nagar, Sonapat – 121001, Haryana	1,06,809(R)
60.	Akhil Bhartiya Swamy Agandeo Samaj Uthan Samit, Vill./P.O. Rohad, Distt. Rohtak, Haryana	3,53,125
61.	Akhil Bhartiya Swami Agyan Dev Samaj Uthan Samit, Vill. & P.O. Rohod, Distt. Rohtak, Haryana	2,03,125
62.	Ramjas Shiksha Samiti (Regd.) Sonapat, Haryana	2,03,125
JHARKHAND		
63.	Help Vihar, AT. Hanuman Tekri, P.O. Distt. Deoghar, Jharkhand	2,39,875 2,21,875

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
KARNATAKA		
64.	Sri Channveereshwar Prasad Nilya Public Trust, Shiggaon, Distt. Haveri, Karnataka	1,25,000
65.	Machideva Seva Sansthe, Shivpet, RON, Distt. Gadag, Karnataka	2,50,000(R) 5,09,375
66.	Adhyayana Vidya Sansthe Bangalore, Karnataka	2,50,000 3,56,250
67.	Vimochana Devdasi Samsthe, Bangalore, Karnataka	1,22,833(R)
68.	Bapuji Grameen Vikas Samiti, Karwar, Distt. Uttar Karnataka – 531303, Karnataka	4,05,250
69.	Sri Basaveshwar Vidya Vardhak Sangha, Bagalkot – 587101, Karnataka	1,25,000
70.	Adarsh Education Institution (Regd.), Maruthi Extension, Hunsur Town, Mysore Distt. Karnataka	77,601(R) 2,03,125
71.	Samarthanam Trust for the Disabled, No.484, East End Main Road, 9 th Block, Jayanagar, Bangalore	1,24,000
72.	Vidyaranya Education and Development Society Mandur, Bangalore South, Karnataka	1,20,000
73.	Shri Channabasaweshwar Grameen Vidya Samsthe Shiggaon, Distt. Haveri, Karnataka	1,25,000
74.	Vijay Mahantesh Vidya Vardhak Sangha, Hungund, Distt. Bangalore, Karnataka	3,53,125
75.	Gurukrupa Education Society (R), West of Church Road, Bangalore, Karnataka	81,250(R)
76.	K.R. Education Society (R), Vivekanagar Post, Srinivagulu, Bangalore, Karnataka	
77.	Pavithra Rashtriya Vidyalaya Education Trust Vivekananda Nagar, Ramnagaram, Bangalore, Karnataka	2,11,875
78.	Gouthamnagar Welfare Association Gouthamnagar, Yeshwanthpur, Bangalore, Karnataka	2,03,125
79.	Samarthanam Trust for the Disabled, East End Main Road, 9 th Block, Jayanagar, Bangalore, Karnataka	77,500

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
80.	Vidyarana Education and Development Society Mandur, Bangalore South Bangalore, Karnataka	75,000
MAHARASHTRA		
81.	West Khandesh Bhagini Seva Mandal Deopur (Sir Sasoon David) 125000, Distt. Dhule, Maharashtra	1,25,000(R)
82.	West Khandesh Bhagini Seva Mandal Deopur (Indira Gandhi Vasutigruha), 125000, Distt. Dhule, Maharashtra	1,25,000(R)
83.	Indira Mahila Seva Society, Lokmanya Colony, Nandurbar, Dhuliya, Maharashtra	91,673
84.	Samskruti Savardhan, Sangroli, Nanded, Maharashtra, Nanded, Maharashtra	1,55,000(R)
85.	Sakri Taluka Education, Sakri, Dhule, Maharashtra 155000	1,25,000(R) 2,03,125
86.	Shivaji Shikshan Prasarak Mandal Tofkhana, Hingoli, Maharashtra 125000	2,03,125 2,03,125
87.	Swamy Vivekanand Shikshan Prasarak Mandal Hingoli, Parbhani, Maharashtra	2,03,125 2,03,125
88.	Pragati Vidya Prasarak Sanstha Lokmanya Colony, Distt. Nandurbar, Dhuliya, Maharashtra	2,06,231(R)
89.	Sri Jagdamba Vidya Prasarak Mandal Vinkarwada, Ta. Purna, Distt. Parbhani, Maharashtra	1,85,799
90.	Prerna Janseva Sanstha, "ANNAPURNA", Railway Station Road, Hingoli – 431513, Maharashtra	2,03,125 2,03,125
91.	Jyotiba Phule Seva Trust, 7, Laxminarayan, Apartment, Shivaji Nagar, Nanded –2, Distt. Nanded, Maharashtra	1,85,799
92.	Annapurna Shikshan Sansthan Mandal, Vinkarwada, Ta. Purna, Distt. Parbhani, Maharashtra	3,53,125
93.	Shri Shivaji Shikshan Prasarak Mandal Hingoli, Distt. Hingoli, Maharashtra	3,53,125

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
94.	West Khandesh Bhagini Seva Mandal Deopur, Distt Dhule, Maharashtra	2,88,875 3,25,625 1,25,000
95.	Indira Mahila Seva Society Nandurbar, Maharashtra	2,09,250
MADHYA PRADESH		
96.	Veena Vadini Samaj Kalyan Vikas Samiti Gwalior, Madhya Pradesh	2,03,125
NORTH-EASTERN STATES		
97.	Assam Sadau Assom Gramya Puthibharal Sanstha, P.O. Haibargaon – 872 002, Distt. Nagaon, Assam	1,25,000
98.	Bahumukhi Krishi Aru Samaj Kalyan Samiti, Noor Nagar, P.O. Herapati, Distt. Nagaon, Assam	2,03,125 2,03,125
99.	WOODWICHEEP.O. Lakshirbond, Distt. Hailakandi, Assam	1,25,000
100.	Maulana Abdul Jalil Chowdhury Memorial Social Welfare and Research Centre, P.O. Doboka, Distt. Nagaon, Assam	2,00,000 1,25,000
101.	Socio-Economic Development Organisation, Rajgarh Road, 5 th Bye Lane, Guwahati, Assam	1,00,000
102.	Rajib Sewa Sadan, Vill. Rajib Gaon, Distt. Sonitpur, Assam	3,17,813
MANIPUR		
103.	Chamdil Khubul Social Welfare Arts and Culture Association P.O. Chandel Distt. Chandel, Manipur	2,00,000
103.	The Oriental Women Orphan, Montbang, Manipur 125000	1,25,000(R)
104.	Social Reformation and Development Organisation, P.O. Imphal, Manipur	3,53,125
105.	Community Development Programme Centre Thoubal, Manipur	3,53,125
106.	Social Reformation & Development Organisation Porompat Soiban Leikai, Imphal-East, Imphal, Manipur	2,03,125
107.	Community Development Programme Centre Thoubal Achouba, M.I. Road, P.O. Thoubal, Manipur	2,03,125
108.	Manipur Shifting Cultivator's Development Association Post Box No.193 of G.P.O., Imphal	1,78,175

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
MEGHALAYA		
109.	Goodwill College Society Lumiablot Nongthymmai, Shillong – 793 014	2,00,000
NAGALAND		
110.	Senjum Women Welfare Society Senjum Village, Ranga Pahar, Dimapur, Nagaland	3,53,125
111.	Kiyonger Telongjing Neighbour Welfare Society, Distt. Kohima, Nagaland	1,25,000
112.	Lia Society Dimapur, Nagaland	6,59,375
TRIPURA		
113.	Gandhi Sarak Gram Seva Kendra P.O. Jag-Ogendranagar, Jogendranagar, West Tripura	3,53,125
ORISSA		
114.	Institute for Self Employment and Rural Development Pandapokhari, Panaspada, Puri, Orissa	1,25,000(R) 2,03,125
115.	Laxminarayan Harijan and Adibasi Backward Development Society, Jajpur, Orissa	5,04,250
116.	Nilchal Seva Pratisthan, Dayavihar, Kanas, Puri, Orissa	2,03,125
117.	Jhansi Mahila Samiti, AT. Parmanandapur, P.O. Ragadi, Distt. Jajpur, Orissa	2,03,125 2,03,125
118.	Institute for Social Welfare Action and Research AT. Dhandhibanman Dadi, P.O. Ahiyas, Jajpur, Orissa	2,15,375
119.	Adarsh Youth Club AT. Gariapur, Distt. Jajpur, Orissa 125000	2,03,125
120.	Neelchal Seva Pratisthan, Dayavihar, Kanas, Distt. Puri, Orissa	2,03,125
121.	Women Awareness & Rural Development (WARD) At./P.O. Baunsagarha, Distt. Keonjhar, Orissa	4,78,750
122.	Gopinath Juba Sangha, At. Alisi Sasan, P.O. Darada, Distt. Khurda, Orissa.	1,25,000(R) 2,50,000(R) 5,09,375
123.	Manab Seva Sadan, At./P.O. Sarang, Distt. Dhenkanal, Orissa	3,71,500
124.	Institute for Social Welfare Action and Research AT. Dhandhibanman Badi, P.O. Ahiyas, Distt. Jajpur, Orissa	2,09,375

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
125.	Subarnamukhi Yubak Sangha, At. Sodha, P.O. Dobal, Distt. Bhadark, Orissa	1,25,000
RAJASTHAN		
126.	Gramin Vidyapeeth Sanstha Nagaur, Rajasthan – 341 001	2,26,000
127.	Janjati Mahila Vikas Sansthan, Ranthambhore Road, Sawai Madhopur, Rajasthan	9,65,625
128.	Janjati Mahila Vikas Sansthan Sawai Madhopur, Rajasthan	5,15,625
TAMIL NADU		
129.	St. John Sangam Trust Perambalur, Thiruvalluvar Distt. Tamil Nadu	2,15,375 1,25,000(R)
130.	Depressed People's Welfare Association Trichy, Tamil Nadu	1,25,000(R) 2,50,000(R)
UTTAR PRADESH		
131.	All India Children Care & Educational Development Society, Azamgarh, Uttar Pradesh	1,25,000(R) 2,03,125
132.	Swami Atmadev Gopalanand Siksha Sansthan Pipergaon, Farrukhabad, Uttar Pradesh	5,09,375
133.	Sri Lal Bahadur Shastri Smarak, Gramothan Pratistha, Lokmanpur, Allahabad, Uttar Pradesh	2,50,000(R) 3,56,250
134.	Prasidh Narayan Mahila Kalyan Samiti Barhalganj, Gorakhpur, Uttar Pradesh	1,00,000(R) 2,33,125
135.	New Public School Samiti, Tagore Marg, Daliganj, Lucknow, Uttar Pradesh	1,25,000
136.	Swami Ram Prakash Adarsh Ucharat Madhyamik Vidyalaya Tirha-Murha, Farrukhabad, U.P.	3,56,250
137.	Gramyachal Adhogik Seva Sansthan Miuma, Allahabad, Uttar Pradesh	1,25,000
138.	Nandan Khadi Gramodhyog Seva Sansthan, Lokmanpur, Baraut, Allahabad, Uttar Pradesh	1,25,000(R) 2,03,125 2,03,125
139.	Bhartiya Adim Jati Sevak Sangh, Lal Bahadur, Shastri Complex, Meja, Allahabad, Uttar Pradesh	69,695

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
140.	Bairagi Shiksha Sansthan, I/121-1, Narayanpur, Post. Shivpur, Distt. Varanasi, U.P.	1,25,000(R) 2,03,125 2,03,125
141.	Adarsh Samaj Kalyan Evam Khadi Gramodyog, Ganeshipur, Khaptihan, Allahabad, Uttar Pradesh	39,925(R) 1,25,000(R) 1,01,565
142.	Ganesh Shikshan Sansthan, Lokmanpur, Baraut, Allahabad, Uttar Pradesh	2,78,832(R)
143.	Gramin Mahila Yuva Avam Bal Vikas Mandal At. Havelia, Jhunshi, Allahabad, Uttar Pradesh	38,062(R) 1,25,000(R)
144.	Khadi Gram Vikas Mandal, Jagdishpur, Handia, Allahabad, Uttar Pradesh	62,500(R) 2,87,500
145.	Shri Swamy Ram Prakash Uchcharat Madhyamik Vidyalaya, Tiraha-Muraha, P.O. Jetpur, Distt. Farrukhabad, U.P.	2,81,250
146.	Swamy Atamdev Gopanand Shiksha Sansthan, Ugarpur, Post. Pipergaon, Distt. Farrukhabad, Uttar Pradesh	3,59,375
147.	Amba Saraswati Seva Sansthan, Saraswati Puram, Vill. and Post Hetampur, Distt. Chaundauli, Uttar Pradesh	3,53,125
WEST BENGAL		
148.	Prabudha Bharati Shisutirtha, Khirinda, Midnapore, West Bengal	4,60,000(R)
149.	West Bengal Scheduled Caste, Tribes & Minority Welfare Association 90-A/1-B, Suren Sarkar Road, Kolkata, West Bengal	2,97,400(R) 6,93,125 4,53,125 9,04,375
150.	Bansgeria Prativa Club, Kote Bazar, Hater Math, Distt. Midnapore, West Bengal	2,90,350(R) 3,74,625 2,90,525
151.	All India SC/ST and Minorities 90-A/1-B, Suren Sarkar Road, Kolkata, West Bengal	2,99,200(R) 3,86,875
152.	Satdubi Mahila Mandali, Satdubi, P.O. Keshopur, Distt. Midnapore, West Bengal	2,96,500(R) 3,56,250

S.No.	Name & Address of the Agency/NGO	Amount of Grant (Rs.) during the year 2001-02
153.	Gandhi Sarak Gram Seva Kendra, 90-A/1-B, Suren Sarkar Road, Kolkata, West Bengal	2,96,500(R) 4,11,375 3,09,375
154.	Jhalka Pallio Aloka Samiti, Bidhan Nagar, Midnapore, West Bengal	2,95,650(R) 5,09,375
155.	Supapursuri Rotary Club, Suren Sarkar Road, Kolkata, West Bengal	3,05,400(R) 5,09,375
156.	Midnapore Distt. Social Welfare Development Council, Bidhan Nagar, Midnapore, West Bengal	2,95,750(R) 4,48,125
157.	Purba Thom Sitala Pragati Sangha Kolkata, West Bengal	3,25,625(R) 3,86,875
158.	Dharmapore Netaji Juba Sangha, Mir Bazar Chowk, Midnapore, West Bengal	2,95,750(R) 3,86,875
159.	Sardubi Mahila Mandali Satdubi, Midnapore, West Bengal	2,81,250
160.	All India Federation of SCs/STs & Minorities Kolkata, West Bengal	2,96,875 8,37,000
	NEW DELHI	
161.	Bhartiya Adimjati Sevak Sangh Dr. Ambedkar Marg, New Delhi – 110 055.	2,03,125

Promotion of Yoga Schools

Plan

S.No.	Name & Address of the Agency	Amount Released in Rs. During 2001-2002
1.	Education Department, Govt. of Madhya Pradesh	5,00,000
2.	Yoga Physique & Studies, Imphal, Manipur	1,67,500
3.	Vijaya Mahantesh Vidya Vardhak Sangh, Hungund, Distt. Bagalkot, Karnataka	1,20,000
4.	West Bengal Scheduled Castes, Tribes & Minority Welfare Association, Midnapore, West Bengal	9,37,500
5.	Gandhi Sarak Gram Seva Kendra, Kolkata, West Bengal	2,05,000
6.	All India Federation of SC/ST and Minorities, Suren Sarkar Road, Kolkata, West Bengal	6,10,000

Non-Plan

S.No.	Name & Address of the Agency	Amount Released in Rs. During 2001-2002
1.	Kaivalyadhama SMYM Samiti, Lonavla, Pune	40,00,000
2.	Education Department, Govt. of Tripura, Agartala	1,01,200
3.	Yoga Physique & Studies, Imphal, Manipur	1,51,000
4.	Kaivalyadhama SMYM Samiti, Lonavla, Pune	2,50,000
5.	West Bengal Scheduled Castes, Tribes & Minority Welfare Association, Midnapore, West Bengal	9,37,500
6.	Shri Jagannath Sanskrit Vishvavidyalaya, Srivihar, Orissa	1,77,500
7.	Sree Narayana Educational Society, Kollam, Kerala	2,03,000
8.	Orissa Council of Sports, Satyabrata Stadium, Cuttack, Orissa	1,77,500
9.	Kaivalyadhama SMYM Samiti, Lonavla, Pune	35,00,000

List of NGOs to whom more than Rs. 1.00 lakh has been sanctioned during the year 2001-2002.

S.No	Name and Address of NGO	Amount Released
1.	Educational Foundation, Nagaon, Assam.	1,50,000
2.	Mitra Mandali Tarun Samaj Samiti, Bharatpur.	1,50,000
3.	Bharatiya Shiksha Shodh and Nirdesn Sansthan	50,000
4.	Institute of Psychological & Educational Research, Calcutta.	1,00,000
5.	Vijnana Parishad Prayag, Allahabad.	50,000
6.	Cosmode Management Research Centre, Hyderabad.	2,50,000
7.	National Society for Promotion Development Administration Research and Training (NSDRT), Mussorrie.	2,67,850
8.	Madras Institute of Development Studies, Chennai.	94,451
9.	All India Primary Teachers Federation, New Delhi.	1,50,000
10.	Ashirwad Rural Development Trust, Kolar District, Karnataka.	79,185
11.	Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora, U.P.	80,167
12.	Jan Shikshan Sansthan, Gaya.	50,000
13.	Institute of Peace and Action Gagan Vihar, Delhi.	1,00,000
14.	Sankalp, New Delhi.	1,50,000
15.	Council of Boards of School Education in India, Delhi	4,00,000
16.	Ability Foundation, Chennai.	1,00,000
17.	Society for Social Services, Delhi.	50,000
18.	National Assessment and Accreditation Council, Bangalore.	1,38,500
19.	Gandhi Hindustani Sahitya Sabha, Rajghat, New Delhi.	50,000
20.	Vidyarthi Nidhi, Mumbai.	1,50,000
21.	Zakir Hussain Centre for Educational Studies School of Social Sciences, J.N.U, Delhi.	1,50,000
22.	Guwahati University, Guwahati, Assam.	2,50,000

S.No	Name and Address of NGO	Amount Released
23.	Mother Teresa Women's University Kodaikanal, Tamil Nadu.	2,50,000
24.	University of Kerala, Thiruvananthapuram.	1,00,000
25.	The Institute of Peace and Action, Gagan Vihar, Delhi.	1,00,000
26.	Indian History Congress, Kolkata.	1,00,000
27.	Assumption College Changananchery, Kerala.	1,00,000
28.	Indian Academy of Social Sciences, Allahabad.	50,000
29.	The University of Kashmir, Hazratpur, Srinagar.	1,50,000

Names of the Voluntary Hindi Organisations (V.H.Os) to which grant of Rs. One Lakh or above has been released during the year 2001-2002.

S.No.	Name of the Organisation	Amount (in Rs.)
Assam		
1.	Subansiri Seva Samiti, Uttar Lakhimpur.	2,97,488
2.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, Uttar Lakhimpur.	3,68,700
3.	Asom Rashtra-Bhasha Prachar Samiti, Guwahati.	24,42,000
4.	Assam Rashtrabhasha Prachar Samiti, Jorhat.	12,82,275
Manipur		
5.	Manipur Rashtrabhasha Prachar Samiti, Imphal	2,18,250
6.	Manipur Hindi Parishad, Imphal.	2,40,750
7.	Manipur Hindi Prachar Sabha, Imphal.	2,31,000
Meghalaya		
8.	Meghalaya Rashtrabhasha Prachar Samiti, Shillong.	1,29,600
Mizoram		
9.	Mizoram Hindi Prachar Sabha, Aizawl.	2,51,250
Andhra Pradesh		
10.	Dakshin Bharat Hindi Prachar Sabha (Andhra), Hyderabad.	21,42,550
11.	Hindi Prachar Sabha, Hyderabad.	1,49,850
12.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad.	7,40,850
13.	Nagar Hindi Verg Sanchalak Va Adhyapak Sangh, Hyderabad.	1,98,774
Karnataka		
14.	Mysore Hindi Prachar Parishad, Bangalore.	20,50,444
15.	Karnataka Hindi Prachar Samiti, Bangalore.	11,45,493
16.	Karnataka Mahila Hindi Seva Samiti, Bangalore.	15,72,675
17.	Hindi Vidyapeeth, Hubli.	1,04,175
18.	Hindi Shaikshanik Seva Samiti, Bijapur.	1,32,690

S.No.	Name of the Organisation	Amount (in Rs.)
19.	Hindi Prachar Sangh, Mudhol.	1,96,050
20.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Dharwad.	33,14,062
21.	Dakshin Bharat Hindi Prachar Sabha (Goa Branch), Karnataka.	2,35,350
Tamil Nadu		
22.	Dakshin Bharat Hindi Prachar Sabha (Tamil Nadu), Trichy.	23,27,400
23.	Dakshin Bharat Hindi Prachar Sabha (Chennai), City Scheme.	6,58,387
24.	Dakshin Bharat Hindi Prachar Sabha (Chennai), (P.G. & B.Ed. Centre).	31,64,360
Orissa		
25.	Utakal Prantiya Rashtrabhasha Prachar Sabha, Cuttack.	3,02,715
26.	Orissa Hindi Parivesh, Sutahat, Cuttack.	1,26,525
Jharkhand		
27.	Hindi Vidyapeeth, Deoghar, Jharkhand.	3,66,338
Maharashtra		
28.	Bombay Hindi Vidyapeeth, Bombay.	15,95,550
29.	Bombay Prantiya Rashtrabhasha Prachar Sabha, Bombay.	3,57,150
30.	Bombay Hindi Sabha, Bombay.	2,74,725
31.	Maharashtra Rashtrabhasha Sabha, Pune.	3,01,050
32.	Rashtrabhasha Prachar Samiti, Wardha.	3,32,850
33.	Vidarbha Rashtrabhasha Prachar Samiti, Nagpur.	2,03,250
34.	Maharashtra Hindi Prachar Sabha, Aurangabad.	1,48,548
Goa		
35.	Bombay Hindi Vidyapeeth (Goa Branch).	1,02,525
36.	Gomantak Rashtrabhasha Vidyapeeth, Goa.	1,61,291
37.	Dakshin Bharat Hindi Prachar Sabha (Goa Br.).	2,35,350
Gujarat		
38.	Gujarat Vidyapeeth, Ahmedabad.	1,57,866

S.No.	Name of the Organisation	Amount (in Rs.)
39.	Bombay Hindi Vidyapeeth, Bombay. (Gujarat Branch).	1,17,023
	Delhi	
40.	Akhil Bharatiya Hindi Sanstha Sangh, New Delhi.	9,08,523
41.	Bharatiya Anuwad Parishad.	1,28,775
42.	Nagari Lipi Parishad.	2,62,725
	Uttar Pradesh	
43.	Hindi Sahitya Samelan, Prayag, Allahabad.	2,06,250
44.	Prayag Mahila Vidyapeeth, Allahabad.	1,12,500

ANNEXURE IV

Statement Showing the Status of Non Submission of Utilisation Certificates (UCs) in respect of Grant-in-aid Sanctioned to the NGO's/ Voluntary Organisations for the last 3 years i.e. 1998-99, 1999-2000 and 2000-2001

IEDC

Year	Name of NGO/Voluntary Organisation	Amount for which UCS have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCS	Reasons for allowing further grants to these NGO/Voluntary Organisations (As in Col-I) without insisting for UCS
1998-1999	No grants were released to any NGOs during 1998-99 directly. Grants meant for NGOs were released direct to the concerned State.			
1999-2000	Nitai Chaitanya Seva Sanstha, Nikirai, Kendrapara, Orissa	1,52,300	Not received. Efforts are being made to get the UC.	Not released.
-do-	Orissa Primary Education Programme Authority (OPEPA) Bhubaneswar, Orissa	23,46,975	-do-	-do-
2000-2001	Amar Pragati Sanskritic Chora & Samaj Unnayan Kendra Guwahati (Assam)	1,41,800	-do-	-do-
-do-	Integrated Education Programme for the Visually Impaired, Nagercoil, (Tamil Nadu).	1,18,900	-do-	-do-

Vocational Education

Year	Name of NGO/Voluntary Organisation	Amount for which UCS have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCS	Reasons for allowing further grants to these NGO/Voluntary Organisations (As in Col-I) without insisting for UCS
1997-1998	National Institute of Fashion Technology, New Delhi	28,00,000		

Year	Name of NGO/Voluntary Organisation	Amount for which UCS have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCS	Reasons for allowing further grants to these NGO/Voluntary Organisations (As in Col-I) without insisting for UCS
	Sanjeevan Vidyalaya Trust, Panchgani	7,37,000		
	Tirupati Mahila Gramodyog Kendra, Lucknow	2,00,800		
1998-1999	Ch. Bharat Singh Memorial Education Society, Jind	1,64,800		
	Faith India Bhavan, Ernakulum	3,61,750		
	Nine Brothers' Society, Kohima	1,54,000		
	Nom Mahila Vikas Kalyan Samiti, Katihar	1,66,000		
	Oriental Weaving Unit Dimapur	1,36,000		
	Social Welfare Council, Katihar	1,60,000		
	Srajan, Badayun, U.P.	2,40,000		
	Suvidha Educational Trust, Jammu	1,66,000		
	Wokha Village Eloe Hoho Wokha	1,66,000		
	Yanchano Women Society, Dimapur	1,66,000		
1999-2000	Centre for Research Planning and Action, New Delhi	1,47,000		
	Chankhan Welfare Society, Dimapur	1,66,000		
	Chunlan Multipurpose Welfare Society, Wokha	1,60,000		
	Doyang Orchard Farm Society, Wokha	1,66,000		
	Duncan Women & Child Welfare Society, Duncan	1,66,000		
	Etsutchukha Colony Multipurpose Welfare Society, Dimapur	1,66,000		
	Evergreen Women Welfare Society, Dimpur	1,66,000		

Year	Name of NGO/Voluntary Organisation	Amount for which UCS have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCS	Reasons for allowing further grants to these NGO/Voluntary Organisations (As in Col-I) without insisting for UCS
	Gram Bharati Sansthan, Gwalior	1,60,000		
	Gramin Vikas Mahila Mandal, Bhind	1,60,000		
	H.M.S. Education Society, Tumkar	1,66,000		
	Kamlalaya, Siwan	1,54,000		
	Knitting & Weaving Society, Wokha	1,66,000		
	Lia Society, Dimapur	1,10,000		
	Madras Centre for Research and Development, Chennai	3,20,000		
	Maharshi Vidya Mandir, Ghaziabad	3,80,000		
	Mahatma Shiksha Prasar Samiti, Muraina	1,60,000		
	National Institute of Fashion Technology, New Delhi	28,00,000		
	Orhul Smriti Sansthan, Begusarai	1,62,000		
	Paryavaran vikas Samiti, Vaishali	1,62,000		
	Pragati Mahila Mandal, Gwalior	1,66,000		
	Prasad Ekta Samiti	1,57,000		
	Prem Mahila Vikas Samaj Kalyan, Datia	2,49,000		
	Rotary Club Gulbarga with Kalburgi Education, A.P.	1,60,000		
	Ruchi Samaj Sewa Samiti, Tikamgarh	1,60,000		
	Salesian Province of Calcutta, Calcutta	3,88,000		
	Sendenla Women Society, Mokokchung	1,66,000		
	Shahpur Vikas Samiti, Sonapur, Saran	1,66,000		

Year	Name of NGO/Voluntary Organisation	Amount for which UCS have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCS	Reasons for allowing further grants to these NGO/Voluntary Organisations (As in Col-I) without insisting for UCS
	Shishu Avam Mahila Kendra, Vaishali	1,57,000		
	Shourya, Patna	1,60,000		
	Smt. Raj Laxmi Shiksha Avam Samaj Kalyan Samiti	2,49,000		
	Society for Rural Industrialisation, Ranchi	5,00,000		
	Society for Technical Education & Training, Bhopal	1,58,000		
	Sohe Women Society, Zunhoboto	1,60,000		
	Tameja Women Welfare Society, Dimapur	1,66,000		
	Terenheki Society, Kohima	1,66,000		
	Vivekanand Samaj Kalyan Sansthan, Bhind	1,66,000		
	Watsu Women Society, Dimapur	1,60,000		
	Wokh Village Eloe Hoho, Wokha	1,66,000		
	Women Home Production Society, Wokha	1,66,000		
	Women Indigenous Welfare Society, Wokha	1,66,000		
	Yam Multipurpose Women Welfare Society, Dimapur	1,60,000		
	Yanchano Women Society, Dimapur	1,66,000		

Year	Name of NGO	File No. Date	Amount (Rs.)
2000-2001	Shiksha Avam Mahila Kendra, Vill. Ismailpur P.O. Sondho, Vaishali, Bihar (2nd)	F.3-33/98-VE.II Dt. 19.7.2000	1,57,600
	Integrated Rural Development Society, Shillong Manipur, Imphal (2nd)	F.3-53/97-VE.II Dt. 25.7.2000	77,000
	Sulabh International Centre for Action Sociology Sulabh Bhawan, Mahavir Enclave, Palam, Dari Road, New Delhi (2nd)	F.3-85/95-VE.II Dt. 16.2.2000	5,70,000

Year	Name of NGO	File No. Date	Amount (Rs.)
	Noor Mohd. Memorial Trust, 612, Bahadurganj Allahabad (UP), (2nd)	F.3.5/98-VE.II Dt. 11.8.2000	1,72,000
	Oriental Women Welfare Dimapur, Nagaland (2nd)	F.3-49/99-VE.II Dt. 8.9.2000	1,66,000
	Romavati Prashikshak Kendra, At/P.O. Khaira Distt. Jamui, Bihar (2nd)	F.3-51/97-VE.II Dt. 3.10.2000	15,000
	Indian Institute of Yoga, Ram Suchit Lane, East Boring Canal Road, Patna, Bihar (2nd)	F.3-60/99-VE.II Dt. 8.12.2000	1,50,580

PN-II

Year	Name of NGO/Voluntary Organisation	Amount for which UCS have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCS	Reasons for allowing further grants to these NGO/Voluntary Organisations (As in Col-I) without insisting for UCS
1998-1999	Nil	Nil	Nil	Nil
1999-2000	Nil	Nil	Nil	Nil
2000-2001	Harihara Graminabi Vrudhi Sangha, Kolar District, Karnataka	50,000	UC Not received despite reminder	No further grants was released
	The Association chambers of commerce and Industry of India, New Delhi	50,000	-do-	-do-
	Indian National Cartographic Association and Survey of India, Jaipur	50,000	-do-	-do-

* Grants are being released to NGOs/Voluntary Organisations under the scheme on the basis of the recommendations of the concerned State Govts. However, some Organisations are found not genuine during the visits to the Organisations. Release of grant to such organizations has been stopped. Concerted efforts are being made to obtain the pending Ucs. State Govts. and concerned Organisations are repeatedly being reminded.

Language

Year	Name of NGO/ Voluntary Organisation	Language	Amount for which UCS have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCS	Reasons for allowing further grants to these NGO/Voluntary Organisations (As in Col-I) without insisting for UCS
1999- 2000	Hindi Maha- vidyalaya	Hindi	5,700	Audited Accounts not received	No further grant released
1999- 2000	Sunderban Hindi Mahavidyalaya Daspur, 24 Parganas (W.B.)	Hindi	14,550	Audited Accounts not received	No further grant released

ANNEXURE V

List of Outstanding Audit Paras of the Reports of the C&AG for the period from 1994 onwards

Department of Secondary and Higher Education

S.No.	Report No./Para No.	Brief subject/Name of Organisations
1.	1 of 1995/10.1	Improvement of Science Education in Schools
2.	4 of 2001/2.1	Indian Institute of Technology - Kharagpur
3.	4 of 2001/2.2	Regional Engineering College - Srinagar
4.	4 of 2001/6.3	Irregular payment of transport allowance - Delhi University and Kendriya Vidyalaya Sanghathan
5.	4 of 2001/6.5	Non-recovery of temporary advances granted and loss of interest- Maulana Azad College of Technology - Bhopal
6.	4 of 2001/6.6	Non-recovery of cost of paper - National Council of Educational Research and Training
7.	4 of 2001/6.7	Infructuous expenditure - NCERT
8.	4 of 2001/6.8	Non-establishment of new campus-School of Planning and Architecture
9.	2 of 2002/12.1	Release of grant without assessment of need - AICTE
10.	4 of 2002/1.1	Malaviya Regional Engineering College - Jaipur
11.	4 of 2002/1.2	Navodaya Vidyalaya Samiti
12.	4 of 2002/1.3	University Grants Commission
13.	4 of 2002/6.4	Unauthorised aid to the contractor - Banaras Hindu University
14.	4 of 2002/6.5	Avoidable wasteful expenditure on warehousing Indira Gandhi National Open University
15.	4 of 2002/6.6	Lack of coordination in the construction of school building - KVS
16.	4 of 2002/6.7	Failure to utilize grants to establish as a centre of excellence and irregularities in purchase of stores - Maulana Azad College of Technology, Bhopal
17.	4 of 2002/6.8	Avoidable expenditure on advertisements - Punjab University
18.	4 of 2002/6.9	Loss of consultancy fees on accounts of undue benefit given to the Consultants - School of Planning and Architecture
19.	4 of 2002/6.10	Recurring losses in running the University Press - University of Delhi

Department of Elementary Education and Literacy

S.No.	Report No./Para No.	Brief subject/Name of Organisations
1.	3 of 2000/2	National Programme of Nutritional Support to Primary Education
2.	3 of 2001/2	District Primary Education Programme
3.	3 of 2002/2	Non-formal Education Programme
4.	4 of 2002/6.3	Recovery at the instance of Audit - NCTE

ANNEXURE VI

List of Autonomous Organisations, Institutions and Public Sector Undertakings (91) Under the Department of Secondary Education & Higher Education and Elementary Education & Literacy

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No.	Fax No.	E-mail
Central Universities & Higher Education Institutions					
1.	University of Delhi, New Delhi - 110 007 Home Page : www.du.ac.in	Prof Deepak Nayyar, Vice-Chancellor	91-11-27257011 (O)	27257049, 27257437 (R)	
				91-11-27257336, 27257049	
2.	Jawaharlal Nehru University New Mehrauli Road, New Delhi - 110 067 Home Page : www.jnu.ac.in	Prof. G.K. Chadha Vice-Chancellor	91-11-26162016		
			91-11-26868234		
3.	Aligarh Muslim University, Aligarh - 209 621 Home Page : www.amu.nic.in	Mr. Naseem Ahmad Vice-Chancellor	91-571-400994		
			91-571-400528		
4.	Banaras Hindu University, Varanasi - 221 005 Home Page : www.bhu.ac.in	Dr. P. Ramachandra Rao Vice-Chancellor	91-542-316938		
			91-542-316946		
					vc_bhu@banaras.ernet.in
5.	Pondicherry University, Pondicherry - 605 014 Home Page : www.pondiuni.org	Dr. V.T. Patil, Vice-Chancellor	91-413-655175		
			91-413-655265		
					vtpatil@pondiuni.ren.nic.in
6.	University of Hyderabad, Nampally Station Road, Bharnagar, Hyderabad - 500 134 Home Page : www.uohyd.ernet.in	Prof. Kota Hari Narayana Vice-Chancellor	91-40-3010121		
			91-40-253145		
7.	North Eastern Hill, Lower Lechumere, Shillong - 793 001	Prof. Mrinal Miri Vice-Chancellor	91-364-250101		
			91-364-760075		

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
8.	Indira Gandhi National Open University (IGNOU), IGNOU Complex, Maidan Garhi, New Delhi - 110 068 Home Page : www.ignou.edu	Prof. H.P. Dixit, Vice-Chancellor Tele: 91-11-26857084 Fax: 91-11-26862312	
9.	Assam University, silchar - 788 001	Prof. S. C. Saha, Vice-Chancellor Tele: 91-3842-32779 Fax: 91-3842-32779	
10.	Tezpur University, Tezpur - 784 001	Prof. Pradeepeswar Bhattacharyya, Vice-Chancellor Tele: 91-3712- 30408, 30409 (O) Fax: 91-3712-2153	
11.	Visva Bharati Shanti Niketan - 731 235 West Bengal Home Page : www.vbharat.ernet.in	Prof. Sujit K. Basu Vice-Chancellor Tele: 91-3463-52451 (O) 52481 (R) Fax: 91-3463-52672	
12.	Nagaland University, Lumami, Kohima - 797001	Prof. G.D. Sharma Vice Chancellor Tele: 91-370-21676 Fax: 91-370-21331	
13.	Jamia Millia Islamia, Jamia Nagar, New Delhi - 110 025 Home Page : www.jmi.nic.in	Syed Shahid Mahdi Vice-Chancellor Tele: 91-11-26844650 Fax: 91-11-26842559 E-mail: mahdi@nda.vsnl.net.in	
14.	The Babasaheb Bhimrao Ambedkar University, Lucknow	Dr. G. Nancharaiah Vice-Chancellor Tele: 91-522-440820	
15.	Maulana Azad National Urdu University Jairajpuri, 8-2-523/67-68, House No. 610, Brindavan Colony, Toli Chowki, Hyderabad - 500008 Home Page : www.urduuniversity.org (soon to be launched)	Vacant Vice-Chancellor Tele: 91-40-3562945	
16.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Vardha (Maharashtra) Home Page: www.hindivishwa.nic.in	Vacant Vice-Chancellor Tele: 91-11-23387319 Fax: 91-11-23387319	

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
17.	Mizoram University Aizawl, Mizoram	Prof. Arvind K. Sharma	Tele: 91-389-341259 Fax: 91-389-340313
18.	University Grants Commission, Bahadur Shah Zafar Marg, New Delhi - 110 002 Home Page : www.ugc.ac.in	Dr. Arun Nigavekar Officiating Chairman	Tele: 91-11-23237143 Fax: 91-11-3236288
19.	Indian Institute of Advanced Studies (IIAS), Rashtrapati Nivas, Summer Hill, Shimla - 171005 Home Page : www.iias.org	Prof. G.C. Pande Chairman	Tele: 91-177-230006 Fax: 91-177-231389 E-mail: iiasdir@nde.vsnl.net.in
20.	Indian Council of Historical Research (ICHR), 35 - Feroz Shah Road, New Dlehi - 110 001	Prof. M.G.S. Narayanan Chairman	Tele: 91-11-23386033 (O) 91-495-0370328)R) Fax: 91-11-23383421 E-mail: mgsnaran@vsnl.com
21.	Indian Council of Social Science Research (ICSSR), Asaf Ali Marg, Jawahar Lal University Area New Delhi - 110 067 Home Page : www.icssr.org	Dr. V.R. Panchamukhi Chairman	Tele: 91-11-26179679 (O) 91-11-24622972 (R) Fax: 91-11-26179836
22.	Indian Council of Philosophical Research (ICPR), 36, Tughlakabad Institutional Area, Near Batra Hospital Tughlakabad, New Delhi - 110 062 Home Page : www.icpr.nic.in	Dr. Kireet Joshi Chairman	Tele: 91-11-26094403/26094405 Fax: 91-11-26092129 E-mail: icpr@del2.vsnl.net.in
23.	National Council of Rural Institute, NIRD Campus, Rajendra Nagar, Hyderabad Home Page: www.ncri.nic.in (To be launched soon)	Dr. B.H. Briz Kishore Chairman	Tele: 91-40-3212813
Technical and Professional Institutions			
24.	Indian Institute of Technology (IIT), Hauz Khas, New Delhi - 110 006 Home Page: www.iitd.ernet.in	Prof. R.S. Sirohi, Director	Tele: 91-11-26867541 Fax: 91-11-26857659 E-mail: director@admin.iitdelhi.ernet.in

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25.	Indian Institute of Technology (IIT), P.O. IIT, Kanpur - 208076 Home Page : www.iitk.ac.in	Prof. S.G. Dhande, Director	Tele: 91-512-590763 Fax: 91-512-590260, 590007 E-mail: director@admin.iitkanpur.ac.in
26.	Indian Institute of Technology (IIT) Powai, Mumbai - 400 076 Home Page: www.iitb.ernet.in	Prof. Ashok Misra, Director	Tele: 91-22-5782545 Fax: 91-22-5783480, 5783645 E-mail: registrar@admin.iitb.ernet.in
27.	Indian Institute of Technology (IIT), P.O. Kharagpur - 721302 Home Page: www.kgpnet.org	Prof. S.K. Dubey, Director	Tele: 91-3222-55386 or 82002 Fax: 91-3222-55239 or 82000 Fax (General): 91-3222-55303 or 82700 E-mail: reg@hijli.iitkgp.ernet.in
28.	Indian Institute of Technology (IIT), P.O. IIT, Chennai - 600 036 Home Page: www.iitm.ac.in	Prof. M.S. Ananth Director	Tele: 91-44-2351694 Fax: 91-44-2350466, 2350509 E-mail: nataraj@shiva.iitm.ernet.in
29.	Indian Institute of Technology (IIT) Institute of Engineers Building, Pan Bazar, Guwahati - 781001 Home Page: www.iitg.ernet.in	Prof. D.N. Buragohian, Director	Tele: 91-361-690326 Fax: 91-361-690762
30.	Indian Institute of Management, Vastapur, Ahmedabad - 380 015 Home Page: www.iimahd.ernet.in	Dr. B.H. Dholakia Director	Tele: 91-79-6307241 Fax: 91-79-6308345 E-mail: director@iimahd.ernet.in
31.	Indian Institute of Management, Bannerghat Road, Bangalore - 560 076 Home Page: www.iimb.ernet.in	Prof. P.G. Apte Director	Tele: 91-80-6583901 Fax: 91-80-6644050
32.	Indian Institute of Management, Joka, Diamond Harbour Road, Post Box No. 16757, Alipara P.O., Kolkata - 700 027 Home Page: www.iimcal.ac.in	Dr. Shekhar Choudhary Director	Tele: 91-33-4678300 Fax: 91-33-4678307
33.	Indian Institute of Management Kozhikode, Calicut-673601 Kerala Home Page: www.iimk.ac.in	Dr. Amar Lal H. Kalro, Director	Tele: 91-495-287589 Fax: 91-495-287580 E-mail: ahkalro@iimk.re.nic.in

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
34.	Indian Institute of Management Indore, Madhya Pradesh Home Page: www.iimdr.ernet.in	Dr. Rajan Saxena, Director Tele: 91-371-786196 Fax: 91-731-788506	
35.	Indian Institute of Management Post Box No. 2, Aliganj Extension, Part II, Lucknow - 226 020 Home Page: www.iiml.ac.in	Prof. Pritam Singh, Director Tele: 91-522-361929 Fax: 91-522-361843 E-mail: pritam@iiml.ac.in	
36.	Indian Institute of Science, Bangalore - 560 012 Home Page: www.iisc.ernet.in	Prof. Goverdhan Mehta, Director Tele: 91-80-3092444 Fax: 91-80-3237178	
37.	National Institute of Technology, Calicut - 673 601 Home Page: www.reccal.ernet.in	Dr. M.P. Chandrasekharan, Principal Tele: 91-495-286101 Fax: 91-495-287250 E-mail: mpc@vishak.reccal.ernet.in	
38.	S.V. National Institute of Technology, Surat - 395 607 (Gujarat) Home Page: www.svrec.ernet.in	Dr. B.P. Majumdar, Principal Tele: 91-261-213119 Fax: 91-261-228394 E-mail: cv@srpec.ernet.in	
39.	Regional Engineering College, Hazaratbal, Srinagar - 190 009 (J&K)	Prof. Wani Principal Tele: 91-194-421347 Fax: 91-194-420475 E-mail: arc@recsri.edrnet.in	
40.	Motilal Nehru National Institute of Technology, Allahabad - 211 004 (UP) Home Page: www.mnrec.nic.in	Dr. I.C. Agrawal, Principal Tele: 91-532-445100 Fax: 91-532-445101 E-mail: ica@ganga.mnrec.ernet.in	
41.	Regional Engineering College, Durgapur - 713209 (West Bengal) Home Page : www.recdgp.nic.in	Prof. S. P. Ghosh, Principal Tele: 91-343-546397 Fax: 91-343-546753, 547375 E-mail: recdgp@dt.vsnl.net.in	
42.	National Institute of Technology Jamshedpur - 831014, Bihar Home Page: www.ritj.nic.in	Principal Tele: 91-657-407614 Fax: 91-657-407598 E-mail: rit_tap@satyam.net.in	

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
43.	Visvesvaraya National Institute of Technology, Nagpur - 440 001 Maharashtra Home Page : www.vrce.ernet.in	Director Tele: 91-712-223710 Fax: 91-712-223230 E-mail: prin@vrce.ernet.net.in	
44.	Karnataka National Institute of Technology, Srinivasanagar, Surthakal - 574 157 Home Page: www.krec.ernet.in	Dr. P.N. Singh, Director Tele: 91-824-476318 Fax: 91-824-476090 E-mail: pris@krec.ernet.in	
45.	National Institute of Technology, Warangal - 506004 (AP) Home Page: www.recw.nic.in	Prof. Vasudeva Rao, Director Tele: 91-8712-459216 Fax: 91-8712-459547 E-mail: kk@recw.ernet.in prl@recw.ernet.in	
46.	Malaviya National Institute of Technology, Jaipur - 302 017 Home Page: www.recjai.nic.in	Prof. S.C. Agarwal, Director Tele: 91-141-702954 Fax: 91-141-702954 E-mail: sea@arya.recjai.ernet.in	
47.	National Institute of Technology, Rourkela - 769008 (Orissa) Home Page: rec-rkl.hypermart.net	Prof. Gopendra Kishore Roy, Principal Tele: 91-661-570046 Fax: 91-661-571169 E-mail: principal@rec.ori.nic.in	
48.	Maulana Azad National Institute of Technology, Bhopal - 462007 Home Page:	Prof. O.P. Soni Principal sayann@vsnl.com Tele: 91-755-557316 Fax: 91-755-554562, 576075 E-mail: reg@mact.ernet.in	
49.	Regional Engineering College Tiruchirapalli - 620 015 Tamil Nadu Home Page : www.rangoli.rect.ernet.in	Dr. M. Arumugam, Principal Tele: 91-431-500281 Fax: 91-431-500133 E-mail: arvind@rect.ernet.in	
50.	National Institute of Technology Kurukshetra - 132119, Haryana Home Page: www.reck.nic.in	Dr. N.P. Mehta, Director Tele: 91-1744-20057 Fax: 91-1744-20065	
51.	National Institute of Technology Silchar - 788 010 Assam	Col. J.S. Virk, Director Tele: 91-3842-33179, 33842, 33841 Fax: 91-3842-33797 E-mail: recsil@dte.vsnl.net.in	

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
52.	National Institute of Technology Hamirpur - 177001 Himachal Pradesh Home Page : www.recham.ernet.in	Prof. R.C. Sharma, Director	Tele: 91-1972-22308 Fax: 91-1972-23834 E-mail: rls@patna.recham.ernet.in
53.	National Institute of Technology G.T. Road, Bye Pass, Jalandhar - 144 004, Punjab Home Page: www.recjal.nic.in	Director	Tele: 91-181-292024 Fax: 91-181-291120
54.	Indian School of Mines, Dhanbad - 826 004 Bihar Home Page: www.ism-dhanbad.org	Prof. B.B. Bhattacharaya Director	Tele: 91-326-202381, 202486 Fax: 91-326-203042, 202380
55.	National Institute of Foundry and Forge Technology, P.O. Hatia, Ranchi - 834 003, Bihar Home Page: www.nifft.com	Prof. Kamal Kishore, Director	Tele: 91-651-408289 Fax: 91-651-408357
56.	National Institute of Training and Industrial Engineering Vihar Lake, P.O. NITIE, Mumbai - 400 087 Home Page : www.nitie.edu	Dr. T.P. Bagchi, Director	Tele: 91-22-8573371, 8578518 Fax: 91-22-8573251 E-mail: thomasmathewdirector@nitie.edu , director@nitie.edu
57.	Indian Institute of Information Technology and Management (IIIT&M), MITS Campus Gwalior - 474 075 Home Page: www.iiitm.ac.in	Prof. D.P. Agrawal, Director	Tele: 91-751-460312 Fax: 91-751-460313
58.	Indian Institute of Information Technology, Nehru Science Centre Kamla Nehru Road, Allahabad - 211 002 Home Page: www.iiita.com	Dr. M. D. Tiwari Officer on Special Duty	Tele: 91-532-604701 Fax: 91-532-608469 E-mail: iiita1@nde.vsnl.net.in
59.	Council of Architecture, India Habitat Centre, Core 6-A, I Floor, Lodhi Road, New Delhi - 110 003	Dr. P.R. Mehta, President	Tele: 91-11-24648415 Fax: 91-11-24647746 E-mail coa@ndf.vsnl.net.in
60.	School of Planning & Architecture, I.P. Estate, New Delhi - 110 002 Home Page: www.indiawatch.org.in/spa	Prof. A.K. Maitra, Director	Tele: 91-11-23319380 Fax: 91-11-23319435

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
61.	Technical Teachers' Training Institute, Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091 Home Page: www.geocities.com/College Park/pool/6373	Prof. S.K. Bhattacharya Principal Tele: 91-33-3370479 Fax: 91-33-3376331	
62.	Technical Teachers' Training Institute, Southern Region, Taramani P.O., Chennai - 600 113, Home Page: www.tttichennai.ac.in	Dr. G.B. Jaiprakashnaraian Principal Tele: 91-44-2352126 Fax: 91-44-2352126	
63.	Technical Teachers' Training Institute, Shamla Hills, Bhopal - 462 002 Home Page : www.tttibhopal.com	Prof. P.C. Jain I/C Principal Tele: 91-755-540600 Fax: 91-755-540996 E-mail: ttti@vsnl.com tttiwr@bom6.vsnl.net.in	
64.	Technical Teachers' Training Institute, Sector 26, Chandigarh - 160 019	Dr. O.P. Bajpeyi Principal Tele: 91-172-549369 Fax: 91-172-549366	
65.	Board of Apprenticeship Training, CIT Campus, Taramani, Chennai - 600 113.	Sh Ayya Kannu, Director Tele: 91-44-2352235 Fax: 91-44-2301563	
66.	Board of Apprenticeship Training, Western Region, New Admn. Building 2nd Floor, ATI Campus, Sion-Trombay Road, Sion, Mumbai - 400 022	Dr. S.P.S. Rathore, Director Tele: 91-22-5224682, 5225635 Fax: 91-22-5225923	
67.	Board of Practical Training, Eastern Region, Block EA, Sector 1, (Opp. Labony Estate) P.O. Salt Lake City, Kolkata - 700 064	Mr. P.C. Basu, Director Tele: 91-33-3370750, 3370751 Fax: 91-33-3216814	
68.	Board of Apprenticeship Training (BOAT) 117-L/440, Kakadeo, Kanpur - 208025	Sh R.K. Tandon, Director Tele: 91-512-243644, 241336 Fax: 91-512-241336, 240981	

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
69.	All India Council of Technical Education (AICTE), Indira Gandhi Sports Complex, Indra Prastha Estate, ITO, New Delhi - 110 002 Home Page: www.aicte.ernet.in	Prof. R. Natarajan, Chairman Tele: 91-11-23399004 Fax: 91-11-23392557	
70.	North Eastern Regional Institute of Science & Technology, Nirjuli - 79110 (Itanagar) Arunachal Pradesh	Prof. A.L. Verma Director (Officiating) Tele: 91-0360-244307 Fax: 91-360-257696, 244307	
71.	Sant Longowal Institute of Engineering & Technology, Kothi No. 178, Sector II-A, Chandigarh - 160 001	Dr. R.C. Chauhan, Director Tele: 91-1672-83657 Fax: 91-1672-83657	
Organisations in the Secondary School Education Sector			
72.	Central Board of Secondary Education, 2, Community Centre, Preet Vihar, New Delhi - 110 092 Home Page: www.cbse.nic.in	Mr. Ashok Ganguly Chairman Tele: 91-11-22215827, 22467263 Fax: 91-11-22215826 E-mail: cbseidli@nda.vsnl.net.in	
73.	National Council for Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 Home Page: www.ncert.nic.in	Prof. J.S. Rajput Director Tele: 91-11-26964912 Fax: 91-11-26868419 E-mail: dircii@nda.vsnl.net.in	
74.	National Open School, B-31 B, Kailash Colony, New Delhi - 110 048 Home Page: www.nos.org	Prof. N.K. Ambasht Chairman Tele: 91-11-26464102, Fax: 91-11-26211453, 26288535 E-mail: nossap@nda.vsnl.net.in	
75.	Central Tibetan Schools Administration (CTSA), TC, Jain Complex, No. 2, Netaji Subhash Marg Daryaganj, New Delhi - 110002 Home Page : www.ctsa.nic.in	Chairman Tele: 91-11-23267797 Fax: 91-11-23267701 E-mail: c.administration@usa.net	
76.	Kendriya Vidyalaya Sangathan, 18, Shaheed Jeet Singh Marg, New Delhi - 110 016 Home Page: www.kvsangathan.org	Mr. H.M. Cairae, Commissioner Tele: 91-11-26512579 Fax: 91-11-26514179, 26965147	

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
76a.	Navodaya Vidyalaya Samiti, 39-A, Kailash Colony, New Delhi - 110 048 Home Page: www.navodaya.nic.in	Sh D.K. Kotia Commissioner Tele: 91-11-26460145 Fax: 91-11-26460159, 26484091 E-mail: navodaya@nda.vsnl.net.in	
76b.	Central Institute of Education Technology, NCERT Campus, Sri Aurobindo Marg, New Delhi - 110016 Home Page: www.ciet.nic.in	Joint Director Tele: 91-11-26962580/26864141 Fax: 91-11-26864141 E-mail: jointdirector@hotmail.com	
76c.	Consortium of Education Communications (CEC/UGC)	Director Tele: 91-11-22689638	
76d.	State Institute of Education Technology, SCERT Campus, Mahendru, Patna - 800016, Bihar Home Page: www.sietpatna.nic.in	Director Tele: 91-612-667635/671155 Fax: 91-612-668100	
76e.	State Institute of Education Technology Agarkar Marg, Pune - 411 004, Maharashtra Home Page: www.sietpune.nic.in	Director Tele: 91-20-565286 EPBAX: 91-20-5652679 Fax: 91-20-5650133 E-mail: sietpune@vsnl.com	
76f.	State Institute of Education Technology TC No. 15/160, Padmabai Road, Vellayambalam, Thiruvananthapuram - 695 010, Kerala Home Page: www.sietkerala.nic.in	Director Tele: 91-0471-315076 E-mail: siet@satyam.net.in	
76g.	State Institute of Education Technology Nishat Ganj, Lucknow - 226007 Uttar Pradesh Home Page: www.diksha.nic.in	Director Tele: 91-522-387816/386295 Fax: 91-522-386211 E-mail: pjhingran@hotmail.com dirsiet@lw1.vsnl.net.in	
76h.	State Institute of Education Technology Ramanthapur, Hyderabad - 500 013 Andhra Pradesh Home Page: www.siethyd.nic.in	Director Tele: 91-040-7038339, 7038356 Fax: 91-040-7038122 E-mail: siethyd@hd2.vsnl.net.in	

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76i.	State Institute of Education Technology P.O. Sainik School, Bhubaneswar - 751005, Orissa Home Page: www.sietorissa.nic.in	Director Tele: 91-674-301497 Fax: 91-674-301497 E-mail: siet@ori.nic.in
Organisations in the Languages Development Sector		
77.	Central Institute of English and Foreign Languages, Hyderabad - 500 007 Home Page: www.ciefl.ac.in	Prof. Pramod Talgeri, Vice-Chancellor Tele: 91-40-7018131 Fax: 91-40-7018402 E-mail: tav@ciefl.ernet.in gitav@satyam.com
78.	Central Institute of Indian Languages, Manasagangotri, Mysore - 570 006 Home Page: www.ciil.org	Prof. Udaya Narayana Singh Director Tele: 91-821-515820 Fax: 91-821-515032 E-mail: bhasha@sancharnet.in or udaya@ciil.stpmy.soft.net
79.	Kendriya Hindi Sansthan Hindi Sansthan Marg Agra - 282 005 Home Page : www.hindi.nic.in	Sh R.C. Tripathi Director Tele: 91-562-2530684, 2530459 Fax: 91-562-2530684
80.	National Council for Promotion of Urdu Language, West Block No. I, R.K. Puram, New Delhi - 110 066 Home Page: www.urducouncil.nic.in	Dr. Hamidulla Bhatt, Director Tele: 91-11-26103938 Fax: 91-11-26108159
81.	National Council for Promotion of Sindhi Language, 5th Floor, Darpan Building R.C. Dutt Road, Alkapuri Vadodra - 390005 Home Page: www.ncpsl.org	Dr. Kishore Vaswani Director Tele: 91-265-342246 Fax: 91-265-357331
82.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area Pankha Road, Janak Puri New Delhi Home Page: www.sanskrit.nic.in	Prof. V. Kutumba Sastri, Director Tele: 91-11-25541949 Fax: 91-11-25541948
83.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel, Near Mehrauli Road, New Delhi - 110 067	Dr. Vachaspati Upadhyaya, Vice-Chancellor Tele: 91-11-26851253 Fax: 91-11-26851253

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
84.	Maharishi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjayini Development Authority, Administrative Building, Bharatpur Ujjain - 456 010	Dr. Om Prakash Pandey Secretary Tele: 91-734-511530 Fax: 91-734-511530	
85.	Rashtriya Sanskrit Vidyapeetha, Tirupati Andhra Pradesh	Prof. V.R. Panchmukhi Vice-Chancellor Tele: 91-8574-27937 Fax: 91-8574-27937	
86.	Commission for Scientific and Technical Terminology, R.K. Puram, New Delhi Home Page: www.cstt.nic.in	Dr. R.A.K. Srivastava Chairman	
87.	Central Hindi Directorate, R.K. Puram, New Delhi Home Page: www.hindinideshalaya.nic.in	Ms. Pushpa Lata Taneja Director Tele: 91-11-26100758	

Organisation in the Adult Education Sector

88.	National Institute of Adult Education (NIAE) 10-B, I.P. Estate, New Delhi - 110002	Ms. Anjali Prasad Registrar Tele: 91-11-23721313	
89.	National Literacy Mission New Delhi Home Page: www.nlm.nic.in	Mr. Jagan Mathews Director General Tele: 91-11-23387648/23381355	
90.	Directorate of Adult Education 10, Jamnagar House, Shahjahan Road, New Delhi - 110001	Mr. Satish Loomba Director Tele: 91-11-23388446	

Organisations in the Elementary and Policy Planning Sectors

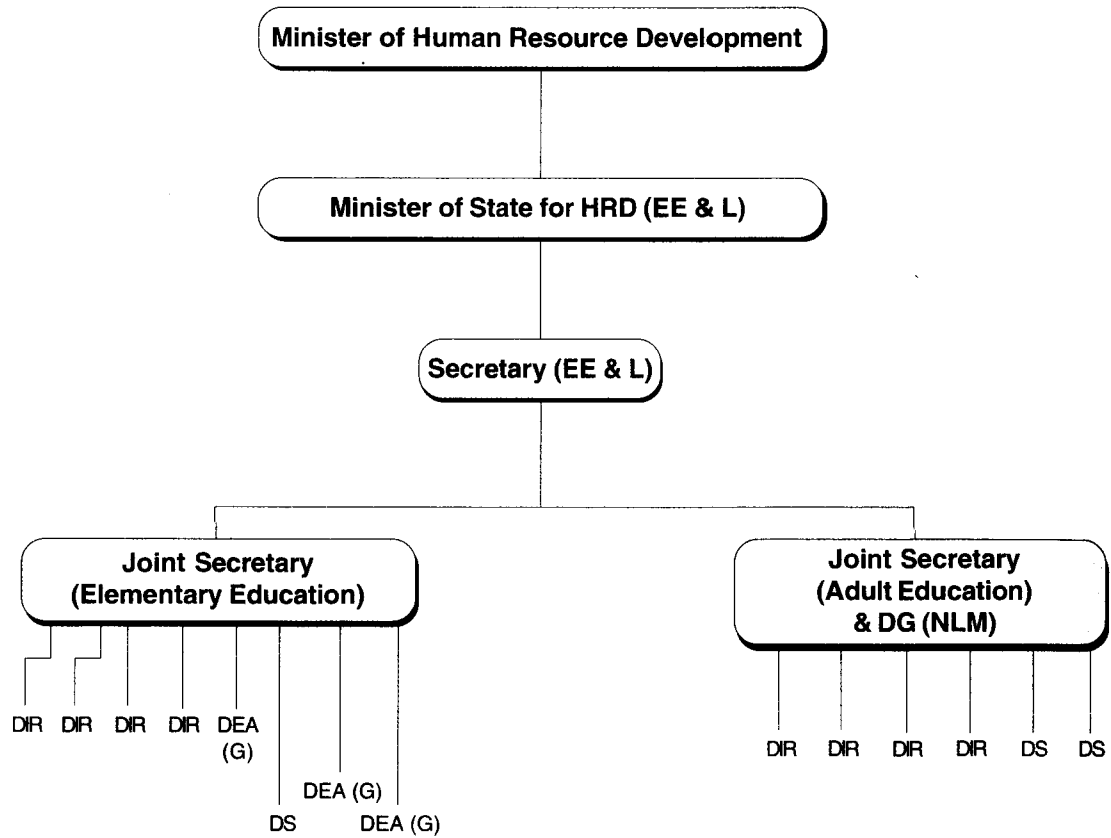
91.	National Council for Teacher Education (NCTE) Indira Gandhi Indoor Stadium, Indra Prastha Estate, New Delhi - 110 002 Home Page: www.ncte-in.org	Prof. A.N. Maheshwari, Chairperson Tele: 91-11-23392670 (O) Fax: 91-11-23392665	
92.	National Bal Bhawan Kotla Road New Delhi - 110 002	Dr. Ms. Madhu Pant Director Tele: 91-11-23222175 Fax: 91-11-23231158	

Sl. No.	Name of the Organisation	Head of the Organisation	Telephone No. Fax No. E-mail
93.	National Institute of Educational Planning and Administration (NIEPA) 17-B, Sri Aurobindo Marg, NIE Camp, New Delhi - 110 016 Home Page: www.niepaonline.org	Prof. B.P. Khandelwal, Director Tele: 91-11-26515472 Fax: 91-11-26853041	
UNESCO Division			
94.	Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, Auroville - 605101 (T.N.)	Secretary Tele: 91-413-622222 Fax: 91-413-622222	
Book Promotion & Copyright			
95.	National Book Trust of India, A-15, Green Park, New Delhi - 110 016 Home Page: www.nbtindia.com	Dr. (Mrs.) Varsha Dass Director Tele: 91-11-26518607 Fax: 91-11-26851795	
Public Sector Undertaking			
96.	Educational Consultants India Limited (Ed.CIL), Plot No. 18A, Sector 16A, Noida 201301, (UP) Home Page: www.edcil.org	Sh V.S. Pandey Chairman-cum-Managing Director Tele: 91-120-2515395 Fax: 91-120-2553874	
Subordinate Offices			
1.	Sh Udai Narayanan Singh Central Institute of Indian Language, Manasa Gangotri, University Campus, Mysore - 570006		
2.	Dr. Smt. Pushpa Lata Taneja Central Hindi Directorate, West Block No. VII, 1st Floor, Wing No. 1, R.K. Puram, New Delhi - 110 066		
3.	Sh Satish Loomba Directorate of Adult Education, Block No. 10, Jamnagar House Hutments, New Delhi - 110 011		
4.	Commission for Scientific & Technical Terminology, West Block No. VII R.K. Puram, New Delhi - 110 066		

Organisation Chart

As on 14-02-2003

Ministry of Human Resource Development Department of Elementary Education & Literacy



- National Bal Bhavan
- National Council for Teacher Education

- Directorate of Adult Education
- National Institute of Adult Education

L E G E N D

- DEA - Dy. Educational Adviser
- DG - Director General
- DS - Dy. Secretary
- DIR - Director
- EE & L - Elementary Education and Literacy
- G - General
- NLM - National Literacy Mission

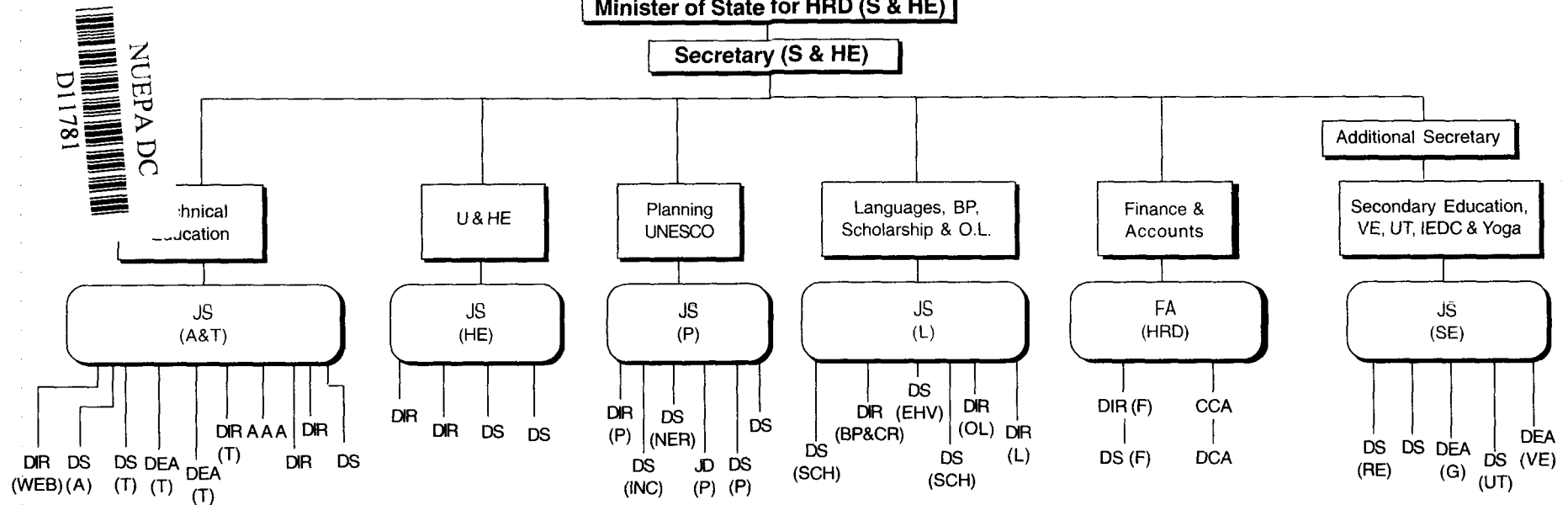
Note:
Service Sections like Finance Administration etc. are common and are administratively under the control of Department of Secondary Education and Higher Education.

Ministry of Human Resource Development Department of Secondary & Higher Education

Minister of Human Resource Development

Minister of State for HRD (S & HE)

Secretary (S & HE)



- All India Council for Technical Education
- Indian Institutes of Technology
- Regional Engg. Colleges
- Indian Instt. of Management
- School of Plg. & Architecture
- Educational Consultants of India Ltd.
- Indian Instt. of Science
- Indian Instt. of Information Tech.
- T.T.T.Is.
- National Instt. of Indl. Engineering
- National Instt. of Foundary & Forged Tech.
- Sant. Longowal Instt. of Engg. & Technology.
- North Eastern Regional Instt. of Science & Tech.
- B.O.A.Ts.

- University Grants Commission
- Central Universities
- Indian Institute of Advanced Studies, Shimla
- Indian Council of Soc. Science Research
- Indian Council of Historical Research,
- Indian Council of Phil. Research
- Association of Indian Universities

- National Institute of Educational Planning and Admn.

- Central Hindi Directorate
- Kendriya Hindi Sansthan
- National Council for Promotion of Urdu Language
- Central Institute of Indian Languages
- Commission for Scientific & Tech. Terminology
- Central Instt. of English & Foreign Languages
- National Hindi Trust

- National Council of Educational Research & Training
- Central Board of Secondary Education
- National Open School
- Kendriya Vidyalaya Sangathan
- Navodaya Vidyalaya Samiti
- Central Tibetan Schools Admn.

L E G E N D

AAA	- Additional Apprenticeship Adviser
BP	- Book Promotion
CCA	- Chief Controller of Accounts
CR	- Copyright
DCA	- Dy. Controller of Accounts
DEA	- Dy. Educational Adviser
DS	- Dy. Secretary
DIR	- Director
EHV	- Education in Human Values
FA	- Financial Adviser
G	- General
IEDC	- Integrated Education for Disabled Children
JD	- Joint Director

JS	- Joint Secretary
L	- Languages
OL	- Official Language
P	- Planning
S & HE	- Secondary & Higher Education
SE	- Secondary Education
SCH	- Scholarships
SKT	- Sanskrit
T	- Technical
U&HE	- University & Higher Education
UT	- Union Territories
VE	- Vocational Education

Note:
Administration, Finance etc. are common for the Department of Secondary & Higher Education and Department of Elementary Education & Literacy.

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