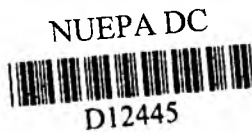# Annual Report 2003-04

Department of Elementary Education and Literacy
Department of Secondary and Higher Education
Ministry of Human Resource Development
GOVERNMENT OF INDIA

List of Annexures

Organisation Chart

Abbreviations

ACCC	Association of Canadian Community Colleges
ACCU	Asia-Pacific Cultural Centre for UNESCO
ACU	Association of Commonwealth Universities
AE	Adult Education
AEC	Adult Education Centre
AICTE	All India Council for Technical Education
AIE	Alternative and Innovative Education
AIEEE	All India Engineering Entrance Examination
AIIS	American Institute of Indian Studies
AIMMP	Area Intensive and Madrasa Modernisation Programme
AISES	All India School Education Survey
APEID	Asia-Pacific Programme for Educational Innovation for Development
ASC	Academic Staff College
ASCI	Administrative Staff College of India
ASIST	Assistance for Strengthening of Infrastructure for Science & Technology
ASIST	Assistance for Strengthening of Infrastructure for Science and Technology
AVRC	Audio Visual Research Centre
BASE	Bangalore Association for Science Education
BCH	Bharatiya Culture and Heritage
BE	Budget Expenditure
BEP	Bihar Education Project
BGVS	Bharat Gyan Vigyan Samiti
BITS	Birla Institute of Technology and Science
BJVJ	BharatJan VigyanJatha
BLRC	Block Level Resource Centres
BMS	Basic Minimum Services
BOAT	Board of Apprenticeship Training
BPL	Below Poverty Line
BPU	Bureau for Promotion of Urdu
BRAOU	B R Ambedkar Open University
CABE	Central Advisory Board of Education
CAC	Central Apprenticeship Council

CBR	Community-Based Rehabilitation
CBSE	Central Board of Secondary Education
CCA	Certificate Course in Computer Applications
CCE	Centre for Continuing Education
CCE	Continuous Comprehensive Evaluation
CCRT	Centre for Cultural Resources and Training
CDC	Curriculum Development Centre
CDPO	Community Development Project Officer
CE	Continuing Education
CEAC	Copyright Enforcement Advisory Council
CEC	Continuing Education Centres
CEEP	Cultural Educational Exchange Programme
CEO	Chief Education Officer
CEP	Computer Education Plan
CEP	Continuing Education Programme
CEP	Cultural Exchange Programme
CERPA	Centre for Research, Planning and Action
CES	Committee of Education Secretaries
CGI	Consulate-General of India
CHD	Central Hindi Directorate
CIDA	Canadian International Development Agency
CIEFL	Central Institute of English and Foreign
CIET	Central Institute of Educational Technology
CIIILP	Canada-India Institute Industry Linkage
CIIL	Central Institute of Indian languages
CIRE	Centre for Insurance Research and
CISCE	Council for Indian School Certificate
CIVE	Central Institute of Vocational Education
CLASS	Computer Literacy And Studies in Schools
CLP	Child Labour Project
COBSE	Council of Boards of Secondary Education
COL	Commonwealth of Learning Committee Consultancy Cooperation with UNESCO
COSIST	Scheme of Strengthening of Infrastructural Facilities in Science & Technology

CPCC	Commission Planning and Costing Committee		EBB	Educationally Backward Blocks
CPP	Centre for Public Policy		EC	European Commission
CPSC	Colombo Plan Staff College for Technical Education		ECCE	Early Childhood Care and Education
			ECE	Early Childhood Education
CPWD	Central Planning Works Division		ECOWAS	Economic Organisation of West African States
CSIC	Centre for Scientific and Industrial		Ed.CIL	Educational Consultants India Ltd.
CSIR	Centre for Scientific and Industrial Research		EEO	Education Extension Officer
			EEP	Education Exchange Programme
CSM	Centre Software Management		EFA	Education for All
CSTT	Commission for Scientific and Technical		EGS	Education Guarantee Scheme
CTE	College of Teacher Education		EHV	Education in Human Values
CTP	Computer Technician Programme		ELTI	English Language Teaching Institute
CTSA	Central Tibetan School Administration		EMD	Entrepreneurship and Management Development Programme
CTV	Colour Television Set			
CVC	Chief Vigilance Commission		EMIS	Educational Management Information System
CVO	Chief Vigilance Officer			
DA	Dearness Allowance		EMRC	Educational Media Research Centre
DAE	Directorate of Adult Education		EP	Equivalency Programme
DBT	Department of Bio-Technology		ERC	Expenditure Reforms Commission
DEEP	District Elementary Education Plans		ERIC	Educational Research and Innovation Centre
DFID	Department for International Development			
			ESPS	External Scholarship Processing System
DIET	District Institute of Education and Training		FG	Final Grant
			FIP	Federation of Indian Publishers
DIU	District Implementation Unit		FPM	Fellowship Programme in Management
DoNER	Development of North-Eastern Region		GATS	General Agreement on Trade in Services
DoPT	Department of Personnel and Training		GATT	General Agreement on Trade and Tariff
DOS	Department of Space		GER	Gross Enrolment Ratio
DPC	District Programme Coordinator		GPF	General Provident Fund
DPE	Diploma in Primary Education		GVE	Generic Vocational Course
DPEP	District Primary Education Programme		HBCSE	Homi Bhabha Centre for Science Education
DPG	Directorate of Public Grievances			
DRC	District Rehabilitation Centre		HEPSN	Higher Education for Persons with Special Needs
DROA	District Rural Development Agency			
DROP	Defence Research and Development Organisation		HITM	Indian Institute of Information Technology and Management
DRU	District Resource Unit		HM	Indian Institute of Management
DS	Day School		HRM	Minister of Human Resource Development
DTP	Desk-Top Publishing			
DWCD	Department of Women and Child Development		IAMR	Institute of Applied Manpower Research
			IARCS	Indian Association for Research in Computing Sciences
DWCRA	Development of Women and Children in Rural Areas			
			IASE	Institute of Advanced Study in Education
EAR	External Academic Relations		IBE	International Bureau of Education
EB	Educationally Backward		IBO	International Biology Olympiad

ICDS	Integrated Child Development Services	JRY	Jawahar Rozgar Yojana
IchO	International Chemistry Olympiad	JSN	Jana Shikshan Nilayam
ICHR	Indian Council of Historical Research	JSS	Jan Shikshan Sansthan
ICMR	Indian Council of Medical Research	KGBV	Kasturba Gandhi Balika Vidyalaya
ICPD	International Conference on Population and Development	KHS	Kendriya Hindi Sansthan
		KHSM	Kendriya Hindi Shikshan Mandal
ICPR	Indian Council of Philosophical Research	KOU	Kota Open University
ICSSR	Indian Council of Social Science Research	KRS	Key Resource Person
		KVS	Kendriya Vidyalaya Sangathan
ICT	Information and Communication Technology	LAN	Local Area Network
		LEP	Life Enrichment Programme
IDS	Institute of Development Studies	MDM	Mid-day-Meal
IEA	Indian Educational Abstracts	MoU	Memorandum of Understanding
IEDC	Integrated Education for Disabled Children	MS	Mahila Samakhya
		MSK	Mahila Shikshan Kendra
IETE	Institute of Electronics and Telecommunication Engineers	MTA	Mother Teacher Association
		NAB	National Accreditation Board
IGNOU	Indira Gandhi National Open University	NACO	National AIDS Control Organisation
IGP	Income Generating Programme	NANCE	National Academic Network for Continuing Education
IIAS	Indian Institute of Advanced Study		
IIEP	International Institute of Educational Planning	NASSDOC	National Social Science Documentation Centre
IIP	Industry-Institute Partnership	NBB	National Bal Bhawan
IIT	Indian Institute of Technology	NBHM	National Board of Higher Mathematics
ILO	International Labour Organisation	NBT	National BookTrust
IMO	International Mathematical Olympiad	NCAER	National Council of Applied Economic Research
INC	Indian National Commission		
INCCU	Indian National Commission for Cooperation with UNESCO	NCC	National Cadet Corps
		NCCL	National Centre for Children's Literature
INDLST	Indian National Digital Library for Science and Technology	NCEC	Nodal Continuing Education Centre
		NCERT	National Council of Educational Research and Training
INFLIBNET	Information for Library Network		
IPhO	International Physics Olympiad	NCHE	National Council of Higher Education
IPR	Intellectual Property Rights	NCOS	National Consortium for Open Schooling
IPRS	Indian Performing Right Society Limited	NCPSL	National Council for Promotion of Sindhi Language
IRRO	Indian Reprographic Rights Organisation		
ISBN	International Standard Book Numbering	NCPUL	National Council for Promotion of Urdu Language
ISM	Indian School of Mines		
ITCOS	International Training Centre in Open Schooling	NCRI	National Council of Rural Institutes
		NCTE	National Council for Teacher Education
ITDOS	International Training Division in Open Schooling	NEHU	North-Eastern Hill University
		NER	North-Eastern Region
ITI	Industrial Training Institute	NERIST	North-Eastern Regional Institute of Science and Technology
JCVE	Joint Council of Vocational Education		
JNV	Jawahar Navodaya Vidyalayas	NET	National Eligibility Test
JRF	Junior Research Fellowship	NFE	Non-Formal Education

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

The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education.

Mahatma Gandhi on true education

Overview

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 and special focus on the education of SCs/STs and
Minorities.

Planning

The National Policy on Education, 1986, as modified in 1992, envisages the 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 imbalance, empowering women and in securing a rightful place for the disadvantaged and the Minorities.

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In order to facilitate donations, including smaller amounts, both from India and abroad for implementing projects/programmes connected with the education sector, the Government has constituted the 'Bharat Shiksha Kosh' to receive donations/contributions/ endowments, from individuals and corporates, Central and state governments, non-resident Indians and people of Indian origin for various activities across all sectors of education.

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous body under the Department of Secondary and Higher Education, which undertakes, promotes and coordinates research in educational planning and administration, to provide training and consultancy services in the field of education.

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-level, through mailed questionnaires in collaboration with the state education departments. A scheme to strengthen machinery for educational statistics at state/field levels is under consideration.

Pursuant to the Government's policy, both the Departments – Department of Secondary and Higher Education and Department of Elementary Education and Literacy – continued to maintain the flow of funds to the NE Region under their various schemes, for the development of education. The Department of Secondary and Higher Education has been able to incur the prescribed level of expenditure, i.e., nearly 10 per cent of its budget for NE Region, during the last four financial years while the expenditure of the Department of Elementary Education and Literacy stands at 6.93 per cent of RE during the financial year 2002-03. Additional funds have also been provided from the Non-lapsable Central Pool of Resources (NLCPR) for the development of educational infrastructure in the NE states.

The schemes of the Ministry are formulated and implemented in an integrated manner in order to cover all segments of population including SCs and STs. The utilisation of funds is also done in a similar integrated manner. Though there are no exclusive schemes for SCs and STs, they are given preferences/concessions under different schemes.

Major programmes of the Department of Elementary Education and Literacy, viz. Sarva Shiksha Abhiyan (SSA), District Primary Education Programme (DPEP), Mahila Samakhya, Shiksha Karmi, Education Guarantee Scheme and Alternative and Innovative Education (EGS&AIE), National Programme of Nutritional Support to Primary Education (NP-NSPE), Kasturba Gandhi Swatantra Vidyalaya Scheme, etc. cater more to the areas of concentration of Scheduled Castes and Scheduled Tribes. Some other schemes are also being implemented for the uplift 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. In July, India played host to an International Conference on "Dialogue Among Civilisations" wherein representatives from 85 countries participated. It was evident that the world is looking for answers to the issue of violence based upon issues of

ethnicity, religion, etc. That the dialogue took place in India was a tribute to the ancient Indian tradition of *Sarva Dharma Samabhava*. Through centuries, India has nurtured multiplicity of spiritual and cultural traditions, and yet retained its diverse character. This has been possible because of the protection given to freedom of thought and faith while encouraging dialogue.

Auroville, founded by the 'Mother', a disciple of Sri Aurobindo, in 1968 is 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 International Cooperation Cell has been entrusted to formulate independent Educational Exchange Programmes (EEP) with various countries. While EEPs with China, Israel, Guyana, Mongolia, Armenia and Australia have been signed, EEPs with many other countries are in the process of being worked out.

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.

Elementary Education

Provision of elementary education to all children in the age group of 6-14 years has been a stated goal of the Government of India since Independence. Although Universalisation of Elementary Education (UEE) has not yet been achieved, the Government has affirmed its commitment to this goal through various measures. Plan allocation for this sector for the Tenth Five Year Plan period (2002-07) is Rs. 28,750 crore, which is 75 per cent higher than the allocation for the Ninth Plan.

Gross Enrolment Ratio, (GER), which indicates the number of children actually enrolled in elementary schools as a proportion of child population in the 6-14 year age group, has increased progressively since 1950-51, rising from 32.1 in that year to 82.4 in 2001-02. Equally significant is the fact that the rate of increase in GER of girls has been higher than that of boys, as a result of which, the gender gap in enrolment is declining. (See Table 1.1)

The passing of the 86th Constitutional Amendment Act, 2002 has been an important milestone on the path towards universalisation. Free and compulsory education for all children in 6-14 year age group is now a justiciable Fundamental Right under Article 21-A of the Constitution. The enabling legislation to enforce this Right is currently under discussion in the public domain, and is expected to be introduced in Parliament soon. Once enacted, this legislation would provide the supporting statutory mechanism for universalisation of elementary education.

The main vehicle at present for providing elementary education to all children is a comprehensive programme called Sarva Shiksha Abhiyan (SSA), which was launched in 2001-02. SSA is a partnership between the Central and state governments, which seeks to improve the performance of the school system through a community-owned approach, with a specific focus on the provision of quality education. SSA is a time-bound

Table 1.1 – Gross Enrolment Ratio (GER) over the years								
Year	**Primary** (I-V)			**Upper Primary** (VI-VIII)			**Elementary** (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
2001-02*	105.3	86.9	96.3	67.8	52.1	60.2	90.7	73.6	82.4

*Source: Selected Educational Statistics 2001-02, Ministry of HRD, *Provisional*

mission, with the objectives of ensuring universalisation of elementary education and bridging of gender and social gaps by 2010. The states have established independent implementation societies for UEE under the chairmanship of their respective Chief Ministers/ Education Ministers.

During 2003-04 (up to 1 January 2004), annual District Elementary Education Plans of 596 districts in 28 states/ Union Territories (UTs) have been approved for an outlay of Rs. 8330 crore. More than 67,000 new schools, 42,000 school buildings, 72,000 additional classrooms, 51,000 toilets, 41,000 drinking water facilities, and employing of 400,000 new teachers have been approved. Free textbooks have been provided to more than 5.8 crore children. Estimated number of out-of-school children declined from 3.5 crore in 2001 to around 1 crore at the end of 2003.

SSA has built upon the experiences of several primary education programmes that preceded it, including the District Primary Education Programme (DPEP), the Shiksha Karmi Project (SKP) and the Lok Jumbish Project (LJP). DPEP was launched as a centrally-sponsored scheme in 1994 in 42 districts of seven states, with the aim of providing access to primary education for all children, reducing primary dropout rates to less than 10 per cent, increasing learning achievement of primary school students by at least 25 per cent, and reducing gender and social gaps to less than 5 per cent. While at its peak, the programme was being implemented in 272 districts of 18 states. It is today continuing in 129 districts of nine states, and has been funded jointly by the World Bank (Rs. 5,137 crore), European Commission (EC) (Rs. 623 crore),

Department for International Development (DFID) (Rs. 36 crore), Government of Netherlands (Rs. 215 crore) and UNICEF (Rs. 927 crore).

SSA has a number of special components that are targeted at specific groups of children. One of these is the National Programme for Education of Girls at Elementary Level (NPEGEL), which commenced in September 2003, and provides additional components for the education of girls in almost 2,600 educationally backward blocks where rural female literacy rate is lower than, and gender gap is higher than, the national average. During the Tenth Five Year Plan, an amount of Rs. 1064.80 crore has been earmarked for this programme.

Another important component of SSA is the Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE), which is specially designed to provide access to school-less habitations and out-of-school children. The scheme supports flexible strategies for out-of-school children through bridge courses, residential camps, drop-in centres, summer camps, remedial coaching, and so on. During 2003-04, this component helped to provide elementary education to 61,04,654 children.

Teacher Education

The centrally-sponsored scheme of Teacher Education was launched in 1987-88 to create an institutional infrastructure to provide academic and technical resource support for continuous education and training of school teachers. Under this scheme, 498 District Institutes of Education and Training (DIETs), 86

colleges of Teacher Education (CTEs) and 38 Institutions of Advanced Studies in Education (IASEs) have been sanctioned up to 1 January 2004. While the DIETs provide academic and resource support to formal and non-formal elementary school teachers, CTEs and IASEs are charged with the responsibility of organising pre-service and in-service training of secondary school teachers. IASEs are also expected to conduct programmes for the preparation of elementary school teacher educators.

On recommendation of the Working Group on Elementary and Adult Education for the Tenth Plan, the scheme is being continued in the Tenth Plan period.

Mid-day Meal

The National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly known as the Mid-day Meal (MDM) scheme, was formally launched on 15 August 1995 with the objective of giving a boost to universalisation of primary education through improving the nutritional status of students in primary classes of government, local body and government-aided schools. The programme was extended to children studying in EGS and other alternative learning centres in October 2002. Central support is provided through the Food Corporation of India in terms of food grains (wheat and rice) @ 100 gm per child per school day where cooked/processed meals are served, and @ 3 kg per student per month (subject to a minimum attendance of 80 per cent) where food grains are being distributed. The service of cooked/processed meals has improved in the states after the orders of the Supreme Court of India in 2001 regarding provision of cooked meals. Cooked/processed meals are currently being served, either partially or across the state, in 29 states and UTs. While 14 states and 5 UTs are providing cooked meals to all eligible children, the programme is being partially implemented in Bihar (2,579 schools), Meghalaya (12 districts), Orissa (157 tribal blocks), Punjab (17 blocks), West Bengal (1,900 schools) and Delhi (1,924 schools). The programme covers a total of 10.56 crore children (in 2003-04), of which approximately 5.74 crore children are getting cooked meals, while the rest receive food grains.

15 per cent of Central assistance under the Pradhan Mantri Gramodaya Yojna (PMGY) of Planning Commission is being earmarked from the year 2004-05, for meeting cooking cost of mid-day meal in rural schools. This will further help state governments in providing cooked meal in rural primary schools.

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. Due to a number of significant programmes taken up since Independence to eradicate illiteracy among adults, for the first time the absolute number of literates outnumbered the number of illiterates in the Census 2001. However, gender disparity and regional disparity in literacy still continue to persist.

Growth in Literacy

The literacy rate in 2001 has been recorded at 65.38 per cent as against 52.21 per cent in 1991. The 13.17 percentage point increase in the literacy rate during the period is the highest increase in any decade. There has been significant decline in the absolute number of non-literates – from 328.88 million in 1991 to 296 million

in 2001. This is also accompanied by a narrowing of the gap in male-female literacy rate from 24.84 per cent in 1991 to 21.70 per cent in 2001, as female literacy recorded an increase of 14.8 percentage points i.e. from 39.3 per cent to 54.16 per cent as compared to male literacy which recorded an increase of 11.72 percentage points i.e. from 64.1 per cent to 75 per cent. Besides, urban-rural literacy differential has also decreased during the period.

National Literacy Mission

National Literacy Mission (NLM) was set up in May 1988 after 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 is laid, not on mere enrolment of learners, but on attainment of certain pre-determined 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 National Literacy Mission is to attain a sustainable threshold level of 75 per cent by 2007 by imparting functional literacy to non-literates in the age group of 15-35 years, which is the productive and reproductive age group and constitutes a major segment of the work force. 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 drop-outs. Apart from pre-determined 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 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 creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life.

The revised parameters and enhanced norms of financial assistance of the schemes under the National

Literacy Mission have also been extended for implementation during the 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 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 Sansthans 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 continued to be strengthened with expanded role of their activities in furthering the objectives of NLM. Similarly, strengthening of the JSSs continued, with their activities extended to rural areas also, and to function as repositories of vocational/skill development programmes in the district. Financial and administrative powers have been delegated to the State Literacy Mission Authorities within overall NLM norms. With these improvements, the Mission will continue to consolidate the gains of previous years and accelerate the growth of literacy movement.

The Total Literacy Campaign is the principal strategy of 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, cost-effective and outcome-oriented. These are implemented through Zilla Saksharata Samitis (district-level literacy committees) 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 multifaceted communication strategy. The survey undertaken at the grassroots level also serves as a tool for 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, 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 in rapidly rising enrolment ratio in schools. Consequently, the number of non-literates entering 15-35 age group has been declining. At this stage, it is therefore, necessary to ensure that the 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 National Literacy Mission aims at ensuring that the Total Literacy Campaigns and the Post-Literacy programmes successfully move on to continuing education, which provide life-long learning.

According to 2001 Census, 45 districts with female literacy rate below 30 per cent are concentrated in Bihar, Jharkhand, Uttar Pradesh and Orissa. Special innovative projects have been 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, eight low female literacy districts in UP have been brought under an accelerated programme of female literacy, implemented through a network of about 96 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 that was only 18.33 per cent in 1951, rose to 52.21 per cent in 1991 and has

Mahila Samakhya

The Mahila Samakhya programme was designed to mobilise and organise marginalised rural women for education, by creating an environment for learning. The programme was launched in 1989 as a 100 per cent Dutch-assisted project and subsequently extended to some states with funding under the District Primary Education Programme. Mahila Samakhya is being funded by the Government of India from the year 2003-2004, and currently covers more than 11,000 villages spread over 56 districts in nine states – Andhra Pradesh, Assam, Bihar, Gujarat, Jharkhand, Karnataka, Kerala, Uttar Pradesh and Uttaranchal.

further increased to 65.38 per cent in 2001. According to the Census of India 2001, the literacy rate has gone up to 75.85 per cent for males and 54.16 per cent 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, however, increased by 203.6 million during the last decade. In the same period, 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 21.70 per cent in 2001. All states have registered an increase in literacy rates and 60 per cent 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 Total Literacy Campaigns 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 having female literacy rate below 30 per cent.

Regional disparities, including pockets of residual illiteracy and special problems of low literacy states like UP, Bihar, Rajasthan, Madhya Pradesh, Andhra Pradesh, J&K, Jharkhand and Chhattisgarh along with 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, 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 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 National Literacy Mission 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 and also by conducting evaluation and impact studies and organisation of 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. There are 26 SRCs at present.

The objective of the scheme of Jan Shikshan Sansthan is the 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. The 140 JSSs in the country run a number of vocational programmes of varying duration, imparting different skills. More than 250 types of courses and activities are being offered by these institutions at present. About two lakh persons are given vocational training annually. Of these, over 75 per cent are women.

The Central Directorate of Adult Education, a subordinate office, also provides academic and technical resource support to National Literacy Mission. It has been playing an important role in the development of a network of resource support, particularly production of prototype teaching-learning materials/media software and harnessing of all kinds of media for furtherance of the objectives of NLM. Monitoring of literacy programmes, including those conducted by SRCs and JSS is also an important activity of DAE.

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 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.

NLM Achievements

- The literacy rate in 2001 has been recorded at 65.38 per cent as against 52.21 per cent in 1991. The 13.17 percentage point increase in the literacy rate during the period is the highest increase in any decade.

- 108.42 million persons have been made literate as on 31 March 2003.

- Rate of growth in literacy is more in rural areas than in urban areas.

- The gap in male-female literacy rate has decreased from 24.84 per cent in 1991 to 21.70 per cent in 2001.

- Female literacy has increased by 14.87 per cent i.e. from 39.29 per cent to 54.16 per cent whereas male literacy increased by 11.72 per cent i.e. from 64.13 per cent to 75.85 per cent in the last decade.

- Gender equity and women's empowerment is also visible as a result of about 60 per cent of participants and beneficiaries being women.

- The population in 7+ age group increased by 171.6 millions while 203.6 million additional persons became literate during 1991-2001.

- All the states and Union Territories, without any exception, have shown increase in literacy rates during 1991-2001.

- In all states and Union Territories, the male literacy rate is now over 60 per cent. Kerala continues to have the highest literacy rate of 90.92 per cent and Bihar has the lowest literacy rate of 47.53 per cent.

- 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, 596 districts have been covered by NLM under its literacy programme.

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. Promoting articulation in society, especially of the underprivileged groups, has enriched democratic participation. 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, 596 have since been covered under Adult Education Programmes - 159 under Total Literacy Campaigns, 198 under Post Literacy Programme and 239 under Continuing Education Programme. There are 26 State Resource Centres functioning in various states. At present, there are 140 Jan Shikshan Sansthans in the country and the number is set to increase in the near future. About 108.42 million persons have been made literate as on 31.3.2003. About 60 per cent of the beneficiaries are women, while 22 per cent and 12 per cent 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 National Curriculum Framework of School Education-2000, Support to Sarva Shiksha Abhiyan, vocational education, education of the disadvantaged groups, evolution of text books and examination reforms were priority areas of NCERT.

There has been substantial increase in quality and magnitude of the academic activities of Central Board of Secondary Education. Hon'ble Prime Minister of India, Shri Atal Bihari Vajpayee, inaugurated the Platinum Jubilee year of CBSE at Vigyan Bhawan on 29 July 2003. The celebration was marked by the inauguration of the new CBSE building, Shiksha Sadan, the academic wing of Board and also the info-highway network of the CBSE, Shiskhanet. As per the directives of the Supreme Court of India, CBSE conducted the 16th All India Pre-Medical/Pre-Dental Exam, 2004 on 27 April 2003. CBSE also conducted the 2nd All India Engineering/ Architecture/Pharmacy Entrance Examination on 1 June 2003.

The National Institute of Open Schooling (NIOS), an autonomous organisation, has emerged as the biggest open schooling system in the world with the current enrolment of 3.40 lakh learners. NIOS has launched the On-Demand Examination System (ODES) in its select centres. Under this scheme, a student can walk into any of the identified testing centres of NIOS on any day and appear for the examination in any subject. During the year, NIOS was restructured to make it more efficient and responsive to learners whose cumulative number has crossed 12 lakh.

Kendriya Vidyalayas (KVs) aim at providing uninterrupted education to children of Central Government/Defence employees who are liable to frequent transfers. In 902 KVs, 7.26 lakh students have been enrolled (as on 31.03 2003). KVs have shown steady improvement in board examinations, which is evident from the increase of pass percentage from 77.9 per cent to 84.69 per cent for X and 83.1 per cent to 88.67 per cent for XII Class during 1999 to 2003.

Jawahar Navodaya Vidyalayas aim at providing good quality modern education including cultural values, environment 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 503 schools in various states and Union Territories.

The Integrated Education for Disabled Children (IEDC) scheme, started in 1974, provides for 100 per cent funding to state governments/UTs and NGOs. The scheme is proposed to be revised soon. Under the scheme of Access with Equity, two components – strengthening of existing scheme of girl's hostels managed by NGOs and one-time assistance to reputed NGOs, trusts, societies and state governments, etc. for setting up secondary schools – are proposed. The two schemes of Computer Literacy and Studies in Schools (CLASS) and Educational Technology have been merged in order to increase the effectiveness of the activities covered in these schemes. The scheme is in the process of receiving the final approval. For the Tenth Plan, five schemes, namely, Environmental Orientation to School Education, Improvement of Science Education in Schools, National Population Education Project, Promotion of Yoga in schools, International Science Olympiads are being converged into a composite scheme, viz. Quality Improvement in Schools for which a provision of Rs. 110 crore has been made.

University and Higher Education

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

- Growth of higher education system.
- General development of universities and colleges.
- Enhancing access and equity.
- Promotion of quality and excellence.
- Programmes for differently-abled persons.
- Strengthening of research.

The University Grants Commission (UGC), which came into existence in 1953 with the objective of coordinating activities for promotion of higher

The National Institute of Open Schooling (NIOS), an autonomous organisation, has emerged as the biggest open schooling system in the world with the current enrolment of 3.40 lakh learners. NIOS has launched the On-Demand Examination System (ODES) in its select centres. Under this scheme, a student can walk into any of the identified testing centres of NIOS on any day and appear for the examination in any subject.

education in the country, celebrated its Golden Jubilee. Most of the objectives enumerated above are implemented by UGC. 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 17 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 with 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.

During the current financial year, deemed university status has been conferred on eight institutes covering a variety of sectors of education like medical, technical, dental science 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 (ICPR) 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.

Institutes like United States Educational Foundation in India (USEFI), Shastri Indo-Canadian Institute (SICI) and American Institute of Indian Studies promoted bilateral educational relations 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 central-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 the 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, Indian Institute of Information Technology and Management (IIITM), Gwalior and Indian Institute of Information Technology (IIIT),

Allahabad; 17 National Institutes of Technology (NITs); 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; 4 Technical Teachers Training Institutes (TTTIs); and 4 Boards of Apprenticeship Training (BOATs). Other schemes at the central-level include Programme for Apprenticeship Training (Scholarships and Stipends); Assistance to Universities for Technical Education; Community Polytechnics; World Bank Project for Improvement of Polytechnic Education, Technical Education Quality Improvement Programme of the Government of India (TEQIP), Polytechnic for Disabled Persons; Payment for Professional and Special Services; Direct Central Assistance to the Central Institutions Research and 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; Technology Development Missions. One public sector undertaking, Educational Consultants India Ltd. (Ed.CIL), also exists 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 IITs, IIMs, IISc, and other central institutes namely ISM, SPA, IIITM, IIIT, NIFFT, NITIE, TTTIs. NERIST, SLIET, etc. provided instructional training to make available high-quality training manpower in the field of technical education. The IIT

Technical Education Quality Improvement Programme (TEQIP) aims to upscale and support ongoing efforts of the Government of India in improving quality of technical education. The Programme is being implemented as a centrally-coordinated multi-state long-term programme from March 2003.

at Roorkee and IIMs at Kozhikode and Indore, have been fully operationalised.

The Scheme of Community Polytechnic 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, Research and Development and Thrust Areas in Technical Education, a large number of central technical institutes benefited by the 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 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.
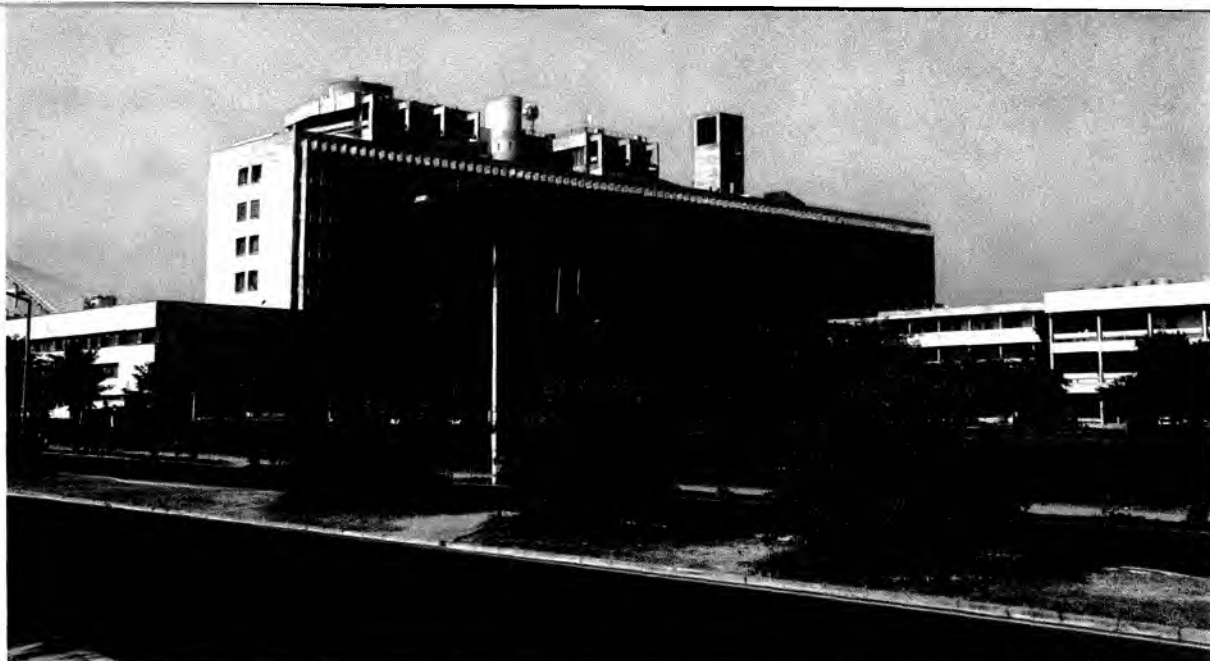
The UGC launched an E-journals Consortium of Universities on 6 October 2003. In order to enhance the research productivity in higher science and technology education and improve quality of education in these institutions, access to electronic journals and databases is being provided to all central technical institutions. Other institutions could also join and benefit from low/marginal costs under this Consortium.

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 technology channel on a sustained basis. This would also help to create web-based courses/programmes for enhancing learning effectiveness in the entire technical education system.

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

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.

To meet the emerging need for quality manpower in IT and related areas, necessary initiatives have been taken. Based on the recommendations of a National Task Force, a National Programme of HRD in IT has been drawn.

With a view to avoid mental and physical burden on students due to multiplicity of entrance tests, the Ministry of Human Resource Development issued instructions for streamlining admissions to various professional courses.

Technical Education Quality Improvement Programme (TEQIP) aims to upscale and support ongoing efforts of the Government of India in improving quality of technical education. The programme is being implemented as a centrally-coordinated multi-state long-term programme from March 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, including 18 lead institutions, is to be provided.

A bilateral Technical Education Project, jointly supported by the Governments of Canada and India, titled Canada-India Institute Industry Linkage Project (CIIILP), is 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 and Chhattisgarh. It is envisaged that the project would supplement 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

Pursuing the National Policy on Education, the Book Promotion Division under the Ministry aims at easy accessibility of books to all segments of the population, improving the quality of books for children, including textbooks and workbooks, the development of indigenous book publishing industry and fostering book mindedness in the country.

All these aims are being achieved through:

● National Book Trust (NBT), an autonomous body set up by the Government;

● The Scheme of Book Promotion Activities and Voluntary Agencies; and

● A new Scheme of Financial Assistance to Educational Libraries was proposed to be launched during the Tenth Plan period to give fillip to the activities already being pursued to achieve the objective of developing the society into a book loving one. However, it has been decided to merge this scheme with the Quality Access Scheme of School Division.

Scheme of Book Promotion Activities & Voluntary Agencies

Under the scheme, 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 promotion activities. Grants are also given to the reputed voluntary organisations for organising the Delhi Book Fair and National Book Fairs, etc. Grants are released up to a maximum of 75 per cent of the total expenditure approved by the Grant-in-aid Committee.

The budget allocation for the scheme is Rs. 1.00 crore at BE 2003-04.

National Book Trust

The National Book Trust, India is the premier organisation that caters to all reading segments of society by publishing works of fiction and non-fiction on a variety of subjects in English, Hindi and other Indian languages, including books for children and post-literacy reading material for neo-literates, at moderate prices.

The activities of the Trust can be divided under five broad heads:

● Publishing,

● Promotion of books and reading habits,

● Promotion of Indian books abroad,

● Assistance to authors and publishers, and

● Promotion of children's literature.

Total budget for NBT (plan & non Plan) is Rs. 15.70 crore at BE 2003-2004. NBT is also made as a nodal agency to co-ordinate activities related to declaration of Delhi as World Book Capital during 2003-04.

Copyright and Related Rights

The Government continued to take active steps for promoting Intellectual Property Rights (IPR) 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 5,820 items during 2002-2003. The Indian delegation actively participated in the 39th series of Assemblies of the World Intellectual Property Organisation (WIPO) in Geneva in September/October 2003. India hosted an Expert Workshop on Traditional Knowledge in November 2003 where experts from WIPO and SAARC Countries made valuable and significant contribution. The Government is steadily operating a scheme to create awareness about IPRs.

A sum of Rs.187 lakh was disbursed to 50 universities, colleges and other institutions, including NGOs in the

field for creating awareness on IPR matter, training and education in the field. The activities include five training programmes, one study, three depositories and 50 seminars/workshops.

A new IPR Chair, in addition to the existing five such Chairs, was established at Cochin University of Science and Technology during the year 2002-03. A Committee appointed for the purpose monitors the progress of functioning of these Chairs periodically.

Copyright Office

The Copyright Office established in 1958, as provided under the Copyright Act, 1957, functions under the administrative control of the Department of Secondary and Higher Education. It is headed by a Registrar of Copyrights who holds certain powers of civil courts, in handling cases relating to copyright The main function of the Copyright Office is to undertake registration of copyright. The Register of Copyright maintained by the Copyright Office provides information regarding works of copyright to the general public. In addition to registration, facilities like inspection of the register and taking extracts thereof are also available in the Copyright Office.

The Government of India had also set up a quasi-judicial body called the Copyright Board to adjudicate upon cases relating to registration of copyrights, disputes on assignment, licensing, etc. The Copyright Office provides secretarial assistance to the Board. The Chairman of the Board has the status of a judge of High Court. The Board holds its meeting in different zones of the country to provide facility of justice to authors/ creators and owners of intellectual property near their place of residence. The present Board has been constituted for a term of 5 years with effect from 22 February 2001.

Language

Sanskrit language through different Sanskrit institutions; development of Hindi and training of Hindi teachers from non-Hindi states; promotion of all Indian languages of VIII Schedule by making extensive use of information technology; appointment of Indian languages teachers; 'Area Intensive and Madarsa Modernisation Programme' for educationally backward Minorities; Scholarship Scheme for meritorious children as well as scholarships for students of non-Hindi states for study of Hindi; Books and workshops on Intellectual Property Rights, management of Copyright Act through educational institutions and other institutions; strengthening of cultural and human values in education in schools and non-formal educational centres with the help of reputed organisations, etc. are some of the important programmes which continued in this financial year.

All these schemes will be continued in the next financial year. The Scheme for Education in Culture and Human Values is being strengthened for wider coverage and the scholarship scheme is being modified to include meritorious children for the scholarship. Similarly, the Scheme for Development of Sanskrit Language is also being modified and further strengthened.

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 the academic session 2002-2003, 105 scholars were sent to China, Japan, Germany, Mexico, Israel, Italy, Ireland, Belgium, Norway, Mongolia, UK, Canada, etc.

2 Administration
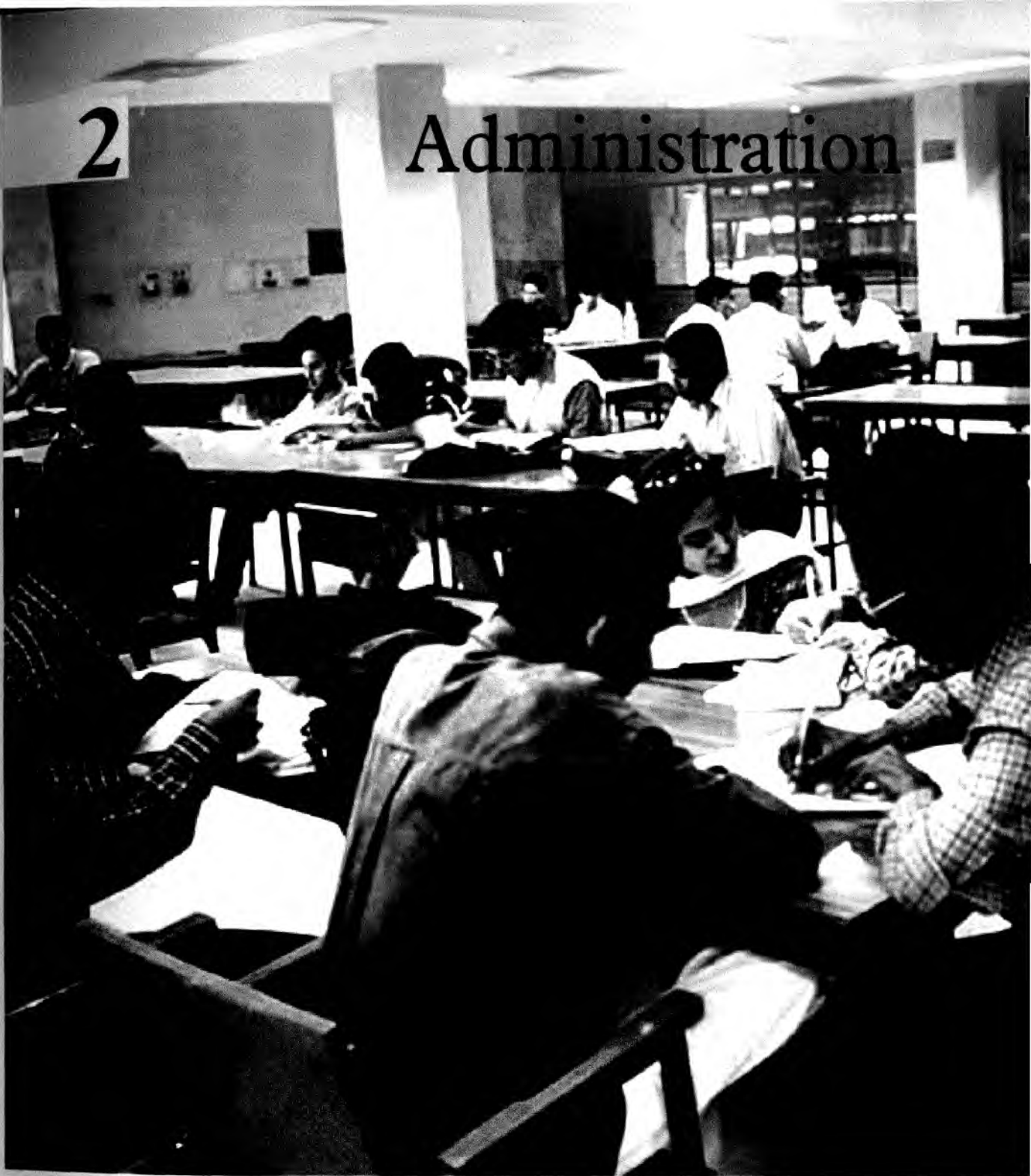
The Education Wings abroad have been doing useful work in looking after the welfare of Indian student community in the country concerned. These Missions keep in touch with the academic world and keep track of the latest developments in the fields of science and education to provide feedback to the Ministry.

Administration

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. One Minister of State assists the Minister for Human Resource Development (HRM). Each Department is headed by a Secretary to the Government of India. 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, establishment matters of Education Wings in Indian Embassies abroad are handled in the Administration Division of the Department of Secondary and Higher Education. In addition to this, establishment matters of officers appointed under Central Staffing Scheme for the Department proper and ex-cadre posts i.e. advisory cadre, statistical cadre, etc., are being administered in this Division.

The Scheme of Disbursement out of HRMs Discretionary Fund, is also handled by 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 fields of science, education and culture with friendly countries. At present, Education Wings are functional in the following Indian Missions/Embassies abroad:

- Consulate-General of India, New York,
- Embassy of India, Washington,
- Embassy of India, Moscow,
- Embassy of India, Berlin.

The Education Wings have been doing useful work in looking after the welfare of Indian student community in the country concerned. These Missions keep in touch with the academic world and keep track of the latest developments in the fields 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. An officer of the level of an Ambassador is designated as the Permanent Representative of India, UNESCO, who looks after the work of Education Wing in the Indian Embassy, Paris.

Training Cell

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 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 and administration, vigilance, cash and accounts, personnel and house keeping matters, conducted by these agencies.

Training Cell also sends nominations of eligible and suitable officers in response to the 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.

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 also to the meritorious students, etc. This fund is also intended to give relief to the families of the needy and poor journalists, workers employed in film industry 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 the Department is under the over-all supervision of the Secretary who in turn is assisted by a part-time Chief Vigilance Officer of the rank of a Joint Secretary, an Under Secretary and other subordinate staff. Shri C.Balakrishnan, Joint Secretary has been functioning as Chief Vigilance Officer in both the Departments, i.e., Secondary and Higher Education and Elementary Education and Literacy.

During the period under report, sustained efforts continued to tone up the administration and to maintain discipline amongst the staff of the Department both at the headquarters and in the subordinate offices. Two new disciplinary cases were initiated during the year while four disciplinary proceedings against officials were concluded and appropriate orders were passed. Enquiry reports in four cases are under examination/submission to the disciplinary authorities/UPSC. Disciplinary proceedings against three cases are still in progress.

Vigilance Awareness Week was observed from 3 November to 8 November 2003. Banners and posters were displayed and an oath-taking ceremony was also held wherein an oath was administered to the 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 wherever the post of CVOs fell vacant, with the prior approval of Central Vigilance Commission (CVC). During the year,

Vigilance Awareness Week was observed from 3 November to 8 November 2003. Banners and posters were displayed and an oath-taking ceremony was also held wherein an oath was administered to the officials of the Departments to maintain honesty in all public dealings.

CVC has issued several instructions like posting of officials in Vigilance Units, appointment of presenting officers by the disciplinary authorities concerned in the cases investigated by CBI, utilising the services of outsiders including retired officers for conducting departmental enquiries, use of website in Government procurements under process and delay in implementation of Commission's advice. All the instructions issued by the CVC have been brought to the notice of all the officers and offices concerned for compliance. Action was also taken to identify the sensitive spots/posts in the Department in consultation with various bureaus.

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 is accessible to the staff as well as the members of public to hear 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 Directors of Grievances. Regular review meetings with the concerned Bureau Heads/organisations were held during the year to resolve and expedite specific grievances. This has resulted in solving some long-pending cases. Periodic meetings were also held with the

Administration

The Committee on Complaints of Sexual Harassment of Women at the workplace has been reconstituted to hear/accept the complaints from the employees posted in the Department and to take appropriate steps for timely redressal of their complaints. The Department of Secondary and Higher Education and Department of Elementary Education and Literacy have circulated a booklet on issues relating to the Supreme Court Judgment on sexual harassment of women at work place and its implementation in educational institutions/organisations.

Emphasis was continued on the observance of discipline and punctuality in the Department of Secondary and Higher Education and Department of Elementary Education and Literacy through surprise floor-wise inspection by the teams appointed for this purpose.

Official Language Division

Both the Departments of this Ministry are giving due attention to all the items of Annual Programme issued by the Department of Official Language (Ministry of Home Affairs). Meetings of the Official Language Implementation Committee are being organised regularly. Quarterly Progress Reports are being sent regularly to the Department of Official Language. The position of Hindi correspondence in the Quarterly Progress Report for the period ending on 30 September 2003 is as under:

Directorate of Public Grievances (DPG), Cabinet Secretariat and Department of Administrative Reforms and Public Grievances (AR&PG) to review the grievances sent by DPG. Using the PGRAMS software devised by NIC, the grievances have been computerised.

An anti-malpractices cell has 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 a healthy public information system in education sector. National-level apex bodies, responsible for coordination and maintenance of standards in the 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 activities of the non-governmental/private organisations/institutions, in the education sector.

- ●   **A region**   **44 per cent**
- ●   **B region**   **28 per cent**
- ●   **C region**   **15 per cent**

According to the directions of the Department of Official Language, checkpoints have been made. 15 Subordinate offices have been inspected by the Ministry during the year 2003. Eight subordinate offices were inspected by the Parliamentary Committee on Official Language. 14 subordinate offices were represented by the Ministry in their Official Language Implementation Committee meetings. A series of Hindi workshops has been organised in the subordinate offices. In the year 2003, 17 workshops were organised in offices, located

An All India 'Raj Bhasha Sammelan' was organised at Guwahati, Assam during the year 2003. Hindi month was also celebrated on a large-scale during the year, in which about 500 employees of the subordinate offices located at Delhi and the employees from the Ministry took part.

at Chandigarh, Bhopal, Pune, Lucknow, Indore, Jalandhar, Chennai, Bangalore and Delhi including one in the Ministry, in which training was imparted to about 400 officers. Ministry nominates employees/officers for training in every session according to the norms of the Department of Official Language. 25 employees have been nominated in January 2004 session. An All India 'Raj Bhasha Sammelan' was organised at Guwahati, Assam during the year 2003. Hindi month was also celebrated on a large-scale during the year, in which about 500 employees of the subordinate offices located at Delhi and the employees from the Ministry took part.

Computerised Management Information System (CMIS)

Computerised Management Information System (CMIS) Unit is the nodal unit for computerisation for both the Departments of Education. The main objectives of the unit are to develop, implement and maintain various online information systems for decision support, 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 and agencies related to Information Technology (IT).

In order to promote and implement the concept of e-Governance in the Department as per the minimum

agenda of e-Governance, all officers up to the level of section officers were provided latest computers with office automation software. Administrative support information systems like file sharing, monitoring, diary etc., have also been installed to improve the delivery of services. Another major achievement is transition to the use of e-mail. E-mail facility has been widely used by the Department. Replies to queries, notices and materials for meetings, etc., are send through e-mail wherever e-mail addresses are available. Files, replies to Parliament Questions, etc. are shared between sections through local network. This major shift to the electronic media has been made possible by providing computers and Internet connection to all sections. Parliament Questions and Answers are electronically transferred to the Lok Sabha and Rajya Sabha Secretariats on the same day and posted on their respective websites. Besides, a database on Parliament Questions is also made available on local area network to enable all the sections in both the Departments to readily access questions answered by them earlier on related subjects.

Various database applications like payroll accounting and other housekeeping software like budgeted expenditure, etc., have been developed and put to use in day-to-day operations. Monthly pay-bills, pay-slips, various recovery schedules of officers on deputation, annual GPF statements, telephone directories of the Departments are processed and updated from time to time. The budgeted expenditure of both the Departments is also monitored and outputs are generated on various parameters through data processing. Slide show presentation has become an effective tool for communication. This Unit prepared and arranged slide show presentations for various meetings organised by the Departments.

New announcements of the Departments are converted into electronic forms, and along with other materials of interest, like guidelines, etc., are made available on the website of the Department. The contents of the website are updated regularly. Application forms and other relevant materials of various bureaus of the Department are also made available for on-line submission. Provisions have also been made, for Internet users, to take printouts of these forms.

This Unit continues its endeavour to create computer awareness and to enhance computer usage among the staff in the Department. Regular training, on individual as well as group level, is being conducted by this Unit on office automation software, sharing of files and printers, Internet browsing, sending/receiving e-mails, remote log-in, prevention and removal of computer virus, etc. More than 350 computers are installed in both the Departments. This Unit also monitored the maintenance of PCs, laptop computers, printers, UPS, Scanners, etc.

Information & Facilitation Centre

A NICNET based Information and Facilitation Centre was set up in June 1997 with the objective to promote an effective, responsive and citizen-friendly administration. The Centre provides, to the general public, information about the various schemes being implemented by the Ministry and the procedure to be followed for availing the services provided. The Centre also receives suggestions/complaints in respect of the organisations. The guidelines of various schemes/ programmes of the Department and application forms are also available on the Internet. The data/ information can be accessed through a computer having Internet facility. The addresses of the websites for the Department of Secondary and Higher Education and Women and Child Development are http://www.education.nic.in and http://www.wcd.nic.in respectively.

National Informatics Centre

National Informatics Centre (NIC) has established a Computer Centre for the two Departments at Shastri Bhavan and provided a LAN and WAN connectivity of 300 nodes at Jamnagar House for Directorate of Adult Education and also 100 nodes at Curzon Road Barracks for Copyright and Book Promotion Division. Scholarship, Authentication, ISBN and Janshala are still to be put on a suitable WAN connectivity. Currently, these Divisions are using dial-up connectivity on an individual basis. Apart from these, the autonomous organisations under these Departments like NCERT, CBSE, Kendriya Vidyalaya Sangathan, NCPUL, Central Hindi Directorate, and others have been technically assisted in various IT solutions sought by them.

Most of the IT tasks being handled for these Departments are project-/mission-mode-based.

Major activities initiated for the Departments include:

- Development of IT Plan as per the guidelines of Department of Information Technology, which has been submitted to DIT;

- Proposal for provision of computer training to all the officials of the Departments is being considered for implementation;

- Proposal is in consideration by the Department for the implementation of Composite Payroll package and Office Procedure Automation;

- The package on Public Grievances Redressal Monitoring System has been implemented;

- Interactive Training of officials has been carried out from time to time as needed;

- The complaints regarding Internet and LAN connectivities have been attended to;

- As required the email connections at residences of senior officers under tele-commuting have been configured/problems existed if any have been resolved;

- The problems regarding the usage of software packages by Authentication Cell at Curzon Road barracks have been resolved;

- Technical advises, as required from time to time, have been provided for the Departments and their organisations;

- Central Hindi Directorate has been assisted in the formulation of schemes for the computer training in Hindi to be organised by the institutions affiliated to it;

- External Scholarship Processing System;

- MIS for Parliament Assurance;

- File Monitoring System;

- Copyright Registration System for Copyright Office;

- VIP References/Diary System for HRM Office.

Projects undertaken for the Department and its Associated Organisations

NIC has been requested by CBSE for the publication of the results of X and XII Examinations conducted by it annually. Apart from this, the results of compartmental examinations conducted by CBSE also have been published.

CBSE has requested NIC to assist in conducting the AIEEE 2003. NIC has assisted CBSE in the Development of AIEEE 2003 website with URL: http://aieee.nic.in or http://ccb.nic.in for hosting the details of:

- Examination centres;

EDUMAIL Monitoring System

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

A web-enabled monitoring system has been developed to improve the administration in issues such as, how many applications received for user creation, out of these how many users have been created so far, category-wise applications received, etc. This system is very useful for long time services because day-by-day number of applications is increasing. Till date more than 3,000 users have been created. As desired by the Ministry, creation of new e-mail accounts has been stopped but e-mail support services for all the existing accounts are being continued.

- Syllabus;
- Details for filling application;
- Online assistance for filling the form with various options;
- Online display of form and acceptance of it after necessary validations;
- Generation of unique application number;
- Online printing of abstract of the application form and onward submission of the form with a draft to CBSE;
- Online publication of admit card information;
- Online publication of results in a pre-defined format, with individual ranks based on admit card number separately for the streams of engineering, architecture and pharmacy.

CBSE has been assisted in conducting the All India Pre-Medical/Dental Colleges Entrance Examination by providing support on:

- The status of receipt of applications of the candidates by application number;
- Admit Card information;
- Online Publication of results with rank based on Admit Card number.

Updating of the CBSE website

- Website of CBSE has been developed and launched with URL: http://cbse.nic.in and is being updated on a regular basis as desired by CBSE from time to time.

Technical Support for Online Counselling for successful candidates of All India Engineering/Pharmacy/Architecture Entrance Examination - 2003

NIC has successfully designed, developed and implemented the application software for centralised seat allocation in more than 35 participating institutions through 13 counselling centres on the basis of candidate's course-wise All India Rank and his/her choice of option. Logistic support provided include:

- Dynamic seat information;
- List of courses offered;

- List of institutes/colleges participating;
- Institutional profiles and seat availability;
- State-wise seat availability;
- Course-wise institutions;
- Summary seat information;
- Counselling brochures converted into web-format and uploaded;
- Provision of training on the usage of the software packages and modalities at each of the 13 counselling centres;
- 55,000 students participated in the counselling for 8,000 seats offered by the 35 participating institutions;
- A total of 30 lakh choices submitted online by students have been considered at the time of allotment of the seats;
- Off-campus online counselling has been held for 15 days;
- Tentative seat matrix indicating tentative availability of seat in an institution/branch has been generated five times in the entire off-campus counselling process;
- The entire main phase of On-Campus Online Counselling process has been completed in 10 days followed by extended two-day institutional counselling;

The website of the counselling site has received more than 6,000 emails from different viewers, praising the initiative and efforts taken by the MHRD, CBSE and the Central Counselling Board in mitigating the difficulties and mental tension involved in the earlier admission process by making it online.

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As desired by UGC, the composite payroll package for generating pay slips and other schedules for all the employees of UGC has been implemented.

The scheme envisages strengthening of the 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 a web-based application software for complete processing and monitoring of grants to voluntary agencies in window-based environment using state-of-the-art technology. The system has following features:

- There is a web-based application form for on-line submission.
- The system automatically creates a diary number, which is key for future retrieval.
- The system automatically sends a mail to the concerned state education secretary regarding the submission of application form.
- Automation of agenda and case sheet.
- Processing of the grants to voluntary agencies.
- On-line query and monitoring.

Department of Education used to receive request from different universities and boards for publishing their results on the NET. Following requests were received from the universities/boards:

- Jawahar Navodaya Vidyalaya selection test results for admission to Class VI,

- Particulars of private/patrachar school candidates appearing from CBSE Board for Class X and Class XII Examinations.

- Publishing results of the last five years (1997 onwards) of Classes X and XII of the CBSE board on the NET.

Maintenance of Existing Website of the Department

NIC has launched a website for the Department of Education hosted on the NIC server (http://www.education.nic.in). The content of the website is updated daily. New website for the autonomous bodies under the Department is also launched. CBSE results for Classes X, XII, PMT, and AIEEE Examination, as well as seat allocations, were announced and a link was provided through this website.

Kendriya Vidyalaya Sangathan (KVS)

As desired by the KVS, the website has been hosted on NIC server. Results of the recruitment of the teachers have been published on the website. Draft and final lists of transfers have been posted on the website after the development of web access software packages in consultation with KVS.

LAN/WAN Connectivity through NICNET

NIC has completed LAN/WAN setup at the following places:

- **Copyright Division:** NIC has setup a 16-node LAN/WAN connectivity at the Copyright Office. Software package for copyright registration has been developed and implemented.

- **Directorate of Adult Education:** A 60-node LAN has been setup at the Directorate of Adult Education and was given WAN connectivity through ISDN line.

- **NCERT:** NIC has established a 50-node LAN/WAN connectivity at the NCERT. Remote publication for website has also been provided. NCERT is being given all the necessary technical support for the Seventh All India Education Survey.

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Policy Planning & Monitoring
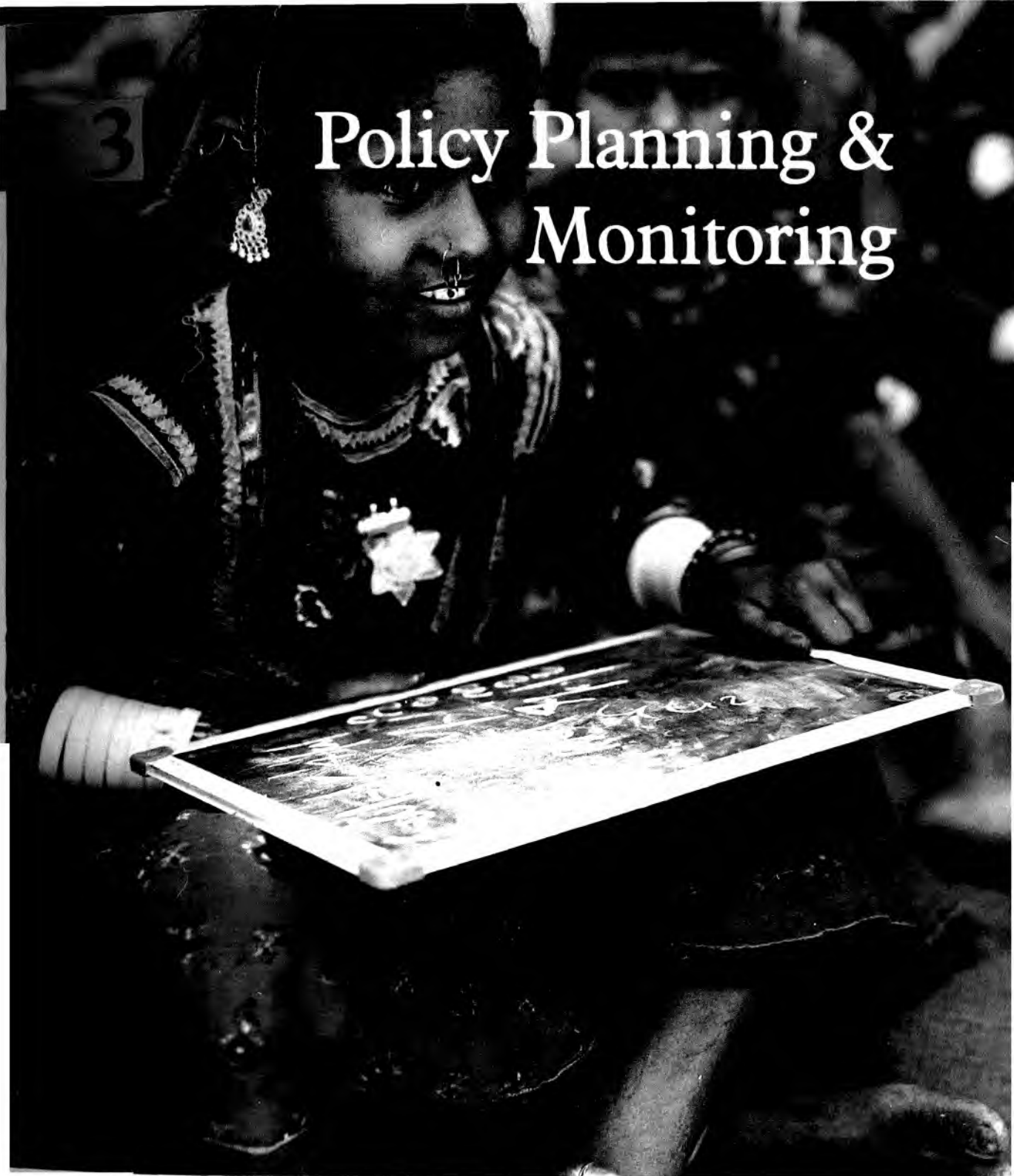
Given the rich diversity of our nation, it would be in the fitness of things, if each State and Union Territory formulates a State Programme of Action in accordance with their situational imperatives, as well as with the Programme of Action, 1992.

National Policy on Education and Programme of Action, 1992

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

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 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 the NPE and POA lies with the states and Union Territories and the Centre has to monitor the implementation. Accordingly, the POA 1992 was circulated in 1993 to all the states and Union Territories to draw up their respective State Programmes of Action (SPOA). Till date, only nine states/UTs have developed their own SPOAs, while two have developed draft SPOAs and four others have developed partial SPOAs.

The issue of evolving an effective mechanism for consultation and coordination with all stakeholders including state governments, for the formulation, implementation and monitoring of programmes and projects in pursuance of the National Education Policy, was under consideration of the Government for some time. Consequently, a Committee was set up in January 2003 under the Chairmanship of Shri J. C. Pant, former Secretary to the Government of India*, to examine these issues and make recommendations, inter-alia, keeping in view the present structures and mechanism; the existing arrangement in other countries with federal Government structures and identification of the best practices for possible adaptation and replication; and the need for having a compact and effective institutional arrangement for consultations in the future. Three sub-committees were also constituted under the Committee for having a proper structured format for studying the existing mechanisms for consultations with all the stakeholders. The issues arising out of deliberation of the sub-committees were further discussed in a seminar held in the National Institute of Educational Planning and Administration (NIEPA), New Delhi on 3 and 4 March 2004 and the report is under finalisation.

Keeping in view the representations received from different organisations/students communities/ unions/ forums etc. in the country from time to time raising various issues relating to improvements in the education sector, which were under consideration of the Government for quite some time, a Task Force for Improvement in the System of Education was constituted in February 2003, under the Chairmanship of Shri Anand Sarup, former Secretary (Education)*. The Committee headed by Shri Anand Sarup had formed working groups to deliberate on the various issues, and had also undertaken tours to different parts of the country to deliberate on issues concerning student

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*The Pant Committee was considering its draft report at the time when its term was over. It was decided that there was no need for any further extension, and also that CABE be reconstituted. CABE has accordingly been reconstituted and will be holding a meeting shortly.
**The Chairman had tendered his resignation to the HRM in the new Government, which was accepted. It was also decided that Committee be disbanded and that the issues would be looked into by CABE and the other mechanisms envisaged in the National Common Minimum Programme.

community, such as commercialisation of education and its prevention thereof; impact of inflation on recipients of scholarships and linking it with the price index; grant of exemption from income tax for all endowments given for the purpose of education; to instill moral and physical strength and discipline by making social service and military training a compulsory part of education; dovetailing the education curriculum to the national culture, needs and aspirations; establishment of women universities and women hostels in each district; improvement in the conditions of hostels for SC/ST students; and expansion of professional education facilities. The Task Force has constituted six working groups for considering the various issues identified by it.

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, covering all levels of education from pre-primary to higher through mailed questionnaires in collaboration with the state education departments. On the basis of data collected from states, the Statistics Unit brings out nine annual publications and some occasional publications. Efforts have been made to improve the quality of educational statistics and to reduce the time lag in their production. The inherent bottlenecks in the system, however, still remain a handicap. The recommendations of the National Statistical Commission to improve the system have also been taken up for implementation.

The Education Management Information System (EMIS), implemented in 273 DPEP districts up to primary level, is being extended to all districts covering elementary level of education under Sarva Shiksha Abhiyan (SSA). In order to further strengthen the EMIS

to cover all levels of school education, a scheme titled 'Strengthening of Statistical Machinery in States' is under formulation.

India has continued to participate in the World Education Indicators Programme through the Joint Pilot Project organised by Organisation for Economic Cooperation 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/OECD.

Planning and Monitoring Unit

Annual Plans and Five Year Plans

Formulation of Annual Plans and Five Year Plans, review of programmes and schemes, timely monitoring of Plan expenditure vis-à-vis outlays in Budget Estimates, and analysis of actual expenditure as per the targets fixed are the important activities of the Unit. The approved Annual Plan outlay (2003-04) was Rs.4,900 crore for the Department of Elementary Education and Literacy and Rs. 2125 crore for the Department of Secondary and Higher Education.

Budget documents from various states/UTs were received and the data compiled, analysed and published in the Analysis of Budgeted Expenditure on Education for 2001-02 and 2002-03. Annual Financial Statistics of Education Sector, 2002-03 was also published during the period under report. The Unit liaised with the Planning Commission during quarterly review of Plan expenditure. The Unit also liaised with various Divisions of the Ministry, Planning Commission, Ministry of Finance, etc. on various matters relating to Plan Schemes.

Area Officers Scheme

The Area Officers scheme was started in the Department in 1999 as a mechanism for regular and effective reviewing, monitoring and coordination of various central-sector and centrally-sponsored schemes. As per the original scheme, an officer of the rank of Deputy Secretary and above is made incharge of a State/

UT. The Area Officer is expected to visit his/her allotted State/UT once in two months and maintain continuous liaison with the concerned State Government/UT Administration. The Area Officer is a representative of the State in the Department of Education and the Department's ambassador to the State. Officers at the Director level or above have been allotted different states/UTs for monitoring purposes.

It has been observed that the state governments have also found the scheme beneficial for implementation of various programmes.

Bharat Shiksha Kosh

In order to facilitate donations, including smaller amounts, both from India and aboard, for implementing projects/programmes connected with the education sector, the Government has constituted 'Bharat Shiksha Kosh' as a society registered under the Society Registration Act, 1860. The Kosh was officially

launched on 9 January 2003 during the celebration of Pravasi Bharatiya Diwas. The Kosh will receive donations/contributions/endowments from individuals and corporates, Central and state governments, non-resident Indians, and people of Indian origin abroad for various activities across all sectors of education.

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 Secondary and Higher Education. The objectives of the institute are to undertake, promote and coordinate research in educational planning and administration, to provide training and consultancy services in this field, to train and orient key-level functionaries as well as senior-level administrators from the Centre and states, to collaborate with other agencies, institutions and organisations, to provide facilities for training and research to other countries, particularly of the Asian region in the field of educational planning and administration, to prepare print and publish papers, periodicals and books to share experience and expertise in the area of educational planning and administration with other countries and to conduct comparative studies for the furtherance of these objectives.

During 2003-2004, 52 training programmes have been organised till March 2004.

The faculty provided consultancy and professional support to national, state and institutional-level bodies, like the Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, SIEMATs, besides international agencies such as UNESCO, UNICEF, World Bank and SIDA.

The institute has a well-stocked library/documentation centre on 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 inter-library loan system. The library reading room facilities are open to all. The library has a collection of over 55,961 volumes and subscribes to as many as 390 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 Education Policy 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 National Policy on Education. These includes 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 more efficient.

Guidelines of the scheme were revised during the year 1999-2000. As per the revised guidelines, the financial assistance under this scheme would cover remuneration and allowances/payment of TA/DA to project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc. Normally, the ceiling of assistance for studies/evaluation is Rs. 5.00 lakh. The ceiling of expenditure on national conferences/seminars is Rs. 3.00 lakh and on international conferences (with substantial international participants/members), it would be Rs. 5.00 lakh.

During 2003-2004, financial assistance has been given for organising of 28 seminars/conferences/studies/evaluations, etc. till March 2004. The target for the year 2004-2005 is to give financial assistance for 50 seminars/conferences/workshops/ evaluations, etc.

The International Cooperation Cell coordinates the work relating to bilateral and international collaboration in the education sector and formulation, execution and monitoring of Educational Exchange Programmes (EEPs) with various countries.

International Cooperation Cell

The International Cooperation Cell coordinates the work relating to bilateral and international collaboration in the education sector and formulation, execution and monitoring of educational exchange programmes with various countries.

Proposals for bilateral educational exchanges with various countries have thus far been forming an integral part of the Cultural Exchange Programmes which were formulated and implemented by the Department of Culture. It has now been decided to formulate independent Educational Exchange Programmes (EEPs) with various countries to give focussed attention to such bilateral collaborations. While EEPs with China, Israel, Guyana, Mongolia, Armenia, Hungary, Myanmar, Tanzania, Syria and Australia have been signed, EEPs with many other countries are in the process of being formulated. Proposals for EEPs with Russia, USA, Malaysia, Yemen, Libya, Thailand, South Africa, Vietnam, Brazil and Kazakhstan are under consideration. In addition, MoUs for mutual recognition

and equivalence of degrees, diplomas and other educational qualifications with several countries like Armenia, Ukraine, Russia and Czechoslovakia, are also under consideration. The IC Cell also coordinates the implementation of education component of cooperation with SAARC, Commonwealth, ASEAN, Mekong Ganga Cooperation Project, etc. and also other bilateral/multilateral cooperation programmes in the education 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 with the objective of strengthening bilateral relations between India and other countries. Ministerial-level delegations from Uzbekistan, Eritrea, South Africa, Italy and Australia have already visited India and had fruitful exchange of views for further cooperation in the field of Education. Other important dignitaries from China, Russia, Finland, Cambodia, Kuwait, Namibia and Timor L'este called on Secretary (Secondary and Higher Education) while dignitaries from South Africa called on Additional Secretary (Education).

The IC Cell also coordinates the visit of ministerial delegations from India to various countries. A delegation led by HRM participated in the 15th Conference of Commonwealth Education Ministers held in Edinburgh, Scotland, and Joint Secretary (HE) participated in 1st SAARC Technical Committee on HRD held in Colombo, Sri Lanka.

FDI Proposals

The IC Cell also coordinates the examination of proposals received from Foreign Investment Promotion Board (FIPB) and Project Approval Board (PAB), in respect of the education sector.
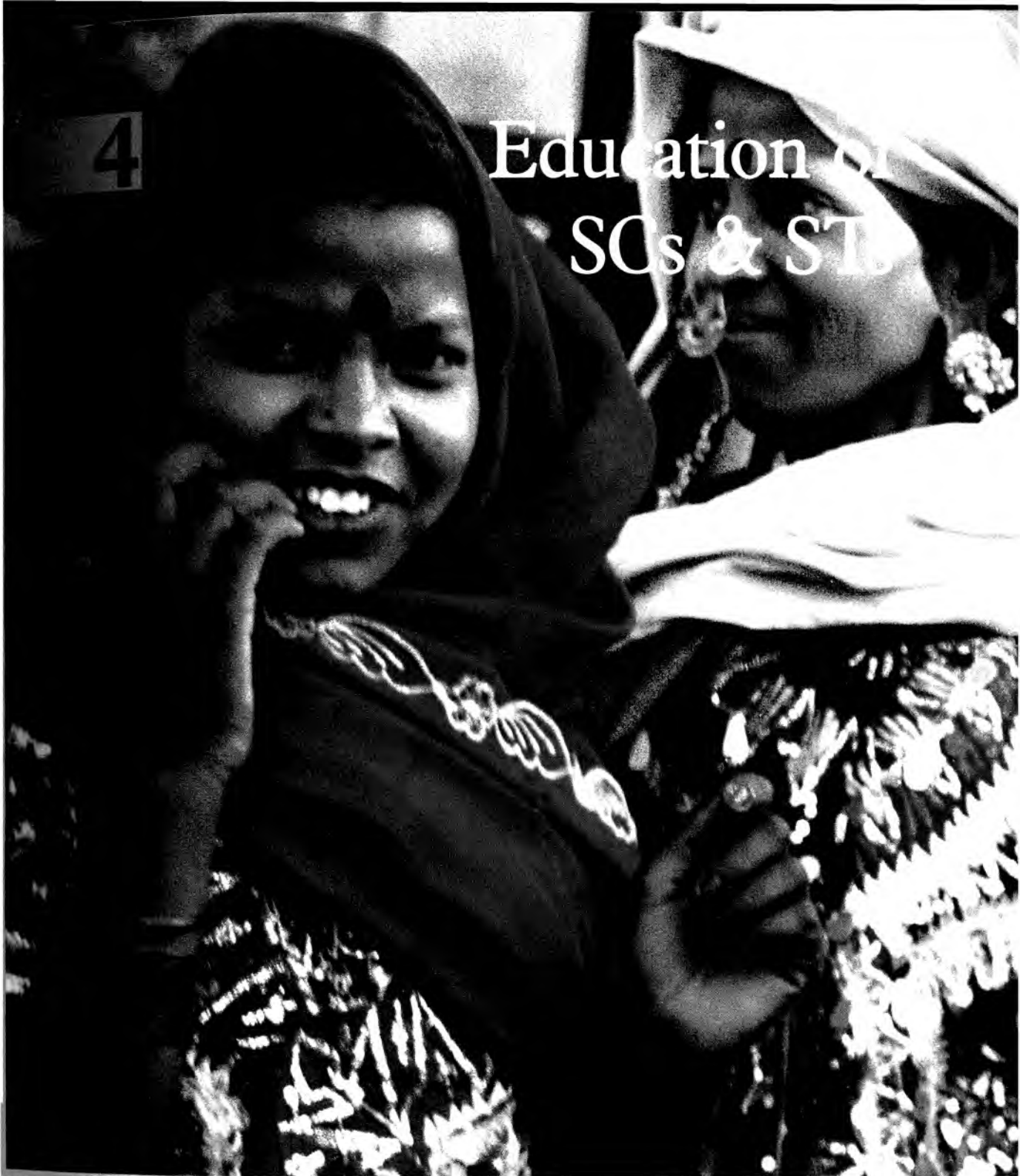
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Education of SCs & STs

After independence, the Government has taken a number of steps that have contributed a great deal in raising the educational levels of Scheduled Castes and Scheduled Tribes. However, these communities still have to come up to the level of the other communities in the field of educational development.

Article 46 of the Constitution states that, "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." These provisions need to be fully utilised for the benefit of these weaker sections in our society. Articles 330, 332, 335, 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.

After independence, the Government has taken a number of steps that have contributed a great deal in raising the educational levels of Scheduled Castes and Scheduled Tribes. However, these communities still have to come up to the level of the other communities in the field of educational development.

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 quality improvement 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.

Education is in the Concurrent List of the Constitution and school education is primarily the responsibility of state governments. The Central Government, on its part, supports various initiatives of the state governments. The Constitutional (86th Amendment) Act, notified on 13 December 2002, provides free and compulsory elementary education as a Fundamental Right, to all children in the age group of 6-14 years besides social, economic and cultural integration of children belonging to Scheduled Castes/Tribes with all communities. Some of the initiatives taken by the Government envisaging special provision for SCs and STs are:

- 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 senior secondary level).

- Incentives like free textbooks, uniforms, stationery, school bags, etc. to SC/ST students.

- The major programmes of the Departments – 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 (RECs), 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 113 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.

- Financial assistance is provided to the universities for extension activities. Under the scheme, all groups of society are covered, including SCs and STs.

- Out of 43,000 scholarships at the secondary stage for talented children from rural areas, 13,000 scholarships are required to be 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 (NCERT).

- 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 90 tribal and border languages.

- Under the scheme of strengthening of boarding and hostel facilities for girl students of secondary and higher secondary schools, cent-per-cent financial assistance is given to voluntary organisations to improve the 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 Swatantra 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 per cent 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 focussed attention by the Centre as well as states/Union Territories for implementation of such programmes/schemes.

- Under the Total Literacy Campaign, 24 per cent of the total surveyed learners belong to Scheduled Castes and 12 per cent to the Scheduled Tribes.

- Sarva Shiksha Abhiyan (SSA), which is the flagship scheme for attaining the goal of Universalisation of Elementary Education seeks to provide useful and relevant elementary education to all children in the age group of 6 to 14 by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. The following are the

Education of SCs and STs

major interventions under SSA for these communities:

O Opening of new schools and Education Guarantee Centres to ensure schooling facilities in habitations with a population of 200-300 and in the habitations not having a primary school.

O Opening of new upper primary schools in the ratio 1:2 for primary schools, depending on number of primary school graduates.

O Free textbooks to all children belonging to SC/ST communities up to upper primary level.

O Training of community leaders with the objective to mobilise the SC/ST communities for enrolment of their children.

O Provision of additional financial assistance to the tune of Rs. 15 lakh per district per year for innovative interventions and educational development of SC/ST children.

O Bridge courses and remedial teaching for those

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.

children who do not perform in their studies at par with the average student.

O Provision for back to school camps with a focus on mainstreaming of out of school children into regular schools for the benefit of children largely from SC/ST communities.

O Engagement of community organisers from SC/ST communities with a focus on schooling needs of children from specific households.

O Ensuring sense of ownership of schools by adequate representation of SC/ST communities, especially parents, in school management.

O Monitoring attendance and ensuring retention of children from weaker sections.

From the allotted budgets of the Departments of Elementary Education and Literacy and Secondary and Higher Education, 15.00 per cent and 7.50 per cent are allocated under the Special Component Plan and the Tribal Sub-Plan for Scheduled Castes and Scheduled Tribes respectively. Department of Secondary and Higher Education has notionally earmarked Rs. 318.75 and 159.38 crore for SCP and TSP respectively out of their plan outlay of Rs. 2,125.00 crore for Annual Plan 2003-04. Department of Elementary Education and Literacy has earmarked Rs. 735.00 crore and Rs. 36,7.50 crore for SCP and TSP respectively out of their total Annual Plan outlay of Rs. 4,900.00 crore for Annual Plan 2003-04.

Literacy rates of SCs and STs have increased faster than that of the general population in the decade of 1991- 2001 as given in the table below.

5 Educational Development in North East Region
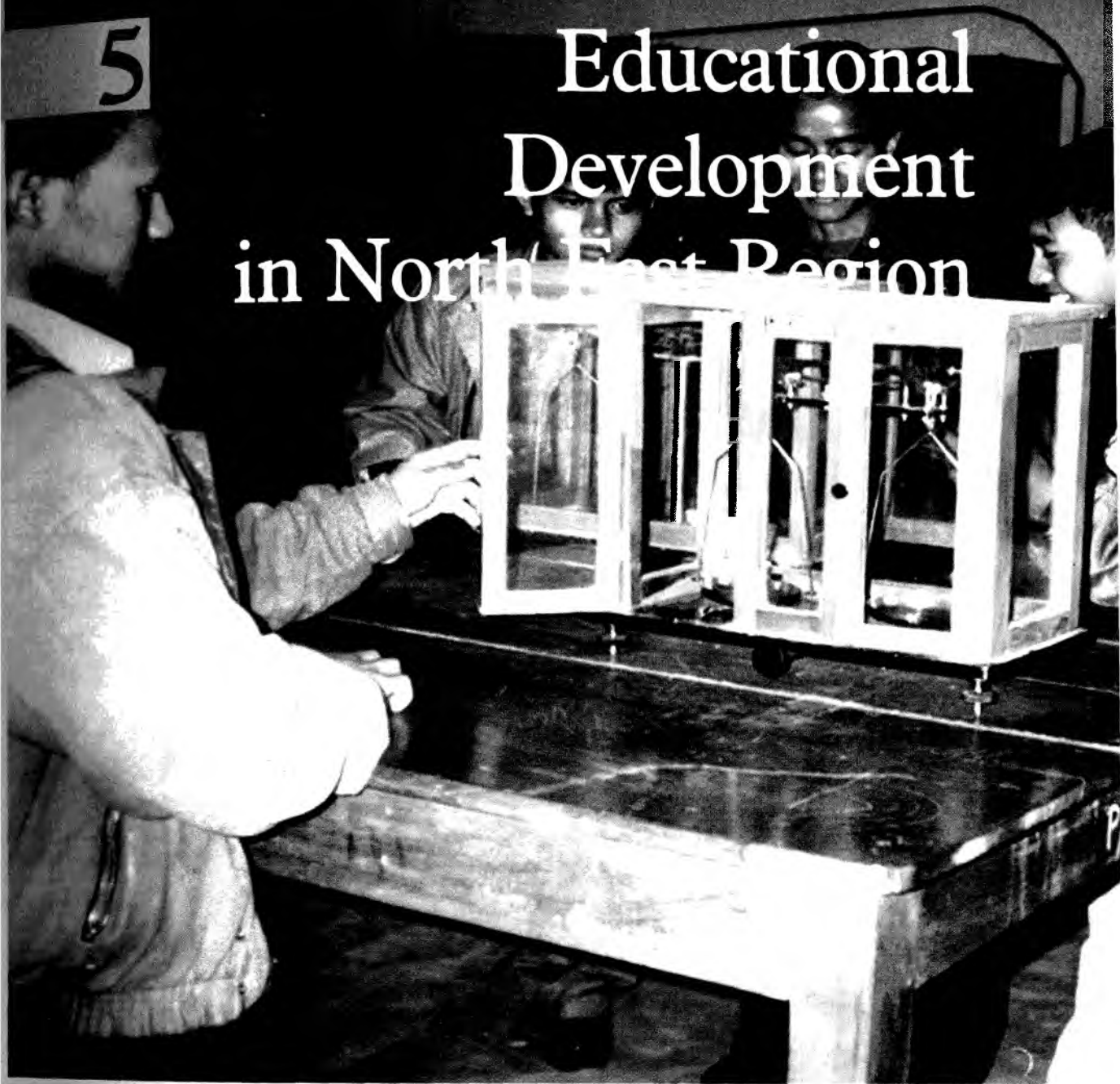
The Department of Elementary Education and Literacy is striving to increase its expenditure in the NE Region. During the year 2002-03, the expenditure of the Department of Elementary Education and Literacy in NE Region stands at 6.93 per cent of RE, which is a significant improvement over the previous years.

In pursuance of the then Prime Minister's announcement of new initiatives for the North-Eastern states made at Guwahati in October 1996, a high-level Commission was appointed under the Chairmanship of Shri. S. P. Shukla, Member, 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 main sectors of infrastructure development including education in the North Eastern Region.

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 per cent of their budget for specific programmes of development in the North Eastern 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).

Non Lapsable Central Pool of Resources (NLCPR)

Based on the recommendations made by the Department, the empowered Committee administering the Non-lapsable Central Pool of Resources (NLCPR) has so far approved proposals worth Rs. 444.90 crore for the development of educational infrastructure in the NER. Out of this, funds amounting to Rs. 355.13 crore have already been released.

In the central sector, these proposals mainly relate to infrastructural development of central institutions like the North Eastern Regional Institute of Science and Technology (NERIST), Itanagar; four central universities in the North East, JNU and IGNOU, and

include construction of staff quarters, academic buildings, library buildings, administrative buildings and purchase of laboratory equipments, books, etc. Projects are in various stages of implementation.

As per revised guidelines governing NLCPR, central sector projects will be funded only for the first year from NLCPR after which concerned administrative ministries/departments are to complete the projects with their own budgetary resources. After considering various options, the Department of Secondary and Higher Education has sanctioned plan expenditure for the following central universities during 2003-04 from its own budget:

Tezpur University	Rs.11.03 crore
North Eastern Hill University (NEHU)	Rs. 16.44 crore
Assam University	Rs. 10.00 crore
Nagaland University	Rs. 35.00 crore
Kohima Campus of Nagaland University	Rs. 10.00 crore
NRE Hostel, Jawaharlal Nehru University (JNU)	Rs. 2.95 crore

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

In pursuance of the Government's policy, the Department of Secondary and Higher Education has been able to incur the prescribed level of expenditure, i.e. approximately 10 per cent of its budget for NE Region, during the last four financial years, under its various schemes and through its institutions located in the NE Region.

The Department of Elementary Education and Literacy is also striving to increase its expenditure in the NE Region. During the year 2002-03, the expenditure of the Department of Elementary Education and Literacy in NE Region stands at 6.93 per cent of RE, which is a significant improvement over the previous years.

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

After his conference with Chief Ministers and Governors of NE states and Sikkim in Shillong on 21-22 January 2000, the Prime Minister Shri Atal Bihari Vajpayee 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 NER 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 2 July 2001. Prof. A. K. Sharma took over as the first Vice Chancellor of the Mizoram University. The first Registrar and Finance Officer of the university have also been appointed. The university has prepared proposals amounting to approximately Rs. 25 crore for infrastructural development of the university campus. The Department of Development of North Eastern Region had initially expressed their inability to approve this project under Non-Lapsable Central Pool of Resources (NLCPR). However, after a meeting taken in PMO, the Department has agreed to fund this project under NLCPR and has since approved a grant of Rs.23 crore. Out of this, the first instalment of Rs.4.59 crore has also been sanctioned to the State Government for release to Mizoram University.

Initiatives of IGNOU in NE Region

As a collaborative initiative, IGNOU has signed an MoU with the Ministry of Communication and Information Technology, for utilising the 400 plus Community Information Centres (CICs), set up by that Ministry in the NE Region to provide computer training to IGNOU's students in the NE Region.

IGNOU has accepted a request from the Ministry of Food Processing and Industry, Government of India, to organise a Master's Training Programme in Food Processing, in collaboration with CFTRI, Mysore to train entrepreneurs from Mizoram State. Training of one batch has been successfully completed and the rest is under progress.

IGNOU has also initiated, with the Governments of NE states, a Teacher's Training Programme, through distance mode. Efforts are on to utilise the CICs set up by Ministry of IT, to extensively train untrained teachers of NER.

Initiatives of NCTE in NE Region

Under the joint initiatives of MHRD, NCTE and IGNOU, a six-month programme "Certificate in Primary Education" has been developed by IGNOU and recognised by NCTE for the training of untrained in-service teachers of NE states in distance mode. Several states have already availed the benefit of this programme.

Initiatives for Language Development in NE Region

Following activities are undertaken by language institutions under the Department:

Central Hindi Directorate (CHD)

Central Hindi Directorate with regional centres at Shillong and Guwahati has been implementing a number of schemes for the promotion and development of Hindi such as:

- Teaching Hindi as a second language to non-Hindi speaking Indians and foreigners through correspondence courses, including personal contact programmes.

- Under the Scheme of Award to Hindi Authors of non-Hindi Speaking States, one writer from Manipur has been awarded a Prize of Rs.50,000 for the year 2002-03.

- To promote the study of Hindi, books and periodicals are given by the Directorate as free gifts

to schools, colleges and public libraries in non-Hindi speaking states. 6,780 books were distributed to 113 libraries in the North-East Region during the year 2002-03.

Commission for Scientific and Technical Terminology (CSTT)

After inclusion in Schedule 8 of the Constitution, the CSTT has taken up the work on Manipuri and more than 13,000 technical terms have been evolved in Manipuri language till now, in about 17 subjects. Two Cells were established in Guwahati University and in Dibrugarh to produce standard textbooks in Asamiya language. Since inception, 412 and 337 books have been prepared by these Cells. In the current financial year, Rs. 8 lakh has been granted to Guwahati University as financial assistance to produce textbooks.

Kendriya Hindi Sansthan, Agra (KHS)

The KHS's Regional Centres at Guwahati and Shillong have been conducting various programmes/workshops for the North-East Region during 2002-03.

Achievements include preparation of texts books for Nagaland and Meghalaya, Hindi-Manipuri Bilingual Dictionary, refresher/orientation courses for teachers of Assam and Nagaland.

Central institute of
(CIIL)

The North-East Region Language Centre of the CIIL is training 37 teacher trainees under the 3-language formula programme. Besides, the institute has also conducted:

- Orientation Course in Nepali, Phase I and II,

- Workshop on Idu Mishmi Text,

- Orientation Course in Mising at Guwahati,

- Orientation Course for Primary School teachers in Mising,

- Workshop for the preparation of Manipuri Intensive Course.

National Council for Promotion of Urdu
Language (NCPUL)

The Council has established Eight Computerised Calligraphy Training Centres in the North-East which are conducting one-year "Diploma in Computer Application and Multilingual DTP" which would provide opportunities to youth as DTP Operators, Data Entry Operators, Visual designers, etc. The Council has incurred an expenditure of Rs. 29.46 lakh on these centres during the year 2002-03. In order to promote Urdu, Arabic and Persian, the Council has given grant-in-aid to voluntary organisations/NGOs for engaging part-time teachers through the respective state governments during 2002-03. Rs. 11.40 lakh was released for this purpose.

The Third Technician Education Project

The Department is implementing this project through the National Project Implementation Unit (NPIU) in eight states/UTs including 6 North-Eastern states. The objective of the project is to strengthen the technician education systems in these underdeveloped and remote states. The project also aims at benefiting disadvantaged

> The Third Technician Education Project aims at benefiting disadvantaged sections of society (women, SCs/STs, Minorities and rural youth) by offering access to technician education.

sections of society (women, SCs/STs, Minorities and rural youth) by offering access to technician education.

The Project is externally funded for a duration of 5 years and became effective from January 2000. The total project cost has been revised after completion of two and half years of the Project for the 6 North-eastern states to Rs.234.84 Crore (Arunachal Pradesh Rs.26.71 Crore, Meghalaya Rs.45.75 Crore, Mizoram Rs.36.15 Crore, Nagaland Rs.45.00 Crore, Sikkim Rs.56.00 Crore and Tripura Rs.25.23 Crore).

Achievements of the Project as on March 2004 are as below:

- Seven new Polytechnics have been established (one in Arunachal Pradesh, two in Meghalaya, one in Nagaland, two in Sikkim and one in Tripura) creating an annual in-take capacity of 875 students.

- Six existing polytechnics (one in Meghalaya, two in Mizoram, two in Nagaland and one in Tripura) are being strengthened. In these polytechnics, 12 new and emerging technology courses have been started. This would create additional annual in-take capacity of 420 students.

- Hostel facilities for 433 students have been created in the new and existing polytechnics and special attention has been given for providing hostel facilities to women students.

- 565 faculty and staff in the polytechnics have received content upgradation, pedagogical, hi-tech equipment maintenance and utilisation training to enhance their efficiency.

- All polytechnics under the project are conducting continuing education and community-development programmes for the benefit of local industry and community specially the disadvantaged groups. So far 1,198 persons have benefited.

- The labs and workshops in the existing and new polytechnics are being modernised with the latest technology equipment and the libraries have been provided with the latest books and journals and are being equipped with high-quality learning resources.

- All project polytechnics in the region have been networked with well-performing institutions in the main land and facilities for intensive interaction between network partners are being created, such as, computer networking, video-conferencing, etc. The networking arrangements have enabled faculty and students to remain in close proximity with the latest trends in industry and technology elsewhere in the country.

Initiatives of NCERT in NE Region

NCERT organised a number of training programmes, workshops and seminars for students, teachers, resource persons, etc., in the NE states in 2003-04. These covered fields such as, environment studies, educational evaluation, promotion of Hindi, familiarising teacher educators in IT tools and IT-based learning resources.

Facilities provided by Kendriya Vidyala Sanghathan (KVS) in NE Region

KVS has set up 87 Kendriya Vidyalayas in NE Region as of 2003. The state-wise break up is as follows:

1.	Arunachal Pradesh	11
2.	Assam	49
3.	Manipur	5
4.	Meghalaya	7
5.	Mizoram	2
6.	Nagaland	6
7.	Sikkim	2
8.	Tripura	5

As per guidelines of KVs, local population according to priority categories is also entitled to admission in KVs.

Newsletter

The Department of Secondary and Higher Education is publishing a newsletter entitled "North East Education Times." This Newsletter aims at highlighting the activities/programmes being undertaken in the education sector in the North-Eastern region and acquainting people of the North East with the special efforts being made by the Government of India for educational development process. The newsletter is being circulated among a wide spectrum of opinion-makers in the NE Region.

Educational Development in Jammu and Kashmir

Ministry of Home Affairs (MHA) and Department of J&K Affairs have 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 co-ordinate 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 to monitor the implementation of centrally-sponsored schemes in J&K. Both the Departments i.e. Department of Elementary Education and Literacy and Department of Secondary and Higher Education come under Sub-Group III. So far, three meetings of the Standing Committee, five meetings of Working Group and five meetings of Sub-Group III have been held. Follow-up action on recommendations pertaining to implementation of centrally-sponsored schemes in J&K is being taken.

Following a decision of the Strategic Policy Group (SPG), Quarterly Progress Reports (QPRs) with regard to the implementation of the ongoing schemes of the Department in Jammu and Kashmir, are being regularly furnished to the Ministry of Home Affairs for review by the Home Minister.

Prime Minister Shri Atal Bihari Vajpayee, during his visit to Srinagar in April 2003, and to Jammu in August 2003 has announced some measures for the socio-economic development of J&K. The following action has been taken in pursuance of these announcements:

- A committee under the Chairmanship of Secretary (Secondary and Higher Education) was set up for improving the functioning of educational institutions in the State of J&K. The first meeting of this Committee was held on 28 July 2003. As decided in this meeting, three Sub-committees were set up in the areas of (i) Higher Education (ii) Technical Education and (iii) School Education. The Reports of the 3 Sub-committees were considered in a meeting of the main Committee on 11 June 2004.

- The recommendations made have been circulated for implementation. A Task Force was set up by the Ministry of Home Affairs (MHA) for creation of one lakh employment and self-employment opportunities in J&K over the next two years. The report of the Task force, as approved by the then Prime Minister has been circulated for implementation. A target of 18,000 regular salaried jobs – 8,900 in Jammu, 8,400 in Kashmir and 700 in Ladakh, has been set in the field of education. The Task Force has recommended that under Sarva Shiksha Abhiyan, post for third teacher may be sanctioned, which would absorb additional 15,000 educated youth. The J&K Government had identified 10,179 posts of third teachers under SSA – 3,000 physical education teachers and 1,821 higher secondary school teachers (lecturers). Out of the 10,179 posts of third teachers identified by the State Government under SSA only, 740 teachers have been sanctioned during 2003-04. For the remaining posts, the State Government has been advised to approach the Planning

Commission for additonality or special grants to cover these recruitments.

The Prime Minister, during his visit to Jammu on 29 August 2003 had announced:

(i) A one-time special grant of Rs.30 crore for development of University of Jammu and its affiliated colleges. In pursuance of this announcement, a special grant of Rs.30.00 crore has been approved for release in a phased manner to the University of Jammu. Two instalments, totalling Rs.20.00 crore, have been released during 2003-04.

(ii) A one-time grant of Rs.45 crore for construction of buildings of ten Kendriya Vidyalayas in a period of three years. The Kendriya Vidyalaya Sangathan (KVS) will be able to start construction after the lands are transferred by the State Government to them.

Human Rights Education

In pursuance of the UN General Assembly Resolution on 23 December 1994, declaring the period 1995-2004 as the UN Decade for Human Rights Education, and Programme of Action finalised in October 1995, the Ministry of Home Affairs constituted a Drafting Committee to draw up an Action Plan. Department of Education was a member of the Committee. The Action Plan finalised by the Committee was approved by the Home Minister for adoption. It includes various programmes for spreading Human Rights Education among all constituents of the structured educational system as well as strategies for generating Human Rights awareness among the population outside the formal system of education. These action points are at various stages of implementation and are being monitored through regular review meetings with implementing agencies.

International Collaboration

For associating its principal bodies interested in educational, scientific and cultural matters with the work of UNESCO, the Government of India had set up the Indian National Commission for Cooperation with UNESCO (INCCU).

UNESCO

UNESCO Division coordinates India's interface with UNESCO, and in addition, 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. At present, Ms. Neelam D. Sabharwal is the Permanent Representative of India to UNESCO.

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 for Cooperation with UNESCO (INCCU) in 1949. The Commission consists of five sub-commissions in the fields of education, culture, communication, social sciences, and natural sciences. The Minister of Human Resource Development is the President of the Commission, Secretary (Secondary and Higher Education) 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 is 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 Asia and the Pacific Region.

Consequent upon the expiry of the term of office of its previous members, the Indian National Commission for Cooperation with UNESCO has 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 2002-2003, the INCCU had recommended 18 proposals from India, out of which UNESCO has approved only six proposals for US $118,000.

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 INCCU during the period from January 2003 to March 2004 amounts to US $ 34200.30.

ACCU Photo Contests organised by ACCU, Tokyo, Japan in the Asia and the Pacific region

The INCCU continues to coordinate the participation of Indian photographers in the photo contests organised by the Asia Pacific Cultural Centre for UNESCO (ACCU).

'UNESCO Courier' was an educational and cultural periodical brought out by the UNESCO. The INCCU continued to support publication for its Hindi and Tamil editions during 2002, with partial UNESCO subvention

of US$ 18,420. The 31st Session of the General Conference held in Paris from 15 October 2001 to 3 November 2001 decided to discontinue the publication of 'UNESCO Courier' as a monthly journal after the publication of its December 2001 issue. There was a budget provision of Rs. 15 lakh for the current financial year, which was revised to Rs. 33.16 lakh for meeting all the residual expenditure.

UNESCO associates itself with various local and international non-governmental organisations, (NGOs) to promote its objectives. The Indian National Commission operates a scheme of financial assistance to voluntary organisations, UNESCO clubs and associated schools for undertaking activities in consonance with UNESCO objectives. There was a budget provision of Rs. 5.00 lakh for the current financial year, which was revised to Rs3.00 lakh. As lesser number of qualifying applications was received from NGOs, an expenditure of only Rs. 97,500/- was incurred during the year 2003-2004.

No Utilisation Certificates (UCs) in respect of grant-in-aid sanctioned to the NGOs during the last three years are pending.

The Indian National Commission for Cooperation with UNESCO (INCCU) has organised in cooperation with UNESCO, an International Ministerial Conference on 'Dialogue Among Civilization-Quest for New Perspectives' on July 9 and 10, 2003 in New Delhi.

Representatives of 85 countries participated in the Conference. Following the inaugural plenary session, Ministers, Deputy/Vice Ministers, Ambassadors and UNESCO representatives addressed the plenary sessions on 9 July 2003.

On 10 July 2003, three thematic discussions were held in parallel sessions. Thereafter, following a plenary session in which the reports of the thematic groups were received, the Conference unanimously adopted the "New Delhi Declaration" in the concluding plenary session.

From January 2003 to March 2004, INCCU nominated nine officers of the Department of Secondary and Higher Education and Department of Elementary Education and Literacy and 12 experts from other

On July 9 and 10, 2003, India played host to an International Conference on 'Dialogue Among Civilizations -Quest for New Perspectives' wherein representatives from 85 countries participated.

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 (ASP net). Associated schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INCCU, 44 schools and teacher training institutions from India have been enlisted with UNESCO under this project. There are 252 UNESCO clubs and 264 associated schools registered with INCCU.

Scheme for Holding Meetings of Committees/Conferences and Organisation of Exhibitions in furtherance of UNESCO Aim 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 Indian National Commission and its full body, organisation of exhibitions, INCCU lecture series, and other meetings

in furtherance of UNESCO's aim and objectives. There was a budget provision of Rs. 44 lakh for this scheme during the current financial year, which was revised to Rs. 25.00 lakh. Under this head an expenditure of Rs. 19.70 lakh has been incurred for meeting the expenditure on the meetings of five sub-commissions and the General Body Meeting of the Indian National Commission for Cooperation with UNESCO, held for discussions on UNESCO's Draft Programme and Budget for the biennium of 2004-2005, and organisation of an International Ministerial Conference on 'Dialogue Among Civilization – Quest for New Perspectives' on July 9 and 10, 2003 at New Delhi. Representatives of 85 countries participated in the Conference.

Participation in UNESCO's Executive Board Meetings

India has the unique privilege of having been continuously elected as Member of Executive Board of UNESCO ever since 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 at the UNESCO Headquarters in Paris, France. It is the country that is represented on the Executive Board.

Participation in General Conference of UNESCO

The General Conference of UNESCO is held every alternate year to approve inter-alia, UNESCO's Programme and Budget for the next biennium. India sends a high-powered delegation to the General Conference. The 32nd Session of the General Conference of UNESCO was held from 29 September to 17 October 2003 in Paris. Dr. Murli Manohar Joshi, Minister of Human Resource Development led the Indian Delegation to this Session.

Contribution to 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 2003 is 0.448 per cent of the total budget of UNESCO, which translates into

approximately Rs.5.51 crore. Budget provision for this purpose, for the current year is Rs.603.00 lakh under Non-Plan. The balance has been adjusted for the calendar year. 2004. The BE for 2004-2005 is proposed at Rs. 613.00 lakh.

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 4.00 lakh per month. It has been decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi. M/s. Design Pins has been engaged for designing the building. The designs submitted by the architects have recently been approved by the Ministry.

They have been asked to initiate preliminary work towards the construction of the building. For the Tenth Plan, an amount of Rs. 3 crore has been proposed, of which the budget provision for the current year is Rs. 85 lakh (Plan), which is included in the budget of the Ministry of Urban Development.

Associated schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASP net) for undertaking activities relating to education for international understanding, cooperation and peace.

Auroville Foundation

Auroville, founded by the '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 1,330 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 non-governmental organisations to participate in the development of Auroville as an international cultural township designed to bring together the values of different cultures with integrated living standards which correspond to man's physical and spiritual needs.

The township is under the administrative control of the Ministry since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988, passed by the Parliament of India.

As per Section 10(3) of the Auroville Foundation Act, the Foundation consists of (a) Governing Board, (b) Residents Assembly, and (c) Auroville International Advisory Council. The Governing Board of the Auroville Foundation, comprising nine members, was

reconstituted on 10 March 2003. The term of last International Advisory Council of Auroville expired on 16 December 2001. It is now being reconstituted. Recently, a new Secretary has joined the Foundation.

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 under Plan and Non-Plan Grants.

Till March 2004 an amount of Rs. 70 lakh had been released to the Foundation under Non-Plan and Rs. 155 lakh under Plan out of the budget provisions of Rs. 70 lakh and Rs. 155 lakh respectively for the current financial year.

For the Tenth Plan period, a sum of Rs. 15 crore have been allocated for the development of the Foundation. This includes a new component for supporting the Sri Aurobindo International Institute of Educational Research (SAIIER) for which Rs. 12 crore have been earmarked out of Rs. 15 crore. The balance Rs. 3 crore is for the ongoing development and construction activities of the Foundation.

Pending UCs during last 3 years
No Utilisation Certificates (UCs) in respect of grants sanctioned to Auroville Foundation during last 3 years are pending.

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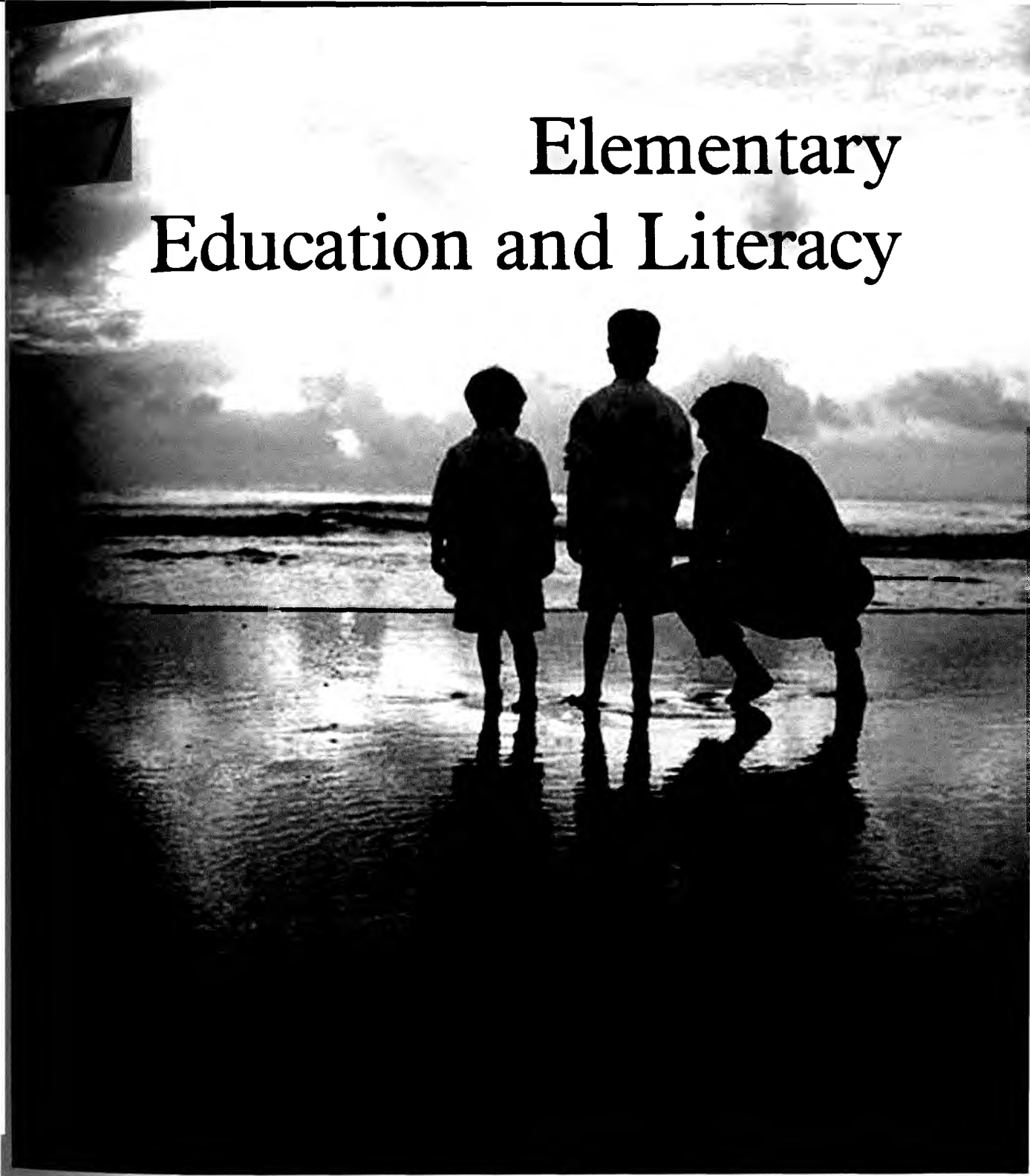
The Sarva Shiksha Abhiyan covers the entire country, and addresses the
needs of 192 million children in 11 lakh habitations and 8.5 lakh existing
primary and upper primary schools. 33 lakh existing teachers would be
covered under the scheme.

Sarva Shiksha Abhiyan

The Scheme of Sarva Shiksha Abhiyan (SSA) 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 Sarva Shiksha Abhiyan was approved by the Cabinet in its meeting held on 16 November 2000.

The assistance under the programme of Sarva Shiksha Abhiyan was on a 85:15 sharing arrangement during the Ninth Plan, 75:25 sharing arrangement during the Tenth Plan, and 50:50 sharing thereafter, between the Central Government and the State Government.

The programme covers the entire country and addresses the needs of 192 million children in 11 lakh habitations. 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 class rooms, 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. SSA has a special focus on girls and children of weaker sections. A number of initiatives, including free textbooks, target these children under the programme. SSA also seeks to provide computer education even in rural areas, to bridge the digital divide.

The approach is community-owned, and the 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, Scheduled Castes and Scheduled Tribes and other children in difficult circumstances.

The Ministry has also set up national-level mission under the chairmanship of Prime Minister vide Resolution dated 2.1.2001.

Project Approval Board (PAB) has approved Annual Plans during the Tenth Plan under SSA, including under District Primary Education Programme (DPEP) a component of SSA targeting primary schools in select districts as given in Table 7.1.

During Tenth Plan, an allocation of Rs. 17,000 crore has been made for SSA. For 2003-04, BE is Rs. 1951.25 crore, RE is Rs. 2732.32 crore and the final grant is Rs. 2732.32 crore. The total expenditure under SSA for the year 2003-04 was Rs. 3,650 crore.

Monitoring Under SSA

Monitoring under SSA is a three-tiered: monitoring at the local community level, at the state level and the national level. The community, through its representative institutions like village education committees, has been entrusted with the primary level

Goals of Sarva Shiksha Abhiyan

- All 6-14 age children in school/EGS centre/ bridge course by 2003;

- All 6-14 age children complete five year primary education by 2007;

- All 6-14 age children complete eight years of schooling by 2010;

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

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

- Universal retention by 2010.

Table 7.1 – Approved Annual Plans under SSA during 2002-03 and 2003-04

	2002-2003	2003-2004
No. of Districts	592	596
Amount Approved under SSA (Rs. in crore)	3411 crore	8547 crore
Amount Approved under DPEP (Rs. in crore)	2291 crore	1253 crore
Total Amount Approved (Rs. in crore)	5702 crore	9800 crore

Table 7.2 – Physical Items approved in 2002-2003 and 2003-2004

	2002-2003			2003-2004		
	SSA	DPEP	Total	SSA	DPEP	Total
No. of schools approved	18,059	1,640	19,699	67,190	57	67,247
No. of teachers sanctioned	25,782	17,108	42,890,	3,98,189	5,201	4,03,390
No. of school buildings	8,095	8,849	16,944	40,960	1,586	42,546
Additional classrooms	32,028	7,495	39,523	68,779	3,950	72,729
Toilets	39,699	11,130	50,829	46,272	5,488	51,760
Drinking water	26,805	6,590	33,395	33,161	8,053	41,214
Teacher grant (No. of teachers)	21,61,514	8,52,445	30,13,959	29,67,053	3,70,798	33,37,851
School grant (No. of schools)	5,61,558	3,07,414	8,68,972	6,83,303	1,46,143	8,29,446
Repair grants (No. of schools)	5,15,700	0	5,15,700	7,33,000	42,133	7,75,133
Free text books(No. of children)	31139754	14086909	45226663	4.60 crore	1.21 crore	5.81 crore

of ensuring that the schools are functioning effectively. Being local stakeholders, they are best placed to ensure quality education in the schools.

For assisting the various levels of management in the task of monitoring, two kinds of information systems have been developed. One is the Educational Management Information System (EMIS), also known as District Information System on Education (DISE), under which school-level data is collected every year with 30 September as the record date. This was first developed in DPEP in 1995 for capturing school-level information from primary sections. Starting from 42 districts, it grew to 273 districts during the peak of DPEP programme. With the advent of SSA, the system was expanded to the upper primary sections also and to all districts in the country. The data, as on 30 September 2002, was received from 459 districts in the 18 DPEP states. It is expected that the data for 30 September 2003 would become available for all the 600 districts in the country.

The second information system developed is the Project Management Information System (PMIS), in which the emphasis is on recording the progress made, towards the implementation of the annual plans, as well as to capture the quality of the education process. The system has been developed with the assistance of NIEPA and NCERT, and is a complete monitoring framework for every tier of management. Several formats have been

prescribed at various levels to assist in monitoring the implementation of the programme at those levels. Only the abstract useful at the national level is received nationally under the system.

Seeing the enormity of this task of monitoring, assistance has been taken from professional institutions, such as IIMs, departments of education of different universities and the ICSSR institutions. These institutions have been allocated individual states, the number of institutions allocated to the states depending on the size of the State and the extent of monitoring required. A list of such institutions is given in Annexure II. They not only carry out the task of supervision and monitoring but also act as partners of the states in the implementation of the programme. The selected institutions make field visits and send their reports every quarter. Their quarterly visits to select districts help in assessing the ground-level realities.

Apart from the above, an independent agency has also been engaged to monitor the programme from the financial management aspect. The agency selected is the Institute of Public Auditors of India (IPAI) whose patron is CAG, and which consists of personnel formerly working with the Audit and Accounts Department. They take up six states every year for monitoring the financial aspects of the programme, such as fund flow, utilisation of funds, propriety of procurement, etc. This monitoring is apart from the statutory audit of the State Societies as per law and the audit by CAG of India.

Impact of SSA

Implementation of SSA in the first two years of the Tenth Plan has seen significant developments in the field of education sector. There has been a particular emphasis in these two years to ensure that all out-of-school children are brought to school through multi-pronged strategies The focus has been on improving the existing infrastructure of regular schools as well as on alternate strategies for mainstreaming children who are left out of the schooling process due to a number of reasons.

Towards the objective of improving the infrastructure, arrangements have been made to open more than 80,000 new schools and appointing around 4.5 lakh

teachers in the last two years. Further, physical infrastructure has been sought to be improved through provision of more than 1 lakh additional classrooms, around 60,000 school buildings, 1 lakh toilets and 75,000 drinking water facilities. With the objective of improving the quality of teaching and classroom atmosphere, grants are given to all teachers for developing teaching-learning materials, 20-day training is expected to be given to all teachers and free textbooks distributed to all girls and children belonging to Scheduled Castes and Scheduled Tribes. In addition, maintenance grant for civil repairs and a school grant for replacement of equipment is given to all schools.

For children who are difficult to bring to school, SSA has relied on the Education Guarantee Scheme and Alternative and Innovative Education to bring these children to school. In the last two years approvals have been given for getting 1.42 crore children to school.

As a result of all these interventions, the number of out-of-school children has come down from 3.5 crore in 2001 to 2.3 crore in the beginning of 2003-04.

Education Guarantee Scheme and Alternative and Innovative Education

The Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) component of Sarva Shiksha Abhiyan (SSA) is operationally proactive and provides avenues to children in the age group of 6-14 years. This component was designed to cover those children who are habitants of remotely located inaccessible habitations, never been to school, dropouts or could not continue/complete their elementary education because of one or the other reason.

EGS & AIE is, therefore, a vital component of SSA for achieving Universalisation of Elementary Education (UEE). It has the following broad strategies:

● Setting up of EGS schools in school-less habitations.

● Interventions for mainstreaming of 'out-of-school' children through bridge courses (residential as well

as non-residential), back to school camps, etc.

- Strategies for specific groups of children, who need flexible and innovative interventions to meet their requirements of elementary education.

EGS & AIE programme also envisages centres for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps, etc.

The ratio of sharing of expenditure between the Centre and states on this component is 75:25 respectively. In case of support to voluntary agencies (VAs), Central Government bears 100 per cent cost (within the overall cost ceilings). The EGS & AIE, being a part of SSA, has no separate budget provision and expenditure on the scheme is incurred from overall budget provision of SSA.

The scheme is largely implemented and monitored by state-level societies set up for SSA by the State/UT Governments, which have powers to appraise and approve proposals running either through state agencies or voluntary sector.

The Department of Elementary Education and Literacy persuaded the state governments to constituted state-level GIACs as per the framework of SSA and a Hand Book for EGS/AIE, in order to encourage the participation of NGOs. The GIACs have already been constituted in 22 states. The states of Bihar, Uttaranchal and Uttar Pradesh have processed 289, 272 and 425 proposals respectively from NGOs.

In order to enhance state capacities for implementation of the EGS/AIE scheme in SSA, one national and three regional-level workshops to strengthen the capacity of implementors at state as well as district-level were organised. A three-day national-level workshop was organised in Kolkata in April 2003 and 2004, three regional workshops were organised in Pune, Allahabad and Kolkata.

The Department of Elementary Education and Literacy regularly monitors the implementation of EGS/AIE component in the states through convening quarterly meetings of Alternative Schooling Coordinators of the State SSA programmes regularly, wherein state-wise progress is reviewed, interstate experiences and good practices are shared and the issues concerning the programme are deliberated upon for better execution.

State-wise coverage of children under various interventions of EGS/AIE in the year 2003-2004 is given in Table 7.3.

Approval for bringing 110 lakh children under the EGS/AIE scheme was accorded in the financial year 2003-2004. As against this, the states were able to cover 66 lakh children.

Table 7.3 Sanctions, Operationalisation and Coverage under EGS/AIE 2003-04		
State	No. of children to be covered as per PAB approval	No. of children covered as on March 2004
Andhra Pradesh	4,62,463	2,10,000
Assam	16,60,293	8,19,818
Bihar	10,30,219	6,50,000
Chhattisgarh	1,70,000	1,13,785
Gujarat	3,78,353	22,000
Haryana	44,525	0
Himachal Pradesh	14,676	2,392
Jharkhand	11,73,445	5,96,087
Karnataka	2,78,111	1,49,315
Kerala	19,585	12,000
Madhya Pradesh	2,54,675	2,04,000
Maharashtra	6,30,461	4,98,000
Orissa	9,12,121	6,00,000
Rajasthan	10,51,136	12,46,853
Tamil Nadu	4,75,044	34,900
Uttar Pradesh	6,62,715	4,50,000
Uttaranchal	30,512	32,548
West Bengal	5,50,000	7,35,000
Arunachal Pradesh	17,620	7,600
Delhi	4,15,000	80,000
Goa	0	0
Jammu & Kashmir	2,78,799	54,019
Manipur	0	0
Meghalaya	1,55,000	0
Mizoram	13,632	600
Nagaland	10,500	0
Pondicherry	2,553	NA
Punjab	3,30,005	63,000
Sikkim	2,715	NA
Tripura	98,475	53,475
TOTAL	**1,11,22,633**	**66,35,392**

Approval for bringing 110 lakh children under the scheme was accorded in the financial year 2003-2004. As against this, the states were able to cover 66 lakh children. West Bengal and Rajasthan exceeded their target. Assam, Bihar and Jharkhand, proposed to cover 16.60, 10.30 and 11.73 lakh children under the various strategies of EGS/AIE in 2003-2004, whereas they could bring 8.19, 6.50 and 5.96 lakh children under EGS/AIE interventions respectively.

A scheme for Assistance to Innovative and Experimental Programmes for Education at Elementary Level is also administered by the Department to promote experimentation and innovation for achievement of goals spelt out in National Policy on Education for Universalisation of Elementary Education (UEE). Under this scheme, proposals are received from voluntary agencies and considered for grant of financial assistance. A national-level Grants-in-aid Committee, under the Chairpersonship of Secretary (Elementary Education and Literacy) is in place to consider such proposals. During the year 2003-2004, 21 proposals from voluntary agencies have been approved by the GIAC for financial assistance.

District Primary Education Programme (DPEP)

The District Primary Education Programme (DPEP) is a centrally-sponsored scheme for holistic development of primary education covering Classes I to V. The three major objectives of the DPEP are to (i) reduce drop-out rates to less than 10 per cent, (ii) reduce disparities among gender and social groups in the areas of enrolment, learning achievement, etc. to less than 5 per cent and (iii) improve the level of learning achievement compared to the baseline surveys.

The programme components include construction of classrooms and new schools, opening of Alternative Schooling Centres, appointment of new teachers, setting up early childhood education centres, strengthening of State Councils of Educational Research and Training (SCERTs)/District Institutes of

Educational Training (DIETs), setting up of Block Resource Centres/Cluster Resource Centres, teacher training, development of teaching-learning material, special interventions for education of girls, SC/ST, working children, etc. Initiatives for providing integrated education to disabled children and distance education for teacher training have also been incorporated in the DPEP Scheme.

Additionality Factor of DPEP

DPEP is based on the principle of 'additionality' and is structured to fill in the existing gaps by providing inputs over and above the provisions made under Central and State Sector Schemes for primary education.

District Selection Criteria

(a) Educationally backward districts with female literacy below the national average, and

(b) Districts where Total Literacy Campaigns (TLCs) have been successful leading to enhanced demand for elementary education.

Funding of the Project

DPEP is an externally aided project. 85 per cent of the project cost is met by the Government of India and the remaining 15 per cent is shared by the concerned State Government. The Government of India share is resourced through external assistance. External assistance of about Rs. 6938.00 crore, comprising Rs. 5137.00 crore as credit from IDA and Rs. 1801.00 crore as grant from EC/DFID/UNICEF/Netherlands has been tied up for DPEP, till date.

Coverage of DPEP

At present, DPEP is in operation in 9 states covering 129 districts as indicated in Annexure III. DPEP at its peak, was operational in 273 districts in 18 states. However, with the progressive closure of different phases of the programme, it now exists in 129 districts only.

Monitoring and Evaluation of DPEP

The programme is periodically reviewed through the mechanism of Joint Review Missions, Project Management Information System (PMIS), Educational Management Information System (EMIS), programme impact studies, etc. A mid-term in-depth review of DPEP Phase-I, II and III states have also been carried out by the Joint Review Missions in 1997-98, 1999-2000 and 2003-04. The reviews and evaluation 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/drop-outs with increased community involvement and improvements in classroom processes.

Allocation of Funds under DPEP

Position of Budget Estimates, Revised Estimates and Actual Expenditure for last three years is given as under:

Table 7.4 – Actual Expenditure for last three years

(Rs. in crore)

Year	BE	RE	Actual
2000-01	969.00	820.00	856.39
2001-02	1098.00	1198.00	1198.00
2002-03	1380.00	1380.00	1285.03
2003-04	1200.00	800.00	791.19

Expenditure on DPEP

The cumulative expenditure on DPEP up to February 2004, works out to Rs.6076.75 crore and the cumulative reimbursement to Rs. 4807.51 crore. Expenditure incurred during the financial year 2003-04 is Rs.847.68 crore and reimbursement Rs.609.57 crore.

Disbursement

Against the tied up Credits and Grants totalling US $1370.07 million (SDRs 933.774 million) and Pound 151.41 million equivalent to Rs.6064.55 crore, the total disbursement up to 31-3-2004 is US $965.759 million and Pound 64.098 million equivalent to Rs.4807.50 crore. Disbursement during 2003-2004 under all the Credits and Grants is US$ 169.94 million and Pound 14.977 million equivalent to Rs.896.96 crore.
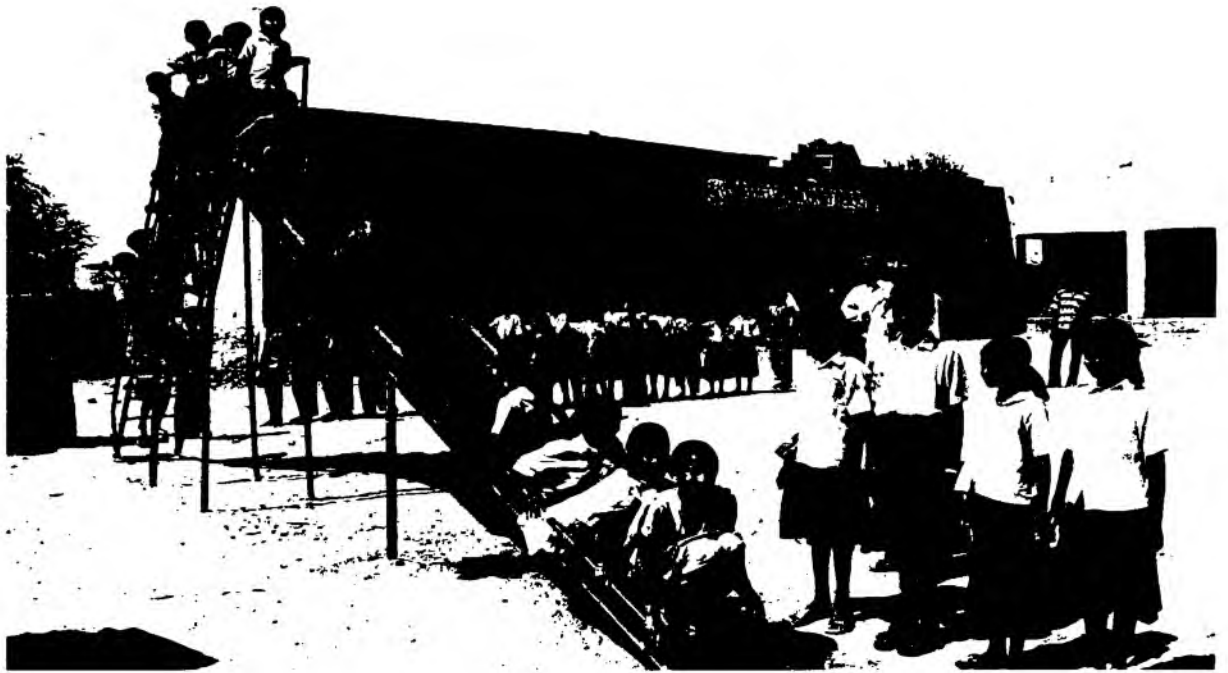
Janshala (GoI-UN) Programme

Janshala (GoI-UN) Programme is a collaborative effort of the Government of India and five UN agencies – UNDP, UNICEF, UNESCO, ILO and UNFPA – to provide programme support to the 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, SC/ST/Minorities, working children, and children with specific needs. A unique feature of 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.

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 nine 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 which was to conclude on 31 December 2002 has been extended for two years, i.e. till 31 December 2004.

Achievements

All the states have covered the programme areas with microplanning which include formation and capacity building of VECs, MTAs and PTAs. States have also held orientation and training programmes for the VEC members to ensure their continued involvement with the schools. Nearly 20,000 habitations/schools have been covered under this activity so far. Involvement of the community was particularly high in the alternative schools opened under the programme. More than 3,000 alternative schools opened under the programme in unserved habitations in rural areas and slums in urban areas provide access to nearly 120 thousand 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 beneficiaries of this intervention were girls who were out-of-school. A few residential bridge course camps exclusively for adolescent girls are run by the programme in Andhra Pradesh and Uttar Pradesh. 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.

Some of the other major areas of achievement are in teacher training, multigrade teaching, intervention for

education of the disabled, setting up of block and cluster resource centres, strengthening of schools, ECCE and ICDS centres, strengthening capacities at state, district and block level. Approximately 3 million primary school children are expected to benefit from the programme. Nearly 58,000 teachers have been provided with at least one or two rounds of training on different pedagogical aspects and also provided resources for preparation of improved teaching-learning materials (TLMs). About 18,000 schools under the programme areas have been provided resources for infrastructural improvement.

All Janshala states have formulated strategies to address the multigrade classrooms with improved classroom practices and TLMs. Rajasthan has recently developed textbook-based multigrade teaching materials for classes III, IV and V. Jharkhand is also trying out new multigrade teaching materials in 40 formal schools and 40 alternative schools with assistance from Rishi Valley. Similar efforts have also been undertaken by Chhattisgarh, Maharashtra and Orissa in the field of multigrade teaching. For the benefit of the educational administrators and the programme functionaries, a two-day national workshop on multigrade teaching was organised by Janshala, which was attended by all SSA states. Janshala states too, organised workshops on life skills with the help of UNICEF and UNFPA. As a part of capacity building, a five-day training on educational and administrative matters were conducted for 104 Block Education Officers in SIEMAT, Allahabad. As a result of these interventions, an all-round improvement has been reported in enrolment and retention of children in the schools.

Andhra Pradesh

In Andhra Pradesh, focus of the programme during 2003-04 was on quality improvement. Activities like multigrade and multi-level teaching were undertaken along with the educational cause of the focused groups through madrasas, community schools for Oriya children, residential bridge course camps, and integrated schools. Community monitoring is an important aspect of the programme in Andhra Pradesh. 'School on Wheels' – model of a school in a van, has captured the attention of the community and it has helped to create

awareness on education among the members. 'Activity Bank on Science Experiments', introduced in the state, is a very low-cost experiment which has been liked by all children. 17 interventions of Janshala have been identified as 'best practices' of the programme by the State Government which are being documented for dissemination in other districts under SSA.

One of the features of the programme in Chhattisgarh is that the girls outnumber boys, both in government schools and AS centres, in urban as well as tribal areas. Due to involvement of women organisations like Dai Didi Samitis, Didi Banks, etc., attitudinal changes have been brought among girls towards education. Multigrade teaching has been introduced in government schools and AS centres. Community mobilisation is another area where the programme has done comparatively well.

Major activities taken up by the programme include micro-planning, teacher's training, training of VEC members, training of CRC coordinators, orientation of the functionaries of Education Department, supply of books for libraries, computerisation of micro-planning data, workshop on multigrade teaching, preparation of awareness materials and camps for identification of handicapped children. The number of out-of-school children at the beginning of this academic year was more than 65,000, which has been brought down to less than 10,000 by the end of March 2004. Effective and quality micro-planning as a tool for addressing community empowerment for school management, has been one of the major strengths of the programme. Enrolment in CBSs – especially that of girls – is encouraging in the areas under the programme. One of the major objectives is to improve teaching methodology and training is being imparted to all teachers on multigrade with the help of Rishi Valley Institute. Life skill has been another area where the programme has initiated various interventions and experiments successfully. Module for community mobilisation, teachers' training packages and monitoring processes initiated through CRCs/BRCs

Major Achievement of DPEP

- 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 2 million children are covered by the 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 600.00 lakh in 2002-03.

- The school infrastructure created under DPEP has been considerable. Works completed include 50,230 school buildings, 55,438 additional classrooms, 16,164 resource centres, 26,167 repair works, 60,411 toilets, and 20,728 drinking water facilities. Another 3,710 school buildings, 4,853 additional classrooms, 1,285 resource centres, 4,373 toilets, 2,349 drinking water facilities and 2,337 repairs are in progress in the 129 districts of 9 states where the project continues.

- The total number of children with disabilities enrolled in DPEP is 3,85,947, which represents almost 71 per cent of the 5,44,323 children with disabilities identified in the 9 DPEP states. 6 lakh teachers have been trained in IED in DPEP through various teacher-training programmes. Aids and appliances have also been provided to disabled children through convergence with various schemes. Attempt to incorporate barrier-free features in new school buildings are in progress.

- Despite the increase in enrolments over the years, the average Student Class Ratio (SCR) for schools covered under DPEP was 42 in 2002-03 compared to nearly 50 in 1996-97.

- The Gross Enrolment Ratio (GER) for Phase-I States was around 93 to 95 per cent for the last three years. After the adjustment for the Alternative Schools/Education Guarantee Centres' enrolment, the GER in 2001-02 works out above 100 per cent. In the districts covered under subsequent phases of DPEP, the GER, including enrolment of AS/EGS, was above 85 per cent.

- A study was conducted to estimate the dropout rate from the 2001-01 and 2001-02 EMIS data on enrolment and repeaters, using the Reconstructed Cohort Method. The percentage of children who dropped out between Grade 1 and the last grade of primary school was found to be less than 10 per cent in 20 out of the 102 districts and less than 20 per cent in one-third of the districts. The gender gap was less than 5 per cent points in 62 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 drop out rate. Reports of the study from four states have been received. These studies highlighted both home background and school-related factors responsible for children dropping out from school. The parents of dropouts, in general were poor and uneducated who could provide little help to the child in studies. The prominent school-related factors were shortage of teachers, their inability to provide remedial teaching, lack of facilities and congenial atmosphere in schools that make schools unattractive to the child.

- 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 per cent to 49 per cent, while this increase in the subsequent phases of DPEP districts has been from 46 per cent to 47 per cent.

- Village Education Committees/School Management Committees 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 3,380 resource centres at block level and 29,725 centres at cluster level have been set up for providing academic support and teacher training facilities.

- According to Terminal Assessment Survey conducted in 49 Phase-I districts in 2001, and 83 Phase-II districts in 2003, in over 95 per cent districts the average marks in Class I tests of both Language and Mathematics, exceeded 60 per cent, whereas in Class III/IV, the percentage of districts in which the average marks exceeded 60 out of 100 was 43.2 in language and 28.8 in Mathematics tests.

- Some of the significant milestones achieved in the quality improvement initiatives under the District Primary Education Programme include organisation of frequent need-based decentralised training programmes; child-friendly textbooks developed with intensive participation of teachers; extension of onsite academic support to teachers; establishment of resource centres and provision of teachers grant for TLM preparation.

are some of the 'best practices' adopted by SSA from Janshala, Jharkhand.

Major activities undertaken by Janshala, Karnataka are micro-planning, community mobilisation, teacher training, development of TLM material to be used in multigrade situation, training of VPICs/BRCs, etc. A 45- day special training was organised for about 500 teachers on IED, in addition to a 3-day general training to all teachers of the schools. Programme introduced child portfolios for all children of classes I-IV to improve their writing skills. Micro-planning processes, module for capacity building of SDMCs and village education plan are some of the best practices absorbed from Janshala, Karnataka. Out of a total number of 6,574 differently-abled children, all except 795 have been brought into schools and 403 children are given home-based training.

The other major initiative undertaken by Karnataka is the Nali Kali method of classroom transaction for handling the multigrade and multi-level situation. This method of teaching has created the right ambience for the child to learn in a child-friendly and fun-filled way. This is being practiced in Classes I, II and III of all the schools under the programme area and it is expected that by the end of 2004, it will be expanded to Class IV as well. This method has been very well accepted by the teachers and the community and some of the private schools have also adopted this model of teaching in Karnataka.

Drinking water and sanitation project (SWASTHH) taken up by in collaboration with UNICEF, has been highly successful and is worth emulating in other parts of the country. This has been implemented through convergence with various social sector departments. A curriculum incorporating the components of health and sanitation has been prepared in a holistic manner. Compound walls around schools, drinking water facility, separate toilets with water facility for boys and girls, gardening in the school compound, health, hygiene, sanitation, etc. are some of the components of this intervention.

Major activities undertaken are community mobilisation and strengthening of community-based organisations, improving access, enhancing the competency of teachers, providing computer-based interactive training to teachers and resource persons, special focus on

disadvantaged groups such as SC/ST, etc. Head-start training for computer-enabled education, computerisation of clusters, development of 180 activity centres, training of BRCs/ BACs/Janshikshaks, etc. are some of the other achievements during April to December 2003. Some of the good practices of Janshala to be continued under SSA are school improvement plan, life skill education and development of activity centres.

Maharashtra

During the year 2003-04, Janshala opened 181 additional AS centres and 166 seasonal bridge courses. The project is also running 404 balwadis for school-preparation of the children. All teachers of Classes I-IV were given training on multigrade teaching and MGT extended to Classes III and IV during 2003-04. Life skill workshops were conducted with the help of NGOs in Nasik and Thane and development of special programme for improving achievements in Maths with the help of Pratham, a leading NGO in Maharashtra.

Orissa

Capacity building, quality improvement and girls education were the thrust areas for the programme during 2003-04. Programme completed three rounds of 7-day training of all the teachers. Some of the major activities undertaken are: introduction of multigrade teaching, preparation of TLM and its use in multigrade and multi-level situations, empowering community, etc. Janshala has adopted 100 schools for quality

improvement with particular reference to multigrade teaching. Some of the best practices like adolescent girls' camps, bridge course module and teacher training packages have been incorporated in the SSA Plans.

Rajasthan

The programme is being implemented only in the urban areas of Rajasthan. As on 30 September 2003, 1,56,062 children have been enrolled in government schools, AS centres and bridge courses. At the start of the programme, the total number of out-of-school children was 90,030 which stands reduced to 5,070 as on 31 December 2004. These are the hard-core children who have never been enrolled. Nearly 200 AS centres and 300 bridge courses were operational under Janshala in Rajasthan and after mainstreaming of 7,174 children, number of bridge courses stands reduced to 68.

Multigrade teaching has been introduced in Classes I-V in AS centres and Classes I and II in government schools. In addition to regular teacher training and HMs training, training on MGT, IED, life skill education, health and sanitation, fortnightly and monthly workshops for the AS instructors and government schools teachers are also being undertaken on a regular basis.

Uttar Pradesh

Janshala has played a vital role in bringing about attitudinal changes in the parents especially towards the education of girls. A steady improvement has also been

Drinking water and sanitation project (SWASTHH) of Karnataka, taken up in collaboration with UNICEF has been highly successful and is worth emulating in other parts of the country. This has been implemented through convergence with various social sector departments.

noticed in the enrolment and retention of children and thus dropout rate has also been reduced considerably. 9,646 children (4,296 boys and 5,350 girls) are still out-of-school and efforts are being made to bring these hard-core children into school.

Major activities undertaken are conducting various workshops on multigrade teaching, microplanning and school mapping in all villages, VECs training, HMs training, supply of aids and appliances for disabled children, training of anganwadi workers, 10-day familiarisation training of teachers for computer-enabled education, opening of 273 AS centres with the help of NGOs, one residential and 24 (6 urban and 16 rural) non-residential camps for adolescent girls, 40 summer camps for 15 days each, remedial teaching, reading and writing skills development, etc. Janshala has also opened a number of ECCE centres under the programme area. The other areas of success for the programme in Uttar Pradesh are, convergence with other departments, and work in the field of Girls' Education. Five-day residential camps called 'Khushi' camps are being organised for the benefit of the adolescent girls in all blocks of the programme.

Janshala, in collaboration with CARE-India, has developed a social learning package for children of Grades IV and V studying in government schools of the entire block of Mohanlalganj of Lucknow. The learning package will include broader societal understanding, development of life skills, development of critical and informed thinking in context of the learners' own lives, etc. Package includes a range of themes, like cleanliness, interdependence in nature, marriage, health, inequality and banking. Training will be imparted through role-play, games, stories, projects, etc. Depending on the performance of this intervention, it will be expanded to other blocks as well.

Research and Documentation

● Published a report on the study conducted by the National Institute of Urban Affairs (NIUA) on the educational needs of urban deprived children

● Report on the study commissioned to Dr. Lalit Kishore on the national-international experience of multigrade by UNESCO in collaboration with Janshala is ready. The study, apart from documenting the initiatives in the field of multigrade, has also come up with a set of recommendations, which, perhaps, would be useful for practitioners in this area.

● Janshala brought out a compilation of the state-wise review reports prepared by successive review missions.

● A thematic document on the programme has also been published.

Teacher Education

In accordance with the National Policy on Education (NPE) and Programme of Action (POA),1986, a centrally-sponsored scheme of Restructuring and Reorganisaton of Teacher Education was taken up in 1987 to create a strong institutional infrastructure and 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 envisages setting up of District Institutes for Education and Training (DIETs) in each district, to provide academic and resource support to elementary education teachers and

Table 7.5 – DIETs, CTEs and IASEs Sanctioned up to 31.3.2004							
Name of State/UT	No. of Districts	No. of DIETs sanctioned			No. of CTEs/ IASEs sanctioned			Whether strengthening of SCERTs sanctioned
		Upgraded	New	Total	CTEs	IASEs	Total	
Andhra Pradesh	23	23	-	23	4	10	14	Yes
Arunachal Pradesh	13	1	10	11	0	0	0	-
Assam	23	12	7	19	10	0	10	Yes
Bihar	37	24	-	24	4	-	4	-
Chhattisgarh	16	7	-	7	1	1	1	-
Goa	2	1	-	1	0	0	0	-
Gujarat	25	16	7	23	7	4	11	-
Haryana	19	12	5	17	0	1	1	Yes
Himachal Pradesh	12	2	10	12	1	0	1	Yes
Jammu & Kashmir	14	10	4	14	2	0	2	Yes
Jharkhand	18	10	-	10	1	-	1	Yes
Karnataka	27	16	4	20	10	1	11	Yes
Kerala	14	13	1	14	3	1	4	Yes
Madhya Pradesh	45	33	5	38	6	2	9	Yes
Maharashtra	35	25	5	30	4	1	5	Yes
Manipur	9	2	6	8	1	0	1	Yes
Meghalaya	7	3	4	7	2	0	2	Yes
Mizoram	8	8	-	8	1	0	1	Yes
Nagaland	8	2	4	6	1	0	1	Yes
Orissa	30	13	4	17	6	3	9	Yes
Punjab	17	10	7	17	2	1	3	-
Rajasthan	32	22	8	30	7	4	11	Yes
Sikkim	4	1	2	3	0	0	0	-
Tamil Nadu	30	14	15	29	5	2	7	Yes
Tripura	4	2	2	4	1	0	1	Yes
Uttar Pradesh	70	54	16	70	3	3	6	Yes
Uttranchal	13	8	2	10	-	-	-	-
West Bengal	18	13	3	16	4	2	6	Yes
A & N Islands	2	1	-	1	0	0	0	Yes
Delhi	9	1	6	7	0	2	2	Yes
Pondicherry	4	-	1	1	0	0	0	-
Lakshadweep	1	-	1	1	0	0	0	-
Daman & Diu	2	-	-	-	-	-	-	-
Dadra & Nagar Haveli	1	-	-	-	-	-	-	-
Chandigarh	1	-	-	-	-	-	-	-
Total	**599**	**359**	**139**	**498**	**86**	**38**	**124**	

non-formal and adult education instructors. It also envisages upgradation of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs) and Institutions of Advanced Studies in Education (IASEs) for organising pre-service and in-service training for secondary teachers and providing extension and resource support to secondary schools. IASEs are also, in addition, expected to conduct programmes for the preparation of elementary teacher educators; conduct in-service training for elementary and secondary teacher educators, and principals of secondary schools, engaged in advanced level fundamental and applied research, especially of inter-disciplinary nature and provide academic guidance to DIETs and support services to CTEs. The scheme also includes strengthening of SCERTs in states.

Central Government provides financial assistance to states and UTs for setting up DIETs, CTEs/IASEs and strengthening of SCERTs. DIETs are established either by upgrading existing Elementary Teacher Education Institutions (ETEIs) or by setting up new ones in districts which have no existing institutions. Land for the purpose is provided by state governments free of cost. IASEs and CTEs are set up by upgrading existing Secondary Teacher Education Institutions (STEIs) (including University Departments of Education). A total of 498 DIETs, 86 CTEs and 38 IASEs have been sanctioned up to 31.3.2004 under the scheme. State/UT-wise break-up is given in Table 7.5.

On the recommendation of the Working Group on Elementary and Adult Education for Tenth Five Year Plan, a substantial revision has been effected in the scheme for improvement in the quality of teacher education and revised guidelines for implementation of the Teacher Education Scheme in the Tenth Five Year Plan period have been circulated to states/UTs in January 2004. The revised Teacher Education Scheme for the Tenth Plan period has the following objectives:

(i)   Speedy completion of DIET/CTE/IASE/SCERT projects sanctioned but not completed up to the end of the Ninth Plan period,

(ii) Making DIETs, CTEs, IASEs and SCERTs

sanctioned and strengthened up to the Ninth Plan period, optimally functional and operational,

(iii Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary.

(iv) Improvement in the quality of programmes to be undertaken by DIETs, etc. – especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievement.

The actual operationalisation of the scheme has been envisaged at two levels. The first part to be undertaken by the state governments, and the second to be coordinated at the national level, with the support of apex institutions like National Council for Teacher Education (NCTE), National Institute for Educational Planning and Administration (NIEPA), National Council for Educational Research and Training (NCERT), universities, etc. States would be required to formulate Plans for the Tenth Plan period as per their actual needs in two phases. In the first phase, plans up to March 2005 would be prepared and in the second phase detailed plans for the remaining two years of the Tenth Plan will be drawn. Central funding for teacher education would be based on these plans to be approved by the Teacher Education Approval Board and would be applied conditionally on the states putting in place appropriate reforms, such as recruitment and placement policies for teacher educators. At the national-level, a Teacher Education Approval Board, headed by Secretary (Elementary Education and Literacy) would be the authority for approving states' proposals under the Teacher Education Scheme. There is also a provision for setting up of a Teacher Education Resource Group (TERG) which would function as an Advisory Body to review the implementation of the scheme and advise on its future direction. Another important feature is the component pertaining to the use of Information and Communication Technology (ICT) in teacher education, which will be coordinated by the NCTE, in consultation with National Informatics Centre (NIC) and the Department of Information Technology. Provision has been made for a Resource Support

Programme (RSP), with the objective of supporting specialised research and curriculum development for teacher educators.

With a view to utilise Information and Communication Technology (ICT) optimally for enriching teacher education, an Expert Group was established under Chairman, NCTE, and with experts, both from ICT and Teacher Education to give their recommendations on the following:

● Development of appropriate modules on ICT for incorporation in following categories of programmes for teacher educators:

(i) For elementary teacher educators – Pre-service [Master of Education (M.Ed.), Elementary Education] and in-service programmes,

(ii) For secondary teacher educators – Pre-service [M.Ed.] and in-service Education Programmes. Priority to be given to development of ICT modules for in-service education of principals and faculty members of DIETs.

● Development of appropriate modules on ICT for incorporation in following categories of programmes of teacher education:

(i) For elementary teachers - Pre-service (B.Ed./ JBT course) and in-service programmes,

(ii) For secondary teachers - Pre-service (B.Ed.) and in-service programmes.

● Formulation of strategy for:

(a) Identification of existing material, which may be suitable for use in transacting the modules mentioned above, and

(b) Development of new material for the above modules to the extent necessary.

● Working out logistics of organising training programmes in various modules so that:

(a) all teacher educators (especially elementary teacher educators) receive in-service training in ICT module developed, in the shortest possible time, and

(b) All elementary and secondary teachers in the country also receive in-service training in ICT module in phased manned, as quickly as possible.

- Hardware, networking and financial requirements for implementing the strategy.

- Development by Department of Electronics Accreditation of Computer Courses (DOEACC) of a teacher-specific course in ICT, which teachers may be encouraged to take on their own, through incentives like extra increments for its successful completion. The Group has given its report, on which further action is being taken.

Since guidelines for the revised Teacher Education Scheme for the Tenth Plan period could be issued only in January 2004, grants to states/UTs for the financial year 2003-04 were released for salaries and partial grants for programmes for existing DIETs/CTEs/IASEs on an ad-hoc basis. State-wise amounts released during 2003-04 under the Scheme in Table 7.6.

The Budget Estimates and Revised Estimates for the financial year 2003-04 were Rs.207 crore and Rs.150 crore respectively. The funds allocated under RE have been fully utilised.

National Programme of Nutritional Support to Primary Education

The National Programme of Nutritional Support to Primary Education (NPNSPE), popularly known as the Mid-day Meal (MDM) scheme, was formally launched on the 15 August 1995. The objective of the programme is to give a boost to universalisation of primary education by increasing enrolment, attendance and retention, and simultaneously improving nutritional status of children in primary classes studying in government, local body and government-aided schools. From October 2002, the programme has been extended to children studying in Education Guarantee Scheme and other alternative learning centres also.

The programme aims to provide cooked meal to

Table 7.6 – State-wise amounts released during 2003-04 under the Scheme	
Name of State/UT	**Amount in Rs. (lakh)**
Andhra Pradesh	19.33
Arunachal Pradesh	0.91
Assam	5.93
Bihar	00
Chhattisgarh	9.51
Goa	0.54
Gujarat	4.94
Haryana	3.26
Himachal Pradesh	6.32
Jammu & Kashmir	0.2
Jharkhand	00
Karnataka	10.22
Kerala	3.74
Madhya Pradesh	10.64
Maharashtra	10.49
Manipur	1.21
Meghalaya	0.20
Mizoram	3.90
Nagaland	2.96
Orissa	2.40
Punjab	5.89
Rajasthan	9.94
Sikkim	0.63
Tamil Nadu	5.48
Tripura	1.44
Uttar Pradesh	16.61
Uttranchal	7.88
West Bengal	0.62
A & N Islands	00
Delhi	3.71
Pondicherry	0.53
Lakshadweep	0.20
NCERT	0.05
NIEPA	0.02
TA & office equipment (S&S)	0.30
Total	**150.00**

children through local implementing agencies. Foodgrains (wheat and rice) are provided free of cost by Central Government at the rate of 100 gm per child per school-day where cooked meals are served, and 3 kg per student per month where foodgrain is being distributed.

Cost of transportation is also reimbursed to District Authorities/State Agencies for movement of foodgrains from the nearest FCI godown to the schools, subject to a maximum of Rs. 50 per quintal.

Year-wise number of children covered, quantity of foodgrains allocated and lifted, and expenditure incurred under the programme are given in Table 7.7

At present, 29 states/UTs are providing cooked meals to about 5.79 crore children accounting for 54.8 per cent of the total target group of 10.56 crore children. According to available information, 13 states and 6 UTs namely, Andhra Pradesh, Chhatisgarh, Gujarat, Karnataka, Kerala, Maharashtra, Mizoram, Nagaland, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttaranchal, Andaman and Nicobar Islands, Dadra and Nagar

Haveli, Daman and Diu, Pondicherry, Lakshadweep, and Chandigarh are providing cooked meals across the respective states/UTs. while it is being provided partially in Bihar (2,579 schools), Haryana (17 blocks), Himachal Pradesh (3 tribal districts), Goa (3 blocks), Jharkhand (200 schools), Madhya Pradesh (Tribal blocks), Meghalaya (12 districts), Orissa and Madhya Pradesh (tribal areas), Punjab (17 blocks). West Bengal (6000 schools) and Delhi (1924 schools).

In Karnataka, 20 NGOs, including ISKCON, are serving cooked meals to about 1.16 lakh children studying in 670 schools under overall supervision of the State Government. In addition, ISKCON also covers over 26,000 students of nursery, upper primary and secondary level of Bangalore Rural District. Recently a model for public-private partnership has evolved in Hyderabad where the Nandi Foundation manages a central kitchen to provide cooked meals to about 2 lakh children in Hyderabad.

States have been permitted to construct kitchen shed in rural schools from funds available under Sampurna

Year	No. of children covered (in crore)	Quantity of food grains (in MTs)		Expenditure incurred (Rs. in crore)
		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	1299.00
2001-02	10.35	2862475	2076764	1030.27
2002-03	10.36	2837467	2176830	1099.03
2003-04	10.56	2684067	2096904	1375.00

Table 7.7 – Year-wise number of children covered, quantity of foodgrains allocated and lifted, and expenditure incurred

Gramin Rozgar Yojana (SGRY) and for urban schools from those available under National Slum Development Programme (NSDP) and Urban Wage Employment Programme (UWEP) component of Swarna Jayanti Shahri Rojgar Yojana (SJSRY).

States have also been advised to utilise services of Self-Help Groups for cooking purposes as much as possible.

It has also been decided to earmark a minimum 15 per cent of the Additional Central Assistance (ACA) allocated to states under Pradhan Mantri Gramodaya Yojana for cooking mid-day meal from the financial year 2004-05, so as to help them in meeting a part of the cooking cost.

Shiksha Karmi Project

Shiksha Karmi Project (SKP) aims at universalisation and qualitative improvement of primary education in remote, and 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 Universalisation of Elementary Education (UEE). It was realised that a primary school in a remote village, with a non-resident teacher, often tended to become dysfunctional, and both parents and children failed to relate to such an institution, leading to high dropout rates. Under SKP,

local teachers who are less qualified but especially trained, replace regular teachers. A Shiksha Karmi (SK) is a local person with a minimum educational qualification up to Class VIII for men, and Class V for women. To overcome the basic lack of qualifications, Shiksha Karmis 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.

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

A Shiksha Karmi (SK) is a local person with a minimum educational qualification up to Class VIII for men, and Class V for women. To overcome the basic lack of qualifications, Shiksha Karmis are given intensive training through induction programme as well as periodic refresher courses.

A proposal for the extension of Phase III of SKP for a further period of two years i.e. from 1 July 2003 to 30 June 2005, with revised funding norms of 75:25 between DFID and the Government of Rajasthan is under active consideration.

Non-government organisations (NGOs) and the community play a pivotal role in the implementation of the SKP. The Village Education Committees (VECs) have contributed to the improvement of school environment, augmentation of infrastructure and facilities, larger enrolment of children through school mapping and micro-planning in the Shiksha Karmi schools. Enrolment of girls, their attendance and retention in primary schools is one of the serious challenges in achieving UEE in Rajasthan. The SKP has been able to address these challenges through decentralised initiatives involving the community. At the grassroots level, Panchayat Samitis, Shiksha Karmi Sahyogis, subject specialists of NGOs, Shiksha Karmis and the village community, constantly interact with each other to achieve the aims of the project.

The SKP has emerged as a unique instrument of human resource development. It has enabled rural youth with inherent talent and potential, to blossom into confident para-professionals with self-respect and dignity. There has been a seven-fold increase in the enrolment of children in the schools taken over by the project. A

significant number of children covered by the SK schools belong to SCs/STs. The experience of SKP demonstrates that the motivation of Shiksha Karmis working in difficult conditions can be sustained over a longer period of time by recurrent and effective training, sensitive nurturing, community support, regular participatory review and problem-solving. The success of SKP has brought to it national and international recognition.

Prehar Pathshalas (PPs)– school of convenient timings – under the SKP, provide educational programmes for out-of-school children who cannot attend regular day schools due to their pre-occupation at home. In PPs, condensed formal school curriculum and learning materials are followed. During Phase III, 27,835 girls have benefited from this facility. Under the innovative and experimental activities, Angan Pathshalas have proved effective in attracting girls to primary schools. Mahila Sahyogis have been successful 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 inbuilt monitoring process at 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.

As on 31.3.2004, SKP was functioning in 31 districts, 150 blocks and 3,650 villages in Rajasthan. There are 3,477 day schools and 1,885 Prehar Pathshalas with an enrolment of 2.74 lakh children.

During 2003-04, the Department has released Rs. 10.00 crore against DFID share which is over and above the unspent balance of Rs.17.17 crore (audited) available with SKP as on 1.4.2003. SKP has reported an expenditure of Rs. 28.80 crore (tentative) against DFID share up to March 2004.

A proposal for extending Phase-III of SKP for a further

period of 2 years i.e. 1 July 2003 to 30 June 2005 with an outlay of Rs.96.35 crore to be contributed by DFID, UK and the Government of Rajasthan on the revised funding norms of 75:25 respectively is under consideration of Government of India.

National Council for Teacher Education

National Council for Teacher Education (NCTE) was established in August 1995 under the 'National Council for Teacher Education Act, 1993 (No.73 of 1993)' as a national-level statutory body for achieving planned and coordinated development of teacher education system throughout the country and for regulation and proper maintenance of norms and standards of teacher education. Some of the major functions of NCTE are laying down norms for teacher education courses, recognition of teacher education institutions, laying down guidelines in respect of minimum qualifications for appointment of teachers, surveys and studies, research and innovations, prevention of commercialisation of teacher education, etc. The Council functions through four Regional Committees (RCs) as given in Table 7.8.

Recognition of Teacher Education Institutions

On the recommendations of the Committee set up by the Government of India to review the functioning of NCTE, the application form to be submitted by an institution seeking grant of recognition to run a teacher education programme is being digitalised. In October 2003, NCTE revised the amount of processing fee payable along with the application form by institutions seeking grant of recognition for conducting various teacher education programmes, from Rs. 5000/- to Rs.40,000/-. Government institutions are, however, exempted from payment of processing fees. As a result of enhancement of processing fees, there has been a collection of revenue to the tune of Rs.10.5 crore during 2003-04. Four Regional Committees of the Council located at Jaipur, Bhopal, Bhubaneswar and Bangalore are empowered to grant recognition to teacher training institutions. As on 31.3.2004, 2,995 teacher training institutions offering 3,329 courses have been recognised by NCTE with an approved intake of 2,56,477 teacher trainees.

Performance Appraisal

NCTE has introduced a Performance Appraisal System

Table 7.8 – Regional Committees (RCs)	
Name of Regional Committee	**States falling within RCs jurisdiction**
Northern Regional Committee (NRC), Jaipur	Haryana, Himachal Pradesh. Punjab, Rajasthan, Uttar Pradesh, Uttaranchal, Chandigarh and Delhi.
Southern Regional Committee (SRC), Bangalore	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Andaman and Nicobar, Lakshwadeep and Pondicherry.
Western Regional Committee (WRC), Bhopal	Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadar and Nagar Haveli and Daman and Diu.
Eastern Regional Committee (ERC), Bhubneshwar	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura and West Bengal.
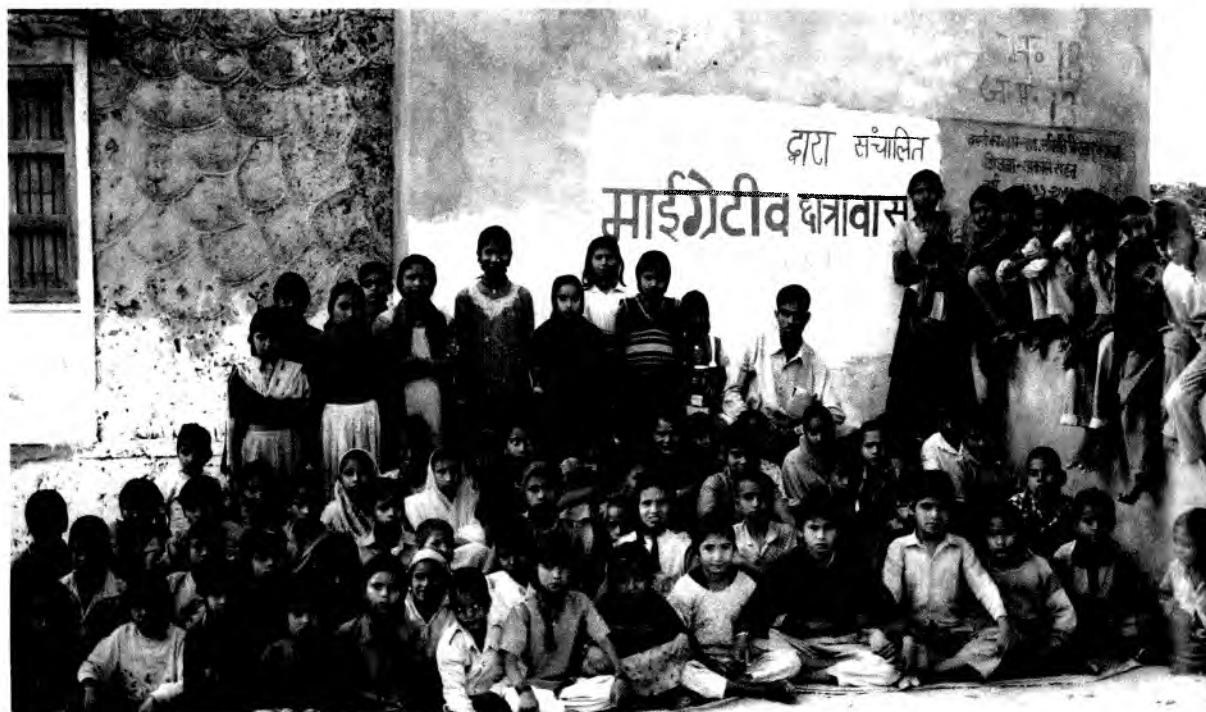
in terms of Section 12 (k) of the NCTE Act. The Performance Appraisal Report (PAR) format has been evolved by NCTE on the basis of certain parameters that reflect the quality of the course transaction and adherence of the institution to NCTE regulations. The format of the Performance Appraisal Reports (PARs) developed for the purpose has been digitalised and a programme has also been developed to prepare analytical report on the basis of PARs data.

Inspections u/s13 of the NCTE Act

Under Section 13 of the NCTE Act, 244 teacher education institutions were inspected during 2002-03 and 2003-04 viz up to March 2004. (see Table 7.9)

Training of Untrained Teachers

The large number of untrained teachers in North Eastern states, Bihar, Orissa, Madhya Pradesh and Rajasthan has been an area of concern for NCTE. To overcome the problem, NCTE has been encouraging state governments to develop special training programmes for the training of untrained in-service teachers. As a result, Rajasthan, Orissa, Gujarat have developed special training programmes in distance mode and have obtained approval of NCTE. A programme of six-month duration called 'Certificate in Primary Education' has been developed by IGNOU and approved by NCTE for the training of the untrained in-service primary teachers of North-Eastern states and Sikkim. During 2003-2004, 2,000 primary/upper primary teachers of Sikkim, 500 primary/upper primary teachers of Assam and 500 primary/upper primary teachers of Tripura have already been covered under this programme. The effort in this regard will be continued by NCTE.

Expansion of the Facility of Elementary Teacher Training

The NCTE has reviewed the matter relating to availability of trained teachers to meet the requirement under Sarva Shiksha Abhiyan. The Council has taken certain major policy decisions in this regard in June 2003, such as increase of intake capacity in the DIETs up to 200 seats, issuance of NoC by state governments to existing B.Ed institutions to start elementary teacher training programme up to the intake for which they have been allowed to run B.Ed., encouraging other organisations and institutions in the non-government

sector with credible experience of in-service elementary teacher training, for starting elementary teacher training programmes, encouraging state governments having surplus B.Ed candidates to come up with state-specific programmes. Governments of Uttar Pradesh and Gujarat have developed a programme of six-month duration for surplus B.Ed candidates to make them eligible for teaching in primary classes.

A meeting of SCERT Directors was held on 17 September 2003 at NCTE Headquarters to discuss modalities for implementation of various decisions taken by NCTE. In this meeting, state representatives presented requirement of trained teachers vis-à-vis availability of teacher training institutions to meet the demand, and action being taken by their governments to expand facilities for elementary teacher education.

To meet the demand of additional trained teachers at elementary level during the Tenth Plan period to attain the objective of universalisation of elementary level education under SSA, the Council, inter-alia, decided to review the existing regulations and amend provisions which were coming in the way of NCTE playing the role of a facilitator. The Committee constituted for the purpose has recommended certain amendments to the existing norms and standards for various teacher education programmes and other requirements including the norms for elementary teacher education programme. The important amendments suggested by the Committee relate to the nature of land holding by the institutions, essential documents to be submitted

with the application, amount of endowment fund for diploma/certificate-level teacher training programmes, inclusion of compulsory internship in elementary teacher education programme and teacher pupil ratio in elementary teacher education programme. Recommendations of the Committee have been approved by the Council and are being notified. Besides, the requirement of No Objection Certificate (NoC) from State/UT Governments has been dispensed with for a period of three years in respect of institutions already recognised by NCTE for running B.Ed course, to start elementary teacher education course, and in respect of other institutions wishing to start courses or training in pre-school teacher education or nursery teacher education.

Curriculum Renewal

To ensure relevance and responsiveness of the teacher education system to the demands of school education on a continuing basis, it is imperative to review and update teacher education curricula at regular intervals. The Council has developed two approach papers, viz on (i) Elementary teacher education curriculum renewal, and (ii) Secondary teacher education curriculum renewal. In the approach paper for elementary teacher education curriculum renewal, a provision for internship has been made. These will be discussed in regional seminars. On the basis of the feedback obtained from such seminars, the draft curriculum framework will be prepared and presented for discussion at one or two national-level seminars. After these seminars, a task

Table 7.9 – Regional Committees (RCs) of the NCTE Inspected during 2002-03 and 2003-04		
Name of the Regional Committee	Number of Institutions inspected	
	(2002-2003)	(2003-04)
SRC	38	35
WRC	26	45
NRC	25	45
ERC	30	0
Total	119	125

force will finalise the framework. So far, two regional seminars at Bhubaneswar and Pondicherry on 27-28 October 2003 and 30-31 October 2003 have been held. Two more regional seminars in the Northern and Western Regions are being planned in near future.

Regulations regarding Teacher Education Courses and their Review

In pursuance of the mandate given Under the Act, NCTE has so far laid down regulations prescribing norms and standards for the following 12 teacher education programmes:

- Pre-School Teacher Education Programme
- Nursery Teacher Education Programme
- Elementary Teacher Education Programme
- Bachelor of Elementary Education (B.El.Ed.) Programme
- Secondary Teacher Education Programme
- B.Ed. (Open and Distance Learning System)
- Master of Education (M.Ed.) Programme
- Master of Education (M.Ed.) Programme (Part Time)
- M.Ed. (Open and Distance Learning System)

- Certificate in Physical Education (C.P.Ed.) Programme
- Bachelor of Physical Education (B.P.Ed.) Programme
- Master of Physical Education (M.P.Ed.) Programme

The above regulations are being reviewed from time to time keeping in view the developments taking place in the field of teacher education and also difficulties being faced by state governments and teacher education institutions. The Council set up a Committee of experts to revise the existing norms and standards for B.El.Ed. programme to make it more acceptable. The Committee has given its recommendations, which will be placed before the Council for further action.

The Council has also taken up the task of developing norms and standards for teacher training programmes in art education. The Committee set up for the purpose has finalised draft norms for two courses – Diploma in Art Education and Bachelor of Fine Arts (B.F.A.) These will be placed before the Council for consideration and approval. Further, on the directions of the Ministry of Human Resource Development, NCTE has constituted a Committee of Experts on Early Childhood Care and Education to suggest various models for preparation of

teachers/instructors and for suggesting outlines of curricula thereof. The Committee has developed a draft approach paper, which is being finalised.

Memorandum of Understanding between NCTE and NAAC

In fulfilment of the provision of Section 12(k) of the NCTE Act to evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognised teacher education institutions, the National Assessment and Accreditation Council (NAAC) and NCTE have entered into an MoU for executing the process of assessment and accreditation of all teacher education institutions coming under the jurisdiction of NCTE.

With the implementation of the scheme of assessment and accreditation of teacher education institutions, each institution will be able to improve its quality constantly, and pursuit of excellence will get institutionalised in the teacher education profession.

NCTE has already laid down regulations making accreditation of the recognised institutions by NAAC mandatory with a grade of B+ on a nine-point scale evolved by NAAC for the purpose of opening new courses or enhancement of intake. This requirement of accreditation by NAAC will, however, not apply to elementary teachers training programmes. Till 31.3.2004, 64 institutions have got themselves accredited by NCTE-NAAC.

Teacher Support

A project titled Teacher Support was initiated by NCTE with an objective of providing professional support to teachers and teacher educators, and for exposing the student-teachers to effective classroom practices. The inaugural issue of Teacher Support was launched on 17 August 2001. Two more issues have been published.

Discrimination based on Sex, Caste, Religion and Disability – Addressing through Educational Interventions

NCTE undertook a project in collaboration with National Human Rights Commission (NHRC) for preparation of a handbook on inculcating non-discrimination with regard to sex, caste, religion and disability. Under the project a handbook titled "Discrimination Based on Sex, Caste, Religion and Disability – Addressing Through Educational Interventions" has been developed for sensitising teachers and teacher educators on these issues. The handbook is being distributed among the recognised teacher education institutions.

Pilot project on contextual Re-orientation of Pre-service Elementary Teacher Education

A Pilot Project on 'Contextual Re-orientation of Elementary Pre-service Teacher Education' has been undertaken during 2002-2003 to fulfil the following objectives:

- To study the teacher preparation programme of a few institutions run by NGOs in rural hilly and tribal areas;

- To study the existing teacher education curriculum followed in DIETs functioning in rural, hilly and tribal areas to find out how far their programmes and activities are related to the needs of the areas concerned;

- To identify educational needs of these areas which ought to be fulfilled by the school; and

- To develop a model of primary teacher training programme suitable for rural, hilly and tribal areas.

Report of the Pilot Project has since been printed and is being circulated amongst teachers and training institutions for wider dissemination.

Calendar of Activities for Teacher Education Programmes

Calendars of activities for secondary teacher education programme (B. Ed) and Elementary Teacher Education – a blueprint of process management have been published and disseminated to recognised teacher education institutions. The Calendars will help institutional heads while planning their activities thereby helping in building up an effective teacher education system based on the three pillars of competence, commitment and performance.

Conceptual Inputs for Secondary Teacher Education

Five modules titled "What is teaching", "How does learning occur?", "How to teach?", "Curriculum Dimensions" and " Knowing how much is learnt" have

been developed under the project titled "Conceptual Inputs for Secondary Teacher Education". The focus of the effort is to relate the theoretical and conceptual inputs to the progress of teacher education and its practices, elaborating the concepts through a series of modules. The modules include themes like nature of teaching, process of teaching, curriculum and the instructional process, organisational context of school and learning environment, teacher and the community, teacher in the context of the profession, etc. The modules are proposed to be widely disseminated.

Perspective Plan 2003-07

NCTE has prepared its Perspective Plan 2003-07 which is a road map giving directions and markers for guiding its programmes and activities for its forward march on the journey for achieving the goal of planned and coordinated development of teacher education in the country. The document highlights the projects and programmes vis-à-vis its objectives and functions as envisaged in the NCTE Act which NCTE proposes to undertake during the Tenth Plan Period. Major tasks

planned to be carried out are curriculum renewal, development of resource materials, education of teacher educators, etc.

Lok Jumbish Project

The Lok Jumbish Project was started in 1992 in Rajasthan with the aim of providing education for all through people's mobilisation and their participation. As the name itself suggests, *Lok* means people and *Jumbish* stands for a movement or a dynamic activity and, therefore, the spirit of the programme lies in intensive community mobilisation, community support and community based structures.

The first phase, beginning from July 1992 lasted for 2 years, wherein the Lok Jumbish activities were spread over in 25 Development blocks of Rajasthan. The second phase from July 1995 to June 1999, extended the activities of the project to 75 development blocks. SIDA, Government of India and Government of Rajasthan funded these two phases. The third phase of the project from July 1999 to June 2004 is being funded by Department for International Development (DFID), Government of India and Government of Rajasthan in the ratio of 3:2:1 respectively. The scope of the project at present covers 13 districts, which has 102 blocks. Lok Jumbish Parishad is an autonomous body, registered under Rajasthan Societies Act 1958.

Main components of the programme

The programme has the following main components:

Creation of additional educational facilities: 439 new primary schools have been opened in 40 development blocks in the first and second phase of the scheme. The schools have been opened based on the School Mappings and Village Education Plans. 221 primary schools have been upgraded into upper primary schools and 781 posts of additional teachers have been created on the basis of enrolment.

Support for Education of Minorities: Steps have been taken to facilitate teaching of Urdu Language as an additional subject for the minority community children.

Support of the local representatives is being sought for mainstreaming boys and girls. In 47 schools of Barmer, District Urdu classes have been started. During the current year the expansion of this programme is being carried out in 96 schools of two more districts.

Low cost/short-term Hostels: Most of the students belonging to ST families do not get admitted into primary schools because they live in far flung dwellings. Moreover, most of them belong to migrant families. Hence, low cost transient hostel facilities have been provided for these children. In Pratapgarh Development Block (Chittorgarh), 4 such low cost hostels are functioning. 175 boys and girls are taking advantage of this facility. During the academic session 2002-03, 52 short-term hostels have been opened for children especially belonging to families affected by famine. During 2003-04, 30 temporary hostels have been set up.

Sahaj Shiksha Centres (SSC): These centres have been established for children belonging to school-less small habitations, girls engaged in domestic chores and dropout children in the age group 9 years and above.

Up to March 2004, 6,142 SSCs were made functional in the project area. These centres have an enrolment of 1,46,924, out of which 1,00,413 are girls.

Shiksha Mitra Centres: Shiksha Mitra centres are opened if 10 or more boys and girls in the age group of 6-14 years are available for education. Relaxation can be provided under special conditions even if less than 10 students opt for it. These centres are run for a minimum of four hours each day.

1,515 Shiksha Mitra centres have been functioning in the project area up to the month of March 2004 wherein 39,198 boys and girls are studying at these centres.

Balika Shikshan Shivir: These camps have been opened for those adolescent girls who have missed the opportunity of going to school because of family compulsions, early marriage or lack of school facilities. These residential camps offer short-term courses. The project organises 210 days camps for 100/50 girls with 7/4 women teachers to run the camps.

During the third phase, there has been an expansion in this activity and 141 such camps have been organised during the year 2002-03. 12,160 girls have benefited from this facility. Most of them belonged to the poor and weaker sections of the rural society. The proportion of SC, ST and OBC girls in these camps was 45:15:36 respectively. 70 per cent participant girls have acquired education up to Class V level, while 13.65 per cent are at Class III level. During the year 2003-04, 110 new camps have been planned out of which some will be for the handicapped children. Out of these, 112 camps have already been started up to March 2004 and 9,018 girls are getting benefit from these camps.

Muktangan: It is an open space school where children from 5 to 14 years of age can come according to their convenience and learn at their own speed. There are at present, 112 Muktangans running with an enrolment of 5,766 children.

Qualitative improvement in education
Teacher Training: These trainings are organised with the aim of bringing about a positive attitudinal change in teachers, help them develop sensitivity towards students, enhance their creative and innovative capabilities, relate effectively with the community as well as provide academic support to school activities. The project organises the following types of Teacher Training Programme:

Orientation Training: It is an effort to sensitise the teachers in best practices of teaching as it is mainly organised for trainees with no teaching experience before. This training has been organised through DIETs in 128 camps where in 4,338 teachers have been trained during 2003-04.

Subject Based Training: These programmes focus upon updating the knowledge of teachers in subject teaching. 57 blocks have organised these programmes in May-June 2002 in which 23,028 teacher trainees participated. Efforts have been made to include teachers who have not received subject training before. With the support from DIETS, 12,644 teachers have been trained in various subjects in 332 camps.

Training of Para-Teachers: 5,379 Para-teachers of *Rajeev Gandhi Swarn Jayanti Palhshalas* have been imparted training of 30 days during the summer vacation in 2002-03 by the project with the support *of Shiksha Karmi* Project.

Academic Support: in addition to the training programmes, the teachers are provided academic support through the Block Resource Centres & Cluster Resource Centres.

Qualitative Improvement Programme at Upper Primary Level: The text books and syllabus development programme was started in Pisangan Block of Ajmer district in 1998 for upper primary classes on experimental basis. Barring the English language books, the textbooks of all other subjects for Classes VI, VII

and VIII have been prepared and made available free of cost to all the upper primary schools in the block. The Non-Government organisations served as resource organisation in the development of these textbooks.

Each block of the Project has been divided into clusters. Each block has 5 to 7 clusters and each cluster consists of 25 to 30 villages. Cluster is the hub of all activities of the project. Environment building is carried out by the workers of Lok Jumbish through Gram Sahbas and door-to-door contact. They organise various groups like Mahila Samooh, Prerak Dals, Village Education Committee and Building Construction Committee etc. Mobilising activities during the third phase are given in Table 7.10.

As per Annual Action Plan, 14,000 village education committees were to be formed in. 2003-04. The achievement has been formation of 12,239 VECs in the last 4 months of 2003. The members of the committees have been given three-day training.

This activity seeks to change the attitude of parents about women's education. It is felt that women's groups in the villages alone can do it. Such village meetings are arranged and the parents are persuaded to send their daughters to schools. *Mahila Shikshan Vihars* have been operationalised in More and Jhalawar, each comprising 83 and 77 learners respectively. 11,963 women groups

have already been constituted. Orientation of self-help groups has been done and 4066 camps have been organised up to January 2004 for this purpose.

All the-activities of Lok Jumbish provide a concrete shape to the concept of gender equity. The offices at the cluster, block, district and headquarters levels have an adequate proportion of female employees and workers.

Under this scheme three programmes have been launched. These are (1) Balwadis (2) School Readiness Programme (3) ICDS participation. 15 NGOs have been associated with the activity and they have opened 850 Balwadis up to the month of March, 2004.

Lok Jumbish follows a transparent participatory and community based policy in its school building programme. The local community is associated in the construction and repairs works, and the maintenance of the school buildings through the "Building Construction Committee".

The Building Development Programme of the year 2001-2002 and 2002-2003 were dovetailed with famine relief work. New school building constructions have been given priority in last few years. The remaining period will focus upon repairs and additional classroom buildings. The 2003 Plan provides for 6,595 works, out of which sanction has been issued for 6,392 works (i.e.

Table 7.10 – Mobilising activities during the third phase		
Activity	**Target for 3rd phase up to (June 04)**	**Achievements (Number of Villages) up to March 2004**
Environment Building	10000	15494
Core Team	9600	11706
Village Education Committees	9600	2 1 960
Women Groups	6750	1 1 963
School Mapping	10000	1 8739

96 per cent). Overall 14642 works sanctioned and 12402 works completed up to March, 2004.

Education and Development for disabled children

First of all disabled children have been identified block wise for this purpose. Efforts have also been made to issue certificates and in some cases certain equipment have also been distributed with the help and cooperation of NGOs. Sensitivity training camps for the guardians and the teachers are being organised periodically.

Project activity in Urban areas

The urban areas also fall in the project jurisdiction. Mobile schools have been launched for the urban deprived children. The Roadways buses have school facilities. These buses go to 3-4 different centres and provide teaching facilities at different times. Mobile schools have been opened in all the 13 Lok Jumbish districts. 1452 boys and girls are taking advantage of the facility in 13 mobile schools.

District Information System for Education

The 13 districts of Lok Jumbish have been covered under the DISE from 2002-03.

Grants & Expenditure during 2003-04

An amount of Rs.125.00 crore was released during 2003-04 as grants-in-aid against DFID and Government of India share. Besides, the State Government has also released their share amounting to Rs.22.33 crore. UP has reported total expenditure of Rs. 143.94 crore (un-audited) till March 2004.

Visit of 5th JRM

The 5th Joint Review Mission (JRM) visited Rajasthan from 5th to 9th January, to undertake review of UP and appreciated the progress of the project. The 3rd phase of the project is scheduled to end on 30th June, 2004. Thereafter, it will be integrated in SSA. JRM has recommended ensuring that the good processes and practices are mainstreamed after integration of the project in SSA. There is a budget provision of Rs.29.41 crore for April-June, 2004 in the BE 2004-05.

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 Pt. Jawahar Lal Nehru. As an autonomous institution fully funded by the Department of Elementary Education and Literacy, 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 own choice such as physical education,

creative art, science education, literacy activities, integrated activities, performing art, photography, home management, publication, museum techniques, 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. Bal Bhavan thus aims at the all-round growth of children 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 Bal Bhavan activities. Throughout the year Bal Bhavan organises several programmes at the Local, Zonal, National and International level to provide learning opportunities to the children. During the summer season, 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. A unique programme for teacher trainees in the integrated training programme. 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. National Bal Bhavan 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 National Bal Bhavan.

Summer Activities & Workshops

Apart from the regular activities conducted by the Bal Bhavan, many workshops/programmes like Mime, Screen printing, Chemistry for better living, Let's know our Civilisation, Miracles through Science, Pitara Quiz, Innovative Board Games etc. were organised during summer vacations with a view to enhance the creativity of children.

International Children's Assembly and Integration Camp

International Children's and Integration Camp was organised in November 2004 in which children from affiliated State Bal Bhavans and Bal Bhavan Kendras as

The National Bal Bhavan, established in 1956 at the initiative of Pt. Jawahar Lal Nehru is an autonomous institution fully funded by the Department of Elementary Education and Literacy. It 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.

well as children from other countries like Russia, Italy, Norway and Mauritius participated. The theme of the Assembly was "Earth Festival".

National Bal Shree Honour Awards

42 children were selected for excellence in the filed of Creative Art, Creative Performance, Creative Scientific Innovations, Creative Writing were given the Bal Shree Honour awards 2002 and 2003 by the Hon'ble President of India in the function organised at Rashtrapati Bhawan.

National Conference of Young Environmentalists

National Conference of Young Environmentalists was organised in December 2003 with the theme of Study of Wetland Animals and the venue was 'Chilka Lake' and its surroundings in Orissa.

Cultural Exchange Programme

Under the Cultural Exchange Programme, three different teams of children and escorts selected by NBB participated in the festivals/cultural, events organised in Norway, Russia and Mauritius in the year 2003-04.

In addition to above, All India Bal Bhavan Directors Conference, national Literary Meet and Theatrical performances were organised during the year 2003-04.

Number of Children participated/ benefited from Bal Bhavan Programmes

In the year 2002-03, 24,981 children participated in special programmes/workshops organised throughout the year by NBB, Bal Bhavan Kendras and JBB Mandi. An expenditure of Rs. 87.68 lakh approx. was incurred for the same. In addition, 3361.9 children of NBB, Bal Bhavan Kendras and JBB Mandi benefited from the regular activities of their respective centres in which an expenditure of Rs. 38.33 lakh was incurred.

In the year 2003-04, 46314 children participated in special programmes/workshops organised throughout the year by NBB, Bal Bhavan Kendras and JBB Mandi. An expenditure of about Rs. 1.32 crore was incurred for the same. In addition, 32,047 children of NBB, Bal Bhavan Kendras and JBB Mandi benefited from regular activities of their respective centres in which an expenditure of Rs. 27.75 lakh was incurred.

Mahila Samakhya

The Mahila Samakhya programme recognises the centrality of education in empowering women to achieve equality. Adopting 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 programme 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 Mahila Samakhya (MS) programme was started in 1989 to translate the goals mentioned in the National Policy on Education into action. The programme was initially started with 100 per cent Netherlands' assistance. However from the year, 2003-04, the programme is also being funded by the Government of India from domestic resources in addition to Netherlands' assistance.

Mahila Sangha or women's group at a village level is the nodal point of Mahila Samakhya and all activities are planned around the Sangha. The Sangha provides the space where women meet, and begin the process of reflection, asking questions, voicing their opinions 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 the motivator, supporter and guide for ten villages. She mobilises and organises women into Sanghas and is the link between the ten villages and the educational support structure and institutions set up at the district level. She also coordinates activities with the district unit. The MS programme 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 education processes. The MS programme has provided specialised inputs for

vocational and skill development, as well as for the educational needs of girls in general and adolescent girls in particular. The programme 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 MS society. The State Education

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

Over the last year, the process of consolidating the village-level collectives has gained momentum through the emergence of Federations (also called Mahasanghas in some states) at block levels. In 77 out of the 124 blocks that Manila Samakhya works in the states of Karnataka, Uttar Pradesh, Andhra Pradesh,Gujarat and Bihar, strong Federations have been formed. In this process women are learning the systems and procedures involved in the institutionalisation of the Sanghas. The Federations have now begun to look at issues across their blocks.
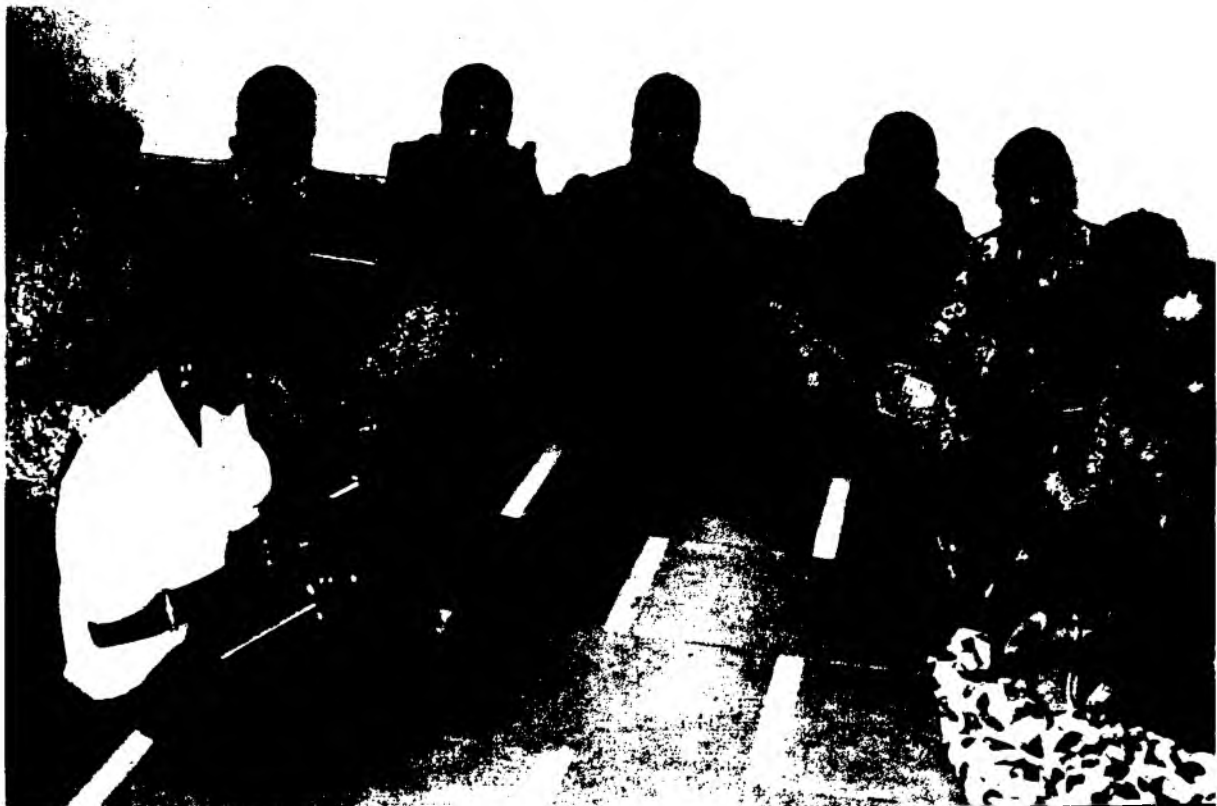
Sahayogini, the leader, is the key link as well as the motivator, supporter and guide for ten villages. She mobilises and organises women into Sanghas and is the link between the ten villages and the educational support structure and institutions set up at the district level.

During the course of the year, the needs of adolescent girls and collective action against violence against women have received a major thrust. A major area in which the Sanghas and Federations have focused their attention is in resisting all forms of violence against women. The Nari Adalat started by Sangha women in Gujarat has been adopted across the board in all MS project states. These Nari Adalats are emerging as credible alternative redressal forums easily accessible not only to Sangha women but also to the general community at large.

Working with adult women has highlighted the need to work with adolescent girls. In all the states, MS has been evolving strategies to work for the education and empowerment of adolescent girls. In addition to the residential learning opportunities provided by the Mahila Shikshan Kendra, in all states adolescent girls are being formed into Kishori Sanghas. Through the regular meetings of the Kishori Sanghas, information and knowledge levels on issues such as health, natural resources, governance is being built; self confidence, self esteem and leadership qualities arc being fostered. In a sense the Kishori Sanghas are preparing the second generation to play an empowered and proactive role in their communities. In Bihar and Jharkhand for instance the graduates of the Mahila Shikshan Kendras are engaged in community mobilisation for education of children and acting as role models to ensure girls education.

The Tenth Plan outlay for the scheme is Rs.98.48 crore. An amount of Rs.49.84 crore has been made available by the Netherlands Embassy for use this year up to 31.3.2005. The scheme is poised for expansion in the Tenth Plan period (2002 to 2007).

Currently, the Mahila Samakhya programme is operating in 59 districts covering more than 12,000 villages in nine states of Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Assam, Jharkhand, Uttar Pradesh and Uttaranchal. The effectiveness of the Mahila Samakhya strategy has resulted in its being adopted by other basic education projects. 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.

The programme has:

● Helped generate a demand for literacy;

● Increased women's recognition and visibility, both within the family and the community;

● Given women the strength and ability to demand accountability from Government delivery systems;

● Increased women's participation in Panchayati Raj bodies; and

● Created an awareness of the need to struggle for a gender-just society.

Sanghas a wide range of information and knowledge is being imparted in the area of health, rights and governance.

Early Childhood Care & Education (ECCE)

The well being of children has been an integral part of India's developmental planning since 1951. Basic to holistic child development have been survival, protection, equal opportunity, and participation. Early childhood care and education (ECCE) involves the total development of children-physical, motor, cognitive, language, emotional, social and moral. ECCE

Federations or Mahasanghas in Action

- In Uttar Pradesh, Federations have undertaken educational surveys which has led to the Sanghas undertaking campaigns for enrolment of children especially girls.

- The Makthal Federation in Mahabubnagar District in Andhra Pradesh has started a new trend in taking on a more direct role in the running of the Mahila Shikshan Kendra (a one-year residential centre for school dropout girls) at the Mandal level. The Federation took on the responsibility of managing the centre. Every month two federation members on rotation would be based in the centre to cook, take on the responsibilities of a warden and also to build their own literacy skills. Mahila Samakhya's responsibility is to provide all the learning material as well as trained teachers. The Federations in Karnataka, UP and AP are emerging as information centres where women can access information on government schemes for women. This is also the forum where direct interaction with block level officers of various government departments is also taking place.

- Federations are also addressing broader social concerns such as child marriage, dowry, and the jogini system. The Mahasangha in Sitapur district, Uttar Pradesh took a public collective oath to resist practices such as child marriage etc. in their entire block.

is considered a significant input to compensate for early environmental deprivations at home by providing a stimulating environment to children.

The National Policy of Education, 1986, has given great deal of importance to Early Childhood Care & Education (ECCE). It views ECCE as crucial input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society.

India, as a signatory to the declaration adopted at the World Conference on Education for All in March 1990 in. Jomtien and the subsequent World Education Forum held in Dakar in April 2000, has internationally articulated its commitment to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged. The Tenth Plan document reaffirms this commitment.

The Government and private sector share the responsibility of providing ECCE services in India. In the Government, the main Ministry dealing with the 0-6 year old children is the MHRD. The Department of Women and Child Development in the Ministry, as the nodal agency for provisioning ECCE services, deals with the 0-6 year olds through the ICDS scheme, the National Creche Fund and the crèche scheme.

The Department of Elementary Education and Literacy being charged with the responsibility of elementary education has enhanced coverage to the 3-6 year olds with pre-school education through its programmes and schemes viz., SSA, DPEP, Manila Samakhya, Janshala, and NPEGEL in conjunction with the ICDS by either strengthening its pre-school component or setting up ECCE centres where there is no ICDS and a need exists for pre-school education.

Community involvement has been an integral element of the ECE centres in DPEP. Community based organisations such as the Village Education Committees (VEC), Mother Teacher Associations (MTA), Mothers' Groups, etc., have been closely involved in the entire process of establishing the centres, running them and

The national commitment to expand ECCE services in the country has gained immensely from the Constitution (86th Amendment) Act, 2002, which under Article 45 of Directive Principles enjoins the State "to provide early childhood care and education to all children until they complete the age of six years".

also in securing community support for early childhood education. This has succeeded in creating greater community ownership.

Realising the importance of pre-school learning and ECCE, the Sarva Shiksha Abhiyan aims to support (i) strengthening pre-school component in ICDS by need-based training of Aanganwadi Sevika, provision of additional person, learning materials etc, (ii) setting up balwadis as pre-school centers in uncovered areas, (iii) building-advocacy for the importance of early child development, (iv) organising training programmes for community leaders (v) providing for intensive planning for ECCE, (vi) development of materials and (vii) promoting convergence between the school system and the ECCE. The scheme has provision for Rs. 15 lakh per district per year for opening ECCE centres.

Under the recently launched 'National Programme for Education of Girls at Elementary Level (NPEGEL)' programmatic provisions for child care centres and mobilisation/community monitoring room for ECE services in the underprivileged areas has been created. The scheme provides for opening of two child care centres (run by the community) at the cluster level in areas where no ECCE centres are being run under any scheme of Department of Women and Child Development and/or State Government concerned. A recurring grant of Rs. 5,000 and non-recurring grant of Rs. 1,000 per annum is granted to each ECCE centre opened under the scheme.

A key strategy under DPEP has been to work closely with ICDS, setting up new centres in non-ICDS areas, running school readiness programmes and starting pre-primary classes in the formal primary schools (FPS).

Many Mahila Samakhya (MS) states have also, taken up ECE activities in villages where it emerged as a felt need among the women of the Sahgha (collectives). The process for setting up of these centres is different from those set up under other programmes, and is rooted in the MS process itself. The various options that emerged were:

● Self financed child care centres, combining day care and pre school activities;

● Linking day care service to the existing AWC of ICDS;

● Child care centres only for the poorest section of the population in the village where the demand is high;

● Caring for children in more than one location.

One of the major innovations of the Janshala (GoI-UN) project has been in the area of pre-schools. The programme has established pre-schooling as a vital component for improving children's learning and development. Under the programme, apart from strengthening the pre-school education component in AWCs, ECCE centres have been set up in places that are not served by ICDS. Timings of ECCE centres have been made co-terminus with schools, and women's groups have been mobilised to set up and manage ECCE centres. The project has set up ECCE centres in Maharashtra, Rajasthan, Andhra Pradesh and Orissa. In the case of Andhra Pradesh and Orissa a large number of such centres has been set up on community demand primarily in tribal and hilly areas that has led to an increase in girls' attendance in schools.

The Department of Elementary Education in NCERT is engaged in framing the curriculum, developing teaching learning materials and activities for pre-

schoolers. It conducts ECE training programmes for functionaries from the states. In pursuit of quality services, this department has provided the specifications for pre-schools and included pre-school education, in the National Curricular Framework that have been widely used to model ECCE interventions in specific contexts.

The national commitment to expand ECCE services in the country has gained immensely from the Constitution (86th Amendment) Act, 2002, which under Article 45 of Directive Principles enjoins the State "to provide early childhood care and education to all children until they complete the age of six years". The Department of Elementary Education and Literacy has constituted a National Core Group on ECCE, with the Additional Secretary as a Chairperson and Committee members from the Department Of EE&L, Department of Health, DWCD, NIPCCD, NCERT, NIEPA and several subject experts for the following terms of reference.

- To look at coverage of ECE facilities and recommend requirement including financial requirement for additional facilities so as to provide ECCE to all children in the age group 3-6;

- To look at feasibility and make recommendations for promoting convergence between the school system and the ECCE including issues of location

of ECCE centres, synchronisation of timing with primary school, continuity in curriculum from pre-school stage to primary stage;

- To look at the need for providing minimum essential quality in terms of infrastructure, materials, programme content, worker/teacher quality, etc. as a norm for ECE

- To look at the need and feasibility of regulating pre-primary education/ECE centres in the private and public sectors including the flow of FDI into this sector.

The Committee on ECCE has submitted its report to Government of India on 2()'" January, 2004, which is presently under consideration

Kasturba Gandhi Balika Vidyalaya

The Government of India has approved a new scheme called Kasturba Gandhi Balika Vidyalaya (KGBV) for setting up up to 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and Minorities in difficult areas. The scheme will be coordinated with the existing schemes of Department of Elementary Education and Literacy viz. Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at

SSA and Pre-school Learning

Realising the importance of pre-school learning and ECCE, the Sarva Shiksha Abhiyan aims to support:

(i)   strengthening pre-school component in ICDS by need-based training of Aanganwadi Sevika, provision of additional person, learning materials etc.,

(ii) setting-up balwadis as pre-school centres in uncovered areas,

(iii) building advocacy for the importance of early child development,

(iv) organising training programmes for community leaders,

(v)   providing for intensive planning for ECCE,

(vi) development of materials, and

(vii) promoting convergence between the school system and the ECCE. The scheme has provision for Rs. 15 lakh per district per year for opening ECCE centres.

Elementary Level (NPEGEL) and Manila Samakhya (MS).

The KGBV scheme would cover those "hard to reach" girls, belonging predominantly to the SC, ST, OBC and Minorities in difficult areas, that cannot attend regular primary schools.

The objective of the scheme is to ensure access to quality education for girls by setting up up to 750 residential schools with boarding facilities at elementary level for girls. The schools are proposed to be set up in 2656 identified Educationally Backward Blocks (EBBs) of selected 298 Districts, where the female literacy is below the national average and gender gap in literacy is more than the national average. In particular, areas with concentration of tribal population, with low female literacy and/or a large number of girls out of school; concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls

out of school; areas with low female literacy, or areas with a large number of small, scattered habitations that do not qualify for a school, will be covered. The criteria for eligible EBB's will be the same as in the National Programme for Education of Girls at Elementary Level (NPEGEL) scheme of SSA approved by the Union Cabinet on 24 July 2003.

Between 500 to 750 residential schools will be opened in a phased manner over the Tenth Plan period at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non-recurring cost, per school. In view of the targeted nature of the scheme, minimum 75 per cent of the enrolment shall be reserved for girls from SC, ST, OBC or minority communities and for the remaining 25 per cent, priority would be accorded to girls from families below poverty line. Initially, the proposed schools shall be opened in rented or other available Government buildings after deciding the location. The scheme shall be co-ordinated with the existing schemes of the Department viz. SSA, NPEGEL and Mahila Samakhya. The scheme shall be implemented until the year 2010, whereafter the need for its continuation will be reviewed. The SSA pattern of financing with a 75:25 ratio of sharing between the Centre and the States during the Tenth Five Year Plan, and, 50:50 thereafter will be adopted.

A provision of Rs. 489 crore has been made for the Tenth Plan and the annual plan allocation for the scheme for 2003-04 is Rs. 8.50 crore. Annual plan allocation for the year 2004-05 is Rs. 100 crore.

The scheme has been approved by Government of India in late 2003-04 and shall be implemented in the year 2004-05.

National Programme For Education of Girls at Elementary Level (NPEGEL)

In July, 2003, Government of India has approved a new programme called 'National Programme for Education of Girls at Elementary Level (NPEGEL) as an amendment to the existing scheme of Sarva Shiksha Abhiyan (SSA) for providing additional support for

education of underprivileged/disadvantaged girls at elementary level. The NPEGEE will form part of SSA and will be implemented under the umbrella of SSA but with a distinct and separate gender component plan of SSA.

The scheme would provide the following additional components under SSA:

- to develop a school at cluster level, as a model girl-child friendly school;

- additional incentives such as stationery, slates, work books, uniforms and /or to meet any other locally felt need within the existing ceiling of Rs.1 50/- per child per annum;

- additional interventions like awards to schools/teachers, student evaluation, remedial teaching, bridge courses, alternative schools, learning through open schools, teacher training and child care centres at the cluster level within a ceiling of Rs.60,000/- per annum;

- mobilisation and community monitoring within a ceiling of Rs. 95,000/- per cluster over a five-year period;

- development of materials; and

- planning, training and management support.

For implementation of the above programme, an estimated expenditure amounting to Rs.1064.80 crore has been kept for the Tenth Plan period.

The Scheme will be implemented in Educationally Backward Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average, in blocks of districts which are not covered under EBBs but are having atleast 5 per cent SC/ ST population and where SC/ ST female literacy is below 10 per cent and also in select urban slums.

Based on 1991 Census data, the scheme would cover 2,656 blocks in Andhra Pradesh, Arunachal Pradesh, Bihar, Jharkhand, Gujarat, Haryana, Himachal Pradesh, Karnataka, Jammu and Kashmir, Madhya Pradesh, Chattisgarh, Maharashtra, Manipur, Meghalaya, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttaranchal and West Bengal. Once the data for 2001 Census become available, selection of blocks will be modified according to the revised data.

The assistance under this component will be as per the parameters of SSA i.e. 75:25 sharing during Tenth Plan and 50:50 sharing thereafter between the Central Government and state governments.

The Project Approval Board of SSA has approved the AWP&B 2003-04 plans for NPEGEL and work has commenced in all the NPEGEL states. Funds amounting to Rs. 40.68 crore have also been released to all these states for implementing the scheme.

■■■

Adult Education
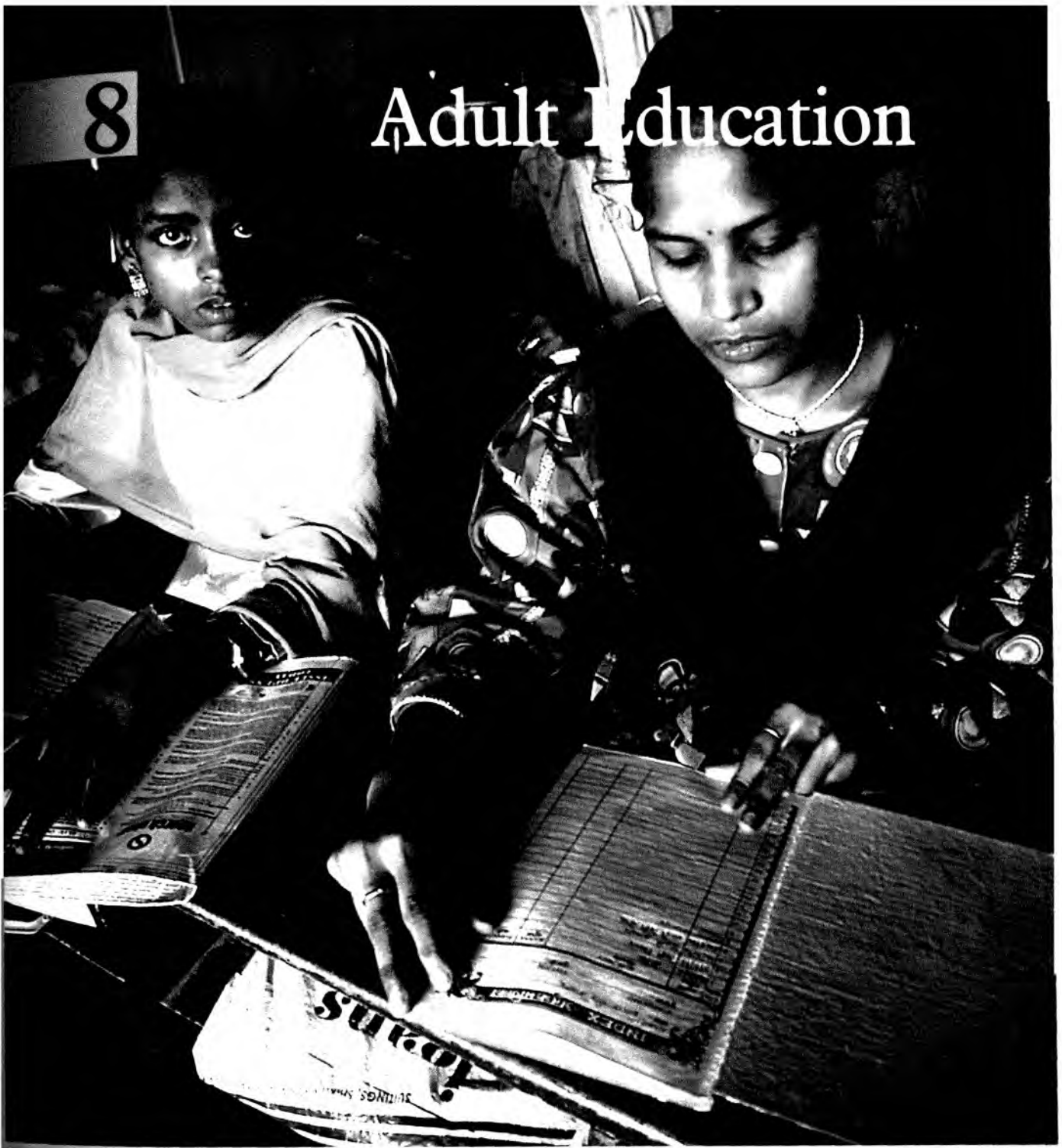
Over the decades, literacy rates have shown substantial improvement. According to the Census of India, 2001, the literacy rate has gone up to 75.85 per cent for males and 54.16 per cent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 31.9 million.

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 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 stratifications.

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 the launching of the National Literacy Mission 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.

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 per cent of the total beneficiaries under Adult Education Programmes.

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 problems arise from the 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.

The achievements made in the literacy rates of Scheduled Castes and Scheduled Tribes are also remarkable as compared to those in 1991 Census when they were 37.41 per cent and 29.41 per cent respectively. Besides, the growth in female literacy amongst Scheduled Castes and Scheduled Tribes is also at faster rate as compared to male literacy.

Illiteracy Size: 2001 Census

In 1951, there were 247 million illiterates to be made literate. The size of the problem continued to increase over the decades as the number of persons made literate during each of the decades up to 1991 fell short of the absolute increase in population with the result that even after making 304 million more people literate during 1951-91, we were still left with 329 million literates in 1991 as compared to 247 million in 1951.

Absolute increase in population was much more than the increase in the number of literates during the decades 1961-71, 1971-81 and 1981-91. As a result of this increase in population, problem of illiteracy continued to grow year after year and decade after decade though at a decreasing rate after 1971. Increase in the number of literates in 1991-2001 took over the increase in corresponding population during 1991-2001. As a result of tremendous efforts on the educational front and slight decline in the growth rate of population, the number of illiterates during the decade 1991-2001 came down from 329 millions in 1991 to 300 millions in 2001. This was a welcome change in the depressing scenario.

North Eastern Region

The North-Eastern Region of the country comprising of 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 under-developed 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.

Growth of Literacy

Over the decades, literacy rates have shown substantial improvement. The overall literacy rate was only 18.33 per cent in 1951, which rose to 52.21 per cent in 1991 and has further increased to 65.38 per cent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.85 per cent for males and 54.16 per cent 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-fourth of male population, and over half of female population are literate. During the last decade, female literacy rate has shown much higher growth, increasing by 14.87 percentage points as against

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.

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 per cent 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.

National Literacy Mission: Goals and Objectives

A nationwide effort was set in motion with the establishment of the National Literacy Mission (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 National Literacy Mission 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 National Literacy Mission, 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 a sustainable threshold level of 75 per cent by 2007 by imparting functional literacy to non-literates in 15-35 years, which is in the productive and reproductive age group and constitutes a major segment of the work force. Its purposeful and effective education gives rich dividends in increased productivity, improvement in health care, family stabilisation 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.

National Literacy Mission Authority

National Literacy Mission Authority 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.

Beyond Literacy

Literacy is a basic step towards adult education, which is a process of life long learning and an entry point to the world of communication and information. After experimenting with successive and alternative models of adult literacy, the NLM adopted Total Literacy
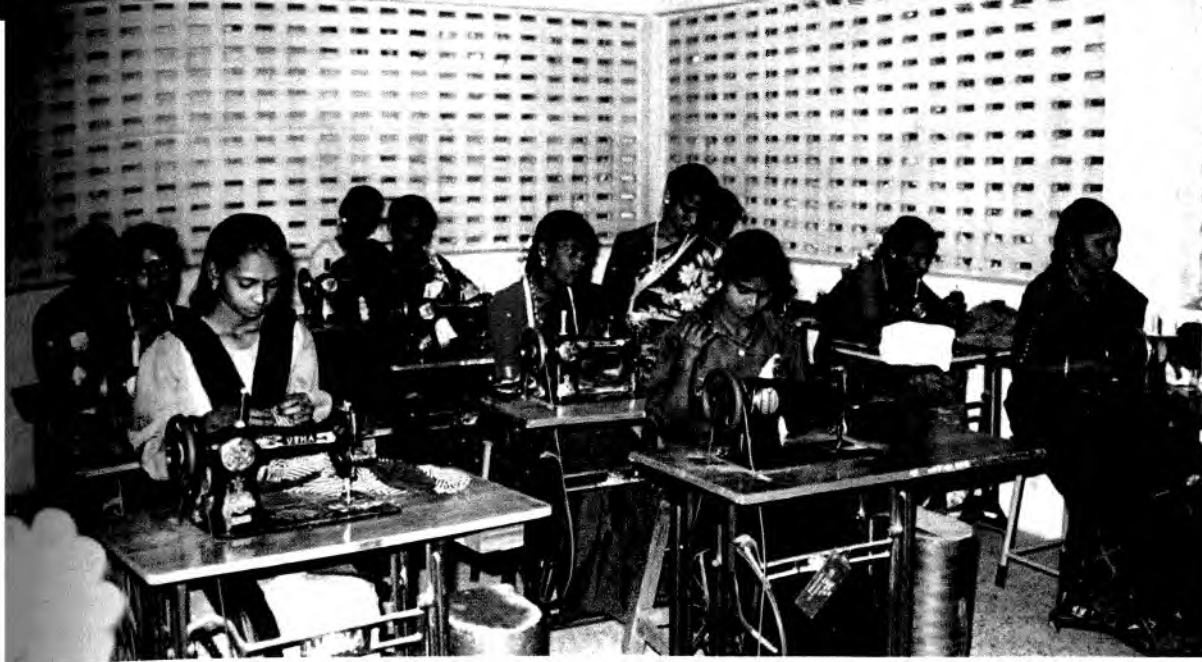
Revamped Mission

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. Main features of the revised schemes are:

● An integrated approach to literacy was adopted to amalgamate all the features of the earlier literacy and post literacy phases.

● Zilla Saksharata Samities (District Literacy Societies) 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.

● 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 with 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.

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.

Campaign approach as its principal strategy for eradication of illiteracy. Total Literacy Campaigns (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 – it is area-specific, time-bound, participative, delivery through voluntarism, cost-effective and outcome-oriented. The campaigns are implemented through Zilla Saksharata Samitis (district level literacy committees) 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 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 National Literacy Mission 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. National Literacy Mission has, therefore, encouraged greater flexibility and innovation in designing and implementation of literacy and post-literacy programmes. The Zilla Saksharata Samities are free to create a model that suits the area-specific needs of the learners.

Residual Illiteracy

Although the Total Literacy Campaigns 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 per cent. 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 phase of continuing education.

Special Focus on Low Female Literacy Districts

According to 2001 Census, 45 districts in the country have female literacy rate below 30 per cent. Most of

these districts are concentrated in Bihar, Jharkhand, Uttar Pradesh and Orissa. Accordingly, in 2002-2003, the National Literacy Mission took up the challenge of implementing special innovative programmes to improve female literacy in the identified districts in these states.

In Uttar Pradesh, to begin with, the eight districts of Maharajganj, Siddharthnagar, Sharawasti, Balrampur, Gonda, Baharaich, Badaun and Rampur were brought under the programme of female literacy, which was implemented through 97 NGOs. Special teaching learning material was developed for the learners and the project was intensively monitored. This programme covered about 25 lakh non-literate women in these districts in the age group of 15-35 years. The results of the programme were very encouraging and results as high as 95 per cent were obtained during external evaluation.

In Bihar, a different model was used to cover 13 low female literacy districts with involvement of Panchayati

Raj functionaries, women volunteer teachers and Women Self-help Groups. The districts covered included Paschim Champaran, Purvi Champaran, Sheohar, Sitamarhi, Supaul, Araria, Kishanganj, Purnia, Madhepura, Saharasa, Khagaria, Banka and Jamui. Approximately 20 lakh women learners were covered. While encouraging results have been obtained in nine districts and result for one district is awaited, further initiatives are being planned for the three districts where programme implementation required further improvement. After completion of the teaching learning process, training is being imparted to outstanding women VTs in formation of Self-help Groups as well as in developing vocational skills.

In Jharkhand, a special programme for improving female literacy is being implemented in five districts covering about 5 lakh women. The programme is being supported by a special Resource-cum-Support Group set up by NLM and concurrent evaluation/impact assessment of the programme is underway.

Out of 600 districts in the country, 596 have been covered under Adult Education Programmes - 159 under Total Literacy Campaigns, 198 under Post Literacy Programme and 239 under Continuing Education Programme.

In Orissa, there are nine districts having low female literacy. These districts are Koraput, Nabrangpur, Malkangiri, Rayagada, Kalahandi, Gajapati, Bolangir, Sonepur and Nuapada. Approximately 9.10 lakh illiterate women will be covered under the programme, which is being implemented by 117 NGOs.

Present Status

Out of 600 districts in the country, 596 have been covered under Adult Education Programmes – 159 under Total Literacy Campaigns, 198 under Post Literacy Programme and 239 under Continuing Education Programme. About 108.42 million persons have been made literate as on 31.3.2003. About 60 per cent of the beneficiaries are women, while 22 per cent and 12 per cent belong to Scheduled Castes and Scheduled Tribes respectively.

Continuing Education

Continuing Education is an indispensable aspect of the strategy of human resource development and of the goal of the creation of a learning society. Concerted efforts are required on the part of all stakeholders to see that the achievements of the last decade do not go waste. Educators around the world are increasingly recognising the importance of moving beyond a narrow concept of adult basic education. In this context, the NLM has made continuing education a necessary component of its activities.

The Scheme of Continuing Education 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) and Nodal Continuing Education Centres (NCECs), to serve a population of about 2000-2500 people by providing facilities of library, reading room, learning centres, sports and cultural centres and other individual interest promotion programmes. Opportunities are also provided for undertaking diverse activities such as Equivalency Programmes, Quality of Life Improvement Programmes, Income Generating Programmes and Individual Interest Promotion Programmes. 10 to 15 such centres form a cluster, with one of them acting as the nodal CEC.

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

During the current financial year, 38 new districts have been covered under the Continuing Education Scheme. With this addition, Continuing Education Programmes are running in 239 districts. The CECs, including the nodal ones, are set up in active consultation with the user community and the programmes are designed to meet its demands. The stress on imparting literacy skills to non-literates is sustained. Teaching of primers, identification of target groups, other items of work connected with basic illiteracy eradication continue unabated. An assistant prerak is appointed for undertaking basic literacy programme in the CECs. Apart from establishing CECs, the scheme also undertakes the following programmes:

● Equivalency Programmes,

● Quality of Life Improvement Programmes,

● Individual Interest Promotion Programmes,

● Skill Development and Income Generation Programmes.

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.

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. State Resource Centres

(SRCs) and Jan Shikshan Sansthans join hands by giving the necessary resource and training support.

Empowering State Literacy Mission Authorities (SLMAs)

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 (SLMA) - the state-level societies 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

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 per cent financial assistance for imparting literacy to adult non-literates in the age group of 15-35; organising vocational and technical education programmes for neo-literates; provision of academic and technical resource support; promoting innovation, experimentation; conducting evaluation and impact studies; organisation of workshops, seminars. NGOs are also associated in the Continuing Education Programme. During the year 2003-04, 40 NGOs were sanctioned funds amounting to Rs. 13.27 crore for various basic literacy programmes and 117 NGOs in Orissa and 97 NGOs in Uttar Pradesh were sanctioned Rs. 11.21 crore.

State Resource Centres

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 26 SRCs. During the Ninth Plan period, the State Resource Centres have been strengthened and have been divided into two categories 'A' and 'B'. The pattern of assistance is as follows:

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

Pattern of Assistance to SRCs		
		(Rs. in lakh)
Category	Recurring	Non-recurring One Time Grant
A	60	50
B	40	40

Non-Governmental Organisations

The National Literacy Mission (NLM) fully recognises the vast potential of NGOs in furthering its programmes and schemes. Ever since its inception, NLM has taken

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 Sansthans

The Scheme of Jan Shikshan Sansthan 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.

Jan Shikshan Sansthans 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 140 JSSs in the country and the number would increase in future.

Jan Shikshan Sansthans run a number of vocational programmes of varying duration and impart different skills. As on date, more than 250 types of courses and activities are offered by these institutions. About 15 lakh persons have benefited through vocational programmes and other activities organised by the JSSs.

The scope of activities of the JSSs have been enlarged and infrastructure strengthened to enable them to function as a district repositories of vocational/technical skills. The JSSs are classified into three categories, depending on the nature of the city/town and their performance. The performance of the JSS is evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report. 52 JSSs have so far been evaluated by the empanelled evaluating agencies. The findings of the evaluation reports indicate that:

- The coverage of women was over 70 per cent.

- A wide range of courses suited to the needs of the target group with flexible curricula and duration have been designed.

- Courses taken up are need-based, job-oriented and open good avenues for self and wage employment; and

- The level of awareness of the beneficiaries has increased through value-oriented inputs and life enrichment education.

Directorate of Adult Education

The Directorate of Adult Education (DAE) is a subordinate office under the Ministry of Human Resource Development and has been functioning as the National Resource Centre in the field of adult education. It is the functional arm of the National Literacy Mission, which is responsible for monitoring, and evaluation of various schemes launched under the aegis of NLM. The main function of the Directorate of Adult Education is to promote academic and technical resource support and monitoring of the implementation of various programmes of the NLM.

The activities taken up by the Directorate in the year 2003-04 are as follows:

Monitoring

- Developed monitoring tools for the literacy programmes in the State of J&K in a three-day workshop organised at Srinagar in collaboration with the State Resource Centre, J&K.

- A three-day workshop to develop monitoring tools for the literacy programmes was organised from 10-12 March 2004 in collaboration with the Department of Education, Government of Sikkim at Gangtok.

- An orientation programme on monitoring for the officers of West Bengal was organised from 19 March 2004 in collaboration with the Directorate of Mass Education at Kolkata.

Material

The literacy material developed by the State Resource Centres and State Directorates as also the neo-literate material of the Eastern Region were reviewed. The literacy material developed for the Equivalency Programme in Rajasthan was also reviewed. The Literacy Promotion Committee approved the primers prepared in Limboo, Liptcha, Bhootia and Nepali for use in the literacy programmes in Sikkim. IPCL Primers and teachers' guide in Kashmiri, Urdu and Hindi were prepared in collaboration with State Resource Centre, Srinagar. The primers in the tribal dialects of Manipur

were also examined in a workshop held in collaboration with the State Directorate.

Media

Audio and video programmes in Assamese, Khasi, Garo, Jayantia, Kokborok, Manipuri and tribal languages of Arunachal Pradesh for use in the North-Eastern states were produced. Video spots and programmes were telecast through Doordarshan, National Network, Metro, Sports, DD Bharti and Regional Kendras in the booked slots. Programmes were telecast through Gyan Darshan both in the morning and evening transmissions. Regional language programmes were also telecast from the Kendras. Half an hour literacy programme broadcast through 64 stations of All India Radio in Hindi belt and through 12 stations in Regional Languages. FM and Gyan Vani were also fully utilised for broadcasting literacy jingles.

Training

A National Conference on Improving Implementation and Sustainability of Continuing Education Programme was held in July 2003 at New Delhi. Four-day training programmes for the Key Resource Persons and Master Trainers of literacy programmes in Sikkim and Manipur were held at Gangtok and Imphal respectively. A three-day training programme for the field functionaries of the self-help groups in seven low female literacy districts of Orissa was organised in collaboration with SRC at Bhubaneswar.

Publication Unit

- A special publication titled 'Voluntary Action in Literacy' was printed and released at the national-level function at Vigyan Bhavan on 8 September 2003.

- Literacy posters titled 'Bharat Sarkar Ki Mahila Kalyan Yojana' and 'Bachcho ki Shiksha aur Sehat Aapke Haath' were printed and distributed.

- Four books titled 'Guidelines for Evaluation of Post Literacy Programmes', 'Khel Khel Mein', 'Sehat Ki Dekhbhal', 'Kya Aap Jaante Hain' and 'Panchayati Raj Aur Mahilayein' were printed and distributed.

International Literacy Day -2003

- A national-level function was organised on 8 September 2003 at Vigyan Bhavan. Speaker, Lok Sabha was the Chief Guest and Chief Ministers of Andhra Pradesh and Gujarat were the Guests of Honour.

- 31 Volunteer Teachers were given commendation certificates and trophies for their outstanding performance in the Accelerated Female Literacy Programme of Uttar Pradesh.

- Commendation Certificates were given to three NGOs for their excellent performance in the Accelerated Female Literacy Programme in Uttar Pradesh.

- Commendation Certificates were given to five District Magistrates-cum-Chairmen – Zilla Saksharta Samities for their work in mobilising and motivating women learners in the Accelerated Female Literacy Programme in Bihar.

- NLM-UNESCO Award 2003 was given to Jan Shikshan Sansthan, Mysore, State Resource Centre, Thiruvanathapuram and Hemwati Nandan Bahuguna Garhwal University, Srinagar, Garhwal.

- Satyen Maitra Memorial Literacy Award 2003 was given to Muzaffarpur (Bihar).Awards for Outstanding Achievements were given for TLC, Balia (UP), for Post Literacy Programme in Guntur (AP), and Burdwan (WB) for Continuing Education Programme.

NLM Achievements

- The literacy rate in 2001 has been recorded at 65.38 per cent as against 52.21 per cent in 1991. The 13.17 percentage point increase in the literacy rate during the period is the highest increase in any decade.

- 108.42 million persons made literate as on 31 March 2003.

- Rate of growth is more in rural areas than in urban areas.

- The gap in male-female literacy rate has decreased from 24.84 per cent in 1991 census to 21.70 per cent in 2001.

- Female literacy increased by 14.8 per cent i.e. from 39.3 per cent to 54.16 per cent whereas male literacy increased by 11.72 per cent i.e. from 64.1 per cent to 75 per cent during the last decade.

- Gender equity and women's empowerment is also visible as about 60 per cent 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 per cent. Kerala continues to have the highest literacy rate of 90.92 per cent and Bihar has the lowest literacy rate of 47.53 per cent.

- 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, 596 districts have been covered by NLM under its literacy programme.

The states of Rajasthan, Madhya Pradesh, Chhattisgarh, Uttar Pradesh, Bihar, and Jharkhand had been lagging behind in the literacy race. The abysmal literacy rates in these states before the launch of the campaigns were responsible for a slow start. The conditions demanded innovative approaches. 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 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.

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 under-privileged 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.

9 Secondary Education

National Institute of Open Schooling (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, NIOS has *inter alia* provided for direct registration of candidates for appearing in examinations.

National Council of Educational Research & Training

Objective

The National Council of Educational Research and Training (NCERT), set up in 1961, 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, Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal, Regional Institutes of Education located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. To achieve its goals, the NCERT:

- Conducts, promotes, and coordinates research in all branches of school education and teacher education;

- Organises pre-service and in-service training of teachers;

- Organises extension services for institutions, organisations and agencies engaged in educational reconstruction;

- Develops and experiments with improved educational techniques, practices and innovations;

- Collects, compiles, processes, and disseminates educational information;

- Collaborates with international organisations and national-level educational institutions of other counties.

NCERT focused on development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan, education of educationally disadvantaged groups.

The NCERT continued to carry out its following well-known ongoing activities for promotion of science education, vocational education, population education, teachers' empowerment, women's empowerment.

- Jawaharlal Nehru National Science Exhibition for children,

- Support to state-level science exhibitions,

- National Awards for Innovations in Teacher Education,

- National Awards for Innovations in School Education,

- National Awards for Best Practices in Vocational Education,

- International Poster Competition and Population Week under NPEP,

- National Talent Search Scheme,

- Training Programme on methodology of women's education and development,

- Support to educational research and innovations through ERIC,

- Implementation of centrally-sponsored schemes – SOPT, SSA, EGS & AIE, VEP, NPEP, ET, etc.

- Educational transmission/broadcast of programmes on DD/AIR through 'Gyan Darshan', 'Tarang,' and 'Gyan Vani',

- Activities of National Resource Centre of Value Education,

- Innovative Pre-Service Courses: M.Ed. (Elementary), 4-year B.Sc.B.Ed., 2-year B.Ed. (Secondary), PG Diploma in Guidance and Counselling,

- Community singing programmes and inter-state camps

- All India Surveys of School Education (VII has been launched),

- Surveys of Educational Researches,

- Publish 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 that are being pursued during the year under different aspects of school education are as follows:

Content and Process of Education

In 2003, NCERT continued preparation of textbooks and other teaching learning materials for remaining classes and subjects. At primary stage, instructional materials for Class V in the area of languages (Hindi and English), mathematics, environmental studies (total 8 titles) have been completed. Textbooks and supplementary readers are also being prepared for Class VIII in the area of languages (Hindi, English, Urdu, Sanskrit), social science; science and technology and mathematics. Several supplementary readers, workbooks, etc. were also prepared in different subjects for other classes. Eleven handbooks for teachers and three training packages were developed in different subjects for upper primary, secondary and higher secondary teachers. Rational and empirical evaluation of all textbooks is going on.

Elementary Education

In the area of Early Childhood Care and Education, report of the case studies on innovations has been completed. A *Trainers' Handbook and Theory and*

Practice: A Curriculum Guide for Pre-School Education, a *'Resource Book on Education for Life', 'Training Manual for Instructors of Education Guarantee Scheme/Alternative Innovative Education'* are being prepared. Under Sarva Shiksha Abhiyan, 10 modules for quality improvement of elementary education already developed are under print. A set of tools for monitoring quality dimension of elementary education has been developed and is being put to use throughout the country. In the area of training, one programme in ECCE for the key functionaries of North-East states has been organised at Changlang and similar programme for other states is to be organised in Delhi during the year. Orientation of teachers in new instructional material, and two national meets – one on *'National Policy of Education and Fundamental Rights',* and the other on *'Role of Community in Universalisation of Elementary Education'* will also be organised. Programmes under the ongoing programme of Experiential and Value Education will continue to be organised. Under SSA, resource support is being provided to states in implementing their annual plans and finalisation of annual District Elementary Education Plans (DEEPs). Assessment of project proposals under EGS/AIE, equipping the NCERT resource centre in ECCE and elementary education, procuring new titles and creating database in the National Documentation Unit are in progress.

Education of Children with Special Needs

Research studies in progress include: *Emerging Shape of Inclusive Classrooms at Pre-primary, Primary and Upper Primary Levels, Programmes and Practices for Education of Children with Special Educational Needs in Different States, Effectiveness of Innovative Teaching Strategies for Promoting Inclusive Schooling – An Evaluative Study,* and *Role of Parent Teacher Association for Promoting Inclusive Education.* The task of strengthening teacher education curriculum of DIET from the perspective of children with special needs has been completed and the report is under preparation. The state-level key persons have also been trained in inclusive education and use of Braille display terminals for the benefit of children of visual impairment.

Education of SC/ST/Minorities Children

Case studies on approaches and strategies for educating children from socially disadvantaged groups and survey of problems related to education of SC children in Himachal Pradesh and strategies for their solution are in progress. Orientation programme for state-level key resource persons in effective transaction of curriculum for children from socially disadvantaged groups of North Eastern states, seminar on 'Pedagogy for Educating Children from Tribal Areas – Perspectives and Issues', and national seminar on 'Education of Minorities' are being organised.

Education in Social Sciences and Humanities

In addition to preparation of textbooks for Class VIII, teacher handbooks and training packages, NCERT revised and updated several textbooks for reprint. Textbooks are being evaluated by experts and practicing teachers. Two national seminars on 'Language Education and Integrated Social Sciences' and four training programmes have to be conducted in English, Hindi, Sanskrit and geography for resource persons and

teachers. A two-year research study titled, 'Introduction of English as a Subject at the Primary Stage and its Impact on Learners' Emotional, Social and Cognitive Development' is in progress to find out the compelling factors that have necessitated introduction of English from Class I at the state/UT level.

National Population Education Project

A consolidated report on Project States Surveys (1990-2002) was finalised. A training material on population and education for the state project personnel was prepared. Work on National Adolescent Needs Survey is continuing. A National Source Book on Population is in progress. Training programmes on 'Skill Development in Adolescence Education' for state resource persons, project progress review, monitoring and documentation activities are being conducted.

Education in Science and Mathematics

In addition to preparation of laboratory manuals in physics, chemistry, biology, and textbooks in science and technology and mathematics for Class VIII. (Hindi and English version) and evaluation of textbooks, NCERT conducted several training/orientation programmes for

resource persons and pursuing several in-depth studies of science and mathematics curriculum at secondary and higher secondary stage. Jawaharlal Nehru Science Exhibition for Children is to be organised at Dehradun.

Educational Survey and Data Processing

Under the Seventh All India School Education Survey (7th AISES), the work of data collection and its scrutiny is nearing completion. The first report of the 7th AISES, 'Provisional Statistics – A Flash' is expected to be released during the year. Development of software and analysis of data for the projects undertaken by other constituents of NCERT has been undertaken.

Computer Education

Several orientation programmes have been conducted for teacher educators/key resource persons from states and UTs on the uses of information and communication technology in schools including some exclusively for educators belonging to SC/ST and from North Eastern states. Two training programmes were conducted for the faculty members on NIE campus. One on 'Power Point Presentation' (2-day) and the other one on 'General IT Skills' (one-week). A one-week training programme on 'Basic Computing Skills' was organised for 25 employees belonging to Group D. Two more programmes, one for the administrative/ministerial staff and the other for Group D staff would be organised this year. In two-weeklong programmes, a total number of 55 school children in the age group 10-15, not having access to computers at home or in schools, were trained in the basic computer operations.

The functional specification and script for multimedia software titled Locus, dealing with difficult concepts of mathematics for Class IX has been developed. Identification of areas and development of scripts for multimedia educational software on other areas and grade levels is in progress. The programmes titled 'Milestones in Genetics', 'Ray Optics', 'Wave Optics', 'Chemical Bonding' and 'Molecular Structures', 'Photosynthesis' and 'Hierarchy of Biological Organisations', are likely to be available on CDs.

Measurement and Evaluation

Studies in progress include: 'Achievement Surveys at the End of Primary Stage', 'Upper Primary Stage and Baseline Survey at the End of Class III', 'Follow-up Study of Implementation of School-based Evaluation Scheme', 'Factors Influencing Effectiveness of Secondary Schools of Delhi', and 'A Study of Evaluation Practices at all Stages of School Education across the States'. Documents being developed include: 'National Examination Reform Framework for School Education', 'Policy Perspectives in Educational Evaluation', Monograph on 'Evaluation Practices in Different Countries', and 'Implementation Strategies for Introduction of Grades in Public Examination'. Under training for inter-linkages with different agencies through capacity building in paper-setting/continuous and comprehensive education/ grading are being undertaken. Conference of Chairpersons of Boards of Secondary and Senior Secondary Education, on Grading, is being organised.

Teacher Education

An evaluative study on Institutes of Advanced Studies in Education and Colleges of Teacher Education and a research study on teacher education programme at the secondary stage have been undertaken. A survey of syllabi and curriculum followed in different states at school level have also been completed. The NCERT is developing self-learning materials for teacher educators keeping in view the emerging issues and concerns as reflected in NCFSE-2000, materials on perspectives in teacher education and content-based self-learning materials on science and technology for secondary teachers. As part of capacity-building programme, training programmes for teacher educators of IASEs, SCERTs, DIETs and personnel in charge of SSA training components are being organised. Besides, a conference of teacher educators and directors of SCERTs on 'Emergent Issues and Concerns in Teacher Education' will be organised. A school-based in-service training programme will also be conducted in order to develop a school based training methodology.

NCERT runs 4-year integrated B.Sc., B.Ed/ B.Sc. Ed. Course, 2-year /B.Ed. (Secondary) Course in Science

The task of strengthening teacher education curriculum of DIET from the perspective of children with special needs has been completed. The state level key persons have also been trained in inclusive education and use of Braille display terminals for the benefit of children with visual impairment.

and Humanities, 1-Year M.Ed. course in Elementary Education and 1- Year Postgraduate Diploma in Guidance and Counselling in its four Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. Demonstration schools are an integral part of RIEs in order to provide practical experience to prospective teachers and serve as laboratory for new practices and experiences designed by the NCERT. A number of in-service training/orientation/professional development programmes were organised for Principals, and faculty of SCERTs/DIETs/CTEs/IASEs/Key Resource Persons/Teacher Educators, etc. in different aspects of quality education.

National Talent Search

1,000 scholarships, including 150 scholarships for SC and 75 for ST candidates, were awarded. The tests used in National Talent Search Examination (NTSE-2003) were analysed. Nurturance programmes were organised for NTS awardees.

Educational Research

ERIC Screening-cum-Progress Monitoring Committee recommended three new research projects for ERIC funding during the year. Two research projects and five small projects funded by ERIC were completed and 46 are in progress and partial financial assistance was provided for two Ph.D. theses for publication. Under 'Multi-centric Studies on Teacher Preparation and Decentralisation of Education' a workshop on Development of Tools was held and common guidelines have been prepared. Material on educational research studies and papers was compiled and edited to develop Indian Education Abstracts under various heads.

Under capacity building for conducting action research among secondary teachers, the work on first batch has already been completed. The trainees have sent the reports of action researches conducted by them as a follow-up of training. The second batch of training in collaboration with All India Primary Teacher Federation is being planned. A Research Methodology Course (Level-I) for DIET Faculty in collaboration with SCERT, Maharashtra will be organised shortly. The material of VII Survey of Educational Research, received from the experts with trend reports on researches conducted in various fields of education for 1993-2001 have been edited for publication of 1st volume of the survey. A workshop was organised to evolve criteria and develop research strategy to assess the quality of M.Phil. and Ph.D. research work in education in Indian universities. The study of consultative mechanisms in educational decision-making in the states, and the studies of successful school management – a case study of some Navodaya Vidyalayas are in progress. A National workshop may be held to evolve research design in priority areas leading to more multi-centric studies.

Educational Technology

ETV and audio programmes are being produced under important series of video programmes on non-formal education, video spots on value education, programmes on grading and medicinal plants series, etc., and important series of audio programmes on National Curriculum Framework, series on 'Bahuroop Gandhi',

series on 'Prarambhik Hindi' for teaching of alphabets to children and programmes under 'Umang' series for young children. Scripts have been developed in the subject areas of 'Art of Healthy and Productive Living and Early Childhood Education', under 'Land and People' series, 'Our Government' series, programmes on mathematics, etc. About 120 ETV programmes and 150 audio programmes are to be produced by the end of the year. A working group meeting was held to identify themes for the video and audio programmes in school education. Training programmes in multimedia script writing and in educational technology concept and practices for North-Eastern states are to be held shortly. Research studies on status of hyper media and effectiveness of ETV programmes telecast on Gyan Darshan are underway. A video festival of media programmes has been planned.

Vocational Education

The NCERT organised programme for development of Vocational Education Programme (VEP) for the state of Nagaland; reviewed the project on 'preparation of a compendium of agriculture based projects'; developed a module on making paper bags; prepared draft manuscript of curriculum on low-vision technician; developed competencies and performance criteria for three modular curricula on medicinal and aromatic plants. Three case studies on implementation of innovative VEP by NGOs in the states of Maharashtra, West Bengal and Kerala were undertaken. Five teacher training programmes for vocational teachers and four orientation programmes (OPs) for the key functionaries of Madhya Pradesh, Bihar, Karnataka, and Andhra Pradesh and two orientation programmes for the PSSCIVE faculty were conducted and some more are to be conducted. The NCERT Awards-2003 for Best Practices in VE were given.

Three reports of national meeting and regional seminars, compendium of project for establishing small enterprises in agriculture, three instructional materials (textbooks and practical manuals) on environmental education and generic vocational course; three modules on travel and tourism, gerontology, mental retardation,

and success stories of VEP in Karnataka have been published. One issue of Quarterly Bulletin on VE has been brought out. Hindi Pakhwada was celebrated. Some more programmes being undertaken include collection of success stories in the state of Andhra Pradesh and development of Educational and Vocational Information System for Career Planning, Pedagogy, Training Packages for Vocational Teachers, database for VEP, software on question bank, competency based vocational courses, instructional materials on information and communication technology for general foundation course, modules of vocational curricula, instructional materials for vocational courses and prevocational modules.

Educational Psychology

The NCERT textbooks of psychology entitled 'Introduction to Psychology, Part I (for Class XI) and Part II (for Class XII) are being evaluated. Tools for rational and empirical evaluation have been developed and sent to identified experts and teachers. Teachers from sampled schools were also explained about the tools and procedure of evaluation.

The work on second International Diploma Course in Guidance and Counselling 2003-04 (face-to-face mode) has been initiated. Information brochures and application forms have been sent to several Asian and African countries, embassies/high commissions and are also available on the NCERT Website. The work has also been initiated with international funding agencies for getting sponsorship. A proposal for launching an international Postgraduate Diploma Course in Guidance and Counselling through distance/on-line mode in collaboration with COL providing details of course requirements and modalities and the syllabus of the course have been developed.

The National Library of Educational and Psychological Tests (NCERT) and Guidance and Counselling Laboratory continued to be enriched and strengthened for the use of faculty and trainees. A national seminar on 'Indian Perspective of Psychological Concepts and Methodological Issues Relevant to Schooling' will be organised.

Value Education

Monographs on Educational Philosophy of Indian Thinkers Series: Shri Aurobindo, Swami Vivekanand, Mahatma Gandhi, Rabindranath Tagore, Dayanand Saraswati, Zakir Hussain, Mother Teresa, Bhagat Puran Singh, have been initiated. The structure of the monograph, guidelines for authors and the identification of prospective writers, review of literature and identification of gaps have been done.

Under Promoting Research and Innovations in Value Education, eight new proposals and 15 revised proposals were received and scrutinised by the Screening Committee. Five research proposals were approved for funding. Content outlines, structure, format, focus and strategies to be followed in the development of monographs were worked out. Several monographs are being commissioned by writers including Values of Democracy; School Environment and Values; School-Community Interface and Values; Inculcation of Values in the Context of Inclusive Schooling; Rights of Children; Value Conflict and Peace; Values of Scientific Temper; Promotion of Harmony between Man and Nature; Harmonious Living in Pluralistic Society; Indigenous Values and Quality of Life; Aesthetic Values; Commonalities of different cultures of India; Festivals of India; and Family Values.

Special issues of the journal, based of particular themes such as *Values of Democracy, Environmental Values, Values of Science* and *Scientific Temper,* etc. were brought out.

Girls Education

Studies on 'Perceptions of Women Teachers Working in Rural Areas on Problems Confronting Them', Issues Concerning Girls and Career Selection, and on 'Women Entrepreneurs Engaged in Cottage Industries' are in progress. Under 'Development', write-ups on 'Policy Perspective on Women Education in India' are in progress. Schedules have been prepared and responses are being collected for 'Networking of Organisations', 'Working on Girls' Education', 'Capacity Building and Women's Empowerment for Collaboration and Information Dissemination'. Modules for 'Trainers Training through Distance Mode for Teachers as Positive Interventionists in Girls' Education and Gender Issues' and modules for 'Guidance and Counselling of Girl Student through Distance Mode', are under preparation. Materials are being collected on 'Reflections of Eminent India', 'Thinkers about Women' and 'Intervention Drive for Confidence', 'Capacity Building among Girl Students through Distance Mode'. The 13th 6-week Training Course on 'Methodology of Women's Education and Development' was held from 4 August to 12 September 2003. Information brochure and training manual were prepared. Preparation of draft discussion paper and other initial preparation are in progress for 'National Consultation on Emerging Dimensions of Women's Empowerment'.

International Cooperation

The NCERT continued working as a major agency for implementing the bilateral Cultural Educational Exchange Programmes (CEEPs) in the field of school education and teacher education. Several members of NCERT faculty were deputed to attend various programmes in other countries under educational exchange or sponsored by international agencies. The NCERT faculty interacted with the delegates/ educationists and teachers who visited NCERT form 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, continued to organise Hindi workshops for clerks, stenographers, and PAs, meeting of the Official Language Implementation Committee, inspection of the NCERT constituents to take stock of the progress, and 'Hindi Fortnight'. Several competitions were organised and awards were given during Hindi Fortnight.

Publication and Dissemination

During the year under report, about 400 publications including school textbooks, workbooks, supplementary readers, teacher's guides, exemplar instructional materials in vocational education, research reports/ monographs and educational journals, etc. were brought out.

Central Board of Secondary Education

The CBSE is an autonomous body working under the aegis of the Ministry of HRD. It is the second oldest Board of the country set-up in 1929. The main objectives of CBSE are:

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.

CBSE has government, government-aided and private/independent schools affiliated with it. As on 31.03.2004 there are 7,176 (revised on the basis of information from KVS/NVS) schools in India including the schools located in 19 other countries of the world. Out of these there are 902 (collected from KVS) Kendriya Vidyalayas, 1,703 government, 4049 independent, 508 (collected from NVS) Jawahar Navodaya Vidyalayas and 14 Central Tibetan schools.

- Duration of Exam: 3 March - 5 April 2003

- Date of declaration of result: Ajmer, Chandigarh, Chennai, Guwahati, Delhi and Allahabad: 23rd May 2003

- A total of 3,66,363 candidates registered in 2003 for Class XII Exam as against 3,42,851 during 2002 showing an increase of approximately 6.86 per cent over last year.

- The pass percentage of regular candidates was 78.33 per cent and that of private and patrachar candidates was 30.34 per cent.

- The total pass percentage of boys was 68.62 per cent as against 80.33 per cent for girls.

- The total pass percentage of candidates in 2003 was 73.59 per cent.

- Duration of Exams: 3 March to 22 March 2003.

The NCERT continued working as a major agency for implementing the bilateral Cultural Educational Exchange Programmes (CEEPs) in the field of school education and teacher education. Several members of NCERT faculty were deputed to attend various programmes in other countries under educational exchange programmes or sponsored by international agencies.

- Date of declaration of results: 24 May 2003 (Ajmer, Chandigarh, Chennai, Allahabad, Delhi and Guwahati).

- 5,62,129 candidates were registered for Class X this year as against 5,30,401 last year showing an increase of approximately 6 per cent over the last year.

- The total pass percentage of regular students was 72.65 per cent and that of private/patrachar candidates was 29.06 per cent.

- The total pass percentage of boys was 67.49 per cent as against girls which was 68.75 per cent.

- The overall pass percentage of candidates in 2003 was 68.02 per cent.

- For the first time CBSE Class X and XII results were made available through SMS besides phone-in facilities, interactive voice response system, e-mail and Internet.

- More concessions were provided to physically handicapped, blind and dyslexic candidates. Separate questions in enlarged print were provided for blind candidates appearing in Class X Maths and Science Examinations. Teachers from schools

Secondary Education

CBSE Examination Highlights – 2004

Date of Examination

Class XII	1.3.2004 to 2.4.2004
Class X	1.3.2004 to 23.3.2004

No. of Registered Candidates

Examination	Year	Total
Secondary School Examination Class X	2004	568489
Sr. School Certificate Examination Class XII	2004	392836

Change of Pattern in the Question Papers in 2004

Subject	Total No. of Questions	
	2003	2004
Class XII		
Chemistry	34	27
Biology	30	28
Economics	30	24
Business Studies	24	25
Class X		
Social Science	29	27

where such candidates were studying were appointed as invigilators. Remuneration of amanuensis was enhanced to Rs. 1001/- per paper, while Assistant Superintendents were given enhanced remuneration of Rs. 55/- instead of Rs. 40/-.

● The number of question papers in physics and mathematics in Class XII were reduced from 30 to 27 and 26 respectively. In Class X Science, the questions were reduced from 33 to 30. Internal choices were also provided in some questions.

● In view of the Iraq crisis, students were given the choice to appear from any examination centre in

Gulf or in India. There were 957 students in Class X and 675 students in Class XII from 9 schools in Kuwait.

● Question paper packets this year were opened in the presence of four assistant suprintendents where at least one assistant suprintendent was from a school other than the examination centre.

● In extraordinary circumstances, exemption from time limit was extended from 30 to 45 minutes for admission in the examination hall.

● All unfair means cases were disposed-off with the declaration of results. Scanned photographs of private and patrachar candidates were provided on their admit cards to avoid impersonation.

● The Head Examiners of social science were advised to choose Additional Head Examiners in a manner that the Head Examiner and the two Additional Head Examiners could cover all the components of social science, viz. history, civics, economics and geography for sample checking of answer books.

All India Pre Medical/Pre Dental Examination 2004

The PMT/PDE is conducted by the Board on the directives of the Supreme Court of India. The 16th Entrance Exam was conducted on 27 April 2003 at different centres located in the state capitals and Union Territories. 2,42,841candidates registered this year out of which 2,15,883 candidates appeared for the examination. The results were declared on 27 May 2004. The merit list contained 1,621 candidates while 1,135 were wait-listed.

Jawahar Navodaya Vidyalaya Selection Test 2003

The JNV selection test for admission in Class VI was held on 9 February 2003 for the summer bound schools and on 12 April 2003 for the winter bound schools. 7,56,983 candidates appeared in February while 16,508 candidates appeared in April.

Additional Exam of JNV for Admission to Class X

In addition to the Class VI entrance examination, an

additional exam was conducted by CBSE for admission to Class IX in Jawahar Navodaya Vidyalayas on 28 September 2003.

The Second All India Engineering/Architecture/ Pharmacy Entrance Examination (AIEEE) was successfully conducted on 11 May 2003 by the Board at 621 examination centres in 97 cities all over the country. In this examination 3,27,721 candidates were registered out of which 2,98,490 candidates appeared. Central Counselling Board, duly constituted by MHRD made the allotment of approximately 12,000 seats in 109 institutions including NITs, RECs, deemed universities and other technical institutions.

1. The Board appointed school principals as Chief Nodal Supervisors for evaluation purpose in cities where the number of schools is large and three or more Head Examiners are involved in a subject. The Chief Nodal Supervisors will be put in charge of the same subject which he or she has taught or has been teaching as a PGT or principal. This will ensure proper manageability, supervision and timely completion of evaluation work.

2. The rate of remuneration payable to examiners for evaluating the answer books of Class X has been enhanced from Rs. 6.50 to Rs. 8/- and from Rs. 8.50 to Rs. 11/- per answer book for Class XII.

3. The answer books of science and technology will be evaluated by two examiners from this year. Section A comprises physics and chemistry and section B, biology. Only those who have studied chemistry and physics as a subject at the undergraduate level will be appointed as evaluators for Section A, while those who have studied biology as a subject at the undergraduate level will evaluate the section on biology. Remuneration for Section A will be Rs.5/- per answer book and for Section B RS.3/- per answer book.

The PMT/PDE is conducted by the Board on the directives of the Supreme Court of India. The 17th Entrance Exam will be held in two phases for the first time – Preliminary and Finals. The prelims will be held on 17 April 2004 at different centres located in the state capitals and Union Territories.

The Third AIEEE will be held on 20 and 21 May 2004, for admission to degree-level courses in engineering, pharmacy and architecture in central universities, deemed universities, National Institutes of Technology and institutions in the state/UTs other than those covered by Joint Entrance Examination/State level Entrance Examination for paid or unpaid seats based on the score.

CBSE has constantly been engaged in a process of curriculum engineering to remove stereotyping of courses as well as to enhance the relevance factor so that students can relate their knowledge, skills and competencies to the work place and to their actual life needs. The year under review witnessed further expansion of academic activities of the Board. The past two decades have witnessed a number of changes in both the technology of learning and the conceptualisation of bodies of knowledge breaking barriers of subject boundaries and seeking inter-relationships. This process of integration has resulted in high-breed subjects. The overall thrust of academic activities is on the following areas:

● Curriculum design, renewal and development pedagogical support,

● Teacher empowerment programmes,

● Development of supplementary textual material.

Curriculum Design and Development
The revised national curriculum framework developed by NCERT was introduced in Classes I,III,VI, IX and XI during the year 2002-03. This year, the revised syllabi

and courses were introduced in Classes 11, IV, VII, X and XII.

Biotechnology

Biotechnology is a branch of knowledge that combines physics, chemistry and biology with application-oriented technology. The subject covers classical and modern approaches to biotechnology. The curriculum consists of genetic engineering, industrial biotechnology, cell biotechnology, bio-medical engineering, bio-fertilisers, etc. CBSE decided to introduce biotechnology as an elective subject of study at senior secondary level from 2002-2003. Textual material for Class XI and XII was brought out by the Board. Training programmes for teachers were also conducted in various parts of the country.

Entrepreneurship

Another new subject introduced by CBSE at the senior secondary level in 2001-2002 is entrepreneurship, which is now being offered by more than 200 schools. The subject aims to provide both knowledge and skills to the students to empower them as productive and self-reliant individuals endowed with initiative and resourcefulness. It also guides the learner to self-employment. Revised textual materials for Class XI and XII were introduced this year by the Board.

Functional English

The communicative approach to teaching of English was introduced eight years ago in Class X. Functional English has been introduced at the senior school level as an alternative to English core and English elective during this year. The course aims at providing communicative, language and literary skills to the learners often necessary in the changing social needs.

Introduction of Fashion Studies

Introduction of fashion studies as an elective subject under academic stream has been designed in collaboration with NIFT. The course will have 70:30 component of theory and practical respectively and will deal with areas like garment manufacturing, management and merchandise.

Introduction of Mathematics Lab

The Board has issued guidelines to schools for setting up mathematics laboratory by 31 March 2005 for Classes III-VIII. The emphasis is to integrate the evaluation of practical competencies with theory and make the learning of mathematics more pragmatic and life oriented. It is felt that learning of mathematics can be linked to other subjects. The schools have been asked to identify local resources for developing the tools and instruments for practical provision of mathematical concepts. The students should be evaluated by the continuous and comprehensive evaluation process.

Science Quiz

The current calendar year 2004 has been designated as the 'Year of Science'. Truly in keeping with this spirit, the Board will launch Science Quiz for students in collaboration with Intel India. The quiz is open to all the affiliated schools of CBSE for students studying in Classes IX-XII. Only three students from each school will be allowed to appear. There will be three qualifying stages: (i) Written Quiz (ii) Oral Quiz at the regional level and (iii) National level. The first stage of competition will be held in April 2004. There will be cash prizes of Rs. 20,000/-, Rs. 12,000/- and Rs.7,500/- for First, Second and Third positions respectively, at the finals. The regional winning team will get Rs.3,000/-. A registration fee of Rs.600/- will be charged from each participating school.

Web and Multi Media Technology

- CBSE was the first Board in the country to introduce information technology at school level. Introductory information technology is offered as an additional subject at Class X level.

- At senior school, courses in computer science and informatics practices are available under the academic stream. IT applications can be taken up by a student under the vocational stream. Web and multimedia technology has been introduced as an elective subject for Class XI from the current academic year. The course aims at enabling the students to manage self-developed website, web portals, creating and editing graphical images, web

development, web scripting, etc. The course will comprise of theory component of 70 marks and practical component of 30 marks.

Introduction of Int... Secondary State in s...

Internal evaluation has been introduced in social science from Class IX onwards from the ensuing academic session 2004-2005. As a part of the continuous and comprehensive evaluation, 20 per cent weightage has been assigned to internal evaluation to be done by the schools. This evaluation will be summative and formative in nature with a thrust on evaluation of various skills of the learners. The performance of students in internal evaluation will be reflected in the form of grades and will be included in the certificate of marks/grades issued by the Board after secondary school examinations. The guidelines for evaluation will be provided by the Board.

Communicative San...

The entire curriculum of Sanskrit for Class X was revised and improved. The resource manual for trainers was also prepared in addition to the teacher's handbook. A number of training programmes were conducted for teacher's orientation in revised course.

Disaster Management

As part of the frontline curriculum disaster management has been introduced as a subject in Class VIII. The course focuses on pre- and post-preparedness to natural and man-made disasters. A part of the course also deals with practical training of the learners.

Life Skills Education

The course has been introduced in Class VI from the current academic year and builds on the power of the learners to discriminate and make right choices by a process of continuous introspection, understanding and appreciation.

Physical Education

Physical and health education is a compulsory subject up to secondary stage. At senior level the weightage given to theory has been revised as 70 marks with a

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practical component of 30 marks to bring it at par with other academic subjects involving practical work and to enhance understanding of the subject. Basic concepts of health education and sports medicine have also been incorporated in the curriculum.

Value Education

Value education is taught as an inter-disciplinary subject at the school level. The course content was revised and new publications were brought out this year.

Frontline Curriculum

The Board constantly reviews and updates its syllabi in different subjects with the objective of keeping pace with the changing times and of making the syllabi more relevant. The Frontline Curriculum approach has enabled the Board to revise the existing curriculum by deleting outdated topics and concepts and replacing them with more relevant and up-to-date content areas. Frontline Curriculum has already been introduced in biology, physics, economics and business studies at senior secondary level. Teacher support material was developed and teacher training programmes were also conducted during the year. A component of computerised accountancy has been added as a new component in the subject of accountancy.

French Language

New course materials in French Language for Class IX and X was also developed during this year, based on the communicative approach. The textbook, workbook and audiocassette for listening and speaking practice was prepared.

Teacher Empowerment Programmes

A number of programmes for the orientation of teachers teaching Classes X and XII were conducted across the country in the following subjects:

- English
- Maths
- Physics
- Biology
- Entrepreneurship Economics
- Sanskrit
- Business Studies, Accountancy, Biotechnology, Informatics Practices, Psychology

Empowerment Programme for Principals

The Board, in collaboration with the Indian Institute of Management, Ahmedabad, conducts training programmes for principals of affiliated schools. The programme aims to impart management, administration and leadership skills to the participants.

Induction Course for Principals

A series of induction courses were launched this year for the principals of the newly affiliated schools all over the country. The main thrust of the programmes was on curricular dynamics, changing trends in pedagogy, total quality management, stress management.

CBSE Group Mathematical Olympiad

CBSE has been accorded the status of an independent group by the National Board of Higher Mathematics in 1997. The Sixth CBSE Maths Olympaid was conducted in December 2002. Top scoring students from this group participated in the Indian National Mathematical Olympiad

Information Technology Olympiad

Information technology is a fast emerging field of study in school and university education. To spot talent and to encourage initiative and creativity, the Board launched an Annual Olympiad in IT in 2002. The zonal and national-level Olympiads were conducted in February and May 2003 in collaboration with Indian Association for Research in Computer Sciences. Three candidates qualified for the International Olympiad and won bronze medals.

Heritage India Quiz

A national quiz programme for the students of Class IX-XII was started in 2001. This gives an opportunity to the students to enhance and display their knowledge and understanding of Indian history, culture, fine arts and heritage. CBSE conducted cluster- and national-level competitions in which more than 1,000 schools participated.

X Annual Conference of CBSE Sahodaya School Complexes

"Enabling Stress-free Education" was the theme of the Tenth Annual Conference of CBSE Sahodaya School Complexes held at Udaipur, where more than 150 principals took part and discussed important issues related to the school education system with prime focus on reducing stress and its management.

CBSE Competitive Sports Programme

The competitive sports programme of CBSE is the most organised activity at school level in India. It is conducted at three levels, viz. namely Cluster, Zonal and National. In the year 2003, competitions in 14 disciplines were conducted at more than 120 venues in India and abroad. The number of participants was more than 80,000 this year. Competitions in handball, Judo and skating were introduced at zonal level. New events and age categories were introduced in swimming, skating, handball and chess. Events for singles championship were introduced in badminton, table tennis and tennis at national level.

The Public Grievances and Redressal Cell was set-up in 1993. Regular monitoring of the grievances of the public ensures effective remedial action within a specific time frame. Considering the fact that a number of examinees has been increasing every year, the Board received only 15 complaints mainly pertaining to non-receipt of duplicate documents. All the cases were settled in favour of the complainants.

PR Unit monitors the Malpractice cell of the Board. The main objective of the Cell is to monitor activities of the private organisations and institutions. During the period under report action was taken against 9 schools.

CBSE is the first Board in the country to start counselling service for students. First started in 1998 as a Pilot Project, the tremendous response received largely from the students and parents has resulted in continuous tele-counselling programme taken up by the board twice a year, first at the time of examinations and again at the time of declaration of results. A number of counsellors and trained psychologists from private and government schools affiliated to CBSE provide counselling through a network, which has become broader over the years. The tele-counselling service is also being provided in the Gulf besides 38 centres in the country.

Initiatives taken during the year

CBSE collaborated for the first time with the Directorate of Education, Delhi and interacted with Class X and XII students of Government schools and principals and teachers of various other schools. For the first time, the Board started a helpline in collaboration with two leading national Hindi dailies – Hindustan Dainik and Rajasthan Patrika for counselling the students on exam related issues and for providing general counselling.

A Handbook for Teachers and Parents on Counselling: CBSE is the first Board in the country not only to start counselling, but also to have strengthened and established counselling as a part of the entire school spectrum on a regular basis. An important step in this direction is the publication of a handbook specially designed for class teachers and parents in English and Hindi editions. This handbook is based on empirical evidences and compiles behavioural problems encountered commonly in children, and contains appropriate remedial measures that the teachers and parents can promptly take to ensure the mental health of children..

The CBSE incentive Awards to Teachers, instituted in the year 2000, reinforce the tradition of honouring the unique accomplishment, proficiency and ingenuity of teachers who have made a substantial contribution to the field of education. These awards have been assigned a separate category by the Union Ministry of HRD. In all there are 12 awards allocated for schools coming under the jurisdiction of six Regional Offices of CBSE. The Board appoints Regional committees which recommend the names of Principals and teachers to the Central Awards Committee of CBSE for final selection. Each award consists of a merit certificate, a shawl and a cash prize of Rs.15,000/-. Dr. Murli Manohar Joshi, Minister for HRD, Science and Technology and Department of Ocean Development presented these awards at a glittering ceremony held on 4 September

2003. The principals and teachers selected for CBSE National Awards received commendations from His Excellency, The President of India, Dr. A.P.J. Abdul Kalam on 5 September 2003.

International Education Fair

CBSE for the first time participated in the International Education fair held from 3-5 April 2003 at Pragati Maidan with the sole purpose of reaching out and to make interfaces with public and sensitise masses about objectives and activities of the Board.

The exhibition provided a useful platform for interaction with the students, parents and various national and international educational bodies. CBSE pavilion drew large crowds that received a panorama of the Board's multi-dimensional educational activities.

A number of multimedia presentations, information material on new CBSE courses, career guidance, new policies and programmes of the Board and publications, etc. were prepared for this exhibition. The arrangements, display and information material were tremendously appreciated by the public.

Platinum Jubilee year

The inaugural celebrations of CBSE's Platinum Jubilee year were held on 29 July 2003. Prime Minister of India Shri Atal Behari Vajpayee inaugurated the Platinum

Jubilee year at Vigyan Bhawan, Delhi. The celebrations were marked by the inauguration of the new CBSE building 'Shiksha Sadan', the academic wing of the Board and also the Info-highway network of the CBSE 'Shikshanet'– an ambitious project of the Board's networking. The release of a special cover and a souvenir were also important part of the celebrations.

Public Website

The CBSE already has rather rich information content website at the URL: www.cbse.nic.in which is accessible to any member of the public. During the Platinum Jubilee year, it would be enhanced to make more information available including forms and circulars and methods of seeking information from the CBSE, electronically. The CBSE would endeavour to move towards more paperless and faster electronic access to information in terms of its citizen's charter and the provisions of the Indian Information Technology Act 2000.

List of Latest Publications

- Work Book - IX (Revised Edition)
- Literature English (Functional English) - XI
- Language Skill XI-XII
- Biotechnology Laboratory Manual - XI
- Biotechnology - XII
- Biotechnology Laboratory Manual - XII
- Practical Work on Computerised System in Accountancy and Project Work in Accountancy
- Entrepreneurship - XII
- Entre Jeunes (French) - IX
- Entre Jeunes Cashier d'exercises-IX
- Entre Jeunes-II (French) - X
- Senior and Secondary School Curriculum 2004
- Senior and Secondary School Curriculum 2005
- Marking Scheme - Class X 2003
- Marking Scheme - Class XII 2003
- Sample Question Papers X and XII

No school bags up to Class II

A landmark decision has been taken by the Board to reduce the load of school bags for students up to Class II. It has been decided that no home work will be given to the students. However, guidelines have been prepared for the teachers suggesting alternatives to home work aimed at developing the holistic personality of a child in a stress-free environment.

- *Gujarati ek Parichay, Malayalam ek Parichay*
- No school bags up to Class 2

A landmark decision has been taken by the Board to reduce the load of school bags for students up to Class II. It has been decided that no homework will be given to the students. However, guidelines have been prepared for the teachers suggesting alternatives to homework aimed at developing the holistic personality of a child in a stress-free environment.

It has also been decided that continuous and comprehensive evaluation will be done and no student will be declared pass or fail up to Class V. This provision will gradually be extended up to Class VIII.

In order to strengthen internal evaluation based on continuous and comprehensive assessment CBSE has introduced several reforms in the school-based evaluation. It has been decided to implement grades in evaluation of Class IX students beginning the academic session 2004. The first batch of students to be evaluated on the basis of grading will be in the year 2006.

National Institute of Open Schooling (NIOS)

The National Institute of Open Schooling (NIOS) is an autonomous organisation of the Ministry of Human Resource Development (MHRD), Government of India. Established in 1989, the NIOS has emerged as the biggest open schooling system in the world. Currently, it has about 12 lakh students on roll at the secondary and senior secondary stages. During the last five years, more than five lakh students have passed NIOS examinations. It has set up a network of five departments and two divisions at NIOS Headquarters, 7 regional centres and about 2,500 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 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 UAE, Sultanate of Oman, Kuwait, Nepal, and Canada.

Open Basic Education (OBE) Programme

Realising that the formal schooling system as a major delivery system alone is not in a position to provide

The revised Self Instruction Materials (SIM), based on the revised curricula in Hindi, English, Social Science, Sanskrit, Science and Technology, Business Studies, Mathematics and Urdu have been developed and put in the system from the academic year 2003-04.

elementary (or basic) education to all, the NIOS has started the Open Basic Education (OBE) Programme in partnership with experienced and dedicated NGOs, etc. The OBE programme is being implemented at levels 'A' (equivalent to class II/III), 'B' (equivalent to class IV/V), and 'C' (equivalent to class VII/VIII). It provides a learning continuum based on a graded curriculum ensuring quality of education taking into account the competencies prescribed at the national level. Separate OBE programmes have been planned for children below 14 years and for adults above 14 years. The NIOS has accredited 216 agencies for running OBE Programme. NIOS provides exemplar self-learning material to the accredited agencies for adoption/adaptation. It also provides broad learning outcomes, text free sample questions, blue prints of examination papers with suggestive marking schemes. The accredited agencies conduct examinations for OBE levels A, B, and C and award certificates jointly with NIOS. More than 26,000 Joint Certificates have been issued so far. The achievement of students in scholastic and co-scholastic areas is assessed as per standards laid down by NIOS. This gives credibility to the Open Basic Education programme of NIOS.

Secondary and Senior Secondary Courses

At the secondary and senior secondary stages, 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, NIOS has inter alia provided for direct registration of candidates for appearing in examinations. In order to expand the choice of subjects, the NIOS has offered new subjects viz., psychology, and Bharatiya culture and heritage at the secondary stage, and computer science, and sociology at the senior secondary stage from the year 2003-04. Learning strategies include learning through printed self-learning material, audio and video programmes, personal contact programmes (PCP) and Tutor Marked Assignment (TMA). During the year 2002-03 and 2003-04, 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 revised Self-Instruction Materials (SIM), based on the revised curricula in Hindi, English, social science, Sanskrit, science and technology, business studies, mathematics and Urdu have been developed and put in the system from the academic year 2003-04. Self Instructional materials in psychology at secondary level and sociology at senior secondary level have been developed. Self Instructional Material in Malayalam has been developed and revision/development of curriculum/SIM in Bengali, Marathi and Telugu is in progress. Tutor Marked Assignments (TMA) for different subjects at secondary and senior secondary stage have been developed. A Question Bank for the subjects Hindi, English, mathematics, science, social science, economics, home science, business studies and Urdu has been developed for the On-Demand Examination System (ODES). The Question Papers' designs, blue prints, and sample Question Papers have been revised atsecondary and senior secondary levels. Question-wise analysis in different subjects has been done. A 'Laboratory Manual in Science and Technology' and 'Guidelines for Practical Examinations' has been developed. A 'Graphic Bank' has also been developed.

Vocational Education Department

Vocational Education Department of NIOS offers wide variety of courses under the major areas of agriculture,

Figure 1. Enrolment Trend in NIOS since 1991

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
■ Enrolment	40	34	56	64	65	77	91	112	129	147	186	214	278	321
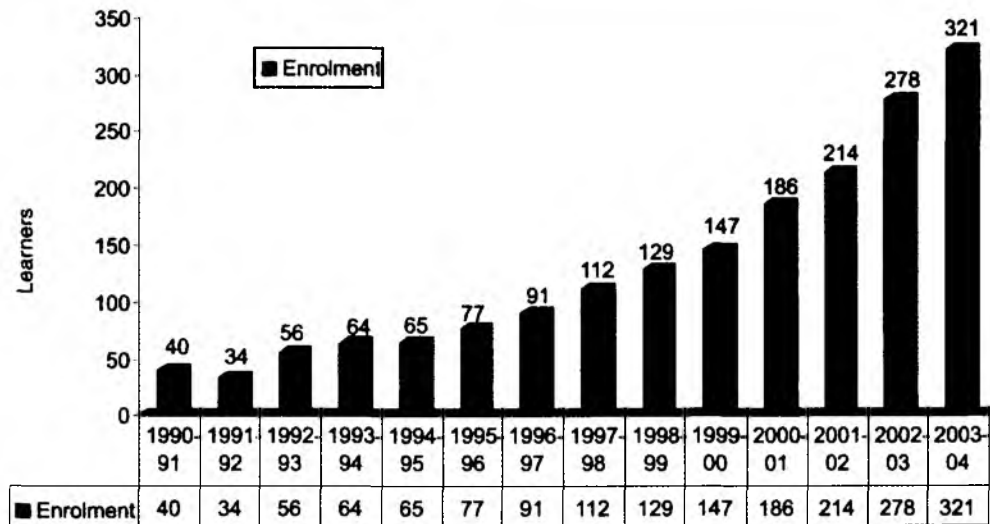
technology, health and paramedical, business and commerce, home science and hospitality services and other service sectors. Courses presently being offered are of 6-month to 2-year duration.

During the year 2003-2004, four new courses were launched – namely preservation of fruits and vegetables, Certificate Course in Care of the Elderly, Certificate Course in Computer Hardware and Assembly, and Urdu Typewriting. The concept of entrepreneurship has been incorporated in vocational courses, so that the pass-outs are encouraged to establish their own production/ service units. Of late, the NIOS has received several success stories about its students who have completed vocational/academic courses. Even some housewives could get jobs and adults have gained confidence after undergoing NIOS courses of study. Some agencies like M/s Blue Dart have come forward to recruit NIOS pass-outs.

Efforts are being made to develop many new courses. The developmental activities during the year 2003-2004 include curriculum development as well as self learning material in the following courses, two wheeler mechanic, brass metal technology, footwear design and production, printing technology, motor mechanic, modern secretarial practice, reception operations, web designing, diploma in information technology, revised *Jan Swasthya* course in homeopathy, diploma in optometry, medical laboratory technician, plaster technology. The courses of *Gram Sakhi* and *Gram Sahyogini* which were developed by the Foundation for Research in Community Health, Pune in Marathi language but have been translated into Hindi medium will be offered soon to other centres also. The course in *Jeevan Vigyan* is being developed in collaboration with Jain Vishwa Bharti, Ladnun. At the Open Basic Education level, a cutting and tailoring course was launched.

Two video films were completed which are:

1. *Anokha Swaad* (Preservation of Fruits and Vegetables),

2. Conservation of Nutrients,

3. Concepts in Question Bank.

Academic briefs for four new films have been prepared.

Figure 2. Learners certified as percentage of those appeared

	1991	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
■ Secondary	23.42	23.54	26.26	25.87	30.26	17.9	28.35	22.02	22.82	28.69	30.1	27.44	30.77	48.06
■ Senior Secondary	27.82	28.8	35.48	32.99	40.37	24.57	23.57	23.57	23.73	25.07	20.16	21.28	22.85	29.45
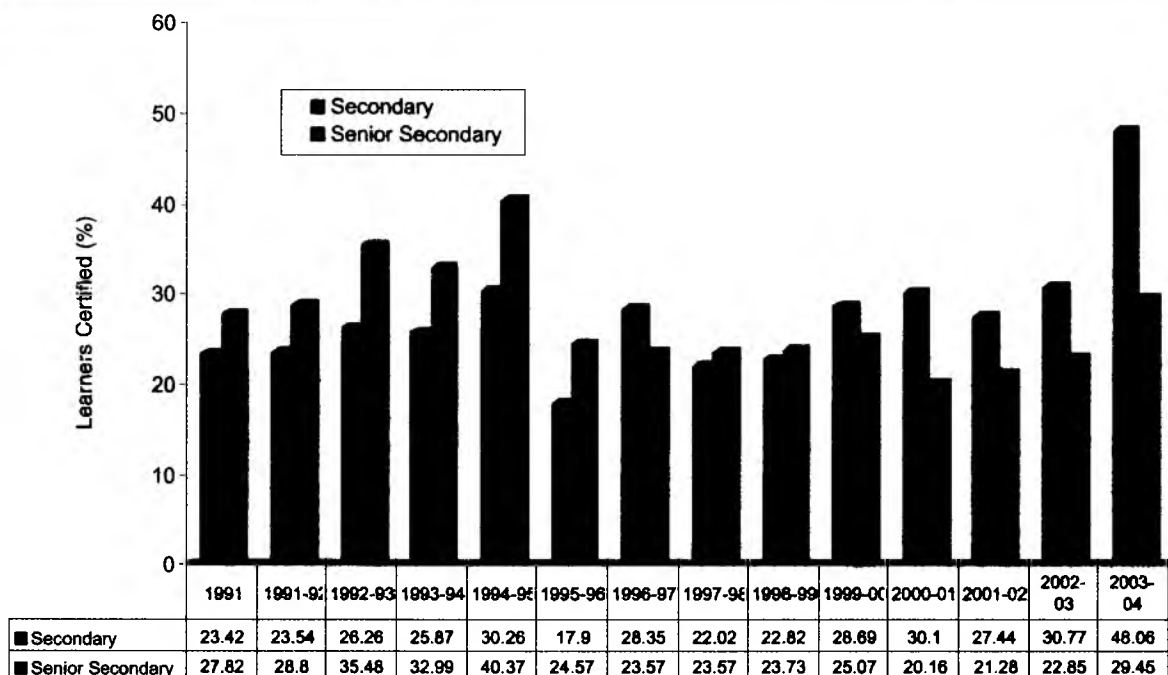
Education of the Disabled

In the area of special education, steps have been taken (i) to develop a 'Manual for Teachers and Parents of Visually Impaired Learners', (ii) adaptation/development of 'Vocational Education Materials for Visually Impaired Learners for Braille Printing', and (iii) development of a 'Training Package for Orientation of Teachers through Tele-conferencing' to deal with children with disabilities. During the year, secondary course books have been printed in Braille in almost all major subjects and supplied to the concerned study centres. Three teachers working in NIOS-Accredited Institutions have been given the National Award on Teacher's Day (5 September 2003) for their contribution towards education of differently-abled children.

Student Support Service

Sincere efforts are being made for giving fillip to the open schooling system and enhancing enrolment at various stages of education. Student Support Service (SSS) Department is in the process of visualising and operationalising effective strategies to meet the wide transitional gap from elementary to secondary education system. Direct registration twice a year, and admission through Accreditated Institutions (AIs) once a year is just one of the steps in this direction. Dedicated efforts are on to substantially increase NIOS's outreach in rural areas where due to various socio economic and other reasons, large number of children (specially girls) is out of school. Greater number of schools is accreditated in rural areas. It attempts to cater to the specific needs of lower socio economic segments of society and marginalised communities by working in close association of NGOs.

It is expanding its AIs/study centres in all states and Union Territories to ensure adequate coverage of entire area. It is communicating with all State Education Departments so that all Government State Zila Parishad schools, Municipal Corporation schools become Accreditated Institutions of NIOS. Its network is also

being intensified through KVS, NVS and the schools affiliated by CBSE. NIOS is also considering fruitful involvement of community in the Open Schooling Programmes.

Great emphasis has been laid to provide educational opportunities to areas where educational institutions are less due to difficult geographical terrain and lack of connecting infrastructure. Special efforts have been made to enhance academic scenario in North Eastern states and to identify state specific requirement of academic programme.

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NIOS came up with this innovative concept of On-Demand Examination System (ODES) where assessment takes place when individual learner considers him/herself to be prepared for it. Not only ODES is time independent but it also allows the learners to improve their performance till they are satisfied with their own set mastery level. Thus, ODES adds another dimension of openness and flexibility in the Open Schooling System where examination is self-paced and degree of performance is learner-controlled. This system of evaluation attempts to remove examination related stress and threat of failure. ODES has been launched as a pilot project in Open Basic Education – C-level (equivalent to Standard VIII) in five different centres last year. With its success, NIOS also planned to launch ODES at the secondary level. The Department of SSS along with Computer Unit organised a one-day training programme for the test co-ordinators and assistant co-ordinators of the selected ODES testing centres.

· · of Wa:l. i·· Adrussion

A preliminary brainstorming session on identification of implementation strategies of walk-in-admission was conducted on 15 September 2003. Great emphasis was laid on evolving a pragmatic approach. Need for real beneficiaries and identification of target group were deliberated in detail. Issues, such as, availability of admission, adequate study period, feasibility of PCP and TMA were discussed. It was comprehended that a detailed execution policy covering well define scope of

work, flow of data and specific additional human resources may be designated for this task. In addition, admission and evaluation should be well co-ordinated to ensure flexibility and relevance of NIOS programmes.

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The NIOS has developed several means and strategies to help the registered learners to learn well and be successful. Tutor Marked Assignments (TMAs) are one such means, which play a very important role in learning through open and distance education. TMAs help the learners to know their progress and attainment level and to develop regular study habits that are necessary to become a self-learner.

With this view, TMA was operationalised at secondary level from the Academic Session 2002-03 and at senior secondary level from 2003-04.

The learners are provided Tutor Marked Assignments at both the levels in a separate booklet through Accreditated Institutions (AIs). The booklet comprises of three assignments in each subject. The learners are encouraged to submit all the assignments to the subject teacher who is involved in the Personal Contact Programme (PCP) at their AIs. The subject teacher evaluates the assignment and returns it to the learners with the corrections and suggestions for improvement. The marks obtained in assignments at secondary and senior secondary level will not be considered for inclusion in overall grading/marks in public examinations from March-May 2004. However, marks of TMA will be reflected in the marks sheet separately for those who have attempted the assignment within the proposed time schedule and for others 'Absent' will be shown.

Transfer of Credits

NIOS imparts education up to pre-degree level through open and distance learning mode. It is vested with the authority by the Government of India to examine and certify students up to pre-degree-level courses. The certificates awarded by the NIOS are recognised by most of the State Boards and universities of India. NIOS

Figure 3. Growth of Study Centres

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
■ AI+AVI	161	191	298	306	357	522	671	793	1030	1406	1426	1545	2418
■ OBE(A.A)	0	0	0	0	0	0	0	0	0	67	106	176	232
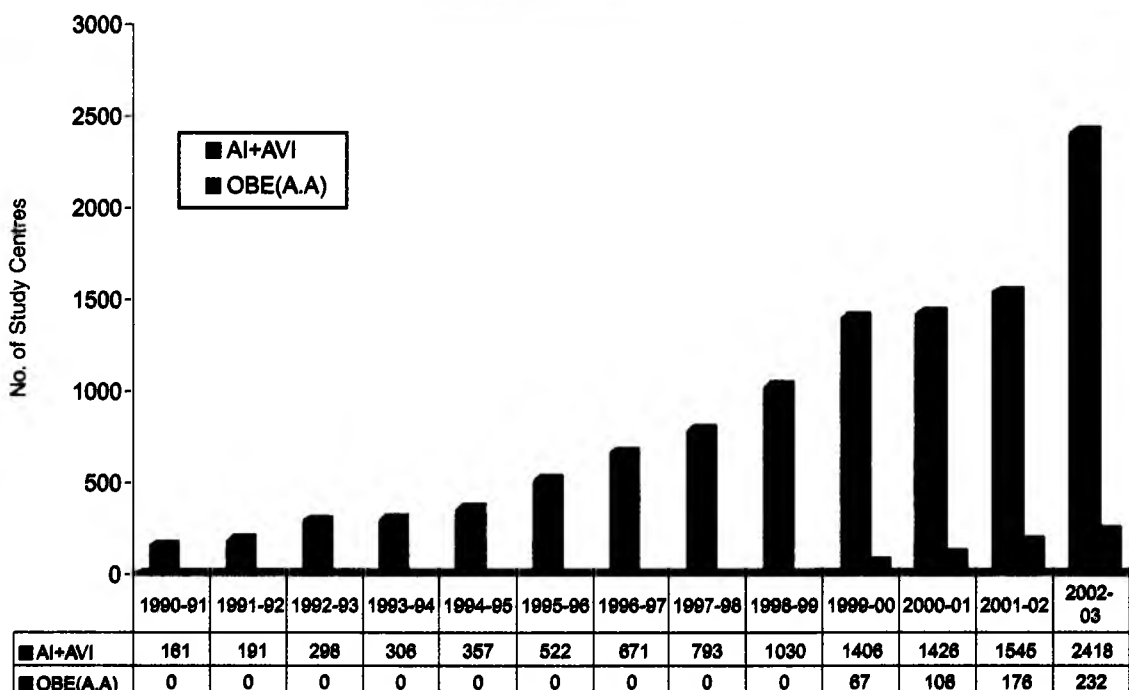
allows Transfer of Credit (TOC) for the benefit of students who have passed in one or more subjects from CBSE and State Open Schools.

From the Academic Session 2004-05, the ex-students of CBSE/State Open Schools who passed in at least one subject and have not qualified in course during the last five years have the option to get the credits of two passed subjects provided these subjects are available in NIOS programmes. An ex-NIOS student has the option to get TOC of maximum of four passed subjects.

Media Programmes

During 2003-04, 11 video films have been completed and two video programmes are at production stage. Recording of five video programmes on 'Music Education' was done in the Mini Studio of NIOS. 31 video programmes were given to outside producers keeping in view the future telecast requirement for the Channels – DD–1 and Gyan Darshan, and proposed Educational Satellite. 16 capsules were given for telecast on DD-1 and Gyan Darshan. The NIOS programmes are telecast on DD-1 every Friday from 5:02 am to 5:25 am and on Gyan Darshan every day from 6:30 pm to 7:00 pm 33 audio programmes produced by NIOS were given for broadcast on FM Channel from 8:15 am to 8:45 am with repeat broadcast from 4:15 pm to 4:45 pm every day. Duplication of 14,700 audio cassettes and 69,852 VCDs was carried out.

Information and Communication Technology (ICT)

The use of Information and Communication Technology (ICT) in education is widely accepted and is more relevant in case of open schooling by its very character. NIOS makes the optimum utilisation of ICTs in almost all of its activities and programme. Under the programme and activities of the NIOS, ICT is being used as a major strategy towards reaching the unreached.

The NIOS has come a long way in the forefront of ICT since it made a small beginning with only two personal computers in 1989. Today it is equipped with the latest hardware and software. There is a local area network with centralised database system with Windows NT/ Windows 2000 professional as the basic operating system and Pentium - IV based Windows server. This has greatly enhanced communication and resource sharing among the users. All the regional centres of NIOS are provided with basic computing facilities with 3 computers and 2 printers. The regional centres are also provided with Internet access and e-mail facility for transfer of data and for smooth connectivity with Headquarters at Delhi.

Research Studies

The thrust areas of research in open schooling include (i) accessibility of NIOS and constraints, (ii) critical review of flexibility and openness in open schooling, (iii) credibility of the system, (iv) evaluation of materials and methods, (v) possibility of integrating modern technology for effective programme delivery, and (vi) studies on pass outs and drop outs of NIOS. Fourteen internal research projects are in progress. Twelve external research projects are being processed for financial assistance. Ten research projects have been processed as collaborative projects of NIOS, OBE Accredited Agencies and the Commonwealth of Learning (COL).

Land and Building Project

MHRD has conveyed the approval of EFC to construct NIOS office complex at NOIDA at an overall cost of Rs. 25 crore including Rs. 1 crore to be paid to School of Planning and Architecture, architects for project, for its services.

It is expected that 20 per cent of building work shall be completed during 2003-2004.

Central Tibetan Schools Administration (CTSA)

The Central Tibetan Schools Administration (CTSA) was set up as an autonomous organisation in 1961 as a registered society under the Societies Act, 1860 with the main objectives to run manage and assist institutions for the education of Tibetan children in India. The schools are being run in the areas where Tibetans are concentrated to provide modern education while preserving the essentials of their traditions, culture and heritage.

At present, there are 79 schools which include six (residential) senior secondary schools, two (non-residential) senior secondary schools, six secondary schools, seven middle schools, seven primary schools, 42 pre-primary schools and nine grant-in-aid schools. 9,216 students are receiving education in these schools. The number does not include the students being imparted education in grant-in-aid schools

In order to ensure better Board results, an innovative scheme, viz. A,B,C,D, scheme has been launched wherein emphasis has been laid on 100 per cent attendance, revision of exam-oriented material filling up of vacancies, etc. Counselling and Guidance Cells have also been developed in all the senior secondary schools with the view to overcome the stress of adolescence.

All the schools have been provided with well-equipped infrastructure such as, a building, playground, multipurpose hall, staff quarters, resource, centre and MLL Centre with necessary gadgets like OHP Colour television, VCD player, computer, LCD, educational CDs, electronic teaching aids and laboratories for science, maths, social science, language, work experience, etc. to ensure activity-based enjoyable teaching-learning in the schools.

During the year under report, the administration has achieved 83.75 per cent results in Class XII and 80.10 per cent in Class X Examination conducted by CBSE.

The students are being provided opportunities to participate in national and international events of Bharat Scouts and Guides, zonal and central sports meets organised by CBSE. Adventure programmes,

Figure 4. NIOS Income from 1990-91 Onwards

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
■ INCOME	1.78	2.67	3.9	4.95	6.42	7.51	9.75	15.14	18.2	22.29	28.76	33.05	43.19
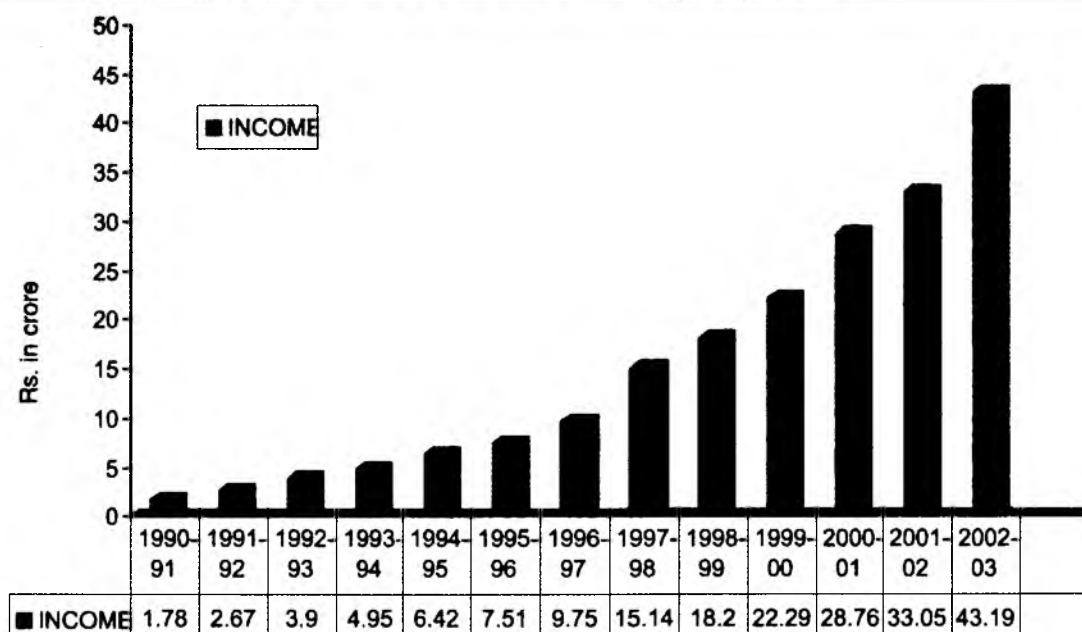
zonal and central cultural meets organised by CTSA and sports meets organised by the respective state governments. The students also actively contribute in the community development with environment-oriented and national integration programmes being organised by various agencies of the state governments.

In addition to the above, various other motivating schemes, some of which depicted below, are being run for both students and teaching staff:

● 15 Tibetan students are given scholarships for pursuing degree-level courses and five students for diploma-level courses.

● Government of India has also reserved some seats for Tibetan students in various professional courses such as medical, engineering, teacher education, information technology, pharmacy, etc.

● To upgrade the professional/teaching skills and to familiarise the teachers with the modern methodology being implemented/experimented in the field of a education, in-service training courses

in collaboration with organisations like NCERT, NIEPA, CBSE, KVS, etc. are conducted regularly.

● To recognise the meritorious services of the teachers, a scheme of Incentive Award to Teachers exists in CTSA in which a Memento and a Cash Award of Rs.2000/- is given to such teachers.

● A scheme of Incentive to Indian Teachers for Acquiring Proficiency in Tibetan Language has been in existence for the last many years.

Kendriya Vidyalaya Sangathan

The Government of India approved the scheme of Kendriya Vidyalayas 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 Kendriya Vidyalayas is 902 (as on 30.11.2003).

KVS Administration

The Minister for Human Resource Development is ex-

officio Chairman of the Sangathan. The policies and guidelines issued by the Sangathan and its Board of Governors are executed by the Commissioner who is the Executive Head of the Sangathan. The Commissioner is assisted by two Joint Commissioners and other Officers and supporting staff at the Kendriya Vidyalaya Sangathan(HQ) and its 18 regional offices. The Regional Offices are headed by Assistant Commissioners. The main functions of the regional offices are to monitor and supervise the working of the Vidyalayas in the region. Each Kendriya Vidyalaya is headed by a Principal/Principal Grade-II, assisted by a small group of administrative and teaching staff.
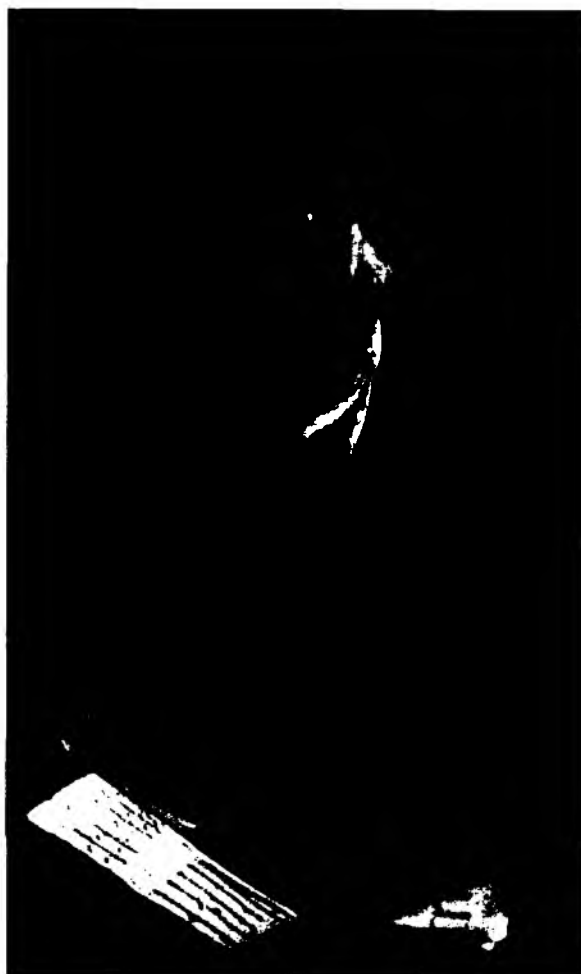
Opening of Kendriya Vidyalayas

Kendriya Vidyalayas are opened in the civil sector on the recommendations of various Ministries/

Departments of Central Government/ State Government Employees Welfare Association, etc. Similarly, Vidyalayas are opened on the recommendations of the Ministry of Defence in the Defence Sector. The Kendriya Vidyalayas 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 902 Vidyalayas (as on 1.12.2003) in the different sectors is given below:

Defence	350
Civil	421
Institutes of Higher Learning	18
Projects	113
Total	**902**

Opening of Zonal Institute of Education and Training

It has been decided to open following five Zonal Institutes of Education and Training to cater to the training needs of the Kendriya Vidyalaya Sangathan:

- ZIET Gwalior
- ZIET Mumbai
- ZIET Kolkata
- ZIET Chandigarh
- ZIET Mysore

Out of these five Zonal Institutes of Education and Training, at present, only ZIET Mumbai and Gwalior are functioning. The teachers' training programmes are conducted by them.

Admissions

The basic criterion for admission in Class-I in Kendriya Vidyalayas 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 public sector undertakings, fully financed by the Government

of India. The next category for admission is children of State Government transferable employees. After meeting 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 Kendriya Vidyalayas over and above the class strength:

- the children and dependent grand-children of Members of Parliament and of KVS employees;

- 60 seats for employees of Ministry of External Affairs and 15 seats for the RAW employees.

- 100 seats for the employees of the Ministry of HRD;

- 10 seats in each section of Class I and 10 seats in all other classes are reserved for sponsoring agency;

- Two children will be admitted at the discretion of Chairman, VMC;

- Children getting 80 per cent or more marks in Class X are admitted to Class XI over and above the class strength.

There were about 7.26 lakh students studying in Kendriya Vidyalayas as on 31.3.2003.

Reservations

15 per cent and 7½ per cent seats in fresh admissions are reserved for SC and ST candidates. 3 per cent seats are horizontally reserved for physically handicapped children.

Pre-Primary Education

KVS has introduced pre-primary education in Kendriya Vidyalayas on self-financing basis, wherever infrastructure is available. Children of 4 years of age as on 1 April are given admission.

Courses of Study at +2 Stage

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

Students belonging to SC/ST and those who have

Salient Features of KVs

The salient features of Kendriya Vidyalayas are as follows:

- Kendriya Vidyalayas primarily cater to the educational needs of the wards of transferable Central Government employees.

- All Kendriya Vidyalayas are co-educational.

- Common Text books, common curriculum and bilingual medium of instruction, i.e. English and Hindi are followed.

- All Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education. Some Kendriya Vidyalayas in States of Andhra Pradesh and Tamil Nadu are also affiliated with State Education Boards at the +2 level.

- Teaching of three languages – English, Hindi and Sanskrit from Class VI to VIII is compulsory. In Classes 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 +2 stage.

- No tuition fee is charged from students up to Class VIII, the wards of staff of Kendriya Vidyalaya Sangathan, 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.

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participated in games and sports meets, Scouting and Guiding camps/NCC/adventure activities are given concession in admission at +2 stage in science and commerce streams.

Academic Performance

Board Results – The fruits of the endeavours towards academic excellence are reflected in the performance of the Kendriya Vidyalaya students in the examinations conducted by the Central Board of Secondary Education (CBSE) at the end of Class X and Class XII. The comparative performance of Kendriya Vidyalayas

Table 9.1. Comparative performance of Kendriya Vidyalayas with other Organisations					
Class X	**1999**	**2000**	**2001**	**2002**	**2003**
KVS	77.9	77.8	81.8	85.55	84.69
JNV	84.7	87.0	87.0	88.65	88.50
Independent Schools	86.5	86.4	85.4	85.63	83.39
Total (CBSE)	64.4	65.4	66.6	69.53	68.02
Class XII	**1999**	**2000**	**2001**	**2002**	**2003**
KVS	83.1	83.0	83.9	86.46	88.67
JNV	87.5	83.3	84.2	83.53	85.26
Independent Schools	84.8	84.8	82.9	83.32	81.07
Total (CBSE)	**74.68**	**76.35**	**75.2**	**75.20**	**73.59**

with other organisations during the last five years in the Class X and Class XII examinations conducted by Central Board of Secondary Education is as given in Table 9.1.

Information Technology in Kendriya Vidyalayas

The following programmes and activities have been undertaken by KVS:

Vidyalaya Information System: The Kendriya Vidyalaya Sangathan has decided to computerise all the Vidyalaya Offices by 31 March 2004. A programme developed by Zonal Institute of Education and Training, Mumbai has been sent to all Kendriya Vidyalayas and regional offices for training and implementation.

Computer Infrastructure: Most of the Kendriya Vidyalayas have been provided at least five computers with necessary software. All students from Class III onwards are being covered under Computer Education Programme.

Training Labs: KVS has established six 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, Kolkata, under the aegis of M/s Intel.

Web-Site: The web site of KVS – www.kvsangathan.org – has been launched.

Smart Schools: 31 Kendriya Vidyalayas have been identified to be developed as Smart Schools to foster skills among students to develop them as productive citizens, ready to face the challenges of the 21st Century.

Other Academic Programmes

The other activities like Youth Parliament, Associated Schools Project on National Integration and International Understanding, KVS Science Exhibition, Scouting and Guiding, Adventure Activities, NCC, Games and Sports and Population and Development Education, etc. are a part of the curriculum of every Kendriya Vidyalaya.

A special drive for strengthening games and sports, yoga, arts and crafts has been initiated by engaging private coaches, artists and craftsmen. Sports infrastructure, e.g. play fields, swimming pools, gymnasia, horse riding, shooting range, skating 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.

KVS also encourages students to participate in adventure activities, especially conducted in the Himalayas, rivers and lakes. During the current year, more than 80,000 students have already joined such programmes which includes parasailing, paragliding, canoeing, skiing, etc.

Incentive Awards for Teachers

During the current year, 50 teachers were honoured with the KVS Incentive Awards.

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

Construction Activities

The Sangathan constructs the school buildings and staff quarters, etc for its Vidyalayas established under civil and defence sectors. Out of 902 Vidyalayas (including 131 Project KVs), 657 Vidyalayas are functioning in their permanent buildings and the construction work is in progress for 87 Kendriya Vidyalayas. The provision of infrastructure and basic amenities is a continuous process which is being carried out in a phased manner.

Finance

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

Navodaya Vidyalaya Samiti

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

Year	Non-Plan	Plan
	(Figures in Crore of Rupees)	
1996-1997	278.50	21.90
1997-1998	356.00	39.20
1998-1999	435.00	87.98
1999-2000	454.81	87.90
2000-2001	477.20	95.00
2001-2002	481.14	81.10
2002-2003	544.77	85.00
2003-2004	558.00	103.00

● 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 Navodaya Vidyalayas attain a reasonable level of competence in three languages as envisaged in 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.

Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, an autonomous organisation under the Ministry of Human Resource Development, Department of Secondary and Higher Education. The Minister of HRD is the Chairman of the Samiti and the Minister of State HRD (Education) is the Vice-

A special drive for strengthening games and sports, yoga, arts and crafts has been initiated by engaging private coaches, artists and craftsmen. Sports infrastructure e.g. play fields, Swimming Pools, Gymnasia, Horse Riding, Shooting range, Skating and Boxing rings has been developed.

Chairperson. Navodaya Vidyalayas are fully residential, co-educational institutions, providing education up to senior secondary stage. Education in NVS 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 506 schools (in addition to 2 State level schools) covering as many districts in 34 states and Union Territories with about 1.58 lakh students on rolls. More than 30,000 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 Central Board of Secondary Education (CBSE).

These Vidyalayas have been conceived as an idea, a progressive forward looking concept, making modern India the focal area of development through educational excellence.

Students Profile

In keeping with the objectives of providing and forward looking school system in rural areas, reservation of 75 per cent seats are made to students belonging to rural areas. Similarly, the scheme also provides a proportionate representation of SC/ST population subject to minimum national average. In addition to this, 33 per cent of the seats are reserved for girl students. In total 1,58,877 students were on the rolls of Navodaya Vidyalayas as on 31.12.2003.

The percentage of students belonging to SC/ST categories, girls and rural areas in the Navodaya Vidyalayas has been found well above national norms (15 per cent SC and 7.5 per cent ST) during the year 2003-04 as given below:

Year	SC	ST	Girls	Rural
2003-04	23.90	14.56	34.01	77.65

Figure 5 – Students Enrolment as on 31.12.2003
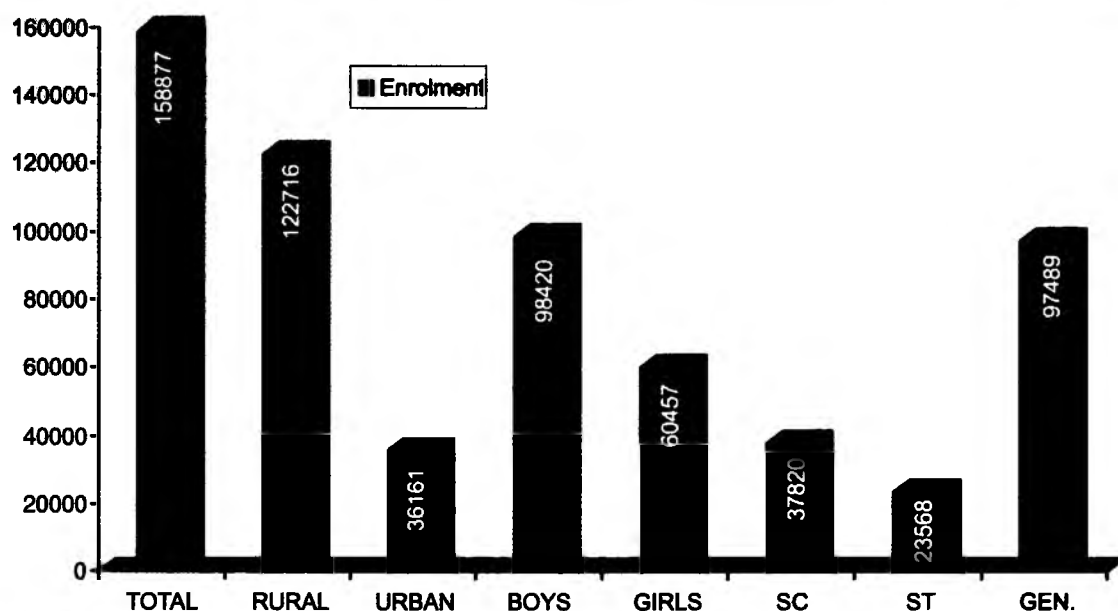
The position indicated is based on the students enrolment existed on 31.12.2003. The enrolment of students as on 31.03.2004 is yet to be received from the Vidyalayas.

Thus, the JNVs are serving rural students, specially girls, SC and ST students in excess of national averages. This achievement has been commended by the Standing Committee of Parliament for the Ministry of Human Resource Development in April 1997.

Excellence in Academics

Board Results of Navodaya Vidyalayas students compare favorably with their counterparts, Kendriya Vidyalayas and eminent public and private schools affiliated to the CBSE. The Navodaya pass percentage averages have generally been exceeding the national pass percentage averages arrived at each year by the CBSE.

Class X & XII Examinations

Comparison of Pass Percentages of NVS and other School Systems during the year 2002 and 2003.

Agency	Class X		Class XII	
	2002	2003	2002	2003
CBSE	69.53	68.02	75.20	73.59
NVS	88.65	88.50	83.53	85.26
KVS	85.47	88.64	86.40	88.57
INDEPENDENT	85.63	83.39	83.32	81.07

Training Programme conducted during the Year 2003-04	
Category of the staff trained	No. of employees trained
Principals	280
Vice Principals	180
PGTs	830
TGTs	134
Misc. Teachers	52
Non-teaching Staff	177
Master trainers for training of trainers at RO level	43
Total	1676

Construction Activities

Out of Vidyalayas sanctioned so far, permanent building complexes have been sanctioned to 418 Vidyalayas. The construction work is completed in 352 Vidyalayas and they have been occupied. Works in respect of 90 Vidyalayas are not sanctioned, due to paucity of funds as well as for non-transfer of land from the respective state governments. While 352 Vidyalayas are presently functioning at permanent site, the rest of the Vidyalayas are functioning in temporary accommodation provided by the State Government/District Administration.

Pace-setting Activities

Wherever adequate infrastructure is available, Navodaya Vidyalayas have undertaken several pace-setting activities for establishing better interaction with the society around them and for the education community in the district in which they are situated. Some of the pace-setting activities being carried out by the Navodaya Vidyalayas are given below:

● Interaction of teaching staff and students of JNVs with teachers and students of neighbourhood schools.

● Extension of computer literacy facility to neighbourhood schools.

● Extending the facility of Library.

● Participation of neighbourhood schools in the sports, games, cultural activities and science fairs.

● Extension of community service facilities, conduct of adult literacy drives, tree plantation, population education, environmental education and other community support programmes.

● Sharing of audio-visual facilities.

● Seeking continuous interaction and support of the stakeholders.

Integrated Education For Disabled Children (IEDC)

The scheme of Integrated Education for Disabled Children (IEDC) was started with the objective of providing educational opportunities to all children with

Salient Features of Navodaya Vidyalayas

- Good quality modern education for talented children predominantly from rural areas.
- Candidates – at least 75 per cent rural and 25 per cent urban
- Reservation of seats for students from SC/ST categories in proportion to their population in the district subject to the national minimum.
- Reservation of seats for girls – 33 per cent.
- Co-educational and fully residential, up to Class XII.
- Location – usually in rural areas. On the basis of offer of cost-free land and rent-free temporary buildings by State/UT Governments.
- Free education including boarding and lodging as well as expenses on uniforms, textbooks, stationery, etc.
- Affiliated to CBSE
- Admission in Class VI only through objective type test designed and conducted by CBSE in the concerned district.
- Implementation of three language formula.
- Regional language as medium of instruction for first three years. Hindi/English afterwards.
- 30 per cent of students in Class IX from a Vidyalaya located in one linguistic area spend one academic year in a Vidyalaya in a different linguistic region to promote national integration through understanding of the diversity and plurality of country's cultures and people.

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.

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 per cent 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, equipments. 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 50,000 schools benefiting more than 1,69,000 disabled children at the end of the year 2002-03. Efforts are made for convergence of different schemes such as District Primary Education Programme, Adult Education, 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 have 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. An amount of Rs 33.84 crore was released during the year 2002-03 under the Scheme of IEDC.

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 2003-2004, a budgetary provision of Rs. 38.50 (RE) crore has been made for the scheme. Budgetary allocation has been utilised.

Quality Improvement In Schools

During the Tenth Plan, it has been decided to introduce a composite centrally-sponsored scheme of 'Quality Improvement in Schools', by converging the following five existing schemes of the Department as its components:

● Improvement of Science Education in Schools.

● International Science Olympiads.

● Environmental Orientation to School Education.

● National Population Education Project.

● Promotion of Yoga in Schools.

New components of QIS would be:

● Research and Development,

● Innovative initiative and projects, workshops, monitoring and evaluation,

● Miscellaneous activities for improvement of quality in school education.

During the Tenth Plan, a provision of Rs.110 crore has been made and a Budget Provision of Rs. 26 crore has

been made for the year 2003-04. The approval of EFC for introduction of the composite scheme of 'Quality Improvement in Schools' is yet to be received. Approval of Ministry of Finance for continuation of existing schemes on existing pattern has ceased on 31.3.2004. Proposal for seeking approval of Ministry of Finance to continue the scheme beyond 31.3.2004 on existing pattern has already been taken up.

A brief write-up along with achievements during 2003-04 on each of the existing scheme is as under:

Improvement of Science Education in Schools

To improve the quality of science education and to promote scientific temper, as envisaged in the National Policy on Education, 1986, a centrally-sponsored scheme, 'Improvement of Science Education in Schools' has been in operation since 1987-88. The scheme uses the resource and agency of the state governments/ Union Territories and non-governmental organisations for achieving its objectives. Accordingly, 100 per cent assistance is provided to the states/Union Territories for provision of 'Science Kits' to upper primary schools, setting up/up-gradation of science laboratories, library facilities in secondary and senior secondary schools and training of science and mathematics teachers. The scheme also provides assistance to voluntary organisations for undertaking innovative projects in the field of science education. However, submission of utilisation certificate and final audited accounts, duly certified by the chartered accountant is required to be submitted by every voluntary organisation before considering further grants.

During 2002-2003, four states and one UT have been provided financial assistance to the extent of Rs.1473.37 lakh – for science books for 2,320 secondary and higher schools, upgradation of science laboratories in 1,940 schools. 14 voluntary organisations and societies have also beenbeen provided financial assistance to the extent of Rs.139.34 lakh undertaking innovative and experimental projects.

International Science Olympiads

With a view to identifying and nurturing talent in mathematics, physics, chemistry and biology at school level, the International Mathematical Olympiad (IMO), International Physics Olympiad (IPhO), International Chemistry Olympiad (IChO) and International Biology Olympiad (IBO) is held every year. India has been participating in these Olympiads. Each participating country is required to send a team comprising not more than six secondary student contestants to IMO, five secondary student contestants at IPhO, four student contestants to IChO and four student contestants to IBO, apart from a Team Leader and a Deputy Team Leader. Since 2002, Indian Team has also been participating in International Olympiad in Informatics.

As per the existing financial pattern, the host country pays for the boarding, lodging and transportation of teams during their stay in the host country; while the international travel cost is borne by the participating countries. The Indian Team in the last Olympiads were jointly sponsored by the Department of Secondary and Higher Education and the National Board for Higher Mathematics (NBHM), Homi Bhabha Centre for Science Education (HBCSE), Bangalore Association for Science Education (BASE). From the current year, Indian Association for Research in Computing Science (IARCS), along with Central Board of Secondary Education (CBSE) has taken the responsibility of selecting and training the Indian Team for the International Olympiad in Informatics. The cost of international travel is paid by the Department of Secondary and Higher Education while all other expenses on selection of students, internal travel, incidental expenses, etc. are borne by NBHM/HBCSE/ IARCS.

At IChO-2003 held at Athens in July 2003, the Indian Team won two Gold and two Silver medals. At IPhO-2003 held at Taipei, Taiwan during August 2003, the Indian Team won two Gold and one Bronze medal, while two contestants received an Honorable Mention. At IBO-2003 held at Minsks, Belarus during July 2003, the Indian Team won one Gold, two Silver and one

Bronze medal. India has also participated at IMO-2003 held at Tokyo, Japan in July 2003 and International Olympiad in Informatics (IOI-2003) held in USA during July 2003.

Environmental Orientation to School Education

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

To this end, a centrally-sponsored scheme, 'Environmental Orientation to School Education' was initiated in 1988-89. The scheme envisages assistance to state governments/UT administrations and voluntary agencies. The voluntary agencies are assisted for the conduct of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions. The scheme envisages grants to states/UTs for various activities including review and development of curricula of various disciplines at primary, upper primary, secondary and senior secondary levels with a view to infusing environmental concepts therein, review and development of textbooks on 'Environmental Studies' at primary and upper primary levels; review of strategy for imparting environmental education at upper primary level; development of teaching-learning material and organisation of suitable work experience activities. However, due to lack of interest on the part of various state governments/UTs, no grants could be released to states/UTs beyond the financial year 1995-96. During the financial year 2002-03, 26 voluntary organisations have been provided financial assistance to the tune of Rs. 173.94 lakh, and six voluntary organisations have also been provided financial assistance to the tune Rs. 56.21 lakh during the current

With a view to identifying and nurturing talent in mathematics, physics, chemistry and biology at school level, the International Mathematical Olympiad (IMO), International Physics Olympiad (IPhO), International Chemistry Olympiad (IChO) and International Biology Olympiad (IBO) is held every year. India has been participating in these Olympiads.

financial year for undertaking innovative and experimental projects in the field of environment education. Grants to voluntary organisations are released only after they submit UCs/final accounts towards utilisation of funds previously submitted for the purpose for which the grant was approved.

For the Tenth Plan, the scheme is being converged into a composite scheme viz. 'Quality Improvement in Schools' for which a provision of Rs. 110.00 crore has been made for the Tenth Plan period. The EFC of the proposed scheme of QIS is under finalisation. Pending approval of EFC/Cabinet for introduction of QIS, the scheme of 'Environmental Orientation to School Education' is being continued in its existing form during 2003-04.

National Population Education Project

Overview

The National Population Education Project (NPEP) was launched in the school education system of India in April 1980. It was being implemented with the financial support from the United Nations Population Fund

(UNFPA) up to 2002. It was implemented in four phases: the first phase (1980-1985), the second (1986-1992), the third (1993-1997) and the fourth (1998-2002). In view of its achievements and significance, the Government of India decided to continue it in the Tenth Five Year Plan.

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 reorientation 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 during the Tenth Five Year Plan will be focusing on the integration of the elements of the reconceptualised framework of population education. It aims at attaining the following objectives:

- To institutionalise population education reconceptualised in the context of 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 and sexual health including HIV/AIDS and drug abuse among students, teachers and parents and develop healthy attitude towards sex and members of the opposite sex; and

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

Agencies involved in the Implementation of the Project

The Ministry of Human Resource Development (MHRD), Government of India is the Executing Agency of the Project. The National Council of Educational Research and Training (NCERT) is coordinating the implementation of the Project which

is being implemented in 30 states and Union Territories by State Councils of Educational Research and Training/ State Institutes of Education on behalf of their respective Departments of Education. 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. Central Board of School Education (CBSE), National Council for Teacher Education (NCTE), National Open School (NOS), Kendriya Vidyalaya Sangathan (KVS), and Navodaya. Vidyalaya Samiti (NVS) are also implementing concerned programmes in their respective target groups.

Achievements of NPEP during 2003-04:

NATIONAL LEVEL

- Since 2003-2004 is the initial year of the National Population Education Project being funded by the Government of India, a document, *Perspective Plan and Annual Plan of Action: Broad Guidelines* was prepared. Based on this, all implementing agencies prepared their respective Perspective Plans and Plans of Action for 2003-2004.

- *'Skill Development in Adolescence Education: A Training material'* was developed and disseminated.

- As the phase of UNFPA supported NPEP ended in December 2002, a document entitled *'A Report on Project Status Survey (1980-2002)'* was prepared.

- *'Population Education: A Training Material'* has been developed.

- Two issues of a bilingual newsletter *'Population Education Bulletin'* were published and widely disseminated.

- *'Report on Annual Project Progress Review, 2003'* was prepared and disseminated.

- There has been regular interaction with the textbook writers to promote the integration of the elements of population education and adolescence education in NCERT textbooks.

STATE LEVEL

- School mapping of those schools where activities for skill development will be conducted was done by each of the 30 states and Union Territories.

- Preparatory activities were conducted for the implementation of the Plan of Action for 2003-2004.

Project Activities likely to be completed by March 2004

NATIONAL LEVEL

- An Experimental Study on Skill Building was conducted in 120 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. State-wise Reports on the study have been prepared and consolidated National Report will be finalised.

- Two training programmes on 'Skill Development in Adolescence Education' for resource persons drawn from states will be organised.

- A 'National Source Book on Population Education' will be prepared.

- Two Annual Project Progress Review Meetings to be organised.

STATE LEVEL

- Twenty four titles on training materials will be developed.

- Over 10,000 teachers will be trained in Skill Development.

- Co-curricular Activities on Skill Development in Adolescence Education to be organised in 44,469 schools of 86 districts.

The following publications were brought out at the national level:
- *Young Peoples' Perceptions of Population and Development* sent to Publication Department.

- *Skill Development in Adolescence Education: A Training Material* (Mimeographed)

- A *Report on Project Status Survey (1980-2002)* (Mimeographed)

- *Population Education: A Training Material* (Mimeographed)

- *Population Education Bulletin* (Two issues).

- A *Report on Annual Project Progress Review Meeting 2003* (Mimeographed).

Introduction of Yoga in Schools

A centrally-sponsored scheme for Promotion 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 furnishing grant and upgrading library facilities. This scheme is being implemented through the concerned Education Departments of the states/UTs and NGOs.

The Ministry of Finance had 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 NCERT. More than 2,500 teachers have been trained since the inception of the scheme out of which more than 2,000 teachers have been trained during the Ninth Plan Period. However, submission of utilisation certificate and final audited accounts, duly certified by the Chartered Accountant is required to be submitted by every voluntary organisation before considering further grants.

For the Tenth Plan, the Scheme of Promotion of Yoga will be converged into a composite scheme viz. 'Quality Improvement in Schools' for which a provision of Rs.110.00 crore has been made. The EFC of the scheme is under finalisation. Pending approval of EFC/Cabinet for introduction of QIS, the scheme is being continued in its existing form during 2003-04.

Access with Equity

This is a scheme taken up during Tenth Five Year Plan on the recommendations of the Working Group on

Secondary Education for Tenth Five Year Plan. Under the scheme, the following two components are proposed:
- Strengthening of existing scheme of girl's hostels managed by NGOs.

- One time assistance to reputed NGOs, trusts, societies, and state governments, etc. for setting up secondary schools.

The proposal has been approved by the EFC in its meeting held on 8 January 2004. After taken into consideration, recommendation of EFC, comments of Women and Child Development, Planning Commission, Ministry of Finance, a Cabinet Note is being prepared for consideration of the Cabinet Committee on Economic Affairs. Under the Component-1 of the scheme, financial assistance is provided to the NGOs for running hostels for girl students of Classes VI-XII. Recurring grant 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. The response to the scheme is overwhelming and a number of proposals are being received from various states in the country.

This scheme was started in 1993-94 and was evaluated by the NCERT in 1999 and Tata Institute of Social Science of Mumbai has been requested to evaluate the scheme and make recommendations in this regard.

During 2002-03 and 2003-04, a sum of Rs.17.92 crore to 252 NGOs benefiting 18,000 girl boarders and Rs.7.00 crore was released to around 150 NGOs benefiting 12,000 girl boarders.

Information and Communication Technology (ICT) in Schools

The scheme of 'Information and Communication Technology (ICT) in Schools' has been formed by merging the scheme of Educational Technology (ET) and Computer Literacy and Studies in Schools (CLASS). The scheme is in the process of receiving final approval.

The 'ICT in Schools' has essentially four components which are as follows:

- Partnership with state governments and Union Territory Administrations for providing computer-aided education to secondary and higher secondary government schools;

- Establishment of SMART schools which shall be technology demonstrators;

- Universalisation of computer literacy through the network of KVS and NVS to neighbouring schools;

- The fourth component relates to the activities of State Institutes of Educational Technology (SIETs).

Achievements

During the financial year 2002-2003, educational audio and video programmes produced by the SIETs at various levels of school education is as under:

Pune	390	115
Bhubaneshwar	104	101
Patna	203	10
Hyderabad	184	45
Lucknow	204	—
Ahmedabad	120	1
Thiruvananthapuram	147	1

During 2002-03, ad-hoc grant of Rs. 5.55 crore was released to SIETs for production of audio/video programmes. During 2003-2004 an amount of Rs.9.00 crore has been released to the SIETs.

Under first three components of the scheme pertaining to computerisation financial assistance to the extent of Rs.10,29,30,000/- has been released to six states namely West Bengal, Goa, Chhatisgarh, Sikkim, Tamil Nadu and Haryana as 2nd installment after adjusting the unspent balance of previous years for imparting computer education in 779 schools during 2002-2003. Further, Rs. 8,61,69,740/- had been released to KVS and NVS for establishment of SMART schools and universalisation of computer literacy. A need was felt sourcing content for computer education as this has not received adequate attention. Accordingly Ed.CIL was requested for developing a strategy for sourcing content

for implementation of the revised CLASS scheme. Ed.CIL has submitted a detailed report in this regard.

During February 2004, a National Colloquium on development and dissemination of educational content for computer education was held in which representatives from various state governments/Union Territories and reputed organisations working in this field took part.

National Awards to Teachers

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. Currently, there are 354 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 CBSE, ICSCE, Sainik School, NVS and schools run by the Atomic Energy Education Society. For the Award 2003, 2 awards have been allocated to teachers of CTSA. From the award year 2001, 33 'Special Awards' have been earmarked 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 award:

- 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 a nominee of the Union Government as a member. The Committee's recommendations are forwarded by the State Government/Central Awards Committee in respect of teachers recommended by organisation in order of merit. The Government of India makes the final selection on the basis of merit. The award carries a medal, a certificate and Rs. 25,000/- as award money.

Achievements

For the award year 2002, 282 teachers were awarded for the National Award – 2001 by Hon'ble President. This includes 78 lady teachers, 2 teachers from Sanskrit, 2 teachers from Arabic/Persian schools and 12 teachers who have been selected for special awards. As compared to last year, the number of lady teachers has increased from 74 to 78. For the first time two teachers teaching in CBSE affiliated schools abroad have been conferred the award. During this year, the media coverage of the event was unprecedented. It received widespread coverage in the print media, Doordarshan. Besides Star New, Sahara and Zee covered the event and interviewed the teachers.

10 University and Higher Education

In the Tenth Plan, emphasis has been laid on reducing disparity in the distribution of higher education opportunities between urban and rural, and among marginalised groups by supporting universities located in backward areas and by the increased access and equity for all such groups.

University Grants Commission

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 state governments and the institutions of higher learning. In addition to its role in providing grants to universities and colleges, it also advises Central and state governments on the measures, which are necessary for the development of higher education. The Commission has its head office in New Delhi and six regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

Golden Jubilee Function

The concluding function of UGC's Golden Jubilee celebrations was held on 28 December 2003 at Vigyan Bhawan, New Delhi. President of India Dr. A.P. J. Abdul Kalam was the chief guest on the occasion. Other dignitaries who graced the dais were the Minister for Human Resource Development, Dr. M.M. Joshi, Minister of State for Human Resource Development, Dr. Vallabh Bhai Kathiria, Minister of State for Communication and IT, Shri Ashok Pradhan, Secretary Education, Shri S.K. Tripathi; Secretary Posts, Shri Vijay Bhushan, Chairman, UGC, Prof. Arun Nigavekar; Vice-Chairman, UGC, Prof. V. N. Rajsekharan Pillai and Secretary UGC, Prof. Ved Prakash.

Highlights of the Concluding Function
- A multimedia presentation on the achievements of UGC and landmarks of higher education in India; National Institute of Sciences; UGC Infonet and UGC's Golden Jubilee Activity.

- Release of Bouquet of E-journals by President Dr. A. P. J. Abdul Kalam.

- Unveiling of the new UGC Logo by Minister for Human Resource Development, Dr. M.M. Joshi.

- Release of the book '50 years of University Grants Commission' by the Minister of State for Human Resource and Development, Dr. Vallabh Bhai

Kathiria. This book, authored by Dr. Kavita A. Sharma, Principal, Hindu College, traces UGC's chronological history since its inception in 1953. The book highlights the various milestones achieved and landmark decisions taken during UGC's fifty-year journey besides focusing on its thrust areas during the various Five Year Plan periods, amendments to the UGC Act, etc.

- Release of the book 'Higher Education in India - 1781-2003' by Minister for Human Resource Development, Dr. M.M. Joshi. This book is a joint venture of UGC and the Centre for Research in Rural and Industrial Development (CRRID), Chandigarh. It is meant to serve as a ready reference material for policy makers, educational administrators, researchers, students and teachers.

- Release of Golden Jubilee Commemoration Special Cover by President of India, Dr. A. P. J. Abdul Kalam. The UGC, in association with the Department of Posts, Ministry of Communication and IT, Delhi Circle, brought out the special cover to commemorate its Golden Jubilee Year, signifying a national recognition for its anniversary.

E-Journals Consortium

The UGC launched an E-journals Consortium of Universities on 6 October 2003. The Consortium will use the Internet to provide electronic access to scholarly literature in all areas of learning. The programme, which is fully funded by the UGC, will cover universities which come under the UGC's purview. It will gradually be extended to colleges as well. The Information and Library Network (INFLIBNET) Centre, Ahmedabad, an autonomous institution under the UGC, will execute the programme. Access to various e-journals will formally begin on 1 January 2004. The programme will provide the best current and archival periodical literature, from all over the world, to the university community. The programme has been made possible due to the close understanding and cooperation between the UGC, ERNET, the Inter-University Centres (IUCAA), INFLIBNET, CEC, and national and international publishers. The universities will become members of the Consortium after signing a MoU with

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the UGC and INFLIBNET. The UGC will provide funds for the programme, which will be made available free of cost to the universities.

On 6 October 2003 the UGC signed agreements with the following publishers:

1. Project Muse (John Hopkins University);
2. American Chemical Society;
3. Chemical Abstract Service (CAS);
4. Royal Society of Chemistry;
5. Institute of Physics;
6. Cambridge University Press;
7. BIOSIS;
8. Nature Publications.

Tenth Plan of UGC

The general objective of Tenth Plan is to achieve a profound transformation of education in order that it becomes an effective promoter of sustainable human development and, at the same time, improves the relevance with the world and achieve quality in teaching, research and business and community extension functions including life long learning.

The specific objectives of the Tenth Plan are related to:

● The relevance of higher education,

● Quality, evaluation and accreditation,

● Research and development,

● Outreach activities in business and the community and life long learning,

● The knowledge and use of the new information and communication technologies,

● Management and financing,

● Export of higher education and re-orientation of international cooperation.

Based on the Expert Committees' recommendations, an allocation of Rs. 757.98 crore has been made for 148 universities under General Development Assistance for the Tenth Plan, during the reporting year. Also, the Expert Committees for the Colleges held meetings with the representatives of the colleges and recommended a quantum of assistance for each college in accordance with the Tenth Plan guidelines.

The Commission has also decided to link a part of the grants with the performance of the universities. Based on the information collected from various universities, the performance radars for these universities are being developed for ranking each university for the purpose of release of grants.

The Commission has a plan budget estimate of Rs. 516.75 crore for five broad sectors of the Tenth Plan namely, General Development of Universities and Colleges (Rs.208.60 crore), Enhancing Access and Equity (Rs.29.50 crore), Promotion of Relevant Education (Rs.68.00 crore), Quality and Excellence (Rs.106.65 crore) and Strengthening of Research (Rs. 104.00 crore). Ten percent of allocation under each sector is to be allocated to North-Eastern universities and colleges.

Growth of the Higher Education System

The higher education system in India has seen a fourteen-fold increase in the number of universities and twenty seven-fold increase in the number of colleges since independence. There are, at present, 206 state/central universities, 86 deemed universities, 5 institutions established through State and Central

legislation and 13 institutes of national importance established by Central legislation, nearly 15,500 colleges including about 1,650 colleges for women in the country, in addition to the unrecognised institutions operating in this sector. At the beginning of the academic year 2003, the total number of students enrolled in the formal system of education in universities and colleges has been 92.28 lakh – 12.01 lakh in university departments and 80.27 lakh in the affiliated colleges.

At the beginning of the academic year 2003-04, the enrolment of women students was 36.96 lakh constituting 40.05 per cent of the total enrolment. Women enrolment is the highest in Kerala (60 per cent) and the lowest in Bihar (23.81 per cent).

The number of doctoral degrees awarded by various universities (as on 1.1.02) was 11,899 out of which, the arts stream accounted for the highest number with 4,545 degrees, followed by the science stream with 4,012 degrees. These two streams taken together, accounted for 71.91 per cent of the total number of doctoral degrees awarded.

The regular faculty strength of universities and colleges has been 0.73 lakh and 3.64 lakh respectively, totalling 4.37 lakh at the beginning of the reporting year.

General Development of Universities and Colleges

Since its inception, the University Grants Commission has been providing financial assistance for the development of universities and colleges, by making budgetary provision for various programmes during different plans including the Tenth Plan. Financial assistance is being provided to central universities and a few deemed universities, and to colleges affiliated to Delhi and Banaras Hindu University, both under plan and non-plan budgets. Assistance to state universities and their affiliated colleges is being provided only under Plan. During the Tenth Plan period (2002–2007), general development assistance to individual universities is being provided on the basis of outlays determined by the UGC. One-third of the outlay shall be based on performance of the individual university.

There are, at present, 206 state/central universities, 86 deemed universities, 5 Institutions established through State and Central legislation and 13 Institutes of national importance established by Central legislation, nearly 15,500 colleges including around 1,650 colleges for women in the country in addition to the unrecognised institutions operating in this sector.

The objective of development assistance programme is to improve the infrastructure and basic facilities in universities and colleges so as to achieve at least the threshold level and to bring about the qualitative development. In the Tenth Plan, emphasis has been laid on reducing disparity in the distribution of higher education opportunities between urban and rural and among marginalised groups by supporting universities located in backward areas and by the increased access and equity for marginalised groups like women, SC/ST, backward and minority groups.

Under the development assistance programme, the UGC is assisting each eligible university for such items as, staff – both teaching and non-teaching/technical, equipment for laboratories, special office equipment and modern teaching aids and for the repair of major equipment, books and journals, buildings, campus development, health centre, student amenities, etc. Assistance for these items is on cent-per-cent basis.

Out of 18 central universities, 16 universities are being allocated development grants, while 14 are being allocated maintenance grants in addition to

development grants. During 2002-03, the UGC provided an amount of Rs. 700.04 crore to meet the maintenance expenditure of 15 universities and Rs. 134.68 crore as development assistance to 17 universities including the Indira Gandhi National Open University.

State Universities

As per Section 12(B) of the UGC Act, the state universities established after 17 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 188 state universities. Out of which, the UGC has been making budgetary plan allocation for only 109 state universities excluding medical and agricultural universities. However, other state universities are also benefiting from the UGC in the form of special grants. Development grants including grants under special schemes are being provided to all eligible state universities in order to facilitate the procurement, augmentation and upgradation of infrastructural facilities that are not normally available to universities from the State government or other bodies supporting them. During the first year of the Tenth Plan, grants amounting to Rs. 180.07 crore has been provided to 118 state universities for the purpose of general development.

Deemed-to-be Universities

Section 3 of the UGC Act provides that an institution of higher education, other than a university, which is doing the work of very high standard in a specific area, can be declared as an institution deemed-to-be university. Such institutions would enjoy the academic status and privileges of a university. At present, there are 86 deemed-to-be universities. Out of which, 12 deemed-to-be universities are being allocated both maintenance and development grants and 20 deemed-to-be universities are being allocated only development grant. However, all the deemed-to-be universities are

eligible to receive Central assistance. During the financial year 2002-03, 27 universities have been provided non-plan assistance amounting to Rs. 72.15 crore and an amount of Rs. 25.68 crore as plan grant was made available to 35 universities (including those deemed universities which were paid grant under various plan and non-plan programmes/schemes).

Colleges

The University Grants Commission has also provided financial support to all the eligible colleges for the development of undergraduate and postgraduate education with the following objectives during Tenth Plan period:

- To provide grant for strengthening basic infrastructure and meeting their basic needs like books and journals, scientific equipment, staff, campus development, teaching aids, etc. which are needed for proper instruction.

- To provide special assistance to colleges catering to the needs of SC and ST students.

- To develop colleges situated in the backward/rural/ hilly areas with a view to removing or reducing disparities and regional imbalances.

To achieve these objectives, the UGC supported a number of colleges by releasing an amount of Rs. 132.16 crore to state colleges and also an amount of Rs. 1.98 crore to Delhi colleges under various plans, schemes or programmes. Maintenance grants to the tune of Rs. 246.31 crore to Delhi University colleges and Rs. 1.31 crore to constituent colleges of Banaras University were released during financial year 2002-03. Also, a special grant of Rs. 18.25 crore was also provided to the University College of Medical Sciences, Delhi. Based on the assessment reports submitted by various visiting committees, an allocation (plan) of Rs. 757.98 crore for 148 universities under general development assistance was made for release during Tenth Plan period.

Unassigned Grant

The Commission has been providing financial assistance to teachers/research students under this scheme for participating in conferences, holding seminars and

symposia, publication of research work and for appointment of visiting professors/fellows. The objective of the scheme is to improve the quality and standard of education, to promote research potential amongst the teaching fraternity and to give them wider exposure in academic and research fields. The quantum of financial assistance is based on the faculty strength of the university. During the year 2002-03, an amount of Rs. 2.23 crore was made available to the eligible central, state and deemed universities.

Construction of Women's Hostels

The Commission has been supporting the universities and colleges for the construction hostels for women by providing special grant 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 provided on cent percent basis subject to the position of enrolment of women. During the financial year 2002-03, the UGC (Head Office) released Rs. 6.22 crore to universities and colleges.

Day Care Centres in Universities

To provide day-care facility for the children of university/college employees/scholars/students with a view to help the women and working parents in pursuing their academic career, the UGC has been providing financial assistance to each day-care centre

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opened in the university. The scheme envisages a one-time lumpsum grant of Rs. 3.00 lakh to the eligible university, which is to be utilised for acquiring essential facilities.

Infrastructure for Women Students, Teachers and Non teaching Staff in Universities

The objective of the scheme is to provide assistance for creating and strengthening infrastructure for women students, teachers and non-teaching staff members in universities. Under the scheme, a maximum of Rs. 10.00 lakh as a one-time grant in the Plan period will be provided to a university for creation and upgradation of infrastructure. This scheme will end with the Plan period. Proposals have been invited from eligible universities for financial support under this scheme.

Development Grants for Engineering and Technical Universities

The University Grants Commission has been providing development grants to six technical universities and 27 central/state/deemed-to-be universities having engineering departments for staff, building, equipment and books and journals, etc. During the year 2002-03, development grant amounting to Rs. 15.62 crore was released to these universities.

Development Grants for Management Departments in Universities

The Commission provides financial assistance to universities which are having management departments for their development. During the first year of the Tenth Plan, the UGC has released grants amounting to Rs. 37.01 lakh to nine universities under the scheme.

Autonomous Colleges

The objective of granting autonomy to potential colleges is to provide academic freedom, especially in designing their curricula, evolving new methods of teaching, research and learning, framing rules for admission, prescribing courses for study, setting examination papers and conducting examinations. The target is to make 10 per cent of eligible colleges autonomous by the end of the Tenth Plan. At present, there are 132 autonomous

colleges spread over in 29 universities of eight states. During 2002-03, the UGC provided grants to the tune of Rs. 4.23 crore to these autonomous colleges.

Programmes for Enhancing Access and Equity

To discharge the responsibility of the nation-wide programme of eradication of illiteracy, the UGC has been implementing a programme of Adult and Continuing Education by envisaging three approaches viz.:

- The continuing education programme should be targeted towards those who have had the benefit of university education but need to return either for updating knowledge or skills or acquiring new skills.

- The Adult, Continuing and Extension Education should include programmes of training of a short-term nature, aimed at various groups who are normally not entrants in the university system.

- Community outreach activities should include the responsibility to reach out to society, which could include specific disadvantaged groups, organisations, schools or geographical communities.

The Commission is providing financial support to the centres or departments of adult education in universities for both their activities and programmes and for salary of the staff working therein. During the first year of Tenth Plan i.e. 2002-03, an amount of Rs. 96.39 lakh was released to these departments of 41 universities.

Promotion of Yoga Education and Practice in Universities

The aim of the scheme is to assist the universities in setting up of yoga education and practice centres in their campuses for which they may identify and involve one of the eminent yoga institutions in the country. Assistance is provided to the universities for recurring expenditure incurred on managing the yoga centre. The Commission has, so far, approved 64 universities for establishment of yoga centres. During the year 2002-03,

the UGC provided grants to the extent of Rs. 33.42 lakh as admissible honorarium for the yoga centres for their on going activities. The guidelines for the new scheme namely, 'Promotion of Yoga Education, its Practice and Positive Health' are being prepared for implementation in the Tenth Plan.

The objective of the scheme is to promote value education in universities and postgraduate colleges by ingraining the component of value education in various regular courses and programmes. A Committee has been constituted to frame the detailed syllabus/courses of study on value education. During 2002-03, an amount of Rs. 2.42 lakh was paid to post-graduate colleges, which have implemented the scheme.

The University Grants Commission has been assisting universities and colleges for the promotion of population 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 comprehend clearly the issues relating to quality of life, gender equity, reproductive health, AIDS, impact of population growth on society and the nation, etc. To achieve this objective, the UGC has set up 17 Population Education Resource Centres (PERCs) in selected universities as a joint project undertaken with the United Nations Population Fund (UNFPA). These centres provide technical and resource support to the university system for carrying out various activities relating to curriculum development, teaching and learning. The third phase of the project emphasises on national capacity building, adolescence education and improved management system to realise the set of objectives. During the first fiscal year of the Tenth Plan i.e. 2002-03, an amount of Rs. 47.72 lakh was provided for these population education centres.

Special Studies on Social Thinkers and Leaders

India has a 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 the thoughts and actions of these great thinkers and social leaders and to involve them in research studies, the UGC provides cent-per-cent financial assistance to universities on selective basis for setting up and running the centres of Gandhian, Buddhist, Nehru, Ambedkar, Swami Vivekananda, Dr. Rabindranath Tagore, Dr. Zakir Hussain, Pt. Madan Mohan Malviya, Dr. S. Radhakrishnan and Sardar Vallabh Bhai Patel Studies. It has, so far, set up 14 Gandhian studies centres, two centres for Buddhist studies, three Centres for Nehru studies, four centres for Ambedkar studies, four centres for studies on Swami Vivekananda, one study centre on Dr. Rabindra Nath Tagore, two centres on Dr. Zakir Hussain and one centre each on Pt. Madan Mohan Malviya, Dr. S. Radhakrishnan and Sardar Vallabh Bhai Patel. These centres would be tenable for a period of five years from the date of establishment of the centre. During 2002-03, a grant of Rs. 15.01 lakh was released to these study centres.

Promotion of Women and Family Studies

The scheme envisages assistance to universities for setting up women studies centres in universities to undertake research, develop curricula and organise training, extension work in the area of gender equity, academic self-reliance, girls education, population issues, human rights and exploitation, etc. These activities are expected to contribute not only to social awareness and change but also to academic development. The UGC has, so far, set up women studies centres in 34 universities. During 2002-03, an amount of Rs. 70.05 lakh was provided to these centres for carrying out their activities. Besides, the UGC has requested the universities to set up a permanent cell for 'Combating Sexual Harassment of Women' in the university campuses as per the directions of the Supreme Court of India. Altogether, 45 universities have so far reported about the constitution of a permanent cell on their campuses.

Human Rights and Duties Education

To create awareness about human rights and duties amongst teachers and students in universities and some colleges, the Commission has been making available financial assistance to them for introduction of postgraduate, undergraduate, diploma and certificate courses in Human Rights and Duties Education as well as for holding seminars, symposia and workshops on Human Rights and Duties Education. As many as 30 proposals (9 from universities and 21 from colleges) have been approved for the purpose of assisting. During the fiscal year 2002-03, an amount of Rs. 19.57 lakh was made available to 16 universities and 23 colleges.

Establishment of Scheduled Caste and Scheduled Tribe Cells in Universities

The main objective of the scheme is to ensure effective implementation and the monitoring of the reservation policy for Scheduled Castes and Scheduled Tribes and also programmes of the Government of India and UGC in universities and colleges. To attain this objective, the UGC has been financially supporting the universities to establish Scheduled Caste and Scheduled Tribe Cells. So far, 113 cells have been established in various universities. During 2002-03, Rs. 29.58 lakh in respect of staff salary was reimbursed to SC/ST cells working in the universities.

Remedial Coaching for SC/ST students in Universities and Colleges

In order to contribute towards social equity and socio-economic mobility of the underprivileged sections of the society, the Commission has introduced Remedial Coaching Scheme at UG/PG level in 1994. The main objectives of the scheme are:

- To improve the academic skills and linguistic proficiency of the students in various subjects.

- To raise the level of comprehension of basic subjects so as to provide a stronger foundation for further academic work.

- To strengthen their knowledge, skills and attitudes in the subjects where quantitative and qualitative techniques and laboratory work are involved.

- To improve the overall performance of these students in the examinations.

Remedial coaching in colleges/universities also covers pre-entrance examination/tests for admission to medical and engineering colleges. Priority is being given to regular teaching only. The tenure of assistance to universities and colleges is five years. At the end of the financial year 2002-03, 44 new institutions have been added to the selected list for imparting remedial coaching to SC/ST students. On an average, 80 students have been covered by each institution. The Standing Committee on SC/ST monitors or reviews the scheme periodically. An amount of Rs. 226.08 lakh was released to those universities and colleges which are implementing the scheme during the reporting year.

Remedial Coaching Classes for Disadvantaged Minority Groups

The objective of the Scheme is to impart remedial coaching to students belonging to disadvantaged minority groups so as to enable them to compete in various competitive examinations, securing admissions in professional courses, becoming self-reliant and organising orientation programme for directors of the coaching centres so that professional approach can be introduced in the coaching of students. The scheme works on Plan to Plan basis.

At the end of March 2003, as many as 99 coaching centres including 41 new centres, approved during 2002-03, have been functioning in various universities and colleges. During the financial year 2002-03, an amount of Rs. 153.87 lakh was released to universities and colleges for running these coaching centres for disadvantaged minority groups.

Visiting Teachers from Kashmir

Due to the disturbed conditions prevailing in the State of Jammu and Kashmir, the Commission has been supporting, since 1991, the teachers who hail from Kashmir University and its affiliated colleges by creating visiting faculty positions for them in other Indian universities. The scheme would continue till the position in the Kashmir Valley normalises. During the year 2002-03, a grant of Rs. 0.80 lakh was released to Delhi University (Rs. 0.32 lakh) and Agra University (Rs. 0.48 lakh).

Facilities for Differently-abled Persons

With a view to take care of persons with disabilities in the higher Education system, the UGC has been operating two special schemes namely Teachers Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (HEPSN) for the differently-abled persons. The main objective of the scheme is to develop courses for special teachers and counsellors and also to provide facilities in various forms for the differently abled persons. The University Grants Commission has, so far, identified and approved 10 colleges and universities under TEPSE and 19 colleges and universities under the scheme of HEPSN for financial support. During the financial year 2002-03, Rs. 6.06 lakh was paid to these institutions which are implementing these schemes.

Special Development Grants for Universities and Colleges in Backward Areas

Under the scheme, special development grant is provided to universities and colleges located in backward areas for the improvement of infrastructure with a view to achieve optimum teaching and ensuring equity and access at least at the threshold level. This

will enable the universities to evolve to a level where they are able to introduce innovations in academics and meet challenges of globalisation of higher education.

To all such eligible universities which are recognised under Section 12(B) of the UGC Act, 1956 and are physically located in backward areas identified by the Planning Commission, a one-time additional grant up to 70.00 lakh over and above their Tenth Plan allocation will be provided to them. The purpose of providing additional funding to these universities located in backward areas is to remove or reduce the level of disparity between the universities situated in metropolitan cities, urban and semi-urban areas and the universities located in backward areas. The Commission has invited proposals from eligible universities and colleges for making available these special development grants.

Special Development Grants for Young Universities and Colleges

The basic objective of the scheme is to help create and provide basic and infrastructure and to improve and expand the existing infrastructure of the young

universities and colleges so as to enable them to attract students and teachers, and also to extend help in introducing new courses. The universities and colleges which have been included under section 12(B) of UGC Act, 1956 from the Eighth Plan onwards are eligible to receive grant from UGC. The eligible universities and colleges will be provided a one-time additional grant up to a maximum of Rs. 1.00 crore over and above their Tenth Plan allocation for augmenting or improving or expanding their physical infrastructure. The grant provided can be utilised exclusively for creating infrastructural facilities of a capital nature such as library, hostels, staff quarters, class rooms, laboratories, canteens, auditoria, guest houses, playgrounds, etc. Proposals have been invited from all eligible young universities and colleges for approval and release of grants under the scheme.

Promotion of Socially Relevant Education Programmes

Career Orientation to Education

The programme of Vocationalisation of Education at the undergraduate level initiated in 1994-95 has been reconsidered under a modified programme of Career Orientation to Education.

The main objective of this programme is to introduce a career and market oriented skill enhancing add-on courses that have utility for job, self employment and empowerment of the students. The UGC, with the help of an Expert Committee has identified 42 vocational subjects for introduction in universities and colleges. The assistance available is up to Rs. 5.00 lakh as one-time seed money for five years in the humanities and commerce stream, and one-time seed money of Rs. 7.00 lakh for 5 years for the science stream. The colleges/ universities have to opt for a minimum of five courses in each stream of humanities, commerce and science. An Expert Committee and UGC are doing monitoring of the programme by obtaining information on the programme in a prescribed format from universities and colleges. During the year 2002-03, an amount of Rs. 19.77 crore was paid to 335 colleges for implementation of the programme.

With a view to provide opportunity for professional and career development of teachers and thereby maintaining high standards of teaching, the programme of Establishment of Academic Staff Colleges has been initiated by the UGC. The objectives of this programme are to enable the teachers particularly lecturers to:

o   understand the significance of education in general, and higher education in particular, in the global and Indian contexts;

o   understand the linkages between education and economic and socio-economic and cultural development with particular reference to Indian quality where democracy, secularism and social equity constitute the basic tenets of society;

o   acquire and improve basic skills of teaching at the college/university-level to achieve goals of higher education;

o   keep abreast of the latest developments in their specific subjects;

o   understand the organisation and management of a college/university and to perceive the role of teachers in the total system;

o   promote computer literacy as well as Internet knowledge.

Under this programme, a bigger thrust will be given to e-content development so as to enable the teachers to create e-content assemblers and creators through specially designed orientation programmes/refresher courses in all the subjects. For this purpose, the UGC has set up 51 Academic Staff Colleges in various universities for conducting orientation programmes and refreshers courses and seminars/workshops every year. At the beginning of the academic year 2003, 296 orientation programmes/workshops and 1,271 refresher courses have been approved in 117 identified universities and specialised institutions as UGC-Refresher Course Centres (UGC-RCC) across the country. During the first fiscal year of the Tenth Plan, an amount of Rs. 30.17 crore was made available to these Academic Staff Colleges for conducting various

orientation programmes and refresher courses for the teachers through out the year as per the schedule of each Academic Staff College.

International Cooperation

The Commission has been providing financial support to college teachers, the UGC-awarded research associates, Vice-Chancellors and the Commission Members for presenting their research papers in international conferences abroad for enriching their knowledge for further research and for providing opportunity to learn working mechanism and techniques/good practices followed in higher education sector of the host country. The assistance is available once in three years. For college teachers, assistance is limited to 50 per cent of the admissible expenditure. In case of teachers with outstanding and meritorious research, the quantum of assistance can be cent-per-cent subject to the condition that he/she shall be eligible to reapply after six years only. For Vice-Chancellors and UGC Members, it is on cent-per-cent basis.

During the year 2002-03, an amount of Rs. 75.51 lakh made available to 207 college teachers and four Vice-Chancellors. Also, the University Grants Commission is providing travel grant, on cent-per-cent basis, to enable the university/college teachers to collect resource materials. The assistance is given to those scholars only who have received an assurance for maintenance at least for a period of two months from a recognised university/institute abroad. During 2002-03, 11 teachers have been given financial assistance to the tune of Rs. 75.51 lakh.

The Commission is providing financial assistance to 24 centres identified as Area Study Centres in 20 universities for undertaking studies relating to social, economic, political and cultural affairs of a given area and for developing inter-disciplinary research and teaching within a comparative framework. The focus is on such countries and the regions with which India has had close and direct contact. During the first year of

Tenth Plan, an amount of Rs. 64.94 lakh was made available to 18 universities where Area Studies Centres are functioning.

Exchange Programmes

The University Grants Commission, on behalf of the Government of India, is implementing the Bilateral Exchange Programmes between India and other countries connected with university sector. During 2003, such programmes are in operation with 51 countries. During the year 2002-03, the UGC hosted the visit of six foreign scholars from various countries and deputed 13 Indian scholars abroad. Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the Master's or research level. As on 31 March 2003, 30 foreign language teachers are working in various Indian universities.

Under the German Academic Exchange Services (DAAD) – against seven fellowships, 10 scholars have been nominated for advanced research in natural sciences, mathematics, geology, German language and literature and some areas of humanities and social Sciences for the year 2003-04. Also, 19 Indian scholars have been nominated for the award of short-term fellowships for the year 2003. Also, two scholars have been awarded French Government Scholarships during 2002-03 by the French Government for carrying out

Under the programme of SAARC Fellowships/Scholarships, 26 fellowships and 40 scholarships are available to the SAARC member countries. During 2002-03, the UGC has made five nominations for SAARC Fellowships and four nominations for SAARC Scholarships.

research in the areas of learning French language, literature, culture and civilisation.

Under the programme of Exchange of Social Scientists, 10 Indian scholars nominated by the Commission for the year 2002-03 have visited France. Also, six French scholars visited India.

One Indian scholar visited United Kingdom under the Higher Education Link Programme which is meant for the development of linkage in specified areas between institutions of higher education in India and UK and for joint research, joint publication, curriculum development, etc.

Under the programme of SAARC Fellowships/Scholarships, 26 fellowships and 40 scholarships are available to the SAARC member countries. The sending country meets international airfare and the receiving side makes all the arrangements regarding admission and the payments of allowances, etc. During 2002-03, the UGC has made five nominations for SAARC Fellowships and four nominations for SAARC Scholarships. No visit has been materialised during the reporting year.

Under this programme of Commonwealth Academic Staff Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU) in United Kingdom and makes nominations for the award of Commonwealth Academic Staff Fellowships to enable promising faculty members in Indian universities and colleges to do research work at the universities/Institutions in the United Kingdom.

During 2002-03, 86 teachers have been nominated. 42 scholars out of 86, are finally selected by the Association of Commonwealth Universities. Only 33 Indian scholars were able to visit United Kingdom during 2002.

During 2002-03, the UGC recommended two scholars under Salzburg Seminar Programme for participating and presenting the research papers in the seminar. But their visit could not materialise.

One Canadian teacher visited India and two Indian teachers have visited Canada under Shastri Indo-Canadian Programme.

During 2002-03, an amount of Rs. 53.51 lakh (excluding establishment expenditure) was incurred under these programmes.

Teaching and Research in Interdisciplinary and Emerging Areas

The programme is to support the specialised courses at undergraduate and postgraduate level including PG Diploma in Interdisciplinary and Emerging Areas and to accommodate brilliant ideas and innovative proposals to influence teaching, research, academic excellence, societal growth and relevant activities in various disciplines which meet educational priorities – both national and global. The financial assistance is on cent-per-cent basis. It is provided for the most essential and critical requirement of laboratory equipment, contingency, staff, etc. for starting the courses in interdisciplinary and emerging areas. The limit of the financial assistance will be Rs. 50.00 lakh for both non-recurring and recurring items in addition to staff expenses on actual basis. The duration of the programme is up to the end of Tenth Plan period only. The UGC may also consider additional grants for maintenance of the equipment and also to meet overhead charges (10 per cent of the total allocation). During 2002-03, an amount of Rs. 37.69 lakh was paid to the university departments for conducting these courses.

Programmes for the Promotion of Quality and Excellence

Identification of Universities and Colleges with Potential for Excellence

The main objectives of the programme are:

- To strengthen the academic and physical infrastructure for achieving excellence in teaching, research and outreach programmes.

- To promote flexible and effective governance.

- To enhance the quality of the learning process and teaching at the undergraduate and postgraduate levels with the help of flexible credit based modular system.

- To promote academic programmes relevant to the social and economic needs of the nation.

- To improve undergraduate education in colleges by interfacing of the PG programmes.

- To promote networking with other research centres/departments and the laboratories in the country.

- To achieve excellence in education, training and research to face the challenge of globalisation.

During the Tenth Plan period, it is proposed to identify 5-15 universities and 100-150 colleges by giving weightage to factors like geographic i.e. location in urban and rural areas, backward region and aspects of student enrolment in terms of women colleges and SC/ST education. The eligibility criteria for universities and colleges is a follows:

Universities

- Accreditation by NAAC.

- Should have at least 25 per cent of the existing PG departments being identified by the UGC under SAP/ASIST/innovation programmes.

- Proven evidence of successful academic, administrative and financial reforms during the last decade.

- Substantial research and development activity initiated through projects from external funding during the last decade.

- Potential for evolving an effective academic and management system that can serve, in general, as a model for recognising the university system in the country.

Colleges

- Colleges should be ten years or older.

- Accreditation by NAAC

- Those colleges which have not been accredited by NAAC must get the accreditation within a year.

- Every college should work out and submit a plan of action for the Tenth Plan period.

The upper limit of financial assistance for universities

is Rs. 30.00 crore for a period of five years. For colleges, the grant may vary from Rs. 35.00 lakh to Rs. 1.00 crore for Tenth Plan period.

The Commission has already identified five universities namely, Pune, Hyderabad, Madras, Jadavpur and JNU and granted them the status of universities with 'Potential for Excellence'. Besides, 12 other universities have been identified as 'Centres of Excellence' in their specific fields. In accordance with the new guidelines for Tenth Plan period, the UGC has invited proposals from universities and colleges for identification as universities/colleges with 'Potential for Excellence'.

UGC INFONET Programme

In order to provide relevant and quality education with enhanced access and quality, the UGC has launched a mega programme namely, UGC-INFONET, a network of Indian universities and colleges by integrating information and communication technology and the process of teaching, learning and education management. The network will be run and managed by ERNET India. Information for Library Network (INFLIBNET), an autonomous Inter-University Centre of UGC is the nodal agency for coordination and facilitation of the linkage between ERNET and universities and colleges. During the financial year 2002-03, a total grant of Rs. 32.03 crore was released to teachers.

Export of Higher Education: The main objective of the programme is to evolve a policy to promote free flow of students from other nations to India and vice-versa. This will help the universities to expand their activities outside India and also to export Indian education abroad. For this purpose, a Standing Committee has been constituted based on the interim report submitted by an Expert Committee, to work out the operative mechanism for export of higher Education.

Digital Repository of Research and Teaching Material: The University Grants Commission has initiated a programme to provide electronic access over the Internet to scholarly literature in all areas of learning to the university sector in India. The programme is fully funded by the UGC. All universities which come under

the UGC's purview will be members of the programme, and it will gradually be extended to colleges as well. The programme will be coordinated and executed by Information and Library Net work (INFLIBNET) Centre, Ahmedabad. Access to various E-Journals formally began on January 1, 2004. This programme is a cornerstone of the UGC-INFONET effort, which aims at addressing the teaching, learning, research, connectivity and governance requirements of the universities.

The programme aims at covering all fields of learning of relevance to universities including arts, humanities and social sciences, physical and chemical sciences, life sciences, computer sciences, mathematics and statistics.

During 2002-03, an amount of Rs. 15.00 crore was made available under the programme to the INFLIBNET Centre.

National Education Testing (NET) for Teaching and Research: The University Grants Commission conducts a national-level test for lecturership eligibility and Junior Research Fellowships (JRFs) to ensure minimum standards for the entrants in the teaching profession and research in universities and colleges. The test for science subjects is conducted by CSIR jointly with UGC. These tests are conducted twice in a year, generally, in the months of June and December. The UGC has allocated a number of fellowships to the universities for candidates who qualify the test for JRF. Currently, these tests are being conducted in 81 subjects at 65 centres spread across the country and six centres abroad in arrangement with the Indian Embassy.

The University Grants Commission has also been providing accreditation to various states to conduct State Level Eligibility Test (SLET) to determine eligibility of lectureship. So far 18 states have been given accreditation for the purpose. The candidates who have cleared SLET prior to June 2002 are eligible for lecturership all over India. The candidates clearing the SLET in or after June 2002, however, shall be eligible to apply for the post of lecturer only in the universities/ colleges belonging to the state from where they have cleared their SLET Examination.

During the year 2002-03, an expenditure of Rs. 5.17 crore was incurred including establishment expenditure for conducting these national-level examinations.

Incentives for Resource Mobilisation: In order to revive our tradition of supporting higher education and to encourage greater participation of society in the development of universities, the Commission has evolved a scheme entitled "Incentives for Resource Mobilisation". The objectives of the scheme are:

● To encourage universities to mobilise resources by inviting participation/contribution from society in their development.

● To encourage and enhance flow of resources coming from society for university development.

● To encourage universities to provide consultancy, on payment basis, not only to the industries but to the government and other bodies and society at large on vital issues of national importance.

● To provide incentives to the universities which involve society in their developmental activities.

The contribution of the UGC will be up to the extent of 25 per cent of the contribution received by the university, subject to a maximum of Rs. 25.00 lakh per annum.

During the financial year 2002-03, the UGC paid Rs. 63.17 lakh as its matching share to four states universities and one deemed university.

Faculty Improvement Programme: The Commission has been providing financial support to teachers working in universities and colleges to do their research work leading to the award of M.Phil./Ph.D. degrees as part of the Faculty Improvement Programme. During 2002-03, an amount of Rs. 11.25 crore was paid to teacher fellows.

Establishment of UGC Network Resource Centres in colleges: The objective of the scheme is to create awareness amongst staff and students about the use of computer in various activities like administration, finance, examination and research and enable access to teaching and learning material in multi media at places of eminence in India and abroad. The assistance is

provided for the establishment of UGC Network Resource Centres by way of providing computers and Internet connectivity. The nature of assistance is as follows:

o First Time Assistance:

   Non-recurring – Rs. 1.5 lakh

   Recurring - Rs. 10,000/- p.a.

o Second Time Assistance :

   Non-recurring – Rs. 50,000/-

   Recurring - Rs. 10,000/- p.a

Colleges which have availed of second time assistance will only be supported for Internet connectivity to the tune of Rs. 10,000/- p.a. till the end of the Tenth Plan period.

The UGC has, so far, assisted 818 colleges for the establishment of UGC Network Resource Centres (purchase of computers – 618 colleges, Internet connectivity – 200). During 2002-03, a total grant of Rs. 121.06 lakh and Rs. 586.80 lakh was released to universities and colleges respectively.

Programmes for Strengthening of Research

Special Assistance Programme (SAP)

The main objectives of the Special Assistance Programme are:

- To identify and support university departments that have the potential to undertake quality teaching and research in various educational disciplines including allied disciplines.

- Programme to be relevant to societal needs and have society and industry interaction.

- To make research a catalyst for good teaching and introduction of new courses relating to identified thrust areas.

- To enhance infrastructural facilities to utilise the output of research for the development of the nation and society.

- To train and create quality human resource in the identified thrust areas.

- To search for newer/generic areas, its promotion and nurturing.

The Departments which are having at least one Professor, two Readers and three Lecturers are eligible for induction under this programme. The duration for this programme is up to the end of Tenth Plan period. The programme is being implemented at three levels namely, DRS, DSA and CAS. The maximum limit of financial assistance at different level of this programme will be as under :

CAS   Rs. 100.00 lakh in Science, Engineering & Technology

       Rs. 60.00 lakh for Mathematics, Statistics, Humanities and Social Sciences.

DSA   Rs. 75.00 lakh in Science, Engineering & Technology

       Rs. 50.00 lakh for Mathematics, Statistics, Humanities and Social Sciences.

DRS   Rs. 50.00 lakh in Science, Engineering & Technology

Rs. 40.00 lakh for Mathematics, Statistics, Humanities and Social Sciences.

The number of departments approved for support under this programme, as on 31 March, 2003, is 398 (CAS-55, DSA-168, DRS-175). During 2002-03, the UGC provided grants to the tune of Rs. 15.91 crore to departments of Humanities, Social Sciences, Physical Sciences, Bio-Sciences, Engineering and Technology.

Assistance for Strengthening of Infrastructure for Science and Technology (ASIST)

The basic objective of this programme is to assist selected Science and Technology Departments in universities which have already exhibited and achieved high quality performance to enable them to acquire highly sophisticated and expensive equipment which can not be approved out of SAP grant or general development grant to facilitate the attainment of excellence in postgraduate education and research in the department The specific objectives of ASIST programme are to:

- Strengthen infrastructure for PG Education and Research by acquisition costly major equipment (not available under SAP or other sources) for continuously maintaining the achieved excellence in research and post graduate teaching or for enhancement of the proven performance in the identified areas.

- Future enhancement and promotion of hi-tech/emerging/thrust/generic areas to be at par and comparable with their counterparts in the world.

- Promote science and technology innovation and its exploitation through technology transfer, filing of patents, etc.

- Take up international and industrial collaborative programmes for self-sustenance and resource generation.

- Link up and suggest steps required for interdisciplinary activities in the areas to the other SAP or ASIST (COSIST) supported departments and motivate user departments through active participation, training and awareness programmes and nurturing of the areas.

The departments which have completed at least one term i.e. five years at the minimum level of DRS under SAP programme and have been reviewed with good report for further continuation, are eligible. Assistance is being provided as one time inputs on cent percent basis. The financial limit for a selected department in sciences, engineering and technology is Rs. 85.00 lakh and for the Department of Mathematics and Statistics is Rs. 60.00 lakh for a duration of five years only. The departments which are selected under the programme are given functional autonomy. Since inception of the programme, 221 departments of 60 universities have been selected for support up to 31 March 2003. During the financial year 2002-03, four new departments have been identified for support and released a total grant of Rs. 2.66 crore for new and ongoing activities. During Tenth Plan period, about 10-15 new eligible departments are expected to be inducted in every year.

Research Funding Council for Major and Minor Research Projects

The objective is to promote excellence in research by supporting research programmes of university and college teachers in all disciplines of higher education. Financial support is provided to permanent/regular, working/retired teachers in the universities and colleges for research projects which may be undertaken by an individual teacher or a group of teachers. A teacher can have only one project of the UGC at any given time.

The quantum of assistance for a research project is as follows:

- Major Research Project in sciences including engineering and technology, medical, pharmacy agriculture, etc. – Rs. 12.00 lakh

- Major Research Project in humanities, social science, languages, literature, arts, law and allied disciplines – Rs. 10.00 lakh

- Minor Research Project – Rs. 1.00 lakh

The financial support is for items like equipment, books and journals, research personnel, hiring technical services, contingency, chemicals and consumables, travel and field work and any other special requirements. However, assistance towards research

personnel will not be provided in Minor Research Projects. The duration of the major and minor research projects is normally 3 and 2 years respectively. During 2002-03, as many as 620 Major Research Projects and 772 Minor Research Projects have been approved and released an amount of Rs. 22.04 crore.

Instrument Maintenance Activity

For optimum utilisation of sophisticated instruments/equipment in teaching and research, the UGC has been establishing University Science Instrumentation Centres for taking care of all the aspects of instrumentation including the maintenance, repair and training of human resource at different levels. During the financial year 2002-03, an amount of Rs. 22.58 lakh was released to the centres which will establish during the Tenth Plan period. The scheme of University Science Instrumentation Centre has been renamed as Instruments Maintenance Activity and the guidelines for the scheme are being finalised for implementation under the Tenth Plan.

Inter-University Centre

Pursuant to the amendments to the UGC Act in 1984, the UGC has been setting up autonomous centres which are called Inter-University Centres within the university system under Clause 12 (ccc) of the UGC Act. The objectives for setting up these centres are:

- 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.

Nuclear Science Centre was the first such research Centre established in 1994. Since then five more IUCs have been set up viz; Inter-University Centre for Astronomy and Astrophysics, Pune, Inter-University Consortium for DAE Facilities, Indore, Information and Library Network (INFLIBNET), Ahmedabad, Consortium of Educational Communication, New Delhi and National Assessment and Accreditation (NAAC), Bangalore. It is also proposed to set up an Inter-University Centre for International Studies in the field of Humanities and Social Sciences with a view to address contemporary development issues with a multi-disciplinary approach. During 2002-03, a total grant of Rs. 47.00 crore was released to these Inter-University Centres.

National Facilities Centres

Besides the Inter-University Centres, the UGC has also created Centres of National Facilities for serving as resource centres in a specified field. These Centres receive regular from the UGC. As of today, four National Facilities Centre namely, Western Regional Instrumentation Centre, Mumbai (Maharashtra), MST Radar Centre, Tirupati (A.P.), Indian Institute of Advanced Studies, Shimla (H.P.) and Crystal Growth Centre, Anna University, Chennai have been set up. During 2002-03, an amount of Rs. 1.74 crore was released to three centres of national facilities.

Research Awards

The objectives of the scheme are to provide opportunities to permanent teachers of universities/Institutions to pursue research in their area of specialisation for a non-extendable period of three years without undertaking any research guidance.

Teachers who have a doctorate degree and have shown an aptitude for research may apply for the award. The Awardee will be eligible to avail of his/her Research Award only once. The age of the teacher should below 45 years at the time of submission of his/her application.

The financial assistance available under the scheme is as follows:

- Full salary of the award with admissible allowances will be reimbursed to the institution where the Awardee is undertaking research.

- Research grant to meet expenditure on Books & Journals, Chemicals and Equipment for the entire period is Rs. 2.50 lakh for Humanities and Social Sciences, Rs. 4.00 lakh for Sciences, Natural Sciences, Engineering & Technology.

- The Awardee, being on duty leave, will continue to earn normal increment and maintain his/her seniority in the parent university/institution.

As on 31st March, 2003, there had been 84 Research Awardees (Male – 60, Female-24) working in various universities. During 2002-03, Rs. 1.64 crore was released to these Research Awardees.

The University Grants Commission has been providing financial assistance to universities and colleges for organising programmes such as Research Workshops, Seminars and Conferences etc. both at national and international level. It also provides financial assistance to non-university institutions like NIEPA for organising such programmes as identified by the UGC. During the financial year 2002-03, an amount of Rs. 1.47 crore was released to various universities and colleges and also non-university institutions.

Emeritus Fellowships

The University Grants Commission floated the scheme of Emeritus Fellowships in order to provide further opportunity to the superannuated teachers of universities, colleges and institutions approved under section 12(B) of the UGC Act, who have been actively engaged in research and teaching programmes of universities. The Awardee can work under this scheme with a well defined time-bound action plan up to the age of 70 years or up to two years (non-extendable) of the award, whichever is earlier. The number of slots under the scheme is 100 at any given time. The assistance available under the scheme is an honorarium of Rs. 10,000/- p.m. and Non-lapsable Contingency Grant of Rs. 20,000/- p.a. towards secretarial Assistance, travel within the country, stationery, postage, consumables, books and journals and equipment. The Emeritus Fellow is entitled to all privileges including

> The University Grants Commission floated the scheme of Emeritus Fellowships in order to provide further opportunity to the superannuated teachers of universities, colleges and institutions approved under section 12(B) of the UGC Act, who have been actively engaged in research and teaching programmes of universities.

medical facilities as available to the serving university faculty members except housing. As on 31 March 2003, as many as 94 Emeritus Fellows have been working in various universities. For them, in the reporting year, an amount of Rs. 1.02 crore was paid.

Research Fellowships

The UGC awards 20 Junior Research Fellowships and one Research Associateship every year to foreign students and teachers from the developing countries of Asia, Africa and Latin America to undertake advanced studies and research in sciences, humanities and social sciences leading to M.Phil./Ph.D. and Post-doctoral degrees in Indian universities. The selection courses for the current year is under process.

Junior Research Fellowships (JRFs) for Indian Nationals

Under this scheme, students/research scholars who qualified national level tests conducted by the UGC-CSIR, SLET are being awarded fellowships to pursue research leading to M.Phil./Ph.D. degrees in various faculties. The fellowship is tenable for a period of four years initially and it is extendable by one more year subject to the prior approval of the Commission. The fellowship amount for the first two years is Rs. 8,000/-

p.m. and Rs. 9,000/- for the remaining three years. The contingency for the first two years is Rs. 10,000/- p.a. and Rs. 20,500/- p.a. for subsequent years. However, in the case of Sciences, the contingency is Rs, 12,000/- p.a. for the first two years and Rs. 25,000/- p.a. for subsequent three years. Admissible HRA and departmental assistance of Rs. 3,000/- p.a. are also provided to these fellows.

Part-time Research Associateship for Women

The objective of the scheme is to provide opportunities to women with Ph.D. degrees and having the talent and competence for independent research work. Research may be taken in any field of humanities and social sciences including languages and engineering and technology. Unemployed women with Ph.D. degrees and an aptitude for research will be the target group. The number of slots available under this scheme are 100 per year. The tenure is five years non-extendable. The assistance available under this scheme is given in Table 7.1.

During 2002-03, an amount of Rs. 50.00 lakh was released to the existing part-time women research associates. The selection process for the current year is under process.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research was set up 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 Council awards fellowships, organise seminars, conferences, 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, viz. Journal of Indian Council of Philosophical Research (JICPR). The journal publishes original articles both in Indian and Western philosophy and encourages new and original thinking in philosophy in India.

Under its fellowship programme for the year 2003-2004, the Council offered: 3 senior fellowships; 13 general

Table 7.1 – Assistance under Research Associateship for Women		
Type of Assistance	Amount	Eligibility
Associateship	@ 6,000/-p.m. (fixed) @ 8,000/-p.m.(fixed)	Candidates with fresh Ph.D. degrees Candidates having five years experience of research and on the recommendation of the expert committee
Contingency Departmental Assistance	@ 10,000/- p.a.	Five years 10% of the associateship to the host institution for providing infrastructure (stores, purchase, technical and clerical assistance, repair and supply of electricity, water, gas etc.)
Escort's/readers Allowances	@ Rs. 1,000/- p.m. (fixed)	For physically handicapped/blind Candidates.

fellowships, 31 junior research fellowships, 2 short-duration projects and one residential fellowship. 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 fellowship by the Council in previous year are continuing their fellowships either for part of the year or throughout the year. The Council proposes to organise an Essay Competition-cum-Young Scholars seminar on the theme 'Message of Upanishads' at Vallabh Vidya Nagar near Baroda in February 2004. Under Cultural Exchange Programme and Academic Linkages, Dr. Rekha Jhanji is being deputed by the Council to visit Paris under Indo-French Cultural Exchange Programme. The Council deputed a seven-member delegation to participate in XXI World Philosophy Congress at Istanbul. Turkey from August 10-17, 2003. The leader of the delegation was Dr. Karan Singh. The special feature of the congress was that for the first time a Round Table on the Philosophy of Sri Aurobindo could be organised in a major global event and a good participation of Indian scholars was noted.

Under its Publication Programme, the Council published following four books and two issues of JICPR.

Books

- Philosophy of Science, Phenomenology and other Essays by D.P Chattopadhyay;
- Buddhist Thought and Culture: India and Korea edited by S.R. Bhatt;
- Pravas Jivan Choudhury on Multi Aspects of Philosophy edited by Pradeep Sen Gupta;
- Philosophy of Super Mind and Contemporary Crises. A Souvenir edited by Kireet Joshi.

Journals

- JICPR XIX No.3
- JICPR XIX No.4

Under the scheme for organising seminars/conferences, etc. the Council extended financial support to about 27 seminars/workshops. Under the Annual National Lecture Programme of the Council, scholars are invited

(both foreign/national scholars) to deliver lectures at selected universities in the country. For the year 2003-2004 Council had invited four scholars to deliver lectures at different universities and institutions of the country.

Project of History of Indian Science, Philosophy and Culture

The need for undertaking a comprehensive research project for interdisciplinary study of history of Indian science, philosophy and culture was felt for quite some time. Therefore, after 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 civilization could be brought out.

Out of the 30 main volumes and 20 spin-off volumes envisaged under the PHISPC, 13 main volumes and 14 spin-off/conceptual volumes have already been published up to 2002-03, four more main volume two spin-off volumes are expected to be brought out by March 2004.

During the year 2002-03 five more Editorial Fellows joined PHISPC to edit various Volumes.

During the year 2002-2003, PHISPC organised 31 centric seminars on its proposed volumes and during the year 2003-04, 10 similar seminars have already been organised and 11 more volume-centric seminars will be held before March 2004.

Deemed Universities

Section 3 of the UGC Act provides for declaring an institution of higher education as deemed to be university. At present, there are 86 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,

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.

etc. During the year eight institutions have been granted deemed to be university status:

1. National Institute of Technology, Srinagar.

2. Pravara Institute of Medical Sciences, Loni, District, Ahmednagar.

3. Punjab Engineering College, Chandigarh.

4. National Institute of Technology, Tiruchirapalli, Tamil Nadu.

5. National Institute of Technology, Durgapur, West Bengal.

6. Kalinga Institute of Industrial Technology, Bhubaneshwar;

7. Mody Institute of Technology and Science, Lakshmangarh, Rajasthan;

8. Meenakshi Academy of Higher Education and Research, Chennai.

All Regional Engineering Colleges (RECs) have been upgraded as the National Institute of Technology (NITs) and granted deemed university status.

Association of Indian Universities

The Association of Indian Universities (AIU) is a voluntary organisation of Indian universities and is registered under the Societies Registration Act. It is also a forum for university administrators and academics to come together to exchange views and discuss matters

of common concern. It acts as a bureau of information in higher education and brings out a number of useful publications, research papers and a weekly journal titled University News. Membership of the Association rose to 279 during the year.

The association is substantially financed from the annual subscription by the member universities. The Government of India sanctions grants for meeting a part of the maintenance and developmental expenditure, including a research cell. This cell undertakes various activities including research studies, workshops, training programmes, question banks, tournaments, database and sports events, etc.

The Evaluation Division of the AIU continued its work related to the grant of equivalence to foreign degrees and the recognition of the institutions in India. A total of 340 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 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 which are engaged in programmes of innovative character. The scheme is intended to help, to the extent possible, selected institutions of higher education in the country in endeavouring to provide education different from the normal and established pattern of education. Financial assistance under the scheme is given to selected institutions of higher education, which are of nationwide importance as recommended by Visiting Committee constituted by the Government of India.

Some voluntary organisations and educational

institutions which have been receiving assistance from the Central Government are:

- Sri Aurobindo International Institute of Educational Research (SAIIER), 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, Ministry of Human Resource Development 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, 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 in other areas as the institute may decide from time to time. The Institute provides facilities for advanced consultation and collaboration besides an exhaustive library and documentation facilities.

The IIAS awards fellowships for advanced research every year. The Institute holds 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 from time to time to deliver a series of lectures at the institute.

The Institute organised the following national seminars during the year which generated debates of high quality:

1. Fellows' Colloquium on 'Sources of Indian Culture' (11-12 June 2003).

2. National Seminar on 'Indian Knowledge System' (29 September – 1 October 2003)

3. National Seminar on 'Life and Ideas of Professor Niharranjan Ray' (15-16 December 2003)

4. National Seminar on 'Yoga and Consciousness' (17-19 December 2003).

5. UNESCO Philosophy Day – Symposium on 'Western Challenges Indian Response' (20 November 2003).

In addition six other seminars/workshops were also organised during January to March 2004.

Three eminent scholars of international repute - Prof. Bettina Baumer (Varanasi/Vienna University), Prof. Ranjit Nair (New Delhi), Prof. Ram Prakash (Kurukshetra) came to the Institute as Visiting Professors.

Three Dr. Radhkrishnan Memorial Lectures as indicated below were organised by the Institute during the year:

- Lecture by Prof. Vishnu Kant Shastri, Governor of Uttar Pradesh on the theme 'Kabir Ki Sadhna Ka Mool Swaroop, Nirgun Bhakti' on 21.6.2003;

- Lecture by Dr. Murli Manohar Joshi, HRM on the theme 'Paradigms of Disintegration and Harmony' on 26.6.2003;

- Lecture by Justice R. S. Pathak former Chief Justice of India on the theme 'Human Rights, Philosophy and Constitution of India' on 5.9.2003.

Three national fellows and seven other fellows joined the institute during the year.

The project for the Study of Indian Civilization with its following objectives was implemented: (i) preparation of a 'Dictionary of Indian Culture'; (ii) Translation of Indian Classics in Hindi and regional languages (iii) preparation of standard monographs on the development of Indian Civilization.

Under the auspices of the University Grants Commission, the Inter-University Centre for humanities and social sciences located in the institute was visited by 46 university and college teachers from all over the country to spend between one to three months at the institute. Their reports suggest that their stay in the institute was of considerable value to them. National seminars and symposia have also been organised for improving the standard of higher Education.

The institute has published three monographs, proceedings of two seminars and three titles under the 'Dissemination of Knowledge Series' so far during the year. About 11 more titles are in different stages of production. The institute has published journals (i) Summerhill : IIAS Review (ii) Studies in Humanities and Social Sciences (iii) Chetna Manav Anusandhan Patrika and (iv) Hemvati.

The institute's library has acquired 1,014 books so far during the current year and has subscribed to about 449 periodicals. It is proposed to acquire around 5,000 books by the end of the financial year.

International Cooperation

With the internationalisation of education, students from countries all over the world are inclined to undertake research in India. This is reflected in the large number of applications received for approval of research projects through Indian Embassies abroad and directly from scholars by the Ministry of Human Resource Development, in addition to proposals received from American Institute of Indian Studies, United States Educational Foundation in India and Shastri Indo-Canadian Institute for research.

During the year 2003-2004, 635 research projects have so far been received out of which 450 have already been approved by Government of India. Most of the remaining proposals are under various stages of consideration. In addition, 40 proposals for holding international seminars/symposia/conferences and 20 proposals of foreign scholars for engagement as visiting lecturers in Indian universities have already been approved.

American Institute of Indian Studies

American Institute of Indian Studies, a consortium of 65 major American universities and colleges was set up in 1962 to promote the study of Indian civilization and culture in the United States. The institute promotes such studies through award of fellowships, teaching Indian languages to American students, establishing research and archival facilities in art, music art, history, archeology and supporting group projects involving cooperative research by Indian and American scholars.

During the year 2003-2004, the institute submitted 144 projects for research. The institute also awarded 64 language fellowships under its regular language programme. It also administered 15 study abroad programmes in which 200 American students participated.

The institute organised a 5-day workshop on "Islam in South Asia" during August 2003 in which leading scholars spoke on historical and contemporary issues.

To support and further the research work of promising Indian scholars in the areas of art and archeology, short term financial assistance was provided to few researchers by the Institute.

United States Educational Foundation in India

The United States Educational Foundation in India (USEFI) was established in February, 1950 under a bilateral agreement which was replaced by a new agreement in 1963 between the Government of India and the Government of the United States to administer the "Fulbright Educational Exchange Programme" to

promote further mutual understanding between the people of the United States of America and India by a wider exchange of knowledge and professional talents through educational contacts.

During the year 2003-2004, 24 visiting lecturers, 44 research scholars and 77 student professionals were given Fulbright grants ranging from three months to a year.

The Foundation also administers on behalf of the US Department of Education, research scholar grant and short term group projects for American school/college teachers.

Besides the regular exchange programmes, the Foundation conducts a number of workshops/seminars involving visiting American Fulbrighters, Indian Fulbrighters and eminent Indian faculty.

The Foundation also provides educational advising services to a large number of Indian students who are keen to pursue their higher education in the United States.

Shastri Indo-Canadian Institute

The institute was founded in 1968 to promote mutual understanding between India and Canada mainly through funding research and linking institutions in the two counties. The Government of India agreed to provide financial support to the Institute in terms of an MoU signed between the Government of India and the institute in 1968 initially for a period of three years and renewed from time to time by signing of Supplementary Addenda. The Addenda VIII to the MoU has been signed on 1.9.2003, and according to that the Government of India has agreed to provide funds to the tune of Rs. 6.40 crore to the institute for a period three years beginning 1.4.2003.

During this year the Institute is celebrating its 35th Anniversary.

The India Studies Programme of the institute with a funding from Government of India has enabled 14 Canadian scholars to undertake research in India during 2003-2004 and their visits to India have been approved

by Government of India. The institute also supplies books and journals to 22 Canadian University libraries which are members of the institute.

The Canadian Studies Programme funded by the Department of Foreign Trade, Canada offers fellowships to Indian scholars and institutions engaged in teaching and research in Canadian Studies. The institute selected, during 03-04, 18 faculty members and 3 Doctoral scholars for award of the fellowship to do research on different subjects in Canada. In addition a grant of over Rs. 12.6 lakh has been given to 9 established centres and 7 newly emerging ones at various Indian universities to organise seminars and other activities related to Canadian Studies.

The Shastri Applied Research Project (SHARP) to be funded by Canadian International Development Agency is a joint collaborative project, administered by the Institute with an objective of bringing together researchers, policy-makers and other stake-holders from India and Canada to investigate issues related to economic reforms, environmental management and health sector reforms in India. Under the SHARP Project, 19 research topics have been approved by Government of India each having Canadian and Indian partners. These projects are likely to be completed by March 2006.

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 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 the professional organisations, Foreign-Travel Grants and maintenance to enable the Indian scholars to attend the international conferences,

seminars and for collection of source material to pursue research in history.

During the period under review, ICHR has approved the grants-in-aid to the scholars institutions as noted below: Junior Research Fellowships - 106, General Fellowships/ Post-doctoral fellowships - 7, Senior Research Fellowships - 9, Foreign Travel Grants - 25, Study-cum-Travel Grants (Contingency) - 44 Publication subsidy - 30, Grants-in-aid to professional organisations of historians - 38.

Following national and international seminars have been approved during the year:

- Agriculture in South Asia's History: Issues and Paradigms (in Bangalore),

- Tribals, Peasants and Modern Identity in Eastern India 1800-2000 A.D. (in Agartala, Tripura);

- Himalayan Architecture: Its art and ep.gineering (in Almora);

- Indo-Turkish Relations through History (in Delhi);

- Maritime India and the Dutch 1500-1800 A.D. (in Tellicherry)

Publications

Following proceedings and historical works have been approved for publication:

- Sources of the History of North East India;

- The Homeland of Indo-European Language and Culture;

- Sources on National Movement (1920);

- Three Millennia of Contacts between India, Central Asia and Russia;

- Dialogue with the Past: Trends in Historical Writings in India;

- Inscriptions of Vijayanagar Rulers of Sangam Dynasty (IV volumes) – Archaeology as History in Early South Asia;

- Inscriptions of Kakatiyas of Warangal;

- Encyclopedia of Archaeology, Vol.III

- Documents on Irrigation in India 1858-1901;

- Documents on Agriculture in India 1858-1901.

The Journal, Indian Historical Review and Itihas (Hindi) - the manuscript of Volume XXIX and XXVII No.2 of the IHR were proposed for publication. ICHR newsletter for the period up to June 2003 was published and distributed among 3,500 scholars.

Council's Seminars

Following seminars were held:

(1) A seminar on the theme "The Sources of the History of Sub-Himalayan region of Himachal and Ladakh" was organised by the Council during 26-28 June 2003 at Leh (J&K) in academic collaboration with the Institute of Budhist Studies. This otherwise secluded region of the state of Jammu and Kashmir provided an excellent venuefor many eminent scholars from different parts of the country to exchange views and deliberate on a very important topic. More than 30 research papers were presented at the seminar.

(2) Seminar on the "Sources of the History of Kerala" was organised in collaboration with the Department of History, University of Kerala, Thiruvananthapuram during 4-5 April, 2003. It was inaugurated by Professor B. Ekbal, Vice-Chancellor and attended by a number of scholars of the region. (3) A series of five lectures were organised by the regional centers of ICHR in Bangalore and Guwahati.

Library-cum-Documentation Centre

Library-cum-Documentation Centre of ICHR continued to provide assistance to the scholars working on various topics of research in history. Subscriptions to the journals on the list of ICHR also continued. The ICHR has decided to have the entire library computerised and to convert the Library-cum-Documentation centre as National Library for Research in History.

Indian Council of Social Science Research

The primary objective of the Indian Council of Social Science Research (established in 1969) is to promote research by strengthening the academic disciplines, expanding quantum of research, improving its quality, and ensuring its utilisation in national policy formulation. To this end, the Council envisaged development of appropriate infrastructure for social science research – consisting of institutional infrastructure, research talent, support to research programmes, professional organisation, establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to 27 Research Institutes accross the country. Regional Centres have been set up as extended arms for support of research and identification and development of local talent through its programmes and activities in a decentralised manner. Major activities of the Council are as under:

In the year 2003-04, 144 new research projects were sanctioned and 35 reasearch reports were received for projects sanctioned earlier.

ICSSR provides different types of fellowships to scholars for undertaking research. The fellowships provided under ICSSR schemes are in great demand among research scholars and the Council is implementing this programme following rigorous selection procedure. These are as under:

Scheme	Up to 31 March 2004
National Fellowships	–
Senior Fellowships	14
General Fellowships	43
Regular Doctoral Fellowships	149
Short-Term Doctoral Fellowships	60
Contingency Grant	13

Planning and Coordination Division is overseeing the schemes of guidance and consultancy services in data processing to scholars, funding of training courses in research methodology and computer applications in social sciences, and providing grants for organising seminars/conferences/workshops. The Council has sponsored 25 training programmes during the year under report. 191 seminars/conferences were sponsored by 31 March 2004.

Since 1976, ICSSR has been carrying out surveys of research in different disciplines of social science. The first series of surveys in all the disciplines have been published. ICSSR is updating these surveys every five years. The research surveys in six major disciplines viz. economics, political science (including public administration), psychology, sociology (including social anthropology), geography and education have been taken up and are in progress. The Council publishes half yearly journal of Abstracts and Reviews in the disciplines of economics, geography, political science, psychology, social anthropology, and a quarterly journal – Documentations of Public Administration and Indian Social Science Review. During the period, 27 reports have been published.

National Social Science Documentation Centre (NASSDOC) is involved in creating various machine readable databases like Social Science Research & Training Institutes in India; various lists of CD-ROM Data bases in India, and Social Science' Libraries & Information Centre 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 professionals in information science with latest information and communication technologies, NASSDOC organises short-term training workshops for social science community and information intermediaries. NASSDOC provided study grant to 35 scholars acquired 40 social science databases and given grants to 13 persons for preparing bibliographic studies.

International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. The ongoing

activities under this programme for the last several decades are cultural exchange programme (CEP), establishment of professional contacts with countries not covered by the CEPs, financial assistance for participation in 'International Conferences and Data Collection Abroad' and participation in the activities of international organisations like UNESCO, ISSC, AASSREC etc.

ICSSR will continue its cultural/academic exchange programmes with France, Netherlands, Russia, China Egypt, Israel, etc. It has also entered bilateral collaboration programmes with Australia and many South Asian Countries. The other activities pursued under the programme are financial assistance to Indian scholars to participate in international conferences and data collection abroad and visits of distinguished scholars etc.

In order to focus on the North-Eastern region, ICSSR has set up a North-East Cell to look into the micro-level problems of the area. In order to activate the research programmes, separate grants are being provided for undertaking research in the region. Till now, North-East Programme cell has sanctioned 35 research projects, 15 Seminars and three Training Courses.

National Council of Rural Institutes, Hyderabad

National Council of Rural Institutes is a registered autonomous society fully funded by the Central Government. It was registered on 19 October 1995 with its headquarters at Hyderabad. It was established with a main objective of promoting rural higher education for advancing rural livelihoods with the instrument of education on the lines of Mahatma Gandhiji's revolutionary concept of Nai Talim. Other objectives of the Council include teachers training, extension and research by networking with policy making bodies such as UGC, AICTE and research organisations such as CSIR, ICAR, etc., in addition to encouraging other educational institutions and voluntary agencies to develop in accordance with Gandhian philosophy of education. These would enable the promotion of employable education in the service sector which is primarily in the rural sector in the country.

In order to achieve its objectives, NCRI has been identifying various programmes for providing support and financial assistance, to be taken up suitable institutions.

Projects Sanctioned at a Glance

NCRI has so far sanctioned a total of 27 projects with a total funding of Rs.1018.69 lakh. These projects cover states like Andhra Pradesh, Tamil Nadu, Karnataka, Gujarat, West Bengal, Maharashtra, Himachal Pradesh, UP, Rajasthan, Assam, Madhya Pradesh and New Delhi. The purpose for which these projects are sanctioned to meet the objectives of the Council for durations varying from one to five years are as indicated below:

Purpose	No. of projects
Application of Nai Talim	7
Skill Development in Rural Areas	5
Rural Education Programme	7
Rural Higher Education	8

So far an amount of Rs.417.78 lakh was released to these projects leaving a balance of Rs.600.91 lakh scheduled to be released in the coming financial years.

For identifying the focus areas for meeting the objectives effectively, seven workshops were also conducted throughout the country involving an amount of Rs.18.34 lakh.

Highlights

During the year 2003-2004 assistance has been provided by the Council, as a part of its financial support to (1) Deen Dayal Research Institute, New Delhi, for establishment of Resource Centre and for running of Swaraj Shilpi Scheme, (2) Visva Mangalam, Anera, Himmatnagar, Gujarat, for taking up innovative programmes for skill development, (3) Visva-Bharati, Santiniketan, West Bengal, for taking up a comparative study of environment and science teaching, (4) Hind Swaraj Mandal, Rajkot, Gujarat, for Enrichment and

development education programme in rural schools, (5) Paramparik Karigar Society, Mumbai for organising workshop for craftsman, (6) National Institute of Mental Health and Neuro Sciences, Bangalore for promotion of psychological development of rural school children, (7) Gandhiniketan Ashram, T. Kallupatti, Tamil Nadu, for taking up project for non-formal application of Nai Talim at community school level, (8) Indian Institute of Education, Pune, for setting up rural institute for basic education and Nai Talim, (9) Vidya Bhavan Society, Udaipur, Rajastan, for developing and consolidating an action research centre for extending the meaning of school education, (10) Concerned for Working Children, Bangalore for the project 'CWC appropriate education programme, and (11) Magan Sangrahalaya, Wardha for a project for 'Collective effort to enrich artisans through education.

Towards formulation of a policy on Rural Education Programmes, a national workshop on "Advancement of Rural Livelihoods through Instrument of Education for Sustainable Gram Swaraj" was conducted where His Excellency the Governor of Madhya Pradesh and the Hon'ble Chief Minister of the State participated.

A breakthrough was also made for offering various programmes of the Council to remote and far flung areas at micro-level through an MoU with Indira Gandhi National Open University.

The work relating to the creation of extensive database in the five priority areas i.e. education, non-conventional energy resources, seed and post-harvest technology, water resources and health, initiated by the Council through its Rural Resource Information Centre (RRIC) is in 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 vocational and technical education through Urdu medium 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 Gachibowli, Hyderabad. However, other infrastructures are under development, therefore, no campus education could be started. It has been sanctioned three schools, six Departments of Studies, two Directorates and 70 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 21,132 students on its rolls in B.A., B.Com., B.Sc. and Certificate Programmes in five disciplines through distance mode in Urdu medium, spread over the entire country. In addition, a new six-months certificate course in functional English Reader/ Vocabulary has been introduced. The University Library has acquired 1,764 volumes in Urdu, English and Hindi and the total collection of books is 9,886.

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act, 1996, seeking to establish a university at Wardha was passed by the Parliament in December, 1996 and the university came into existence with effect from December 29, 1997. 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
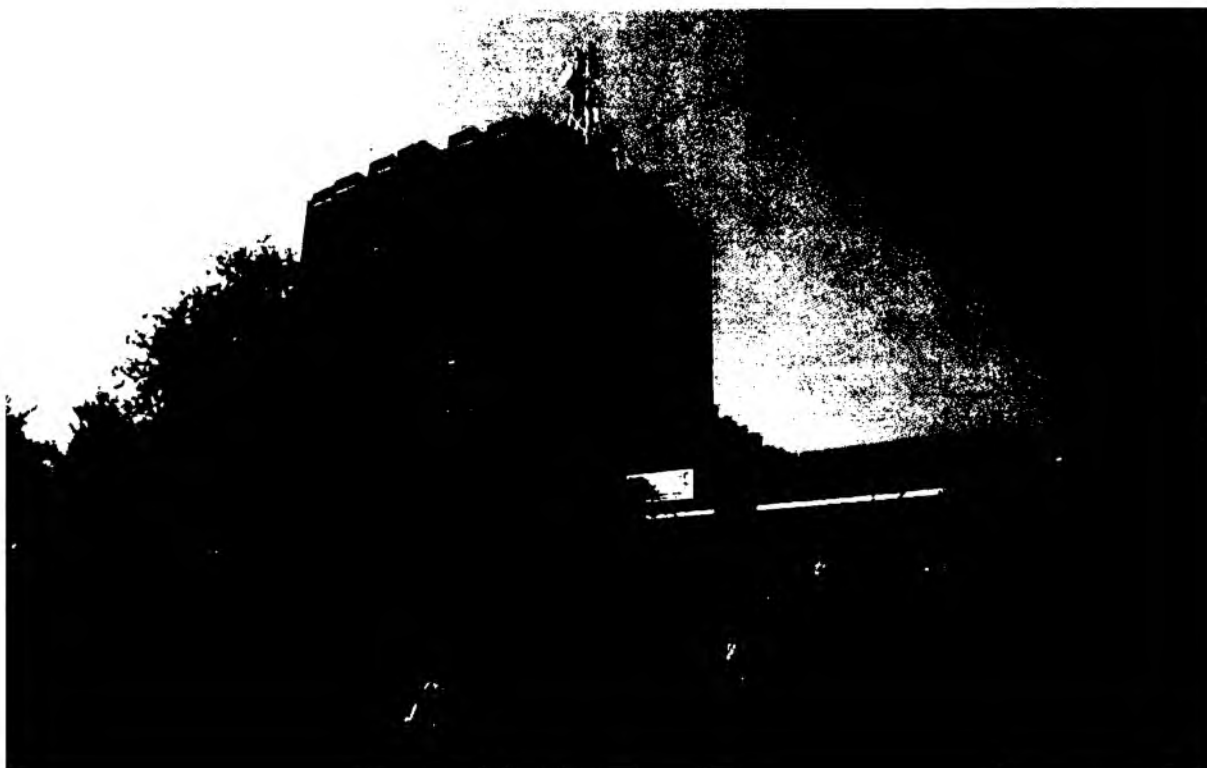
Hindi schools and groups interested in Hindi abroad and to associate them in teaching and research and to popularise Hindi through distance education system.

The Government of Maharashtra has allotted and provided possession of the land for the establishment of the university at Wardha. The university has been able to start construction activities only in August 2001. Approach road (Phase-I), boundary wall and fencing of the land has been completed. So far, Project office, residential quarters, canteen and another building have been completed. Steps are being taken by the university to develop the necessary infrastructure and other facilities. Prof. G. Gopinathan has joined as the Vice-Chancellor of the university on 23 October 2003.

A few academic programmes, viz. postgraduate courses on 'Sahitya' and 'Ahinsa', Hindi (comparative literature), 'Stree-Adhyan' and 'Translation Technology' are being conducted from the Wardha campus. 73 students are enrolled for these courses.

During the Ninth Plan period the university was allocated Rs.1800.00 lakh. A sum of Rs. 1644.25 lakh has been allocated for the Tenth Plan period.

Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU), New Delhi came into existence in 1969. The university has nine schools consisting of 29 centres of studies. In addition, it has another four independent centres of studies. The strength of its teaching and non-teaching staff is 389 and 1,386 respectively. The total enrolment of students in the university was 4,816 with adequate representation of SC, ST, other backward classes and physically challenged students. The university has extended its network for conducting entrance examination up to Dhaka and Kathmandu.

The faculty of the university produced a number of books, contributed several chapters to books and published various research articles in eminent academic and research journals in India and abroad. A number of distinguished faculty members received honours and awards from various national and international

organisations. In addition, Dr. Shantha Sinha, a former JNU student has been awarded the prestigious "Ramon Magsaysay Award" for Community Leadership.

The Nippon Foundation, for the first time, has selected Jawaharlal Nehru University for their 'Ryoichi Sasakawa Young Leaders Fellowship Fund Programme' aimed to financially assist young graduate students with leadership potential and provided endowment grant of US $1.00 million.

The UGC has identified the JNU, a "University with potential for Excellence" in the field of molecular science, bio-technology and genomes. The JNU Academic Staff College conducted 14 refresher courses and four orientation programmes during the year. The library acquired 4,545 new volumes during the year under report and the total collection of books and periodicals now stands at 5,05,164. The university has signed 14 new Memoranda of Understanding with the foreign universities/institutions.

The construction work of Jawaharlal Nehru Institute of Advanced Studies and Academic Staff College has been completed and the work of SC/ST students hostel and North-East Hostel is under progress.

Assam University

Assam University, Silchar was established on 21 January, 1994. It is a teaching-cum-affiliating university with its jurisdiction over the districts of Cachar, Karimganj, Hailakandi, Karbi Anglong and North Cachar Hills in the State of Assam. The university has granted affiliation/permission to 50 colleges.

The university has 27 postgraduate departments under eight schools of studies, in addition, to three centres of studies. There are 1,336 students on its rolls which comprise of 672 male and 664 female students and 156 SC and 54 ST students. The total number of faculty members is 160 and the number of the non-teaching staff is 194. The university has total collection of 60,000 books in its library. The library also subscribes to 199 periodicals, 21 daily newspapers, 14 news magazines, 13 foreign and 118 Indian Journals. A number of national/regional level seminars were organised by the university.

Various construction activities have been completed during the Ninth Plan period. These includes two 120 bedded hostel – one each for boys and girl students, 40 quarters for faculty members and one VC's residence. During the year 2002-03, UGC released grant of Rs. 10.23 crore to the university under plan and non-plan schemes. Many new researches have been undertaken by the university with the grant received from UGC, CSIR, ICSSR, ICPR, DRDO, DST, ICHR, ICAR etc. Besides, under the Non-Lapsable Pool of Central Resources a sum of Rs. 13 crore were released. The fund has been utilised for undertaking various construction activities which include construction of Library-cum-Computer Centre Building, Guest House, Administrative building, Water supply (laying of pipelines), Link road within the Campus and providing electricity and furniture.

The 7th Convocation of the university was held in the year 2003 which was addressed by Prof. A. Nigavaker, Chairman, UGC.

Aligarh Muslim University

Aligarh Muslim University (AMU), established in 1920 as a Central University, is one of the premier fully residential academic institutions of the country. The university has 102 departments/institutions/centres/units 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 Aligarh Movement is mandatory for every student at the first year of graduate-level.

The university also offers six diploma courses exclusively for women in the fields of electronics engineering, information technology, computer engineering, costume design and garment technology, office assistantship and secretarial practice, and general nursing and midwifery.

A new 3-year degree course, 'BSc.(Hons.) Computer

Maintenance' has been introduced during the period under report.

The university has on its rolls a total of 18,580 students (excluding its secondary schools' strength) drawn from all corners of the country. There are 199 foreign students belonging to 13 countries. The university is open to all, irrespective of caste, creed and sex. The total strength of the teaching staff of AMU is 1,238 and that of non-teaching staff is 5,897.

During the period 1 April 2003 to 30 November 2003, 11,339 books have been added to the Central Library and the Departmental Libraries of the university thereby raising the total collection of books to 10,14,225. Colleges like J. N. Medical College, A.K.Tibbiya College, Z.H. College of Engineering and Technology and Women's College have separate libraries. The Online Public Access Catalogue (OPAC) has been introduced in the Central Library during the period under report.

To sum up, the significant contributions of the faculty members during the period under report – 20 national/international conferences/seminars, etc. have been organised; 125 research projects have been undertaken; 230 teachers have participated in various conferences/seminars organised in India and abroad.

In order to promote sports and allied activities, the university maintains 10 clubs, including a riding club. The university holds the distinction of being the only university of India, which runs and maintains a riding club and a covered swimming pool to train the students.

Jamia Millia Islamia

Jamia Millia Islamia (JMI), which had been functioning as a deemed-to-be university since 1962, acquired the status of a Central University in December 1988. The university imparts education from nursery stage to postgraduate and doctorate levels. The university has 29 departments grouped under 6 faculties. It also maintains ten Centres and six schools. The university has on its rolls a total of 13,329 students – 8,730 in the university sector and 4,599 in the school sector – including 98 foreign students from 31 countries. The total strength of the teaching staff of JMI is 553 (including 111 for school sector) and that of the non-teaching staff is 1,098.

The new initiatives taken in the areas of academics include, introduction of a 5-year integrated course, B.A.L.L.B. and Diploma in Development Communication. The university is offering a total of 110 courses at the postgraduate and undergraduate levels, in addition to Ph.D. Programmes.

During the period under report, the Academic Staff College of the university has organised six orientation courses and twelve refresher courses for a total of 698 teachers from all over India. The A.J. Kidwai Mass Communication Research Centre of the university produced 185 programmes for UGC's INSAT Programmes. Dr. Zakir Hussain Institute of Islamic Studies continued to publish two journals, namely, *Islam and the Modern Age* (English) and *Islam Aur Asre-Jadeed* (Urdu) devoted to the creative re-interpretation of Islamic tradition in the context of contemporary India and the world, and for promotion of inter-faith understanding.

To sum up the significant contributions of the faculty members during the period under report, 106 research projects sponsored by different funding agencies, national as well as international, viz. AICTE, UGC, CSIR, ICSSR, UNDP, UNESCO, and various Ministries of Government of India have been undertaken; 435 publications comprising of 335 research papers, 68 books and 32 articles have been brought out; 82 seminars, conferences and symposia and 126 extension lectures have been organised. The faculty members have also been engaged into as many as 58 consultancies, both at national and international levels.

Visva Bharati

Visva-Bharati, an educational institution founded by late Gurudev Rabindranath Tagore in 1921, was incorporated as a Central University in 1951 by an Act of Parliament. The university imparts education from the primary school level to postgraduate and doctorate levels.

The university has twelve institutes – eight at Santiniketan, three at Sriniketan and one at Kolkata. The university has on its rolls a total of 6,425 students, including its schools' strength. The total strength of teaching and non-teaching staff is 520 and 1,449 respectively. Apart from the Central Library, the university has 12 sectional libraries.

During the period under report, the university introduced four new Courses, namely, M.Sc. in

Statistics, M.Sc. in Environmental Science, M.Sc. in Computer Science and M.A. in Journalism and Mass Communication.

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 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 the year the university has taken initiatives to establish (a) Inter University Consortium for Open and Distance Education (b) Centre for Research and Innovation in Distance Education (RIDE) and (c) School of Agriculture and School of Law. It has developed a large number of programmes ranging from the purely academic to predominantly vocational, from the high level post graduate degree to the competence certificates and from complex professional programmes to more of general awareness – in modular form. These programmes cater to the needs of a wide spectrum of society ranging from the professionally qualified to ordinary members of public, from business managers to

industrial workers, and from unemployed youth to housewives. During the year 2003-04 three more programmes have been added, namely (a) PG. Diploma in Geriatric Medicine (b) PG. Diploma in Audio Programme Production and (c) Bachelor of Science and Hospitality and Hospital Administration. There are 88 programmes on offer consisting of 12 Masters Degree programmes, 14 Bachelors Degree programmes, 20 Advanced/PG. Diplomas, 9 Diploma programmes, 25 Certificate programmes and 8 Ph.D. programmes. The total number of students registered during 2003 was 3,34,315. The cumulative enrolment of students at IGNOU is 11,87,100. The student support system network of IGNOU consists of 48 regional centres and 1,081 study centres, with the IGNOU teaching and non-teaching staff strength, being 307 and 1,415 respectively.

The Distance Education Council (DEC) is responsible for promotion of Open and Distance Learning (ODL) system and for coordination and maintenance of standards in distance education in the country. In pursuance of these objectives, DEC has taken a number of initiatives for providing support to State Open Universities (SOUs) and other correspondence course Institutes (CCIs) of conventional universities. During the year, the Council extended technical and financial support to distance education institutions for development of infrastructure, institutional reforms, academic improvement, staff development and training, student support session, computerisation and networking of institution, improvement of quality of education. Development grants and research grants were also extended to the faculty of distance education and for organising seminars/conferences. With the DEC initiatives, about 40 conventional universities have established new Distance Education Institutions (DEIs). The number of dual universities in the country now is 104.

Academic Programmes of IGNOU at international level are currently offered in 26 countries. These include UAE, Sultanate of Oman, Bahrain and Doha, Mauritius, Maldives, Seychelles and Singapore, etc. Attempts are on to establish a partnership with International Education Programme College (IEPC) in

the Indonesia and Malaysia. In Kenya and Nepal, IGNOU Programmes are offered through recognised Institutions. In collaboration with UNESCO and International Institute for Capacity Building in Africa (IICRA) Distance Education Programmes are offered in Ethiopia, Liberia, Madagascar and Ghana. Through an agreement signed with Commonwealth of Learning (COL), Canada, certain programmes are also offered in Lesotho, Swaziland, Namibia, Seychelles, Jamaica, Malawi and Belize.

IGNOU coordinates the functioning of exclusive 24-hour satellite-based Educational TV Channels – Gyan Darshan (GD). It is a "media cooperative" collaborative venture of various government agencies.

Gyan Darshan – 1 Gyan Darshan, the 24-hour exclusive Educational TV channel of the country was launched in January 2000, with IGNOU as the nodal agency. This channel provides educational programmes on a variety of subjects. It became fully digital on 26 January 2003 and has now a potential to offer a bouquet of six channels.

Gyan Darshan-2 – This is being utilised for tele-counselling, tele-lecturing, tele-training of coordinators, counsellors, special seminars and virtual convocations.

Gyan Darshan-3 – 'Eklavya" Technology Channel – This was inaugurated on January 26, 2003. It is exclusively devoted to technical education. All engineering students including those from IITs will benefit from this. Transmission of this channel would be fully automated through a video server which is currently under test.

Krishi Channel – Launched on 21.1.2004 in collaboration with the Ministry of Agriculture, it is catering to the 'niche' agriculture sector.

Vyas Channel – A joint initiative of IGNOU and UGC. It is curriculum-based higher education channel inaugurated on 26.1.2004.

Gyan Vani – IGNOU is the nodal agency for the implementation of FM channel in 40 cities as a part of the Gyan Vani network dedicated to education and development. 10 FM stations are operational. These

stations are located at Allahabad, Bhopal, Coimbatore, Bangalore, Mumbai, Lucknow, Vishakhapatnam Delhi, Kolkata and Chennai. Every Sunday Radio Counselling is provided for one hour from 186 Radio Stations of AIR. Toll-free conferencing facility is also available to the learners in 80 cities who interact freely with the experts.

Babasaheb Bhimrao Ambedkar University, Lucknow

The Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow was established in 1994 by an Act of Parliament with the object 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.

The university has since built up necessary infrastructure. It 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 5 schools comprising 8 departments: (1) School of Ambedkar Studies, (2) School of Biosciences and Bio-Technology, (3) School of Environmental sciences (4) School of Information Science and Technology, (5) School of Legal Studies. These schools offer postgraduate courses and have an intake capacity of 20 each.

The students enrolment during the year 2003-04 is 106 out of which 42 (i. e. 39.6 per cent) belong to the SC/ST category. The teaching staff strength is 13 while non-teaching staff strength is 70.

Pondicherry University, Pondicherry

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 6 schools, 19 Departments and 14 Centres and offers Certificate Course, Post-graduate, M.Tech, M.Phil, Ph.D. programme. The university has 37 affiliated institutions of which 24 are located in Pondicherry, 5 in Karaikal, 2 in Mahe, 2 in Yanam and 4 in Andaman and Nicobar Islands. The total students strength in these institutions is 19,774. The students enrolment in the university is 1,561, out of which women students are 612. The university has a faculty strength of 148 experienced teachers and 558 non-teaching staff.

During the period under report, 40 Research Scholars have registered for the Ph.D. programme and 69 sponsored Research Projects of topical relevance are in progress. Faculty members have published 25 books and contributed 386 papers which have been published in national and international journals.

The university has entered into MoUs with 15 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. A "Special Cell" started in the university during 1987 takes necessary measures for the welfare of the SC/ST and Physically Handicapped students.

University of Delhi

The University of Delhi is one of the premier 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 16 Faculties and 86 colleges.

During the year under report the total number of students enrolled in the university was 3,09,131 of which 1,31,821 were regular students in the teaching departments and colleges of the university and the
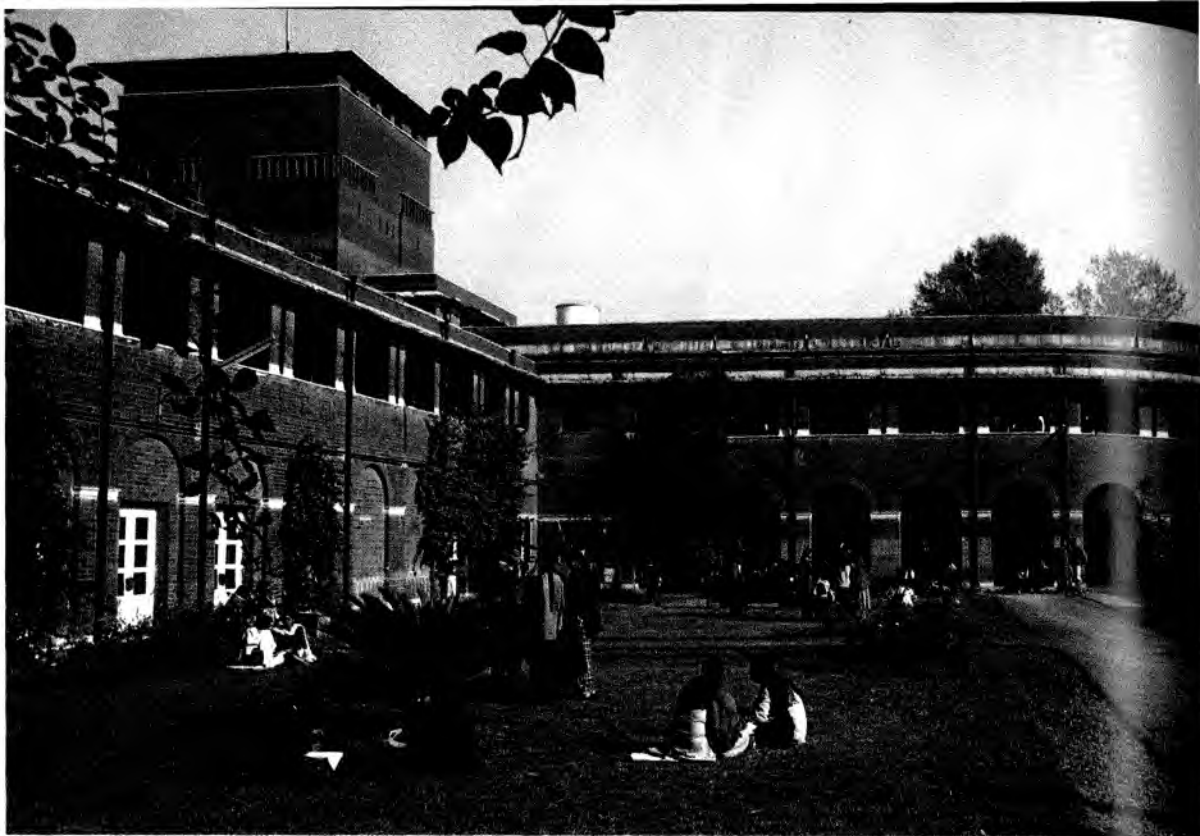
remaining enrolled in the School of Correspondence Courses and Continuing Education, Non-Collegiate Women Education Board and the Non-Formal Education Cell. The number of M.Phil and Ph.D students on rolls of the university during the year was 4,499.

The university has faculty strength of 660 consisting of 274 Professors, 233 Readers, 134 Lecturers and 19 Research Associates. The total non-teaching staff strength of the university is 2,777. Several prestigious awards and distinctions were conferred on the faculty members in different disciplines during the year under report. These included Chairmanship of the Board of Governors of the United Nations University World Institute for Development of Economics Research, Jnanpith Award, INSA Fellowships and President's Certificate of Honour for Contribution to the Growth of Sanskrit Language.

The computer networking of the university covering all departments, centres and administrative units of the university, 13 colleges and 16 on-campus hostels was completed and the network was formally inaugurated during the period under report. The university already subscribes to a number of electronic journals and with the coming of the UGC Infonet-Inflibnet-Ernet consortium, the world's most prestigious journals are now accessible to the university community. Restoration/renovation of old and heritage buildings like the Vice-Regal Lodge, Gwyer Hall, Arts Faculty and the Indraprastha College is another important project started by the university during the year under report.

Banaras Hindu University

The Banaras Hindu University, established as a teaching and residential university in 1916, is one of the oldest and largest central universities of the country. It comprises of three institutes, 14 faculties, 121 departments, four inter-disciplinary schools, four colleges and three schools. There are also seven Centres for Advance Studies (CAS), 16 Funds for Improvement of Science and Technology Infrastructure (FIST) Programmes and seven Special Assistance Programmes (SAP) in various departments of the university.

Currently, the university is offering 32 undergraduate, 148 postgraduate, 30 diploma and nine certificate courses. The total number of students on rolls of the university is 16,105 and the teaching and non-teaching staff during the year was 1,045 and 5,368 respectively.

Annual convocations of the Institute of Medical Sciences and the Faculties of Social Sciences and Arts 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.

The academic activities of the university are presently carried out through its sixteen teaching departments and one constituent college. Two departments of the university, the Departments of Physics and Geography and Tribal Resource Management, have been started during this period. The total number of students enrolled in these departments and the constituent college is 1,187 and the teaching and non-teaching staff during the year was 86 and 161 respectively. Besides, the university has 28 affiliated colleges located at various places in the State of Mizoram. The number of students studying in these affiliated colleges is 5,579.

Nagaland University

The Nagaland University was established by the Nagaland University Act, 1989 of the Parliament on 6 September 1994. The university has its three campuses at Lumami, Kohima and Medziphema. Since its inception, the university has made significant progress in human resource development. The university has 25 departments with nearly 1,000 students and 110 Ph.D. scholars. The university has, at present, 42 affiliated colleges with over 15,000 students at the undergraduate level. The university has also been graded by the National Assessment and Accreditation Council.

Socially relevant research work has been undertaken and quality publications by faculty members are the indicators of excellence of the university. The workshops/seminars organised by the university inter-alia include one-day workshop on phonetics, one-day workshop on the use of Hindi in office, etc. Nagaland University has been deputing students and faculty members for participating in national and international conferences both in India and abroad. Under the Tenth Plan of the university, the University Grants Commission has approved two new departments, viz. Information Technology and Mass Communication, and Centre of Bio-diversity and Tribal Studies. The

The Banaras Hindu University, established as a teaching and residential university in 1916, is one of the oldest and largest central universities of the country. It comprises of three institutes, 14 faculties, 121 departments, four inter-disciplinary schools, four colleges and three schools. There are also seven Centres for Advance Studies.

university has also successfully conducted the UGC-NET examination.

The first convocation of Nagaland University was held on 28 October 2003 at Kohima. The Hon'ble Prime Minister of India, Sh. Atal Bihari Vajpayee was the Chief Guest at this august occasion who announced that the Government of India would provide Rs.35.00 crore for the development of infrastructure of Nagaland University at Lumami and another Rs.10.00 crore for Kohima Campus of the university

Nagaland University has, in collaboration with the Government and NGOs, organised various workshops, seminars and training programmes. During the year 2002-2003, Plan/Non-Plan grants received by the university from UGC amounted to Rs. 20.10 crore.

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, inter-disciplinary 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 two centres under four schools of studies. The present strength of faculty members is 81 (professors 15, readers 17 and lecturers 49) and that of non-teaching staff is 162. There are four SC and two ST members in the teaching staff whereas there are 23 SC and nine ST members in non-teaching staff. During the year four faculty members have been appointed in various departments. The enrolment of students in different courses of the university is 540 which includes 374 male and 166 female students. There are 60 SC and 48 ST students on the rolls of the university.

In the Fifth Convocation of the university was held on 16 October 2003 and 194 students were awarded degrees and diplomas. Dr. R.A. Mashelkar, Director General of Council of Scientific and Industrial Research (CSIR), Government of India was the Chief Guest.

The university library has 26,400 books and 150 journals at present. The university has received maintenance grant of Rs.354.38 lakh from UGC and also funds under non-lapsable pool of central resources from Department of Development of North Eastern Region. The university has undertaken various schemes of development of physical infrastructure and measures of upgradation of laboratories and libraries during the year under report. 38 residential units for the faculty members have also been made ready for occupation.

Hyderabad University

The University of Hyderabad established by an Act of Parliament in 1974 has over the years emerged as a premier institution of postgraduate teaching and research in the country. The academic activities of the university are undertaken through eight Schools of Studies, viz. the School of Mathematics & 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 of Management Studies.

The enrolment of students in different courses of the university during the year was 2,388. There were 775 women students (32.5 percent) on the rolls of the university. During the year, 245 candidates qualified for the award of research degrees which include 65 for the Ph.D. 128 for M.Phil and 52 for the M.Tech Degrees. Besides, 447 candidates qualified for the award of Post-graduate degrees in various subjects. 222 Students of the university received UGC and CSIR fellowships. Besides, the Centre for Distance Education of the university offers about 11 Postgraduate Diploma courses in various emerging areas such as environmental education and management, human rights, translation studies in Hindi, library automation and networking, professional ethics and cyber laws.

During the year under report, the university had a faculty strength of 237 consisting of 96 professors, 76 readers and 65 lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during the year. Many distinguished scholars visited the university and delivered lectures and interacted with the faculty of the university. The faculty brought out over 600 research publications including books and various journals of national and international repute and many of them were selected for numerous national and international honours. Faculty members of the university obtained research project with an outlay of Rs.29.58 crore from UGC, CSIR, ICMR, DAE, DBT etc. 26 consultancy projects worth Rs.1.47 crore have also been undertaken from various public and private enterprises. During the year 2002-2003 grants received by the university under Plan/ Non-Plan head from the University Grants Commission amounts to Rs.39.30 crore.

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

The University of Hyderabad established by an Act of Parliament in 1974 has over the years emerged as a premier institution of postgraduate teaching and research in the country. The academic activities of the university are undertaken through eight Schools of Studies.

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.

NEHU is a postgraduate teaching university. It has 24 departments and 4 Centres of Studies under 6 schools. These are, School of Economics, Management and Information Sciences, School of Humanities and Education, School of Human and Environmental Sciences, School of Life Sciences, School of Physical Sciences and School of Social Sciences. During the year 2002-2003, the total number of students enrolled for Postgraduate courses was 1390 of which 742 are female. The faculty strength in the university is 242. In the year 2002-2003, 34 students earned Ph.D. degrees and 14 M.Phil. degrees. There were 517 successful Postgraduate students At the undergraduate level, 51 colleges are affiliated to the university. The enrolment of students in the university at the undergraduate level was 19,339 of which 9,860 were females.

During the year under report the faculty members of the university received various national/international awards. Besides, the university also organised various seminars/workshops. These, inter-alia, include national seminar on the theme "The place of Garo Hills in the History & Civilisation of the North East', 'Pedagogy and Epistemology' 'Perspectives in Indian Philosophy of Education', 'Democracy, Pluralism and Conflict', etc.

The 12th Convocation of the university was held on 5 April 2002, Late Shri Krishan Kant, former Vice-President of India and Chancellor of this university, presided over the Convocation. Under plan/non-plan schemes, the university received grant to the extent of Rs.40.35 crore from UGC during 2002-2003. An amount of Rs.600 lakh was released to NEHU under the non-lapsable pool of 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.

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11 Technical Education

Technical Education Quality Improvement Programme (TEQIP) aims at upscaling and supporting of ongoing efforts of the Government of India in improving quality of technical education. The Programme has been implemented as a centrally-coordinated multi-state long-term programme from March 2003.

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 undergraduate, postgraduate and research levels.

The technical education system at the central-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, Indian Institute of Information Technology and Management (IIITM), Gwalior and Indian Institute of Information Technology (IIIT), Allahabad; 17 National Institutes of Technology (NITs); other technical institutes in the 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; 4 National Institute of Technical Teachers Training and Research (NITTTRs); and 4 Boards of Apprenticeship Training (BOATs). Other schemes at the central level include Programme for Apprenticeship Training (Scholarships and Stipends); Assistance to Universities for Technical Education; Community Polytechnics; World Bank Project for Improvement of Polytechnic Education, Technical Education Quality Improvement Programme of Government of India (TEQIP), Polytechnic for disabled Persons; Payment for Professional and Special Services; Direct Central Assistance to the Central Institutions, namely, Research and 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; Technology Development Missions. There also exists one Public Sector Undertaking, namely, Educational Consultants India Ltd. (Ed.CIL), under the technical education system.

During the year under report, a large number of engineering colleges and other technical institutes were established across the country with the approval of the AICTE, mainly by mobilisation of private initiatives. As in the past, the institutions of national importance/excellence like IITs, IIMs, IISc, and other central institutes namely ISM, SPA, IIITM, IIIT, NIFFT, NITIE, TTTIs, NERIST, SLIET, etc. provided instructional training to make available high quality training manpower in the field of technical education. The IIT at Roorkee and IIMs at Kozhikode and Indore, 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 polytechnic for people with disabilities has been a milestone in the year under report. Under the schemes of 'Modernisation and Removal of Obsolescence, Research and Development' and '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 passouts 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, 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 proof 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.

To leverage new 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 technology channel on a sustained basis. This would also help to create web-based courses/programmes for enhancing learning effectiveness in the entire technical education system.

Policy Framework for Promotion of Postgraduate

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

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

To meet the emerging need for quality manpower in IT and the related areas, necessary initiatives have been taken. Based on the recommendations of a National Task Force, a National Programme of HRD in IT has been drawn.

With a view to avoid mental and physical burden on students due to multiplicity of entrance tests, the Ministry of Human Resource Development issued

instructions for streamlining admissions to various professional courses.

Technical Education Quality Improvement Programme (TEQIP) aims at upscaling and supporting of ongoing efforts of the Government of India in improving quality of technical education. The Programme has been implemented as a centrally-coordinated multi-state longterm programme from March 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 including 18 lead institutions, is to be provided.

A bilateral Technical Education Project, jointly supported by the Governments of Canada and India, titled Canada-India Institute Industry Linkage Project (CIIILP), is 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 supplement the efforts of Government of India in making the technical educational system more responsive to the socio-economic environment by enhancing efficiency and effectiveness of the system.

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. The University of Roorkee has also 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 to technologies, filing of patents and execution of Memoranda 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 per cent in the last 7-8 years. Computing and networking facilities have been upgraded. Electronic classrooms and video-conferencing 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. IITs have distinguished themselves by the excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private sector, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contributions.

Indian Institute of Technology, Bombay

The Indian Institute of Technology Bombay, established in 1958, with the cooperation and participation of the then Government of USSR under UNESCO's technical assistance programme, is one of the seven institutes of technology in the country, set up to provide leadership in technological education, train high quality manpower for industry, and promote state-of-the-art technology application.

The Institutes unending march towards its vision 'to be the fountainhead of new ideas and of innovators in technology and science' and mission 'to create an ambience in which new ideas, research and scholarship flourish and from which the leaders and innovators of tomorrow emerge' led to increasing its focus on research-oriented education both at the undergraduate and postgraduate levels. The total number of projects as well as the flow of funds has been growing steadily over the years.

The IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. IITs have distinguished themselves by the excellence of their academic activities and research programmes.

Inspite of the persistent downturn in the global economy, the Institute received impressive support from its alumni and well-wishers and it could mobilise a sizeable support for infrastructure, new laboratories, endowments for Excellence Awards, scholarships, travel fellowships, faculty development fund, Research Excellence Awards, etc.

In keeping with national aspirations and expectations, it increased the student intake over the last five years. The total student strength has gone up to over 4,619. The increased emphasis on research has favourably impacted on the undergraduate-postgraduate student ratio, which currently stands at about 1:1.6. In the Spring Semester, 62 new students joined the Ph.D. programmes.

Major reforms in existing programmes, new specialisations, and programmes with inter-disciplinary inputs are a common feature at IIT-Bombay. Enhanced opportunities to the students to partake research, encouraging them to take to business incubation, represent recent initiatives in pursuit of this strategy. The Undergraduate Research Opportunities Programme (UROP) implemented this year, exposes undergraduate students to the world of research early in their academic life.

The Institute has signed 7 MoUs with foreign agencies and 21 with institutions within India, including one with University of Goa for providing infrastructure and

academic support to distance education programme at Goa University.

The Institute continues its technology development efforts, such as:

- Design of ATM Enclosure. It has many radical design elements that have their roots in Indian culture. It is being transferred to an outside agency, for manufacturing in large numbers.

- OptiLOM, an enhanced Rapid prototyping software for producing cheaper and stronger prototypes was developed in collaboration with Daimler Chrysler AG Germany and is being sold by Materialise of Belgium, as an optional module of IT Rapid Prototyping package Magics 8.0 for use in the automobile industry.

- Superheat recovery water heater to recover heat from central chillers and refrigeration systems was developed and transferred for commercial exploitation.

Centre for Distant Engineering Education Programme (CDEEP) in the Institute is involved in National Project on Technology Enhanced Learning (NP-TEL), sponsored by the Ministry.

IIT-Bombay and Khadi and Village Industries Commission (KVIC) are currently working together on a variety of problems of mutual interest, so as to help employment generation in the rural sector. The objective is to enhance science and technology inputs to productive activities that utilise local resources and skills of rural people.

Recently, the Institute has produced an innovative design for wheelchairs. The 'Ascender', as the newly developed wheelchair has been named, provides higher level of operational freedom and self-reliance to the user. The new design makes transfer of persons to and from the wheelchair easier than is possible with conventional designs. Ascender also allows the user to negotiate kerbs and steps with greater ease.

During this period, applications for 15 Indian patents, two trade marks, service marks, five design registrations, two US patents and four PCTs were filed.

The Continuing Education Programme Cell at the Institute has achieved remarkable growth. It has conducted 87 short courses till December 2003 with a total participation of 1,762 professionals from various organisations and earned a revenue of Rs. 1.10 crore.

The faculty have contributed significantly to the country's growth in science and technology. Many of them have been conferred with distinctions and awards for their work/contribution in various fields. 7 faculty members of the Institute were elected as Fellows of various National Academies and 38 notable awards were conferred on them by professional societies during the period under report. The Institute also recruited 61 new faculty members.

Shortage of hostel accommodation for students has been successfully addressed through commissioning in July 2003, of two identical high-quality student hostels (Hostels 12 and 13) with a total capacity of 1,064 rooms and dining hall facility, to cater to 1,200 students. Bhoomi Poojan of 16-Storey Faculty Housing was performed on 2 April 2003. Bhoomi Poojan of the new lecture hall complex-cum-innovation centre of the Institute for creating multiple facilities was also held on 14 April 2003 in the academic area.

As a further step in creating a decentralised system of governance, the institute established two new positions at the Dean-level – Dean (Faculty) to address faculty related issues and plan development of faculty resources in a focused manner, and Dean (Alumni and International Relations) to provide more focus for alumni affairs and to strengthen linkages with overseas partner universities and agencies.

Under the Personnel Development and Training Cell, 36 training programmes were organised during the period and 307 employees attended these. The computerised employee information system, which would be available through LAN, is under progress. As per the ERC recommendations of the Government, efforts are on at the Institute for cutting down staff strength.

This year IIT-Bombay hosted the Inter IIT Sports Meet in December 2003, for which the tennis courts, basketball courts and other gymkhana facilities were substantially upgraded. Also in December 2003, Mood Indigo – the most popular cultural festival – was held with a student participation of over 7,000 from all over the country. The Entrepreneurship Cell and Shailesh J. Mehta School of Management at IIT-Bombay has organised a business festival named 'Avenues' in November 2003. This event had grown to be recognised as one of the unique business festivals in the country. Participants from more than 50 colleges including the IITs and IIMs, contested for the prizes in the various events.

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 '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 4-year B.Tech. programmes in 9 disciplines of engineering and technology, 5-year dual degree programmes in five areas, 5-year integrated M.Tech. Programme, 2-year M.Sc. programmes in three disciplines, 36 M.Tech. programmes in engineering technology, management, humanities and social sciences, a 2-year M.Des. programme in industrial design, two MBA programmes, M.S. (Research) programmes in six areas.

The Institute also offers opportunities for doctoral research in its 13 departments and 9 research centres.

The Institute plans to take the student strength to 5,000 in the 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 Quality Improvement Programme (QIP) and Continuing Education Programme (CEP). During this period several

In order to increase the level of research activities in IIT-K, and for reinforcing the research infrastructure, several new equipments have been made available to students and faculty. A unique facility called SQUID (Superconducting Quantum Interference Detection) system has been established. SQUID is a highly sensitive instrument capable of measuring changes in a magnetic field, as small as one trillionth of a Gauss.

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 research and development 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, Kanpur

The launching of a new facility for the emerging discipline of biological sciences and bio-engineering was the significant event of the year at IIT-Kanpur. The facility has 16 research labs, two teaching labs, two classrooms, one lecture theatre and one library room. The facility also houses the state-of-the-art equipment required for research and teaching in the areas of biological sciences and bio-engineering. The Institute has started M.Tech. and Ph.D. programmes in these areas and hopes to start B.Tech. programme from July 2004.

The Institute has been able to increase the enrolment of postgraduate students at M.Tech. as well as Ph.D. levels. A new dual degree programme (M.Sc.-Ph.D.) has been started in the Department of Physics. A new academic programme entitled Master of Design has also been started in a successful manner. The overall strength of students is now above 3,500 along with the strength of faculty members which stands at 350. The Institute has developed one-semester Postgraduate Certification Programmes in the areas of earthquake engineering, helicopter technology and aerospace manufacturing. These courses are being offered to the engineers and managers of aerospace industries, officers of Defence Forces and Coast Guard as well as teachers of engineering colleges. The Institute has also initiated coordination of National Programme on Earthquake Engineering Education.

The Institute is actively developing infrastructure of distance education using modern means of communication such as television, satellite and Internet technology. For the State of Chhattisgarh, an educational programme of teaching basic engineering courses using the satellite technology has been undertaken. An electronic classroom has been set up on the campus. The Internet unicast and multicast technologies have been experimented. The Institute is actively participating in developing the basic infrastructure and academic contents for the Indo-French Cyber University. All these initiatives, it is hoped, will evolve in an outreach education programme, which will offer credit based flexible courses.

IIT-Kanpur has developed an anesthesia monitor for measuring the depth of anesthesia. This device is capable of detecting the effect of a light dose of anesthesia on the level of consciousness and overall muscle relaxation. Under the IIT-Kanpur-SGPGI Lucknow collaborative project, a set of advanced numerical processing schemes have been developed to improve tissue contrast, reduce noise and for de-blurring

of magnetic resonance images. A robotic device has also been developed to assist the anesthesist during surgery.

Under a project jointly funded by Samtel group of industries and Department of Science and Technology, two types of polymers have been successfully developed for fabricating green as well as red light emitting diodes. Efforts are underway to further improve the performance of these devices. The Department of Chemical Engineering has developed an innovative process to recover the precursors for widely used plastics and petrochemicals contained in natural gas.

In order to increase the level of research activities in the Institute, and for reinforcing the research infrastructure, several new equipments have been made available to our students and faculty. A unique facility called SQUID (Superconducting Quantum Interference Detection) system has been established. SQUID is a highly sensitive instrument capable of measuring changes in a magnetic field, as small as one trillionth of a Gauss.

The Institute has acquired a new all-composite, two-seater, modern trainer aircraft Hansa III. The aircraft has been designed and developed by NAL, Bangalore. This aircraft will be used for conducting advanced experiments in the field of surveying.

The other set of specialised instruments acquired by the Institute are as follows: Thermal analyser equipped with thermal-gravimetric analysis features; NOZ and THC emission measurement system for internal combustion engines; X-ray diffraction system; spectroscopic ellipsometer for non-destructive characterisation of surfaces; a five-axis CNC machining centre as well as turning centre, a water jet abrasive machine, a non-destructive, white-light scanner for reverse engineering, an advanced version of FDM rapid prototyping machine. In addition, several state-of-the-art research equipment such as electron paramagnetic resonance (EPR) spectrometer, scanning electron microscope (SEM), single crystal X-ray diffraction system, atomic force microscope (AFM), automated DNA sequencing and fragment analysis system are on order.

The Institute continues to improve the infrastructure as well as facilities for research for students, staff and faculty.

IIT-Kanpur has also completed the following construction projects and commissioned the same for use during this year. A 480-seater hostel, Hall of Residence 7, has been completed and made fully operational. The construction of another hostel, Hall of Residence 8, is in progress. The first phase of this hostel consisting of 240 rooms are available at present. The complete hostel will be ready by May 2004. A modern, fully-furnished complex of 12 apartments has been completed for visiting faculty members. These apartments are now ready for use. For promoting the activities of innovation, incubation and entrepreneurship, a facility – SIDBI Centre for Innovation and Incubation – has been built on the campus. A facility for industry sponsored research and design education – SAMTEL R&D building has been commissioned. In order to provide a clean, hygienic mess environment, the kitchen facilities of two hostels – Hall of Residence 1 and 2 – have been modernised. These efforts have provided a new look to the academic as well as residential areas of IIT-Kanpur.

Indian Institute of Technology, Kharagpur

The Indian Institute of Technology at Kharagpur was set up, after independence for the purpose of nation building through human resource development in science and technology. IIT-Kharagpur being the oldest of the IITs, has provided the necessary leadership to usher in a revolutionary change in the outlook of technical education in the country.

The Institute is organising 23 national and international conferences during the year 2003-04. In order to strengthen the bondage with the alumni spread all over the globe, a new website www.alumni.iitkgp.ernet.in. was launched to create a strong global alumni network. All the alumni of the Institute are being provided with lifelong e-mail address upon registration at the network. With generous donations from the alumni, each student of the Institute has been provided with a computer and a state-of-the-art computer network Internet facility has been extended to the hostels. Over the years, significant infrastructure has been developed to facilitate high quality teaching and research. Recently, a state-of-the-

art academic complex has been set up. It has one 800-capacity auditorium and six lecture halls ranging between 200 and 400-capacity, all centrally air-conditioned. It also houses programmes on computing, information technology and educational technology. Four new halls of residence for students have been constructed and new wings added to old hostels. Besides, a residential complex named after Dr Vikram Sarabhai has been built for project scientists. As part of modernisation, central research facilities have been expanded and the budget for the Central Library enhanced. 25 kms of single mode fibre optic cable have been laid in the academic complex.

In addition to the ongoing B. Tech. (Hons), 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 2001-2002. 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 programme which has 494 B.Tech./B.Arch./M.Sc. 448 PGDIT/M.Tech./MCP/MB/MS and 108 Ph.D. scholars graduating from the Institute, the distance education programmes have been strengthened.

The postgraduate programme in information technology (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 industries as far as the quality of the programme is concerned. The one-year postgraduate diploma in maritime operations and management has broken fresh ground. The entire B.Tech. programme has been revamped with greater emphasis on electives and with a choice given to students to do a minor in a specialised area along with one's major subjects of study. The dual degree programme leading to an M.Tech. degree has been further expanded. A new M.Tech. curriculum has been introduced with project work occupying one full semester.

VLSI design by the Computer Science and Engineering Department is of pioneering nature and VLSI group is designing 0.18n chips, which are being cast in the foundry of National Semiconductor USA and brought here for testing. The Institute lays emphasis on 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 chip, 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 top among IITs. The Institute has also taken a lead in IPR protection and filing patents and copyrights. IIT-Kharagpur has led the IIT movement and set up some of the best practices over the years. It has also learnt form the new initiatives taken up in other IITs and implemented them vigorously to keep pace with the moving times. It is important that the IITs continue to think ahead and plan for the future. In view of this, several initiatives have already been taken and future programmes are being planned.

IIT-Kharagpur aims at attracting and nurturing the best talent available in the country. Several initiatives have been taken in this direction. These include:

a) Maintaining a standing advertisement on web for faculty recruitment.

b) Providing seed money up to Rs. 3,00,000 to new faculty to start a project in his/her area of interest.

c) Offering Rs. 50,000 for ten most industrially relevant projects to final year undergraduate students.

d) Acting as sponsor and venture capitalist to turn out at least two B.Tech. students as entrepreneurs.

e) Providing high value Ph.D. scholarships to exceptionally brilliant students.

f) Kalpana Chawla Fellowship for bright women researchers in space technology.

The Institute proposes to undertake a number of academic programmes in the near future that include M.Tech. in information technology, M.Sc. in biosciences and postgraduate diploma in eco-tourism.

The Institute has identified 13 Mission Programmes that have the mandate of making a deep impact in the technological and societal progress of the country. These include mechanised food engineering, natural resources management, molecular biotechnology, disaster mitigation and management, electronic applications in human endeavours, photonics, nano science and technology, complex engineering systems, manufacturing and systems engineering, biomedical technology, VLSI design and wireless technologies, management and control of power system equipments and possibly the most important-technology transfer to villages.

Indian Institute of Technology, Madras

The Indian Institute of Technology Madras, (IITM) 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.

In the area of manpower development, at the last Convocation held on 9 August 2003, a total of 1,146 degrees were awarded. 73 of these are Ph.D., 109 M.S., 417 M.Tech., MBA, 86 M.Sc., 66 Dual Degree and 355 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 46 new courses (subjects of study) were introduced. A cell for

Professional Ethics and Human Values has been set up in order to promote these attributes in our students.

Apart from the Ph.D. and M.S. theses, the faculty and research scholars have published 368 research papers in refereed international and national journals. 531 papers have been presented at international and national conferences. Faculty members have published four books during the year.

The number of active sponsored projects during the year is 225. Number of faculty members involved in these projects as principal investigators and co-principal investigators is 196. The total value of sponsored projects sanctioned during the year is Rs.50.36 crore. The number of active consultancy projects during the year is 636 with a total value of Rs.6.60 crore; the number of faculty members involved in these consultancy projects is 203. AICTE has funded a project under Industry-Institute Partnership programme which has continued during 2002-03. The ISRO-IITM Space Technology Cell has renewed 17 projects and sanctioned seven new projects during this year. Under the IGCAR-IITM Cell, two projects were continued. ISRO-IITM Space Technology Cell and IGCAR-IITM Cell have been functioning effectively through periodic monitoring and review of these projects. Industrial Associateship Scheme has now 241 members facilitating continuous interaction with industry. The Institute has signed 28 Memoranda of Understanding with industries during the year.

The Centre for Continuing Education (CCE) of the Institute has been very active in its professional development activities. Five short-term courses under QIP, 30 short-term courses under Continuing Education Programme (CEP) and 18 under Educational Consultancy Programme (ECP) were organised. The Institute's Educational Technology Cell has produced about 900 hours of video material which includes 23 semester lecture-based programme, one documentary for Gyan Darshan telecast and 6 lecture series for Gyan Darshan. CCE organised a one year Certificate Course on Advanced Engineering Design for graduate engineers of BHEL based on the concept of a finishing school.

The Institute has played a leading role in providing guidance and assistance to the other engineering institutions in the country. 127 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. So far, the total number of MoUs signed by IIT-Madras with international universities is 50. During the year, eight MoUs with chosen international institutions have been processed. Four MoUs have been signed with international companies and research laboratories for collaborative R&D.

Over the past few years, the institute has created several opportunities for international student exchange. One of the major initiatives in this regard has been the Indo-German Agreement between the five IITs and six technical universities in Germany. Under this programme, 14 M.Tech. and 3 M.S. scholars were deputed to reputed German universities for undertaking project/thesis work last year. In turn the Institute received a few Ph.D. and diploma-holding scholars from Germany to undertake their projects in our research laboratories. Under the MoU with EPFL, a student from the Rural Engineering Department of EPFL studied in IITM for one semester beginning July 2002. The Institute also deputed two M.Tech. students in industrial mathematics to University of Kaiserslautern, Germany for training. One B.Tech. student completed one semester at EPFL.

The Institute conducted 27 training programmes (189 programme-days) with 859 participants for technical and administrative staff to update and upgrade their knowledge and skills in order to enable them to perform their work more effectively.

IIT-Madras has secured ISO-9001-2000 Certification for twelve units. Continuous improvement being the hallmark of a learning organisation, several 5-S programmes have been conducted. Quality Circles have been initiated in twelve administrative units covering nearly the whole of support services of IITM.

An ATM-based high-speed campus-wide network has been operational for the past four years. The network provides connectivity between the various departments, hostels and the faculty residences. The planning and implementation of Internet-2 are in advanced stage, which would provide IPv6, QoS and IP-Telephony shortly.

The campus infrastructure has been improved in a substantial way. The old library building is being remodelled to house the CCE, the Gymkhana and the Management Division. The approval of the Council is expected on the creation of new departments of Management Studies and of Bio Technology. Substantial deepening of the lake in the campus has been completed as a rain water harvesting activity and with the excavated soil, border roads have been formed. The campus GIS facility is being built-up. The augmentation of Lecture Hall Complex has been completed. Three additional floors in the New Millennium Library building have been completed.

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. The Institute has an illustrious history and a glorious past. 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. Major civil works in the country like dams, canals, roads, highways, railways, bridges, etc., are the outcome of the engineering education in this college.

Out of a total of 1,407 students admitted, there were 454 were through JEE in B.Tech./ B.Arch, 395 through GATE in M.Tech./M.Arch., 359 students in other postgraduate programmes and 199 students in Ph.D. The total enrolment in the Institute reached to 3,721. IIT-R had about 260 Ph.D. scholars on rolls in July 2001, it has as many as 455 Ph.D. scholars today, largely made possible by the doctoral fellowships offered by MHRD.

IITR participated in the conduct of JMET-2002 and GATE-2003 for the first time. On the JEE pattern, the Joint Admission Test to M.Sc. (JAM) is to be conducted w.e.f. academic session 2004-05 for admission to all post-B.Sc. programmes in all IITs. Roorkee has been chosen as the organising Institute for coordinating JAM-2004. MHRD has entrusted IIT-Roorkee the task of organising the first AIMCET-2004 for MCA admissions at All India level.

Some of the important academic activities with respect to restructuring/renaming of courses, starting of new courses, etc. are summarised below:

1. Five-year integrated dual degree programme B.Tech. (Chemical Engineering) and M.Tech. (Hydrocarbon Engineering) started w.e.f. 3 July 2003.

2. Five-year integrated dual degree programme B.Tech. (Electronics and Communications) and M.Tech. (Wireless Communication) was started w.e.f. July 2003.

3. Five-year integrated dual degree programme B.Tech. (Computer Science and Engineering) and M.Tech. (Information Technology) was started w.e.f. July 2003.

4. The curricular structure and syllabi for the new M.Tech programme (Advanced Chemical Analysis) in the Department of Chemistry for admission in July 2004.

5. M.Tech. (Remote Sensing and Photogrammetry Engineering) in the Department of Civil Engineering was renamed as M.Tech. (Geomatics Engineering).

6. Curricular structure and syllabi of six pre-Ph.D. courses in the Department of Chemistry and a similar number in the Department of Physics and Humanities and Social Sciences.

7. Some of the new M.Tech. programmes going to be started from next year are, industrial safety and hazards management, corrosion engineering, advanced chemical analysis.

Of a total of 704 research publications, 367 were in refereed journals and 337 in conferences, etc. 569 new consultancy projects and 91 new sponsored research projects with outlay of Rs 9.03 crore and Rs 15.11 crore respectively were initiated.

IITR is playing an important role in the development of Uttaranchal State and the nation through various R&D, consultancy and IT related activities. Some of these are as follows:

● Implementation of a pro-poor IT initiatives for e-connectivity at community information centres under a UNDP funded project amounting to US $ 1 million.

● Total quality of electrification and civil works for Ardh Kumbh 2004 to be held at Hardwar.

● Feasibility report for : Taj Expressway (between Greater Noida-Agra), widening and strengthening of NH-25 (between Kanpur–Jhansi), and widening and strengthening of a portion of NH-2 (Bhognipur–Kanpur section) related to Expressway and National Highway Development Programme (NHDP) of the Prime Minister of India.

● Quality control and quality assurance including application of new technology for Delhi urban roads.

● Two nationally coordinated projects on Urban Transport Environment Interaction and Road Traffic Safety sanctioned by AICTE.

● State Technical Agency (STA) appointed by Ministry of Rural Development under Pradhan Mantri Gram Sadak Yojna (PMGSY).

● Ministry of Non-Conventional Energy Sources, Government of India has recognised AHEC as nodal agency for standardisation of SHP designs, technologies and equipment in the country.

● Renovation and modernisation of old small hydropower stations (Galogi, Bhola, Salawa and Chitaura) under Uttaranchal and UP Jal Vidyut Nigam.

● Conservation and management of Nainital lake and four other lakes.

Several national/international conferences/seminars/workshops were organised during the year by various departments of the Institute. The faculty received a number of awards and honours this year for their research work and professional contributions. A large number of distinguished speakers and subject experts were invited to deliver lectures on topics of wide interest.

● R&D and consultancy related to earthquake studies through instrumenting multi-storeyed buildings in Peninsular India for their seismic performance, network of digital accelerographs in Bihar region, strong motion studies in Himalayas and attenuation studies in a small window of Garhwal Himalayas.

Eight MoUs were signed with various national and international organisations. These include Khadi and Village Industries Commission (KVIC), Mumbai; Panjab University, Chandigarh; MHRD, Government of India, New Delhi; Macquarie University, Sydney, Australia; University of Waterloo, Canada; CIRT Pune; National University Singapore; Indo-Norwegian Programme of Institutional Cooperation and a letter of intent for the creation of Indo-Swiss Academic Alliance.

There are 111 foreign students in various disciplines from 16 developing countries, viz., Bangladesh, Bhutan, Ethiopia, Rwanda, Indonesia, Iraq, Nepal, Philippines, Uzbek, Mongolia, Maldives, Yemen, Myanmar, Vietnam, Kenya and Egypt. Foreign students stay in hostels along with other students.

A star topology 1000 Mbps Ethernet Switch based state-of-the-art enterprise network with data, voice and video communication capabilities was installed. The network covers 365 acre of area through 14 Km of OFC and 40 Km of UTP, connecting 24 Departments/ Centres providing connectivity to all the students, faculty and other supporting staff. Some of the state-of-the-art equipment installed include, thermal ionization mass spectrometer, fully computerised satellite earth station and automatic satellite data acquisition system, X-ray diffractometer, thermal analysis system for TGA, DTA and DSC studies.

The activities related to new construction/extension of buildings, and renovation include: Extension of academic departments (2832 m^2), Addition of 421 seats in boys hostel and 48 seats in girls hostel, construction of 24 Nos. C Category and 48 D category residences.

On the convocation day on 17 November 2003, Dr. A.P.J. Abdul Kalam, the President of India was the Chief Guest. 1,114 students were awarded degrees at Bachelors (374), Masters (687) and Doctoral (53) levels in different disciplines.

Several national/international conferences/seminars/ workshops were organised during the year by various departments of the Institute. The faculty received a number of awards and honours this year for their research work and professional contributions. A large number of distinguished speakers and subject experts were invited to deliver lectures on topics of wide interest. Similarly, a good number of faculty members of the Institute were invited outside to give technical talks on their respective research works.

Indian Institute of Technology, Guwahati

The year 2002-2003 saw the consolidation of the Institute's academic activities. With the opening of the Departments of Biotechnology and Chemical Engineering, all academic Departments, as per the targets set, except a Management Department, have been opened. The process of opening up inter-disciplinary centres has been initiated, and the

next year should see at least four such centres operating. This will give a thrust to application-oriented research and development activities.

At present IIT Guwahati has 11 academic departments running various programmes of the Institute at the undergraduate and postgraduate levels. The number of students increased to 926. The faculty strength was 111 non-faculty staff increased to 205 during the year. The number of women employees increased to 51. The total number of faculty, officers and staff increased to 316 during the year 2002-2003.

The academic complex consists of a total area of approximately 74,000 sqm, having 16 blocks and 4 core buildings. The work commenced in March 2000 and 60 per cent of the work was completed by the end of March 2003. The entire complex is expected to be completed by August 2004. The construction of four Hostels was completed and occupied by students. The construction of the administrative building with an area of 9,299 sqm commenced in March 2002 was completed in August 2002. The air-conditioning and partitioning works in the administrative building are in progress. The Institute guest house and most of the residential quarters have been completed. Development work of the sports complex has also been completed and the piling works for the indoor stadium are in progress.

Twenty-one new research projects were started in 2002-2003, taking the total number of running projects to 60 in this year. Total sanctioned amount of these new projects is over Rs.2.74 crore. Over Rs.6.66 crore were received from various funding agencies as research funds up to the year under report.

In addition to the sponsored R&D projects, the Institute also offered consultancy services to many government, public and private sector agencies during the period under report. In the year under report, the total value of the consultancy projects sanctioned is approximately Rs.46.96 lakh, out of which Rs.24.74 lakh was received under this head. The clients included:

● Banking and Insurance Organisation

● State Government (Assam) Departments

● Departments of other state governments

● Power Sector Organisation

● Construction Houses

● Educational Institutions, etc.

The Institute has been procuring state-of-the-art equipment for its various laboratories both for teaching and research. Some of the major equipment procured during the year include: (1) Universal SMP Scanning Head SMENA for basic AFM modes in air with accessories, etc., (2) Laser Particle Size Analyzer (3) Variable Pressure Digital Scanning Electron Microscope (4) Microtest 5000 High Load Tension, Compression, Bending Modules with Accessories, etc. (5) Programmable Logic Controller (6) Stress Path Testing System for 38 and 100 mm Samples (7) Model SPEX Fluoro Max-3 Compact Spectrofluorometer with accessories, etc.

Indian Institute of Science, Bangalore

The Indian Institute of Science (IISc), Bangalore was set up in 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, IISc has succeeded in encouraging creativity, nurturing excellence, boosting innovative research and development, and at the same time providing strong interfaces and support to Industries and other organisations. IISc has earned a global reputation as a centre of excellence in research and development in all its areas of activity.

The activities of the Institute are carried out through six divisions, viz., Biological Sciences, Chemical Sciences, Electrical Sciences, Information Sciences,

Mechanical Sciences, and Physical and Mathematical Sciences.

The Institute admits around 450 candidates for research and course programmes in different disciplines every year. The Institute has innovative programmes, viz., Young Science Fellowship Programme, to motivate talented undergraduates at the +2 level to adopt research as a career and Young Engineering Fellowship Programme for III Year B.E./B.Tech. students. Around 1,800 students are pursuing different programmes, leading to the award of Ph.D./M.Sc. (Engg.) by Research, and M.E./M.Tech./M.Des. degrees. In one year, the Institute awards around 120 Ph.D. degrees, 100 M.Sc. (Engg.) and 300 master's 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.

IISc has taken innovative steps to further enhance its relationship to business and industry by the creation and nurturing of the Society for Innovation and Development (SID). Almost 400 industrial interaction projects are being handled through the Centre for Scientific and Industrial Consultancy (CSIC) and SID. The Institute has close interactions with agencies such as Department of Space (DOS), Defence Research and Development Organisations (DRDO), Department of Biotechnology (DBT), Ministry of Information Technology (MIT), Ministry of Non-Conventional Energy Sources (MNES), etc. and contributes to several national initiatives. Faculty members have taken up nearly 400 sponsored research schemes for investigation. In addition, the Institute works on and supports activities of concern to application of science and technology to rural development.

ABV - Indian Institute of Information Technology and Management, Gwalior

ABV-Indian Institute of Information Technology and Management, Gwalior was started by Government of India in 1997 for developing information technology and IT enabled management for meeting the growing need of the industry in this area and also to keep pace

with developments taking place world over in this fast developing field. In a short span of five years the institute has developed facilities for education, research, consultancy and professional expertise in the cusp area of IT and management, which has been evolved through seamless integration. The institute presently offers postgraduate programmes leading to MBA in different fields (a four-semester- two-year programme open to engineering graduates of all disciplines and MCA), and M.Tech. (four-semester- two -years programme open to electronics/electrical and computer science graduates) and five-years integrated postgraduate programme with a provision to award a dual degree (B.Tech. (IT), M.Tech. (IT) or B. Tech. (IT), MBA) in information technology and management for the students with 10+2 qualification with the background of science. The institute also offers management development programmes. Presently, the institute is operating from its own campus, which is coming up in 61.67 hectares of land near Gwalior-Agra-Delhi Highway with fully networked hostels, faculty houses, academic departments and guest house equipped with all modern facilities. Currently two departmental blocks and lecture theatre complex are ready. Also available are two hostels, tree plantation and campus greening is on, and also initiated the effort to create facility for games.

The admission to five-year integrated programme has been done through IITJEE admission tests. From the academic session July 2003, it has been done through AIEEE, New Delhi. The admission to M.Tech. programmes is done through an all-India test conducted by the institute followed by personal interview. The admission to MBA programmes has been conducted by the institute. The institute has earned the status of deemed university and is currently emerging out as a leading institution in the area of information technology and management.

New academic programmes initiated by the institute

1. A course on quantum computing (including Nano materials).

2. Two specialised programmes on MBA (ITES) and MBA (IPS).

3. The institute plans to offer two specialised

programmes, namely, MBA Non-formal Sector and MBA Public Service Management.

Indian Institute of Information Technology, Allahabad

The Indian Institute of Information Technology, Allahabad (IIIT-A) was established in 1999 with the objective of imparting education, training, research and development in IT and related areas. It was conferred the status of deemed-to-be university in August 2000. Within a short span of time it has earned a reputation as an important centre for education and research in IT. Programmes being offered presently are the undergraduate programme (B.Tech. in IT), postgraduate programme (M.Tech. in bio-informatics, intelligent systems and wireless communication and computing) and R&D programmes in IT related areas.

The Institute has been identified as a nodal centre for development of softwares in languages by Ministry of Human Resource Development. It will coordinate the project with the involvement of prestigious institutes like Indian Institute of Technology, Bombay, Indian Institute of Science, Bangalore and C-DAC, Pune. The Indo-Russian Centre for Biotechnology has been established in the Institute that has undertaken research and development in various thrust areas related to Institute's interest like genomics, computer aided molecular modelling, drug design, computational neuro-science, phylogenetic trade, computer-aided immunology, etc.

Currently, the Institute is having a number of projects from various Government of India sponsoring agencies viz., DSIR, MHRD, DST, DBT and others. One of the prestigious projects from DSIR is under a joint collaboration of the Institute and Aptech, Mumbai. The project focuses on development of Learning Content Management System. Other projects under the supervision of faculty members include: Four Dimensional Imaging System, Modernisation of CAD/CAM/FMS Laboratory, Sono Vision – a vision system for 3D Ultrasonography, etc.

During the year, an MoU regarding academic exchange was signed between the Institute and University of California, Riverside. Another notable event of the year was the passing out of the first batch of students (admitted in 1999).

The Institute has been assigned the prestigious task in the field of e-enabled legal profession for which it has organised a high-level workshop at the Supreme Court of India, presided over by the Chief Justice of India and participated by the Chief Justices of the various High Courts in India. It is aimed that through this project the dispensation of legal matters in the Indian courts would be streamlined and their working revamped to benefit the public at large as well as those who are actually engaged in dispensation of such matters.

The First Convocation of the Institute was held on 9 September 2003 with Prof. Raj Reddy, Herbert A. Simon Professor of Computer Science, Carnegie Mellon University, Pittsburgh, USA as the Chief Guest. The Convocation was attended by a large number of academic luminaries from all parts of the country and abroad. All the students of the First Batch of B.Tech. (IT) who had already been highly placed in organisations of repute, were awarded their B.Tech. (IT) degrees on this occasion.

The Institute has entered into an agreement with the Carnegie Mellon University of California (USA) for the Universal Digital Library. The project is very ambitious and the work has started for which 15 heavy duty scanners have been provided to start with. It is planned to scan some books of reputed libraries in and around Allahabad.

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 at large through establishment of Gyan Vani Studio with digitised facility of audio recording and transmission through FM Channel. The Institute is also helping the local district authorities in the dissemination of various schemes through 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 laboratories related to analog /digital signal processing, image processing, artificial intelligence, digital/data communication, data structure, language technology, etc. The Institute has an excellent computing infrastructure with 60 servers running on different operating systems and more than 500 workstations.

The Internet facility is available on each desktop through 4 Mbps leased line setup 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-port switch with 100 Mbps data transfer rate.

During the academic year 2003-2004, the Institute has had the following student enrolment:

a) Undergraduate 454
b) Postgraduate 108
c) Ph.D. 3

The permanent campus has been developed at Devghat Jhalwa in a picturesque locale in the folds of the Ganga and Yamuna at a distance of about 8 km from the Allahabad Railway Station. It consists of administrative block, lecture complex, computers and other various laboratories, electronic library, residential complex, hostels, sports complex and students facility centres. The building has been designed on a geometrical patterns developed by the world-famed geometrician Prof. Roger Penrose to adopt latest understanding of nature and information.

Phase-I constructions of the Institute's permanent campus was fully completed during the year 2002-2003. During the year 2003-2004, Phase-II constructions have started.

Indian Institute(s) of Information Technology, Design and Manufacturing at Kancheepuram and Jabalpur

Prime Minister Shri Atal Bihari Vajpayee, in his Independence day address to the Nation on 15 August 2003 had made an announcement of setting up of the Indian Institutes of Information Technology, Design and

Manufacturing at Kancheepuram and Jabalpur. Accordingly necessary proposals have been finalised. This is expected to be landmark in the evolution of technical education system in the country. This meets a very pressing need of the industry today. The industry driven adaptive management structure provides these institutions, ability to respond to challenges of the future. This would provide sustainable competitive advantage to Indian industry in the area of design and manufacturing of new products in the increasingly globalised economic environment.

Globalisation has created uniformity in customer expectations world over. With opening up of Indian economy, our manufacturing sector has to compete globally even for the domestic market. This would require strong products with leading technology/quality and compelling cost advantage. Suitably trained manpower is critical to achieve this goal. Large pool of highly trained manpower has provided India leadership position in knowledge-based industries. Efforts are now required to translate this leadership in building indigenous manufacturing capabilities. Whereas, China is already a leader in low-tech built manufacturing, India could emerge as a leader in brain-intensive manufacturing. Present system of technical education though huge and diverse, has focus on analytical abilities. This would require skill sets appropriate for design, development and prototyping. That too, using modern tools and techniques. Accordingly, setting up an Institute of Design and Manufacturing is proposed.

Rs. 114.62 crore has been earmarked for the proposed Institutes during the Tenth Five Year Plan (Rs. 57.31 crore each).

New initiatives in Technical Education Sector

For support to technical education sector in the country, all schemes relating to improvement of quality in technical education excluding the externally aided programme namely Technical Education Quality Improvement Programme (TEQIP) have been clubbed together under the proposed scheme – Programme(s)

for Quality Improvement in Technical Education (PQITE).

Some of the programmes namely National Programme for Earthquake Engineering Education (NPEEE) with an outlay of Rs. 13.76 crore, Support to New and Emerging Technology Areas, National Programme for Technology Enhanced Learning (NPTEL) with an outlay of Rs.15 crore, Support for Distance Education and Web-based Learning, INDEST Consortium and Eklavya Technology Channel, have already been launched under the scheme. Others are in approval stages. Brief description of each of these programmes is given below.

A comprehensive National Programme on Earthquake Engineering Education (NPEEE) was launched by MHRD with the seven IITs and IISc as resource institutes. IIT-Kanpur is the Coordinating Institute. The project includes the following activities:

a) Conducting short-term (one-four-week) and medium-term (one semester) training programmes for teachers of engineering colleges, polytechnics, and architecture colleges. These courses will also allow participation of a limited number of working professionals.

b) Providing partial financial support to a large number of teachers to attend international conferences and hence to get an exposure on the international state-of-the-art in this subject.

c) Inviting a few international experts to the premier institutions for teaching, research, and long-term collaborations.

d) Developing teaching aids, course materials, textbooks, manuals, and commentaries.

e) Developing of modest teaching laboratories in about ten engineering colleges and strengthening of more advanced teaching/research laboratories in the eight premier institutions.

f) Providing library resources in earthquake engineering to about one hundred engineering colleges.

g) Organising of workshops and conferences to share ideas and sensitise different stakeholders.

The programme is open to all recognised engineering colleges/polytechnics and schools of architecture having related academic degree or diploma programme, irrespective of whether these are government funded or privately funded. The programme has been sanctioned initially for three years with a budget of Rs. 13.76 crore. So far, 5 workshops, 8 short-term courses and one semester course have been conducted. Four faculty members have been provided international travel support. Curriculum changes recommended through the workshop have been implemented in polytechnics in UP and Uttaranchal. Initiative for curriculum changes at the degree level are under way.

EKLAVYA Technology Channel

Eklavya Technology Channel was launched on 26 January 2003. This is coordinated by IIT-Delhi and supported by IGNOU. It is a channel dedicated to technical education. This telecasts programmes generated at different IITs. Details available at IIT-Delhi Website www.iitd.ernet.in. The Channel has its foot print in every nook and corner of the country through INSAT 3C Satellite on C band (74 degrees East), Down link frequency 4165 MHz., Symbol rate 26,000 SPS, FEC $1/2$, Polarisation Horizontal.

This channel hopes to make a difference to the learning environment in technical institutions. It obviously does not intend to substitute the teacher or the conventional methods of learning. Nevertheless, desires to enrich the learning environment. The vision is to share the expertise with one and all to bring about a true socialism in engineering education in the country. It aims to be useful to the students pursuing engineering education and also to those who catalyse their inquisitiveness.

The channel is currently telecasting eight full video courses and runs for 16 hours per day for seven days a week. Sundays are reserved for special interest programmes on science and technology that are of interest to common man. A special newsletter on Eklavya Technology Channel is also brought out every three months that contains the programme schedule for the following three months and other useful and interesting information and is mailed to engineering colleges across the country with the help of AICTE and ISTE.

INDEST Consortium

Ministry of HRD has set up the Indian National Digital Library in Science and Technology (INDEST) Consortium. The Ministry provides funds required for providing differential access to nine full-text electronic resources and seven bibliographic databases to 38 centrally funded Government institutions including all IITs and IISc through the consortium headquarters set-up at the IIT-Delhi. The benefit of consortia-based subscription to electronic resources is not confined to these 38 institutions in the country but is also extended to all educational institutions under it open-ended proposition. 60 government/government-aided engineering colleges are getting access to selected electronic resources with support from the AICTE and 14 other engineering colleges and institutions have already joined the consortium on their own.

The usage of these resources is being monitored regularly. The electronic resources accessible at IITs and IISc are also being shared through an interface called J-Gate Custom Content for Consortium (JCCC) that facilitates generation of automated inter-library loan requests directly by users in NITs to one of the IITs/IISc.

INDEST Consortium has also decided to take up additional activities related to content creation. The need for establishing archival centres for electronic resources subscribed through the Consortium was identified as one of the most important activity. It is felt that archival centres may be established for different resources at different institutions. Further, activities like national database of theses and dissertations, web-based Union Catalogue of Journals, other serial publications and books and cooperative cataloguing of Internet-based electronic resources are planned.

National Programme for Technology Enhanced Learning (NPTEL)

National Programme for Technology Enhanced Learning (NPTEL) with an outlay of Rs.15 crore has been taken up by the Ministry of HRD. In this programme, all seven IITs and IISc Bangalore are the Resource Institutions. IIT-Madras is the coordinating Institute. 100 video courses and 100 web-based courses in major disciplines of engineering and core subjects would be developed under this Programme. In addition, 100 existing video courses shall be encapsulated for broadcast on Eklavya Technology Channel.

National Programme for HRD in IT has been drawn up on the basis of the Report of the Task Force on HRD in IT (January 2001). The Report relates to the technical education system in country. The Task Force had proposed an overhaul of the engineering education by IT-enabled making it to meet the future challenges and using new technologies to improve its quality. There have been rapid changes in high technology areas in the last couple of years requiring a re-think of the overall strategy. Cost implications have also changed.

National Programme for HRD in IT is essentially a bouquet of 16 distinct initiatives, each with a specific objective and a definite plan of action. First three sub-programme(s) on *Low cost Computing and Open Source Software, High Speed Campus-wide Networks* and *Reliable and Affordable Connectivity* are essentially to provide for adequate ICT infrastructure in the technical institutions. Next four sub-programmes – *Introduction of Core Course in Engineering Informatics, Course Based Induction of IT Tools, CAD/CAM Tools Education Programme* and *IT-Based Applied Project Management Tools Programme* are to bring about changes in engineering curriculum making it information-science based. This would ensure that engineering education continues to be relevant for the engineering profession of the future. Next two programmes namely – *India Electronic Design Automation (EDA) Tools Programme and Micro-electronic Systems Packaging Programme* are for

manpower development for hardware sector in the country – a thrust area to ensure holistic growth.

Virtual Centre (s) of Excellence for Manpower Development in Emerging Technology Areas provide thrust to postgraduate education in engineering and technology in identified technology areas. This would enable India to go up the value chain leveraging its intellectual prowess for technology-driven growth. *Credit-based Outreach Education Programme* is to meet continuing education needs of the working professionals and the faculty through a modular flexible mechanism using technology mediated learning environment. Next three sub-programmes – *Networking for Academic Collaboration, Promoting Interface with Industry and Technical Manpower Database* would use new technologies to significantly enhance effectiveness and reach of these activities. Computerisation of administrative support services would improve administrative efficiency, increase transparency and promote cost effectiveness in technical institutions.

This programme is aimed at building up strong academic and research programmes in the area of bio-sciences and bio-engineering education in select technical institutions in the country. Many Institutions have started programmes in bio-sciences and bio-engineering and related areas, but all these efforts are uncoordinated. Equipment and facilities being expensive for such programmes, these are under-resourced. Main objective of the programme shall be to support creation of advanced teaching and research lab facilities in these institutes for accelerated and coordinated development of teaching and research facilities in this area. These facilities should be accessible to the students and teachers of other institutions for academic purposes. Other objectives shall be the development of learning materials, manuals, guidebooks and other teaching aids, training of faculty, development of library resources in this subject, development of basic teaching laboratories in selected technical institutions (Associate Institutions). Sensitising the engineering institutions and academics towards opportunities in this

area by various means including through conferences and workshops shall also be done.

Programme for Quality Textbooks in Technical Education

This Programme is aimed at making low-cost, high quality textbooks in technical education available for the technical education in the country. Under this Programme, curriculum-based textbooks for core science courses offered in first year of engineering and six major engineering disciplines would be taken up. Some of the textbooks may however cover important courses in minor engineering disciplines like metallurgy, mining, aerospace, textile, etc.

These books shall be priced only to meet the cost of paper and printing. Thus the price would vary between Rs.50 to Rs.60 depending upon number of pages and number of copies to be printed. This would ensure availability of low-cost quality text books of technical education meeting practically all the course requirement of students. This would immensely help students, and teachers enabling to develop high quality technical education in the country.

Networking of Premier Academic Institutions and CSIR Labs

Country's growth on a continuous basis comes from its innovative capacity and through technology development. Though there are a few islands of excellence in the country, however, there are serious concerns about the overall situation of research and development. Academic institutions, research system and industry have to work together to ensure that the country continues to innovate. Having identified the problems of low levels of engagement between academic institutions and research labs in the country, there is a need to address them. A formal institutional arrangement and structure for such collaboration is perhaps the most important intervention required.

For collaboration between selected premier academic institutions and the CSIR lab system, constitution of a National Steering Committee/ Sub-committee and Groups that would facilitate collaboration on the continuous basis has been proposed. These structures would influence the way different stakeholders cooperate and communicate. A Framework MoU between selected (around 50) premier academic institutions and CSIR labs would define policies for specific situations and determine the manner in which resources are made available. Information dissemination and communication would be through workshops/ seminars, meetings – formal/informal, exchange visits and through the ePortal. Finally, mechanism for performance evaluation, recognition, and reward, both formal and informal, which directly influence the behaviour of individuals and team(s) have been recommended.

All India Council for Technical Education

The All India Council for Technical Education (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 coordinated development of technical education, promotion of qualitative improvement in relation to quantitative growth, and maintenance of norms and standards in technical education. As per the Act, 'technical education' includes: engineering and technology, architecture, town planning, management, pharmacy, hotel management and catering technology, applied arts and crafts. The AICTE has its headquarters in New Delhi and seven regional offices at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal and Bangalore. The Council, the Executive Committee, nine statutory All India Boards of Studies (AIBs), four Advisory Boards and seven regional committees assist the AICTE in its activities.

Under Clause 10 (u) of the Act, the AICTE has set up a National Board of Accreditation (NBA) for conducting evaluation of technical programmes on the basis of prescribed guidelines, norms and standards. The NBA guidelines, parameters and indicators of accreditation have been put to test since 1995 and till 3 March 2004, 1,325 programmes have been accredited. AICTE has applied for provisional membership to the

Approved Technical Institutions (up to 2003-04)		
Programmes	No. of Institutes	Intake
DEGREE		
Engineering & Technology	1,265	3,80,803
Pharmacy	320	16,410
Hotel Management & Catering Technology	49	2,640
Architecture	107	3,408
POSTGRADUATION		
MBA	958	71,251
MCA	1,034	36,338
M.E./M.Tech./M.Arch./ M.Pharma.	1,727	29,357

Washington Accord Secretariat, and to present the case, the Chairman and the Member Secretary of the NBA attended the Sixth Biennial Meeting of the Washington Accord Signatories at Rotorua in New Zealand.

In the undergraduate and postgraduate levels, in consultation with the concerned state government agencies, for the whole country, the AICTE grants approvals for starting of new technical institutions, for introducing new courses or programmes, and for change in intake capacity in institutions of technical education. For actively involving various state governments in the diploma level as well, the AICTE has delegated to the concerned state governments, powers relating to approval of new institutions, starting new courses and variations in the intake capacity at diploma level technical institutions.

With a view to institutional development, and to promote an effective link between the technical education system and other relevant systems including the research community, as per Clause 10 (f) of the AICTE Act, the AICTE operates three schemes: Modernisation and Removal of Obsolescence

(MODROBS), Thrust Area Programmes in Technical Education (TAPTEC) and Research and Development Programme (R&D). About 593 projects have been supported under these schemes during this year.

To catalyse industry-institute interaction, the AICTE has schemes viz. Industry-Institute Partnership (IIP) Cells, Entrepreneurship and Management Development Programme (EMD), AICTE-INAE (Indian National Academy of Engineers) Distinguished Visiting Professorship, National Facilities in Engineering and Technology with Industrial Collaboration, etc.

For upgradation of skills and for providing opportunity for exchange of knowledge, the AICTE operates a number of programmes for career development of teachers in technical education, viz. the Quality Improvement Programme (QIP), preparation of course material modules, short-term training programmes, career awards for young teachers, schemes for awarding travel grants and seminar grants, etc. The AICTE has now extended the QIP scheme to polytechnic teachers for pursuing M.E./M.Tech. programmes in various disciplines. Under the scheme of Emeritus Fellowship, through award of a fellowship and a contingency grant, AICTE provides superannuated faculty members an opportunity to continue research work for a period of two years.

As envisaged in Clause 10 (a) of the AICTE Act, to ensure planned growth of technical education, the AICTE operates the scheme of National Technical Manpower Information System (NTMIS) with the help of the Lead Centre situated at Institute of Applied Manpower Research (IAMR), New Delhi, and 20 nodal centres set up in various technical institutions and other departments all over the country.

As part of its endeavour for qualitative improvement of the technical education system, AICTE continues the efforts for development of model curricula. The AICTE has also constituted a Review Committee to review undergraduate education in engineering and technology in the country. For the promotion and welfare of women, challenged and weaker sections of the society, AICTE intends to formulate schemes through a Committee set up for the purpose.

Regionwise Distribution of
Degree (Engineering) Institutions

Regionwise Distribution of
Intake in Degree (Engineering)
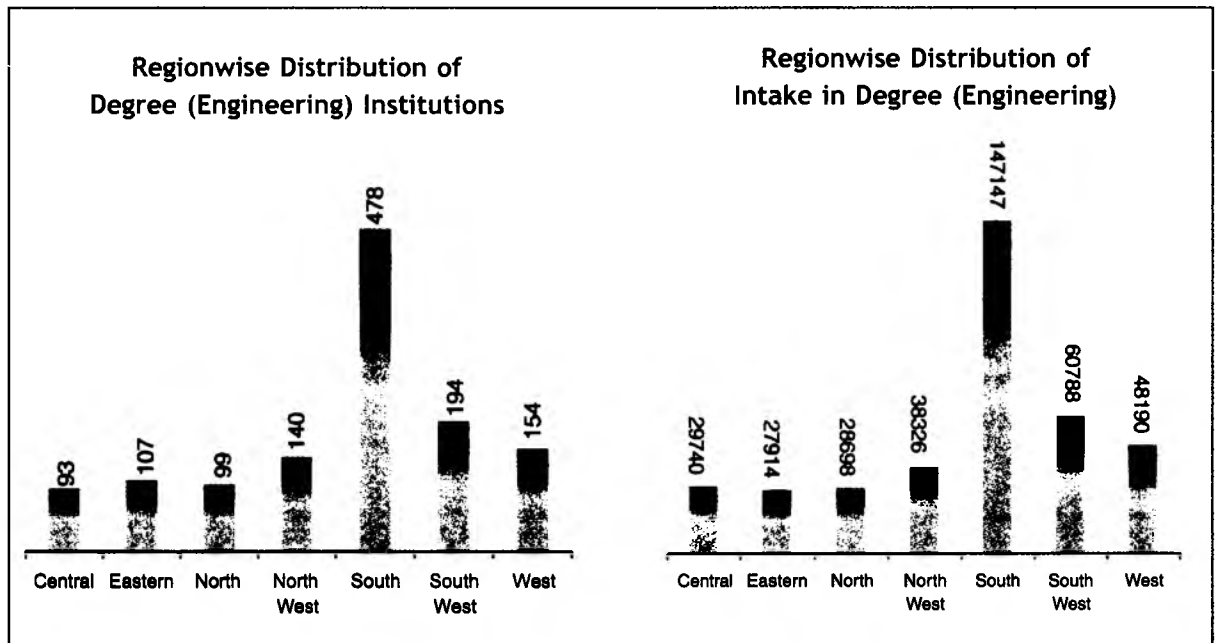
Under the AICTE-ERNET Scheme, the AICTE encourages approved technical institutions acquire Internet facility. For this purpose, a lumpsum amount up to Rs. 10 lakh is paid by the AICTE as a one-time grant to ERNET India, for them to provide Internet/ intranet connectivity to each selected government, semi-government institution and up to Rs. 5 lakh for each selected AICTE approved self financing institution.

To provide information to its stakeholders, and to induce transparency in its activities, the AICTE maintains and regularly updates its website www.aicte.ernet.in.

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-to-be-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 4-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; 3-year master's programmes leading to M.Sc.(Tech) degree in applied geology and applied geophysics, a 2-year programme leading to M.Sc. degree in applied geology, mathematics and computing; 4-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 tribology, mine planning and design, mineral engineering, mining machinery, mining geophysics, opencast mining, petroleum engineering, petroleum exploration, and rock excavation engineering; 2-semester programmes of M.Phil. in science and 4-semester programme in MBA. Admission to all these programmes is made through all-India competitive examination.

The Institute offers its consultancy service 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 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 up itself to meet the changing technological needs of the industries. Against this background, the School started new academic programmes in computer sciences and engineering, electronics and instrumentation. A new course in mechanical engineering has also been started.

National Institutes of Technology (NITS)

17 Regional Engineering Colleges (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. These colleges were set up as joint and cooperative enterprise of the Central Government and the State Government concerned. Subsequently, on the recommendation of a High Powered Committee set up under the Chairmanship of Dr. R A Mashelkar, Director-General, Council of Scientific and Industrial Research and an Empowered Committee set up under the Chairmanship of the Union Education Secretary, these colleges were granted deemed university status with a professional management structure. RECs were rechristened as National Institutes of Technology (NITs). On 14 May 2003 all these 17 Institutions were taken over as fully funded institutes of the Central Government. To add to family of NITs, the Government had also approved taking over of Bihar Engineering College, Patna with effect from 28 January 2004 and make it NIT, Patna with deemed university status. Thus the total number of NITs has gone up to 18. These institutes are expected to be at par with other national level technical institutes like IITs, IISc, etc and be able

to fulfil the demand of high quality undergraduate and postgraduate level of education in engineering and technology. The total budget provision for all NITs for the year 2003-2004 was Rs. 80 crore under Plan and Rs.136.69 crore under Non-Plan. During the year under report, first meeting of the Council of NITs was held on 14 August 2003 in which major decisions relating to uniform service conditions, staff recruitment, career advancement, age of retirement, pension/GPF/CPF, etc. were taken. Besides, the reconstitution of the Board of Governors, setting up of various committees for improvement of academic administration in NITs including Finance and Building and Works Committees were made. Activities undertaken by the individual NITs during the year under report are as under:

Motilal Nehru National Institute of Technology, Allahabad

Motilal Nehru Regional Engineering College, Allahabad, established in 1961, was converted into National Institute of Technology (NIT) on 26 June 2002. The College has eight departments. The College also offers four-year undergraduate courses in the disciplines of civil, electrical, mechanical, computer science, electronics, production and industrial engineering and information technology. The college also offers 13 M.E. programmes and Master of Computer Application (MCA) and Master of Management Studies (MMS). The total intake in the undergraduate stream is around 469, 170 in postgraduate Courses, 60 in MCA and 30 in MMS. There also exists a facility for Ph.D. programme. The website address of the Institute is www.mnnit.ac.in.

Maulana Azad National Institute of Technology, Bhopal

Maulana Azad College of Technology, Bhopal established in 1960, was converted into National Institute of Technology on 26 June 2002. The College has eight Departments. The college offers four year BE Courses in the disciplines of civil engineering, mechanical engineering, electrical engineering, electronics and communication engineering, computer science and engineering, information technology and a

five-year B.Arch. course. The total intake in undergraduate courses is 451. The college also offers M.Tech. course in 13 different specialisations under regular and part-time mode with an intake of 115. The College offers MCA with an intake of 30 seats. The College has five boys hostels and one girls hostel. The College has established two problem-oriented research laboratories, 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 is maintaining a good library with 93,368 books. Ninety research papers were published by the staff members in various nationals and international journals of repute, 17 research projects are presently being carried out by the college. The website address of the Institute is www.manit.nic.in.

National Institute of Technology, Calicut

Regional Engineering College, Calicut, established in 1961, was converted into National Institute of Technology on 26 June 2002. The College has eight departments. The College offers four-year undergraduate courses in the disciplines of civil engineering, architecture (arch) engineering, electrical and electronics engineering, electronics and communication engineering, mechanical engineering, production engineering and management, computer science and engineering and a five-year B.Arch. course. The College also offers M.Tech. degree in 11 different specialisation of one and half year duration. In addition, three-year (six-semester) MCA programme is also offered. The College offers Ph.D. programme in all the disciplines. The college has a well-equipped library; it has 79,160 books and 7,802 BIS specifications. It has subscribed to 261 foreign journals, 95 Indian journals and dailies. CREC Digital Library has been started as a part of the modernisation of the library. With the commissioning of NALANDA, i.e. Network of Automated Library and Archives – the library started to provide latest information to users. The latest information both at Internet and Intranet are made available through NALANDA. More than 100 full-text electronic books, on engineering subjects are accessible to CREC community through NALANDA website. The website address of the Institute is www.nitc.ac.in.

National Institute of Technology, Durgapur

Regional Engineering College, Durgapur, established in 1960, converted into NIT with deemed university status on 3 July 2003. The Institute has 15 departments. The College offers four-year undergraduate courses in the disciplines of civil, electrical, mechanical, chemical, metallurgical, electronics and communication, computer science and engineering and information technology. The College also offers M.Tech. courses. During the current year, a 120 seater boys hostel for foreign students three numbers of 120 seater lecturer galleries, computer centre extension, electrical machine lab, 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. The website address of the Institute is www.nitdgp.ac.in.

National Institute of Technology, Hamirpur

Regional Engineering College, Hamirpur, established in 1985, was converted into a National Institute of Technology, Hamirpur on 26 June 2002. The Institute has five departments. It 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 2000-2001 and has also applied for starting of postgraduate courses. There are four boys and one girls hostel. The College has a well-equipped library. The total intake is 220.

Malviya National Institute of Technology, Jaipur

Malaviya Regional Engineering College, Jaipur, established in 1963, was converted into Malaviya National Institute of Technology, Jaipur on 26 June 2002. The Institute offers nine undergraduate courses

and 9 full time and five part time postgraduate courses. During the session 2002-2003, 459 students were admitted to B.E. courses making total strength of undergraduate students up to 1,696. The total strength of postgraduate students is 395 and 83 of them are pursuing their postgraduate programme in Management studies. The Institute has at present 151 faculty members in position out of which 68 possess a Ph.D. degree. The Institute is on the way of Implementing Project REACH on Reverse Engineering under TIFAC-CORE assistance during the current year. The Institute is implementing the Project IMPACT for manpower development in Electronics and Computer Engineering funded by the World Bank, Swiss Development Corporation and Government of India. The Institute organised four summer/winter schools in the year 2002-2003. 30 organisations have conducted campus interviews and 95 candidates have been offered appointments, with average salary packages of 5.5 lakh. The Central Library is equipped with 1,12,000 books, 12,700 journals, more than 1000 video cassettes with video-viewing facilities, BIS standards and CD-ROM database 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 postgraduate in MMS Studies. An ME course in environmental engineering (under Department of Civil Engineering) has also been sanctioned by the Government of India for the sponsored employed engineers, to be nominated by the Ministry of Urban Development. The website address of the Institute is www.mnit.ac.in.

Dr. B.R. Ambedkar National Institute of Technology, Jalandhar, Punjab

Dr. B.R. Ambedkar Regional Engineering College, Jalandhar, established in 1986, was converted into Dr. B.R. Ambedkar National Institute of Technology on 17 October 2002. The College has 13 Departments and offers four-year undergraduate courses, in the disciplines

of chemical and bio-engineering, 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 and National Science and Technology Entrepreneurship Development Board (NSTEDB), an Entrepreneurship Development Cell was established in the College for promoting Entrepreneurial culture among students/ graduates/postgraduates by arranging various programmes. The website address of the Institute is www.nitj.ac.in.

National Institute of Technology, Jamshedpur

Regional Institute of Technology, Jamshedpur, established in 1960, was converted as NIT with deemed

university status on 27 December 2002. The College has 13 Departments. The College 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 intake of 285 students. The College also offers postgraduate courses with an intake of 55 and MCA with 30 seats. There are nine boys and one girls hostel. The College has a well-equipped library.

National Institute of Technology, Kurukshetra

Regional Engineering College, Kurukshetra, established in 1963 was converted into National Institute of Technology, Kurukshetra on 26 June 2002. The Institution is running five undergraduate courses in disciplines of civil engineering, electrical engineering, mechanical engineering, electronics and communication engineering and computer engineering with an annual intake of 327 students. Institute also runs a postgraduate course in these subjects with an annual intake of 86 students. The total student strength of the Institute at present is 1,539. An ISO-9002 certified institute, NIT, Kurukshetra has signed an MoU with IBM and got software free of cost during the year. The Institute has well developed campus with fibre optic computer networking. The website address of the Institute is www.reck.nic.in.

Visvesvaraya National Institute of Technology, Nagpur

Visvesvaraya Regional College of Engineering, Nagpur established in 1960 was converted into Visvesvaraya National Institute of Technology, Nagpur on 26th June 2002. The College has 13 departments. The College offers four-year B.E. courses in the disciplines of civil, mechanical, electrical, metallurgical, mining, electronics, computer science, structural engineering and a five-year B.Arch. course. The College offers 11 M.Tech. courses under part-time and regular mode. The College also offers one-year diploma in industrial management. The total intake in the undergraduate

courses is 375 and that in postgraduate is 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. The website address of the Institute is www.vnitnagpur.ac.in.

National Institute of Technology, Rourkela

Regional Engineering College, Rourkela, started in 1961, was converted into National Institute of Technology, 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 at the four-year B.E. level. 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. The institute has produced in the year five Ph.Ds in engineering and 3 Ph.Ds in basic science and has published 106 original research papers in national and international journals.

The Institute after being upgraded to the National Institute of Technology has adopted academic and evaluation processes similar to that followed in IITs from the 1st semester students admitted in 2002-2003. The Institute is revising the regulation accordingly. New regulation for Ph.D. programmes is also being prepared. The website address of the Institute is www.nitrkl.ac.in.

National Institute of Technology, Silchar

Regional Engineering College, Silchar, established in 1967, was converted into National Institute of Technology, Silchar on 28 June 2002. After transformation into National Institute of Technology the institute is reorganising itself on the pattern of IIT's. As a part of this reorganisation the Senate, Board of

Undergraduate Studies and 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 have been approved.

The institute is offering undergraduate courses leading to B.E./B.Tech. degree in various engineering disciplines like civil, electrical, mechanical, electronics and telecommunications, and computer science and engineering, etc. During this year, the institute admitted 209 fresh students. With new admission, total student strength of the institute becomes around 900 during this year.

National Institute of Technology, Srinagar

Regional Engineering College, Srinagar, established in 1960, was converted as NIT with deemed university status on 7 August 2003. The Institute 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 M.E. course in water resource engineering. The College offers M.Phil. and Ph.D. programmes in all science departments and some engineering departments. The total intake for undergraduate courses is 242. Various departments, including library and administration have been networked together after individual LANs were set up in each block under NOVELL NETWARE.

Faculty members from various disciplines were deputed for higher studies under QIP to the reputed Institutions like IISc, Bangalore, University of Roorkee and IITs.

The consultancy in various Departments has picked up despite the unfavourable conditions and meagre industrial base in the State. 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 Pvt. Ltd., Global Tech. Ltd and quite a good number of students are being selected.

Sardar Vallabhbhai National Institute of Technology, Surat

Sardar Vallabhbhai Regional College of Engineering and Technology, Surat, established in 1961, was converted into Sardar Vallabhbhai National Institute of Technology, Surat on 4 October 2002. The College has seven departments and offers four year B.E courses in the disciplines of civil, electrical, mechanical, electronics engineering, production engineering, computer engineering and chemical engineering. The total intake in undergraduate courses is 428. The College also offers M.E. courses in seven different specialisations with an intake of 10 each. All departments have facilities for Ph.D. programmes. The College has six boys hostels and one girls hostel. During the year 1997-98, the College was chosen as the Host Institution for the establishment of Entrepreneurship Development Cell by the National Science and Technology Entrepreneurship Development Board, Department of Science and Technology, Government of India, New Delhi. The website address of the Institute is www.svnit.ac.in.

National Institute of Technology, Karnataka, Surathkal

Karnataka Regional Engineering College, Surathkal, established in 1960, was converted into National Institute of Technology 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 information technology. A total number of 457 students were admitted to the first semester out of which 42 were girls. A total number of 60 candidates were admitted to the MCA programme, 48 from Karnataka State and 12 from outside the State. Those candidates who applied for admission for MCA had undergone the entrance test and as per the merit, the candidates were admitted to the MCA course.

There are 15 M.Tech. courses running in the institute. A total number 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 our students in the university examinations, both in undergraduate and postgraduate degree courses.

The website address of the Institute is www.nitk.ac.in.

National Institute of Technology, Tiruchirappalli

Regional Engineering College, Tiruchirappalli, established in 1964, was converted as NIT with deemed university status on 28 July 2003. 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 382 in postgraduate courses. This institution has also been recognised for taking teachers from other educational institutions for the various postgraduate courses and doctoral programmes under the Quality Improvement Programme (QIP) Scheme of AICTE. Apart from this, the AICTE had also included this Institution as Host institution for their Early Faculty Induction Programme. The final year undergraduate students of the circuit branches have secured more than 80 per cent placement so far through the Campus Interview Programme. With many more companies yet to visit the campus, the Institute hopes to achieve more than 90 per cent placement for all the branches as in the earlier years. In recognition of the achievements of the students, General Electric Company of India is offering Scholarship to two postgraduate students to the tune of more than 3.0 lakh. Ms. Anjana Sasidharan of ECE branch has been selected as Lucent Technologies Institute Interaction Scheme, which entailed one-week orientation at Lucent Technologies, USA, Grant of US $ 5000 and summer internship at Lucent India. The website address of the Institute is www.rect.edu.

National Institute of Technology, Warangal

Regional Engineering College, Warangal, established in 1959 was converted into National Institute of Technology, Warangal on 10 September 2002. Formerly known as Regional Engineering College, Warangal, the Institute was the first among the chain of RECs. The Institute offers seven undergraduate programmes in engineering and 23 postgraduate programmes and Ph.D. programmes in all branches of engineering, sciences and humanities. The Institute has so far produced about 10,000 undergraduates 4,200 postgraduates and 240 Ph.Ds. Majority of the students of this Institution are absorbed in medium-scale public and private industries.

Alumni chapters are in existence in most of the major cities in India as well as in a few cities in USA. The quality of the graduates is well appreciated by number of multinational companies and higher academic Institutions. Majority of the students get their placement through campus interviews. The central library of this Institute is considered to be one of the best among the technical libraries in the state of Andhra Pradesh.

The Institute campus is networked and Internet facilities are available for all staff and students. Residential accommodation is provided to all the students and to the majority of the staff on the campus. The website address of the Institute is www.nitw.ernet.in.

National Institute of Technology, Patna

Bihar Engineering College Patna has been taken over as a fully funded Institute of the Central Government and made National Institute of Technology, Patna with effect from 28 January 2004. The Institute would be further strengthened during the coming years. The Institute has been provided with required fund under Plan and Non-Plan Scheme for its development.

Indian Institutes of Management (IIMs)

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 postgraduate diploma programmes in management (equivalent of MBA), fellowship programmes in management (equivalent to Ph.D.), short-term management development and organisation-based programmes as well as carry out research and consultancy for the industry.

These Institutes conduct research to cater to the needs of non-corporate and under-managed sectors, viz. Agriculture, rural development, public systems management, energy, health, education, habitat, etc.

IIMs play a leadership role in the nation's managerial manpower development and carry out research in emerging areas. These Institutes are recognised as premier management institutions, comparable to the best in the world for teaching, research and interaction with industries. IIMs being role models, have shared knowledge and skills with other institutions to improve their quality and standards in management education. IIMs have earned an international reputation for the quality of their alumni. Budget Provisions under Plan and Non-Plan are:

	Plan	Non Plan
BE 2003-2004	2500.00	4973.00
RE 2003-2004	1000.00	4973.00
FG 2003-2004	1000.00	2505.00

(all figures in lakh)

During the year under report, a controversy had arisen on a Government decision to drastically reduce the annual fees to be charged by IIMs with a view to facilitating poor students. The move was challenged in Court.

With the new Government assuming office, the IIM Directors were requested to discuss these matters among themselves and thereafter with their respective Governing Bodies for an appropriate decision. In accordance with the recommendations of the Governing Bodies, the matter was resolved with the Government withdrawing the earlier order and inter-alia, deciding as follows:

1) The Institutes will ensure that no student faces any difficulty in pursuing education at the Institute for want of financial resources;

2) The fees charged by the Institutes in the year 2003-04 will be continued in the session starting June 2004;

3) All the IIMs will provide a need-based financial assistance scheme to both the first and second year students;

4) All students admitted, whose annual gross family income is Rs.2 lakh and below, will be eligible for receiving financial assistance amounting up to full tuition fee waiver;

5) The IIMs will also consider, in appropriate cases, supporting the students beyond the tuition fee waiver. Apart from the tuition fee, the expenditure by student on hostel and mess charge can also be waived. All the Institutes will give active assistance and support to all other students who need to obtain bank loans;

6) The three Institutions at Ahmedabad, Kolkata and Bangalore have made provisions from their internal resources for the need-based assistance. The other three Institutions at Lucknow, Indore and Kozhikode will be assisted by the Ministry to the extent of additional burden that they have to bear on account of the waiver of tuition fees.

Indian Institute of Management, Ahmedabad

Indian Institute of Management, 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 offers postgraduate programme in management (PGP), postgraduate programme in agri-

business management, 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 third year. The programme commenced on 27 June 2002 with 30 students. The second year of the programme had 31 students including five SC/ST students.

Indian Institute of Management, Calcutta

Indian Institute of Management, Calcutta was set up in 1961 to fulfil the growing needs of private and public sector enterprises for managerial manpower through the provision of well-designed programmes of professional management through research, consultancy and publications.

The Institute offers postgraduate programme in management, postgraduate programme in computer aided management and postgraduate diploma in business management. The Institute also conducts management development programmes, extension programmes, in-company training programmes, and training programmes sponsored by the 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-the-art hardware and software resources capable of providing support for diverse computing requirements.

Indian Institute of Management, Bangalore

Indian Institute of Management, Bangalore was established 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, research and consultancy services. The curriculum of the flagship programme-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 round the clock at the institute.

Indian Institute of Management, 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

The Indian Institute of Management, 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 Nov. 12-25, 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 the 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

Indian Institute of Management, Kozhikode is the fifth of its kind, established by the Government of India. The Institute came into existence in September 1997.

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.

The Centre for Excellence is being set up at IIM Kozhikode with support from the Government of Kerala for building and strengthening the competitiveness of the candidates from Scheduled Caste and Scheduled Tribe communities. The preparation for the incubation of the Centre at the Kerala Institute for Research Training and Development Studies of SC and ST (KIRTADS) premises began in July 2002. The necessary renovation and furnishing of the Centre facilities at KIRTADS campus were carried out and amenities were provided for labs, office/class rooms. Along with this, other resources required for the centre were also established.

Indian Institute of Management, Indore

Indian Institute of Management, Indore came into existence in September 1997. It primarily offers two-

year 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.

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 with the following objectives:

- Removal of obsolescence in working machinery and equipment of laboratories for engineering and technological, management, pharmacy, and architecture courses in the central institutions including Regional Engineering Colleges.

- 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; and

- Upgradation of Computing and Networking Facilities.

During 2003-2004 an amount of Rs.1282.00 lakh was released to IITs, IIMs, IISc, NITs 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 areas;

- To develop a strong base for advance-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; and

- To develop horizontal and vertical linkages with other institutions, research laboratories, industry and user agencies through multiplicity of programmes including consultancy.

During 2003-2004 an amount of Rs.922.00 lakh was released to IITs, IIMs, IISc, NITs 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 Ministry of Human Resource Development 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 and technology, pharmacy, architecture and management. The joint research projects with other technological institutions, research laboratories and industries of repute would be valuable.

During 2003-2004 an amount of Rs.1306 lakh was released to IITs, IIMs, IISc, NITs and other central institutions.

Technical Teachers' Training Institutes (TTTIs)

The four Technical Teachers' Training Institutes (TTTIs) at Bhopal, Calcutta, Chandigarh and Chennai were established during mid sixties as key catalyst institution for ensuring quality in technician's education in their respective regions. These institutes are fully funded by the Government of India and Registered under Societies Registration Act, 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. 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 TTTIs have been reviewed by a High Powered Committee under the Chairmanship of Prof. P.V. Indiresan. In its report, the Committee recommended that besides training teachers of polytechnics, TTTIs should coordinate training of teachers of engineering degree colleges, architecture, management institutions. For this purpose, 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. TTTIs have been upgraded as National Institutes to cater the needs of the clientele. The Memorandum of Association of these institutes has been modified as per revised mandate and nomenclature has also undergone change as National Institutes of Technical Teachers' Training and Research (NITTTRs).

This Ministry 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 Ministry shortly. TTTIs are also playing important role as resource centres for implementing World Bank Assisted Technician Education Project –III which has its coverage in polytechnics of six North East states (including Sikkim), Andaman and Nicobar Islands and Jammu and Kashmir. These institutes are also providing assistance to Vocational Education and Training project by way of development of competency-based curriculum, student and teacher support material and training of resource persons.

Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Sangrur, Punjab.

The Sant Longowal Institute of Engineering and Technology (SLIET), Village Longowal, District Sangrur of Punjab state was established in the year 1989 to work as a model institution to generate skilled manpower in the 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 are having bridge courses at appropriate levels. The institute is 100 per cent funded by the Department of Secondary and Higher Education (MHRD). The institute is registered under the Societies Registration Act, 1860. The Institute is being upgraded as Central Institute in tune with other Central Educational Institutions.

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 is proposing to offer postgraduate courses.

Since its inception the institute has trained approximately 27,000 students in the various disciplines of technical education.

North Eastern Regional Institute of Science and Technology Itanagar, Arunachal Pradesh

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 North-Eastern Region. The institute was Registered under Societies Registration Act, 1860. While the Department of Secondary 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 the institute is being fully funded by Department of Secondary and Higher Education.

NERIST is a unique institute offering a sequence of modular programme, each of two years duration leading to six certificate, seven diploma and seven 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 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 approach is to facilitate students to go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skill.

The Institute has been accorded provisional affiliation by the North Eastern Hill University (NEHU), Shillong.

During last 15 years, the Institute has trained more than 18,000 students in various disciplines.

Scheme for Upgrading Existing Polytechnics to Integrate Physically Disabled in the Mainstream of Technical and Vocational Education

The Scheme envisages to integrate the physically disabled in the mainstream of technical and vocational education in the country.

The scheme aims to select and upgrade 50 existing polytechnics in different locations in the country to introduce technical/vocational and continuing educational programmes for the persons with disabilities. It is targeted that these 50 selected polytechnics will benefit every year 1,250 students with disabilities in diploma level courses and 5,000 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 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. From the current academic session, all the 50 polytechnics are actively training the students with disabilities, in formal and non-formal programmes and set to achieve the target of training 1,250 students in formal and 5,000 students in non-formal programmes.

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 the year 1978-79 as a Direct Central Assistance Scheme of the Government of India. The Ministry of HRD 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 672 community polytechnics in the country, out of which, 111 are running as the women's polytechnics. The region-wise distribution of community polytechnics is as under:

Northern Region	187
Southern Region	242
Eastern Region	98
Western Region	145
Total	672

The community polytechnics are not a separate institution different from a normal polytechnic. It is a wing of an existing polytechnic mandated to undertake rural/community development activities through application of science and technology in its proximity using infrastructure existing in polytechnics.

Activities under the scheme include:

● To ascertain the felt needs of the community through techno-economic job potential survey, etc.

● 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 group of the community in need based non-formal courses/ skills to enable them for obtaining 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 main centre established in the premises of the polytechnics itself. Each community polytechnic provides training to about 600 rural youth every year. Thus, about 3 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 3 to 6 months.

The Scheme of Community Polytechnics has been reviewed twice at the national level. The first review was undertaken by Kalbag Committee in 1987 and the second by Luther Committee in 1994. Both the reviews recommended the expansion of the scheme to cover all AICTE approved polytechnics besides suggesting a multi-skill competency based training, a special programme for women, handicapped, street children and functional linkages with other rural development skills of the Central/State Government.

Since the inception of the scheme of Community Polytechnic to the end of Ninth Plan Period, about 12,00,000 persons have been trained in various job-oriented skills and about 52,000 villages have been covered under the scheme. As per a tracer study conducted by TTTIs, the beneficiaries include 18 per cent SCs, four per cent STs, 13 per cent Minorities and 43 per cent women. The self/wage employment is in the range of 30 to 50 per cent. Out of the 41 educationally backward Minority-concentrated districts, 37 districts have already been covered under this scheme. During the year 2002-03 about 2,82,000 persons were trained under man power development activities of the scheme. During the year 2003-2004 about 3,32,000 persons were trained under manpower development activities of the scheme.

Technology Development Mission

A need was felt that institutions of excellence like IITs and IISc Bangalore need to concentrate on technology assessment and forecast so that futuristic approaches could be reoriented to take up the development of emerging science and technology 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 Indian Institute of Technology/Indian Institute of Science, Bangalore was the lead institute for each of the seven generic areas. There were up to three participating institutes, apart from the participation of industries.

The first phase of 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.

During 2003-2004 an amount of only Rs. 20 lakh as seed money for one project was released to IIT Kanpur.

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 passouts 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 graduate engineers, diploma holders and 10+2 vocational passouts in consultation with industries as per their requirement of manpower.

The four Regional Boards of Apprenticeship/Practical Training located at Mumbai, Kolkata, Kanpur and Chennai which are fully funded autonomous organisations of Ministry of Human Resource Development (Department of Secondary 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 monthly stipend, which is shared between the Central Government and the

employer on 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 BOATs 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 Tenth Five Year Plan is to train about 3,00,000 apprentices. The number of apprentices trained during the year 2002-2003 was about 47,875. The target fixed for the year 2003-2004 is about to train 1,00,000 apprentices. Regional Boards apart from their normal activities also conduct supervisory development programmes, career guidance programme, etc. for the benefit of final year student of diploma/degree level institutions.

National Institute of Industrial Engineering (NITIE), Mumbai

National Institute of Industrial Engineering (NITIE), Mumbai is a national institute set up by the Government of India in 1963 with the assistance of United Nation's Development Programme (UNDP) through International Labour Organisation (ILO). Fully funded by the Government of India and registered as a society under the Societies Registration Act, 1860, 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 Postgraduate Programme in Industrial Engineering (PGDIE), Postgraduate Diploma in Industrial Safety and Environmental Management (PGDISEM), Postgradate 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 (UBPs) tailor-made to suit the specific requirements of the industry either at their premises or in the Institute.

National Institute of Foundry and Forge Technology (NIFFT), Ranchi

The National Institute of Foundry and Forge Technology (NIFFT), Ranchi was established in the year 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 1860. 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. These are: M.Tech. in foundry-forge technology and manufacturing engineering; B.Tech. in manufacturing engineering and metallurgy and materials engineering; advanced diplomas in foundry technology and forge technology; short-term refresher courses in specified areas for participants sponsored by industries and unit based programmes of short duration on request from the industries, R&D organisations and institutions.

The NIFFT also offers consultancy services to the industry in the form of preparation of feasibility report; evaluation of equipment and machinery; testing of raw materials and quality control of products.

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 as School of Planning and Architecture (SPA), New Delhi in 1959 after the Department of Architecture was included.

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) Bachelor of Planning and 10 postgraduate courses in architecture conservation, urban design, industrial design, landscape architecture, environmental planning, housing, regional planning, transport planning, urban planning, 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 premier institute in the SAARC region, SPA has 10 per cent of its seats reserved for foreign students from the developing countries. Apart from its regular educational programmes, the School is conducting Continuing Education Programmes (CEP) and is the National Nodal Centre for conducting Quality Improvement Programmes (QIPs) for teachers and professionals.

The faculty of the School also undertook 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.

Asian Institute of Technology (AIT), 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 Asian Institute of Technology and became an autonomous institute with the management being entrusted to an International Board of Trustees. At present India's Ambassador in Bangkok, is a member of the Board of Trustees of AIT, Bangkok.

Budget provision of Rs. 25 lakh exists under the scheme. The Government of India contributes Rs. 3 lakh annually to the AIT, Bangkok by way of faculty secondment and purchase of Indian equipment, books, journals, etc.

Payment for Professional and Special Services

Technician Education Project - III

As a follow-up of the National Policy on Education, the Government of India initiated a massive effort for strengthening technician education and improving the quality of polytechnic passouts in the country. The project was launched with the assistance of the World Bank as State Sector Project in two phases. The first Technician Education Project (Tech. Ed.I) commenced from 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 Third Technician Education Project (Tech. Ed.III) with the assistance of the World Bank in order to cover 12 existing and 6 new polytechnics in the states of Arunachal Pradesh, Jammu and Kashmir, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Union Territory of Andaman and Nicobar Islands. The project became effective from 17 January 2001 for a duration of 5 ½ years.

a) Establishing 6 new polytechnics, revamping all existing courses, starting new diploma and post

diploma courses, increasing 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 8,000 rural unemployed youth.

a) The training of all teachers in the project polytechnics for at least four weeks each year in the new technologies, education technology and industry.

b) The setting up of learning resources utilisation centres in all polytechnics and the use of media in teaching.

c) Computer education for all students.

d) The introduction of hi-tech courses and subjects specially in information technology, computer sciences, production technology, textile and garment technology and automobile maintenance.

e) Introduction of course flexibility through MPECS.

f) Industrial training provisions for every regular student.

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 resources mobilisation.

Educational Consultants India Limited (Ed.CIL) - a PSU

Educational Consultants India Limited (Ed.CIL) was established as a Government of India enterprise in 1981 to undertake various educational projects with focus on technical assistance activities such as preparation of detailed project reports for establishment of educational

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institutions, development of curricula, assessment of manpower requirement, carrying out surveys, etc. The focus was subsequently broadened to include activities related to promotion of Indian education abroad, placement of foreign students in Indian Institutions and secondment/recruitment of experts in various fields for Ed.CIL's clients abroad as well as in India. During the last few years 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.

Ed.CIL has been a profit making public sector undertaking for the last 15 years and has been regularly paying dividend to the Government of India.

International Technical Cooperation

India has the largest scientific and technical manpower in the world. It has a huge educational infrastructure. A number of institutions like IITs, IIMs, IISc, ISM and universities like JNU, Delhi University IGNOU, BHU are world famous. These can have collaboration on equal basis with institutions in advanced countries. India has indigenously developed infrastructures for development of Education, Planning and administration

(like UGC, AICTE, NCERT, NIEPA, TTTIs, NCTE and Ed.CIL). Their facilities can be shared with other developing countries. 15 per cent of seats over and above normal intake in our professional institutions are reserved for foreign students. There is no limit in the general education side for admission of foreign students. These are to be effectively utilised.

The bilateral technical cooperation models, of late, involve more than one institution for the Indian side. For example a collaborative project with France has been agreed in principle in the Joint Commission on Science and Technology for developing learning resources involving French and Indian Institutions. In such projects more than one institution will be involved. Besides, the normal funding obligations would be not only to meet the local hospitality of visits from abroad but also to meet international airfare for Indian delegations visiting abroad for this purpose. As no individual institution is involved, the expenditure has to be met by the Ministry.

It is also felt that international collaboration in technical education can be promoted more effectively if joint projects are funded on equal basis with the external partners. The budget provision titled 'International Technical Cooperation' would also enable to consider reciprocal funding of Indian obligations of joint collaboration projects in technical education.

Assistance to Technical Institution in approved cultural exchange programme/educational exchange S&T programme with science cooperation, expenditure on visit of foreign delegation for sending delegation abroad, organising international seminar/conference on collaboration in technical assistance.

The following aspects of International Technical Cooperation are to be implemented:

- **Secondment of Faculty** to strategic institutions like Asian Institute of Technology, Bangkok, Colombo Plan Staff College for Technician Education, Manila and other institutions in ASEAN, Africa

and Asian Sub-continent and to any other country where the demand for Indian faculty exists or arises.

- **Consultancy** for setting up of institutions, educational planning and management etc. to identified countries as per agreement under Educational Exchange Programme.

- **Support to proposals from institutions** on the basis of MoUs signed by them for academic exchanges with foreign institutions.

- **Implementation of provisions** other than those mentioned above in the Educational Exchange Programmes, Science and Technology Agreements and other inter-governmental agreements and meet Indian obligations for the purpose.

- To organise international conferences, seminars and workshops for propagation of Indian system abroad and on educational issues concerning India and other nations together.

- To initiate such other activities as may be decided by the Government from time to time.

- To establish India Education Centres in developing countries for facilitating flow of foreign students from those countries to Indian Institutions.

Canada-India Institute Industry Linkage Project (CIIILP)

The Canada-India Institute Industry Linkage Project is a bilateral technical education project supported by the Government of Canada and India, with funding from the Canadian International Development Agency (CIDA). The executing agency is the Association of Canadian Community Colleges (ACCC). On the Indian side, the major stakeholders are the Union Ministry of HRD and Directorate of Technical Education of the project states.

The project is implemented in 5 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 – (i) developing sustainable models for effective interaction and linkages between technical institutions and industries, (ii) ensuring

The bilateral technical cooperation models, of late, involve more than one institution for the Indian side. For example a collaborative project with France has been agreed in principle in the Joint Commission on Science and Technology for developing learning resources involving French and Indian Institutions. In such projects more than one institution will be involved.

sustainability and promoting replication of the project initiatives and (iii) promoting private sector participation in human resource development 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 Government of India has agreed to extension of the Project for a period of one year beyond December 2003.

The project is implemented under the overall guidance and supervision of Joint Project Steering Committee (JPSC) under the Chairmanship of Joint Secretary (T) in the Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India. The National Project Directorate (NPD) and In-India Working Group (IIWG) is responsible for the monitoring of the day to day activities of project implementation. Joint Secretary (T) in the Ministry of Human Resource Development, Department of Secondary and Higher Education is

designated as the National Project Director, as well as the Chairman of the In-India Working Group. The project implementation office is located in Pune, Maharashtra.

Training programme held in India during the year:

- Training Programme in Strategic Planning and Management Review of SP for 2002-2003 and preparation of SP 2003-2004 for DoTE and institutes.

- Training programme in developing Competency Based Education (CBE).

- MIS Training to DoTE staff.

- Training in management, entrepreneurial and competency-based programming skills.

- Identification of WID activities.

- Development of CBE-based curriculum for industry demanded programme.

Colombo Plan Staff College for Technician Education (CPSC)

The Colombo Plan Staff College for Technician Education (CPSC) is a specialised agency of the Colombo Plan. It was established on 5 December 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member-countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host government for twelve years. In 1986 CPSC moved to Manila, Philippines.

The Colombo Plan Staff College is a unique organisation, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia-Pacific region. The objective of the staff college is to improve

the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

Besides the regional programmes, in-country programmes are also carried out by CPSC, Manila. Some programmes undertaken in 2003-2004 are as given below:

Regional Programme	Month/Year	Venue
Quality Engineering & Re-Engineering in TET	10.11.2003 to 21.11.2003	KITC, Sri Lanka
In–Country Programme		
Emerging Trends in Education	27.01.2003 to 07.02.2003	TTTI Calcutta

Technical Education Quality Improvement Programme of Government of India

Technical Education Quality Improvement Programme of Government of India (TEQIP) 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 2 to 3 cycles of selection of well performing Institutions in a competitive manner.

The negotiation of the Programme with International Development Agency (IDA) for the First Phase has been held in September 2002. The Programme is effective from 12 March 2003.

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 based on their commitment and preparedness. From among these states 12 lead institutions [including five centrally funded institutions (NIT's)] and 28 network institutions have been selected. During the second cycle of the first phase, seven states namely Andhra Pradesh, Gujarat, Jharkhand, Karnataka, Tamil Nadu, Uttaranchal and West Bengal have been selected.

Vocational Education

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 it provides an alternative for those pursuing higher education.

The centrally-sponsored scheme of vocationalisation of secondary education at + 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, text book, work book, 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 20,600 Sections in 7,300 schools thus providing for diversion of about 10 lakh of student at + 2 level and the grants so far released has been to the tune of Rs.700 crore.

The Scheme has been evaluated/reviewed by various agencies such as Informal Group set up by the Ministry of Human Resource Development in 1993; the Synergy Group in 1995, the Operations Research Group (ORG) in 1996; National Council for Educational Research and Training (NCERT) Working Group in 1998 and Centre for Research Planning and Action (CERPA) in 1999.

Based on the recommendations of the various review groups/committees, the existing scheme of Vocationalisation of Secondary Education at +2 level is being revised and a new scheme of Vocational Education and Training (VET) has been formulated. The scheme of VET shall be a distinct stream intended to prepare students for identified occupation spanning several areas of activity. The courses shall be modular, credit based with provision for vertical and lateral mobility. It envisages training of students in such occupational areas wherein self or wage employment opportunities are available. Under the proposed revised scheme the industry and user organisations will be involved at all stages of implementation of the scheme from identification of courses, preparation and design of curriculum to actual on-site training. Opportunity for acquisition of multiple skills shall be available to students to improve their employability.

12 Languages, Book Promotion, Copyright and Scholarships

In order to encourage book promotional activities by non-governmental organisations, the Ministry gives grant-in-aid to voluntary organisations and associations of publishers and authors for organising seminars, training courses, workshops and annual conventions connected with book promotional activities.
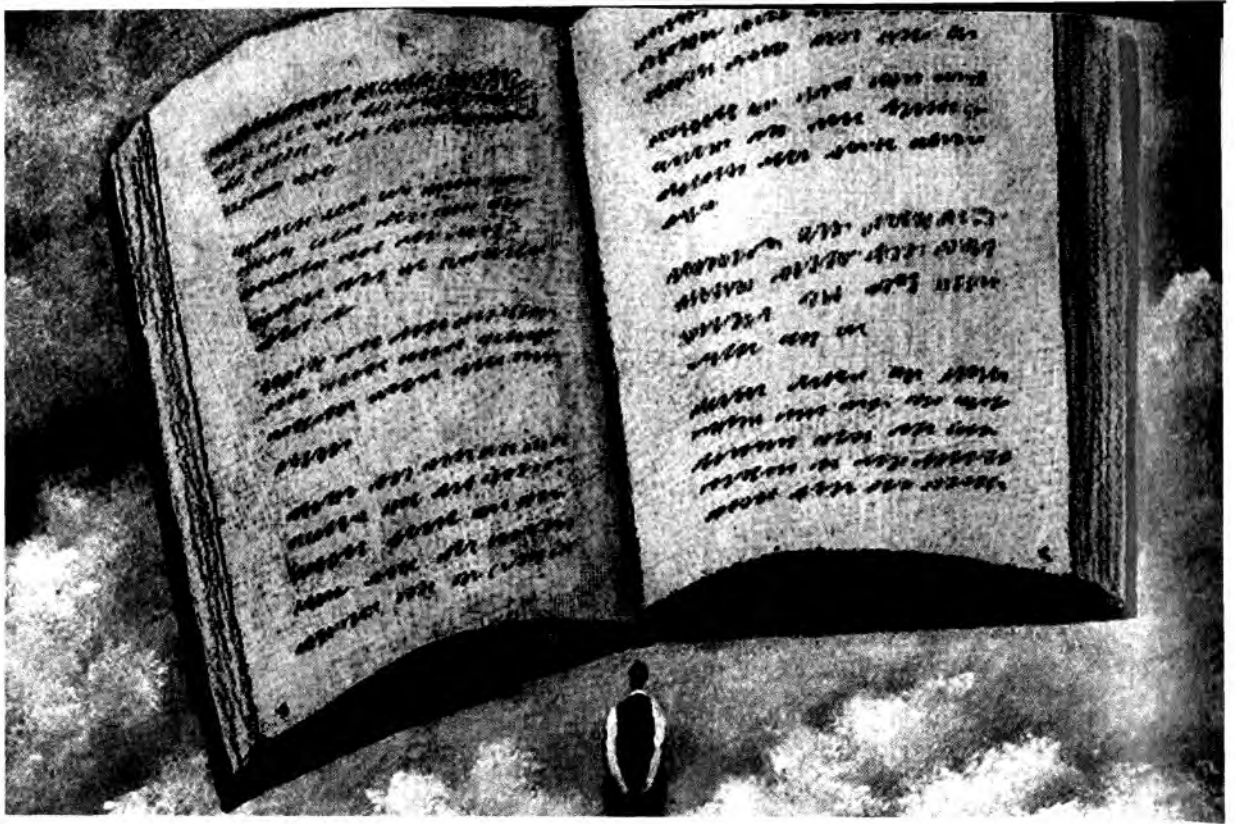
Language Promotion

Some of the important programmes that continued during the year under report include: promotion and development of Sanskrit language through different Sanskrit institutions; development of Hindi and training of Hindi teachers from non-Hindi states; promotion of all Indian languages of the VIII Schedule by making an extensive use of information technology; appointment of Indian languages teachers; Area Intensive and Madarsa Modernisation Programme for educationally backward Minorities; Scholarship Scheme for meritorious children as well as scholarships for students of non-Hindi states for study of Hindi; Books and Workshops on Intellectual Property Rights, management of Copyright Act through educational institutions and other institutions; strengthening of cultural and human values in education in schools and non-formal educational centres with the help of reputed organisations.

All these schemes will be continued in the next financial year. The scheme of Education in Culture and Human Values is being strengthened for wider coverage and the scholarship scheme is being modified for meritorious children for the scholarship. Similarly, the scheme for development of Sanskrit language is also being modified and further strengthened.

Central Hindi Directorate (CHD)

The Central Hindi Directorate was established on 1 March 1960 by the Government of India under Ministry of Human Resource Development (then Ministry of Education), Department of Secondary Education and Higher Education to fulfil the spirit of Article 351 of the Constitution of India. The propagation and development of Hindi in a way so that it serves as a link language for the country, is the objective of this Organisation.

The Central Hindi Directorate 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 Central Hindi Directorate with the state governments and voluntary Hindi organisations.

To achieve the above objectives, the Central Hindi Directorate has undertaken the following schemes:

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 15 bilingual, 14 trilingual, 3 multilingual dictionaries and 19 conversational guides have been published. The publication of Bangla-Hindi-Angrezi, Chini-Hindi Dictionaries and Hindi-Polish Conversational Guides is the major achievement of the year. The preparation work on two trilingual and 12 bilingual dictionaries is in progress.

The following schemes are being implemented annually under the different extension programmes:

- **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.

- **Neo-Writers' Workshops** – Eight 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 play, translation, journalism, etc. This year eight workshops havebeen organised so far.

- **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.1,00,000/- each are given to non-Hindi speaking writers for writing original books for translations into Hindi. This year, 15 non-Hindi speaking writers have been chosen for the award.

- **Shiksha Puraskar Yojna** – Every year five awards of Rs.1,00,000/- 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. Two awards were given during the year.

- **Pradhyapak Vyakhyan Mala Programme** – Under this programme, four lecturers from the universities of non-Hindi speaking areas and four lecturers from the universities of Hindi speaking areas visit 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. Seven lecturers have visited various universities this year.

- **National Symposia** – Two symposia have been organised wherein extensive literary deliberations in various fields of Indian literature have been conducted.

- **Financial aid to Hindi Research Scholars of non-Hindi speaking areas** – 20 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 bi-monthly magazine is being published regularly since August 1961. The May-June 2002 edition was a special issue entitled 'Suchna Prodyogiki evem Bhartiya Bhashaen.'

Hindi books and periodicals are purchased by the Directorate and supplied free of cost to schools, colleges and public libraries in non-Hindi speaking states. This year, 65 books each have been sent to about 1,000 organisations. Eight book exhibitions have also been held in various non-Hindi speaking regions and six more exhibitions are expected to be held.

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 Examination.

8,000 students have been registered in certificate and diploma courses. 2,051 students have been registered under Prabodh, Praveen and Pragya courses and 52 students have got themselves registered under the Civil Services Hindi Course.

The Central Hindi Directorate 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 voluntary Hindi organisations on the recommendations of the Central Grants-in-aid Committee for numerous activities, such as running classes for teaching Hindi, Hindi shorthand and typing classes and setting up Hindi libraries/reading rooms, etc.

Under the second scheme, during the financial year, 224 VHOs were provided financial assistance. During the current financial year, 142 VHOs have already been approved financial assistance whereas about 80-85 VHOs of the North-Eastern states are yet to be considered for the same.

Commission for Scientific and Technical Terminology (CSTT)

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 changeover 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 14,100 books have been published, of which about 3,100 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 on 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 Minister of Human Resource Development Dr. Murli Manohar Joshi.

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, CSTT has started publishing two quarterly magazines, namely 'Vigyan Garima Sindhu' and 'Gyan Garima Sindhu', for scientists and social workers respectively. During the period 2003-04, 40th issue of *Vigyan Garima Sindhu* was published as 'Agriculture Science Special'. The 41st, 42nd and 43rd issues of *Vigyan Garima Sindhu* were sent to the Government Press for publication. Editing work of 45th, 46th and 47th issues was completed.

Kendriya Hindi Shikshan Mandal (KHSM), Agra

The Kendriya Hindi Shikshan Mandal, 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:

● Hindi Shikshan 'Nishnat' (M.Ed. level);

● Hindi Shikshan 'Parangat' (B.Ed. level); and

● 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 for teaching Hindi to foreigners at Agra, 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, 2.075 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 Audiovisual 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 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, four books and five magazines, related to Hindi language and literature.

Under the Scheme 'Hindi Sevi Samman Yojana', 15 Hindi scholars were selected for the awards in 2003-2004 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 :

(a) Hindi Teachers in the government schools of non-speaking Hindi 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.

(b) 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.

(c) 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.

During the Tenth Five Year Plan, an outlay of Rs.47.50 crore has been provided for the scheme. The Budget Estimates for the scheme during 2003-04 is Rs.11.50 crore and the expenditure incurred during 2003-04 is Rs.11.10 crore.

Physical Targets achieved during Tenth Plan

Physical Targets achieved during the Tenth Plan, up to the year 2003-04 (under the component of Infrastructural Development i.e., Scheme of Area Intensive Programme for Educationally Backward Minorities

- Full/part grants given for opening/ construction of buildings for 2,999 primary/ upper primary/secondary schools;

- Seven residential higher secondary schools for girls;

- Construction of additional 3,876 classrooms;

- Upgradation of 79 primary schools to upper primary schools and high schools to higher secondary schools;

- Construction of 20 hostel buildings for girls higher secondary schools;

- Construction of toilets/urinals in 2,523 schools;

- Provision of teaching-learning material in 1,303 primary/upper primary schools and provision of library books, almirahs and furniture, etc. in 727 primary/upper primary/ secondary schools. Provision of drinking water in 96 primary/upper primary schools. Electrification of 1,206 primary/upper primary/secondary schools. Provision of science rooms/laboratories in nine primary/ upper primary schools and provision of 214 computers.

An amount of Rs.788925 crore has been released to various state governments during the period 1993-94 to 2001-2002. (**Rs.69 9275 crore during the Ninth Plan period).**

Central Institute of Indian Languages (CIIL), 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 Central Institute 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 seven regional language centres conduct various teacher training programmes in: Assamese, Bengali, Gujarati, Kannada, Kashmiri, Malayalam, Manipuri, Marathi, Nepali, Uriya, Punjabi, Sindhi, Tamil, Telugu, and 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 I:

- On July 17, the Institute launched its translation service website www.anukriti.net.

- 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.

- During this period, about (uptil now) 10 workshops, one seminar and 5 orientation programmes have been conducted.

- During the period under report, 313 teacher trainees underwent a 10-month Intensive Course in different Indian languages.

- The Grants-in-aid Committee decided to buy 105 books in different languages under the bulk purchase Scheme.

New Projects proposed during Tenth Plan

1. **Bhasha Bharati:** The objective of setting up Bhasha Bharati is to have a national resource centre for Indian Languages and literature. This will be set up in collaboration with Sahitya Akademi, NBT, AIR, Doordarshan etc. It will display the plural literary and linguistic landscaping of the country and house and create hyper texts of Indian languages.

2. **Anukriti:** Anukriti is a translation website of CIIL, Mysore for online publication of articles research papers and actual translation of texts.

3. **Lipika:** Lipika will take up production of learning materials for writing system of Indian Languages.

4. **Katha Bharati:** The objective of setting up Katha Bharati is to promote translation from Indian languages to international languages and from among Indian languages. 100 classics in Indian languages will be made available to international reading community initially.

5. **LIS India:** Under this project CIIL will take up the linguistic survey of India.

6. **National Workshop on 'Changing face of Science and Technology in the context of Indian Languages':** Central Institute of Indian Languages, Mysore and Vigyan Parishad Prayag jointly organised a two-day national workshop on 19-20 March 2004 in the Vigyan Parishad Auditorium which was inaugurated by the Governor of Uttar Pradesh, Acharya Vishnu Kant Shastri and attended by the participants from the various states. In his inaugural address, the Governor of UP stated that the scientific temper can be developed in the country through the medium of Indian Languages. In this age of globalisation one should accept the challenge of use of Indian languages conserving their respectful place.

Minister of Human Resource Development Dr. Murli Manohar Joshi visited Central Institute of Indian Languages, Mysore on 9 January 2004 and laid the foundation stone of the International Guest House of the Central Institute of Indian Languages, Mysore in the CIIL Campus.

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 nine 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 Promotion of Urdu Language (NCPUL)

The National Council for Promotion of Urdu Language (NCPUL), an autonomous body functions for the

objectives of i) promoting, developing and propagating the Urdu language, ii) taking action for making available in Urdu the knowledge of scientific and technological development as well as knowledge of ideas evolved in the modern context, iii) advising the Government of India on educational issues connected with Urdu and iv) undertaking any other 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 Computer Application and Multilingual Diploma has enabled young Urdu-speaking boys and girls to gain respectful livelihood. 150 computer application and multilingual DTP centres spread over 22 states and 98 districts are now producing 9,000 medium-level professionals every year. This is a highly job-oriented programme and on completion of the one-year diploma course, the student could be absorbed as medium-level IT professional, as junior programmer, EDP assistant, web designer, DTP operator, visual designer, lab demonstrator, office assistant or accounts assistant, etc. Six centres are exclusively for girls at Srinagar, Ranchi, Bangalore, Amroha, Lucknow and Hyderabad, in which 300 girls are getting computer training. As per information received from all centres, approximately 62 per cent students have got employment locally in private sector and education institutions. A diploma course in calligraphy and graphic design was launched in 22 centres in 11 states to further boost the employment opportunities of the Urdu speaking population.

Foundation stone for the new premises of the Headquarters of the Council was laid by the Minister of Human Resource Development Dr. Murli Manohar Joshi on 14 February 2004 at Plot No. 9, FC-33, Jasola, Kalindi Kunj Road (near Apollo Hospital, Sarita Vihar, New Delhi).

To popularise the Urdu script, a national programme of Urdu learning through distance mode was launched and every year more than 10,000 learners pursue this course. Besides this, the Coucil is involved in the production of quality textbooks, encyclopedias and dictionaries depicting national objectives and national standards. During the year NCPUL has translated 50 text books of revised syllabus prepared by NCERT into Urdu.

National Council for Promotion of Sindhi Language (NCPSL), 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.

Objectives of NCPSL
● To promote, develop and propagate the Sindhi language;

● 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;

● To advise the Government of India on issues connected with Sindhi language and having bearing on education as may be referred to it;

● To undertake any other activity for the Promotion of Sindhi language as may be deemed fit by the Council.

Schemes of NCPSL
● Award of Prizes to Sindhi writers for literary books;

● 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;

● Financial assistance to voluntary organisations for selected promotional activities relating to the Sindhi language; and

● Financial assistance for publication and purchase of books, etc. in Sindhi language.

Two major schemes relating to Minorities i.e. Area Intensive Programme for Educationally Backward Minorities and the Scheme of Financial Assistance for the Modernisation of Madarsa Education are being clubbed together to form the 'Area Intensive and Madarsa Modernisation Programme (AIMMP)' in a unified programme.

Indian Language 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. The scheme will be operated through CIIL, Mysore during Tenth Plan. The first meeting of the Council was held on 26 February 2004 under the Chairmanship of the Prime Minister and the Deputy Chairman i.e. HRM.

Area Intensive and Madrasa Modernisation Programme (AIMMP)

In the Tenth Five Year Plan, the two major schemes relating to Minorities i.e. Area Intensive Programme for Educationally Backward Minorities and the scheme of Financial Assistance for the Modernisation of Madarsa Education are being clubbed together to form the 'Area Intensive and Madarsa Modernisation Programme (AIMMP)' in a unified programme. The requirement of both the components, during the Ninth Five Year Plan was Rs.115 crore. This has been raised by about one and a half times to 160 crore in the Tenth Five Year Plan with an Annual Plan requirement of Rs.31.50 crore (2002-2003). The final allocation under the Tenth Plan for this scheme is Rs.83.92 crore. It is felt that the revised unified programme will give added thrust, focus and visibility to the component scheme.

The revised Scheme of Area Intensive and Madrasa Modernisation Programme will have two components (AIMMP).

● Infrastructural Component

● Madrasa Modernisation Development

● Launched in May 1993.

● Provides basic infrastructure and facilities in those areas of concentration of educationally backward Minorities that do not have adequate provision for elementary and secondary education.

● Provides cent-per-cent financial assistance to state governments and voluntary organisations (through state governments).

Component : Madrasa Modernisation i.e. Scheme of Financial assistance for the Modernisation of Madrasa Education

● Salary to two teachers per madrasa @ Rs.3,000/- per month per teacher for study of modern subjects like science, mathematics, English and social studies;

● One time grant of Rs.7,000/- for purchase of science/maths kits per madrasa; and

● Another one-time grant of Rs.7,000/- for book banks and strengthening of libraries.

The unified programme of Area Intensive and Madrasa Modernisation Programme under implication has two components.

● Infrastructure Development

● Madrasa Modernisation Development

The Annual plan requirement for the year 2003-04 and Expenditure incurred is as under:-

BE	Rs.31.50 Crore
RE 2003-04	Rs.29.00 Crore
Expenditure	**Rs.29.00 Crore**

Sanskrit Division

Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, a deemed university w.e.f. 7.5.2002, under the Ministry of Human Resource Development (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 ten Kendriya Sanskrit Vidyapeethas at Puri, Jammu, Jaipur, Sringeri, Mumbai, Allahabad, Trichur, Lucknow, Garli and Bhopal.

The Rashtriya Sanskrit Sansthan offers teaching at Shastri (B.A.) and Acharya (M.A.) levels in various subjects viz. *Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita Jyotisha, Ganita Jyotisha, Sarva Darshana, Veda, Nyaya (Navya), Mimamsa, Advaita Vedanta, Dharma, Darshan, Baudha Darshan, Puranetihasa* as traditional subjects alowgwith English and Hindi. Besides tutorial facility of one modern subject such as political science, history, economics, sociology, etc. is provided at undergraduate level.

The Sansthan provides financial assistance to Voluntary Sanskrit Organisations engaged in the propagation, development and promotion of Sanskrit to the tune of 75 per cent of the approved expenditure on the salaries of teachers, scholarships to students, construction and repair of buildings, furniture, library, etc. So far, 762 Voluntary Sanskrit Organisations have been assisted. 23 Adarsh Sanskrit Mahavidyalayas including Shodh Sansthan have also been provided financial assistance, under a separate scheme according to which 95 per cent of recurring and 75 per cent of non-recurring

expenditure is provided by the Rashtriya Sanskrit Sansthan.

The Sansthan also gives 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 colleges under the Shastra Chudamani 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 Rashriya Sanskrit Sansthan is 306. 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.

Sansthan started teaching of Non-Formal Sanskrit at 100 locations by providing necessary assistance. This has proved a great success. Sansthan is also conducting a second round of Non-formal Sanskrit classes of three months duration in around 1,200 centres (100 in North East and 1,100 in the rest of the country) from January 2004 onwards. Through this programme, a minimum of 60,000 students will be initiated into Sanskrit learning throughout India.

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 per cent basis for the following major programmes. The scheme has been revised from the year 2003-2004 so as to increase the financial support for development of Sanskrit.

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. Each selected scholar is given a maximum of Rs.24,000/- per annum, without deduction of income from other sources.

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.

In addition to existing provision of grant of financial assistance for providing three teachers, a computer teacher on honorarium of Rs.3,000/- per month may also be provided to traditional Sanskrit Pathshalas. Depending upon the actual requirement, financial assistance up to Rs.1.00 lakh towards the cost of two computers and peripherals with lump sum grant of Rs.10,000/- as a one time grant for installation and books may be provided to each Sanskrit Pathshala.

Grants are given to meet the expenditure for 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. The facility for teaching of Sanskrit, i.e. grant of financial assistance towards salary of one teacher, would also henceforth be extended to all CBSE schools which do not have a Sanskrit teacher on their rolls.

In order to attract students towards Sanskrit in the secondary and senior secondary schools, merit scholarships are given to Sanskrit Students of Classes IX to XII.

- Under this scheme, state governments are paid 100 per cent assistance for various programmes for the development and propagation of Sanskrit like upgrading the salary of teachers, honouring Vedic scholars, conducting Vidwat Sabhas, holding evening classes, celebrating the Kalidasa Samaroha, etc.

- Proposals for research/research projects in Sanskrit received from deemed Sanskrit universities and NGOs (Registered Bodies) are covered under the scheme. Such assistance would be limited by the conditions that no NGO will receive more than three projects in a financial year. This limit would not however, apply to deemed Sanskrit universities.

100 per cent assistance is given for improving the methodology of teaching Sanskrit in schools, Sanskrit colleges/Vidyapeethas and for the appropriate orientation of teachers towards this end. Proposals from CBSE/NCERT, Rashtriya Sanskrit Sansthan, Saraswati Vidyapeetha, Hyderabad and deemed Sanskrit universities are likely to be assisted during 2003-04.

Launching of Sanskrit Net on Bhasha Mandakini

In order to widen its reaction by taking advantage of the information technology, the Sanskrit Net was launched under *Bhasha Mandakini* – a language programme on Gyan Darshan – in association with Sanskrit Institutions and IGNOU. The Channel was inaugurated by the Minister of Human Resource Development on 5 September 2003, lining 10 Sanskrit institutions in the country while Rashtriya Sanskrit Sansthan acts as a nodal agency for programme, the Rashtriya Sanskrit Vidyapeetha, Tirupati and Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha actively cooperated in the success of the scheme and developing the programme content. The three Sanskrit Institutions together with IGNOU are now taking the teaching of Sanskrit to the door steps of all the Sanskrit Lovers.

During 2003-04 an amount of Rs.90.00 lakh (approx.) has been disbursed to Rashtriya Sanskrit Sansthan for this Project.

An amount of Rs.1,478 lakh has been provided for the year 2003-2004 for all the sub-schemes under 'Development of Sanskrit'. Under the Scheme, all the financial assistance to state governments/voluntary agencies/NGOs are given through the concerned State Government and no further grants have been released to any institution where utilisation certificate is pending.

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 2003-04:

- Provision of financial assistance to:
  - (a) 33 Veda Pathashalas/Vidyalayas and other Units for teaching Samhitas of various shakhas of Vedas, Sanskrit, English and Arithmetic and
  - (b) 57 other Units teaching only traditional oral recitation of Veda Samhitas,

- (a) Award of one senior and one general fellowship, and
  - (b) Conduct of Seminars, Workshops, etc. for promotion of research in Vedas and Vedic literature,

- Conduct of one All India and six Regional Vedic Sammelans for propagation of Vedas;

- Provision of financial assistance to Nityagnihotries and aged Vedic Pandits,

- Video/audio recording of Vedic recitation of various shakhas of Vedas;

- Publication of rare and out-of-print Veda Samhitas, Brahmanas and other Vedic literature, etc. Eight books have been printed and twelve other books are under construction.

- A Vedic research centre also has started functioning at New Delhi from 2000-2001.

- The first issue of quarterly journal 'Veda Vidya' has been published during 2003-2004.

An amount of Rs.100.00 lakh has been released to Maharshi Sandipani Rashtriya Veda Vidya Pratisthan during 2003-2004 for additional expenditure on ongoing schemes and new programmes including the Development of the Campus at Ujjain. No UC is pending from the Pratishthan.

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Book Promotion

The National Policy on Education 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 book mindedness in the country. National Book Trust (NBT) works in this direction. NBT organises World Book Fair in New Delhi every alternate year. NBT organised World Book Fair in New Delhi from 14 to 22 February 2004. 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, Federation of Indian Publishers, New Delhi (FIP) has been sanctioned grant for Delhi Book Fair and one organisation from New Delhi for conducting National Book Fair at Ahmedabad.

Scheme of Book Promotional Activities and Voluntary Agencies

In order to encourage book promotional activities by non-governmental organisations, the Ministry gives grant-in-aid to voluntary organisations and associations of publishers and authors for organising seminars, training courses, workshops and annual conventions connected with book promotional activities. Grants are released up to a maximum of 75 per cent of the total expenditure approved by the Grant-in-aid Committee.

During the year, assistance has been extended for organising book fairs/exhibitions/seminars in almost all parts of the country including the North East.

The National Book Development Council

The National Book Development Council was an advisory body set up in 1967 to lay down the guidelines for the development of book industry. The term of the Council had expired in November 1993. The Council was reconstituted for a period of 3 years with effect from 18.12.97 under the Chairmanship of HRM and renamed as National Book Promotion Council. The term of the Council has again expired and its reconstitution is under consideration of HRM. It is an advisory body to facilitate exchange of views on all major aspects of book promotion, inter-alia, covering writings/authorship, book production, publication and sale of books, prices

and copyright, development of the book reading, reach of books to different segments of population in different Indian languages and quality and content of Indian books in general. No separate budget provision has been proposed for the scheme for the current financial year. The expenditure on the meeting of NBPC, if any, during coming years will be met out from the general head of expenditure of the Department.

National Book Trust of India

National Book Trust, India is a highly professional body working for the last forty-seven years in the field of quality publication. It also works as the nodal body for the promotion of Indian books and for the dissemination of book culture in India.

The Trust organises book fairs/exhibitions throughout the country at various levels-local, regional and national level. The biennial New Delhi World Book Fair – one of the largest books fair in the Afro-Asian region, is a well-attended and professionally organised book fair held in the country. It has so far organised 15 world Book fairs, 26 national book fairs and 38 regional book fairs/ festivals.

National Book Trust, India is committed to promoting books and reading habit in north east. In order to achieve this objective, the Trust has earmarked nearly ten per cent of its total budget for various book promotional and publishing activities in the region. During the year the Trust organised book fairs at Bareili, Rajkot and Nalbari in Assam.

The 16th New Delhi World Book Fair inaugurated by Shri Murli Manohar Joshi, Minister of Resource Development, held from 14 to 22 February 2004, witnessed a record participation of 1,240 publishers/ booksellers from 17 countries, including India. A number of foreign participants were represented by their Indian franchises. The overseas countries that participated directly were: Kuwait, Iran, Portugal, Germany, France, Japan, Nepal, Israel, Sri Lanka, UK, USA, Saudi Arabia, Switzerland, Mauritius, Pakistan and Zimbabwe. The Fair was spread over an area of 32,546 sq. meters, through Hall nos. 8 to 14 and 18 of Pragati Maidan. The theme of the Fair was 'India's Contribution to the World Civilization in the Field of Science and Technology.

For the first time, a lobby of authors and activists working among children was set up to facilitate meaningful interaction among writers, editors, illustrators, activists and children visiting the Fair from different parts of the country. A Magic Show by Prof. B. Kamesh was a major draw in the Pavilion and also a two-day international seminar on 'Civilizational Interfaces and the Contemporary Global Context: An Indian Perspective', organised by the NBT discussed some of these issues and then initiated a process of inquiry that may perhaps bring out the 'dialogue' in a clearer perspective.

Other activities by the NBT included a multi-lingual Kavi Darbar and a national seminar on, 'Children's Science Books in India: Readability and Accessibility.' Besides a host of events were organised by various institutions such as the Raja Rammohun Roy Library

Foundation, Sahitya Akademi, federation/associations of publishers/booksellers, etc. These included seminars, symposia, book release functions, etc.

An estimated seven lakh book lovers, including Ministers, MPs, other VIPs, authors and scholars visited the 16th New Delhi World Book Fair – an indication that, despite the invasion of the audio-visual and electronic media, the love and hunger for books remain unsatiated.

The Trust also participates in various international book fairs by displaying a cross-section of select Indian publications brought out by various Indian publishers. Between November 2003 and March 2004, it participated in the following international book fairs at Exhibition of Children's Books, Singapore (13-16 November 2003) and at Bangkok International Book Fair (26 March - 6 April 2004). The Trust, during the period, also organised an Exhibition of Indian Books in Mauritius from 2 to 6 February 2004.

In order to make books available at the doorsteps of the people, the NBT India organises mobile exhibitions. So far it has organised around 5000 such exhibitions. During the period under review, the Trust has organised mobile book exhibitions at 492 stations as per these details: Uttaranchal (42), Andhra Pradesh (36), Haryana (56), Rajasthan (122), West Bengal (42) Uttar Pradesh (20), Assam (54), Kerala (60) and Delhi (60).

The Trust organises seminars and workshops for those involved in the development, production and marketing of books, authors' meets and other literary activities such as book release functions from time to time. During the year, the Trust organised five seminars/workshops and released five books through Book Release Functions.

National Centre for Children's Literature (NCCL), set up by NBT, is a nodal agency to monitor, coordinate, plan and aid the publication of children's literature in various Indian languages. The NCCL has developed a library-cum-documentation centre of children's literature, organises workshops, seminars and exhibitions, promotes the reading habit at the school level by encouraging the setting up of Readers' Club and

conducts surveys and takes up research work relating to children's literature. It has so far set up over 25,000 Readers' Clubs across the country. It has also established more than 800 Readers' Clubs. Besides, it has organised Meet-the-author programmes in various schools in the national capital region of Delhi; Book March and Children's Activities at the inaugural function of 29 book exhibitions in NCR Delhi; two workshops on writings and illustrations at Allahabad with Triveni as its theme; setting up of a Children's Pavilion and organisation of various children's activities during 16th World Book Fair and Visakhapatnam Book Festival; 3-day workshop on 'Preparation of Activity Books on Mathematics at Lucknow; Story-telling sessions for children in collaboration with Bachpan Society at Pali and Rajsamand in February in collaboration with Jumbish Parishad. One of the monthly issues of the children's monthly magazine 'Readers' Club Bulletin, brought out by NCCL, exclusively comprised children's writings and illustrations.

389 titles were published between November 2003 and March 2004 by the Trust. It earned a revenue of Rs. 168.96 lakh. The sales during the year had been to the tune of Rs. 252.31 lakh.

This year the Trust initiated and spearheaded countrywide celebrations of declaration of New Delhi as 'World Book Capital' for the year 2003-04 by UNESCO. During the period, a series of book exhibitions was organised in various parts of the national capital region and Allahabad besides a book festival at Visakhapatnam in Andhra Pradesh. Around 47 publishers, booksellers and distributors participated in the Festival which also witnessed a number of literary programme and various activities for the children. An exclusive pavilion for children was also set up.

International Standard Book Numbering System

The International Standard Book Number is a unique International Identifier for monographic publications. The ISBN is the ten 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 makes any book unmistakenly identifiable. It is an essential instrument in modern distribution and rationalisation opportunities in the book trade.

Raja Rammohun Roy, National Agency for ISBN, India, has been making registrations of Indian Publishers, authors, institutions, universities and government departments who are responsible for publishing books. Since inception, the National Agency had allocated 8,303 prefixes to different publishers in different categories which covers the period up to March 2004 and 1,022 prefixes have been allocated during April 2003 to March 2004. About 53 per cent publishers are using ISBNs in India. To facilitate easy allotment of ISBN to the publishers, the Agency has participated in the 28th Kolkata Book Fair 2003 organised by GUILD and the 26th National Book Fair, Kolkata 2003 organised by NET, New Delhi. The Agency has also participated in the 16th New Delhi World Book Fair 2004, which was held from 14-22 February 2004. The National Agency had also organised a Book Exhibition of ISBN used titles at Pondicherry University, Pondicherry. 31st International ISBN Agency Advisory Panel Meeting 2003 in Milan was attended so as to keep abreast of the latest developments in the ISBN field.

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. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

Within these overall objectives, the Scheme of Assistance for Strengthening of Culture and Values in Education was started from 1988-89 and reformulated in 1992. Earlier, the scope of the Scheme was up to the level of school system. To widen its scope, the Scheme has again been revised in the Tenth Plan with the aim

to strengthen human value inputs in the entire educational process at all levels of education, from pre-primary to higher and technical education. The ceiling of the grant has also been increased from Rs. 5.00 lakh to Rs. 10.00 lakh.

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 per cent of the cost of project within a ceiling of Rs. 5 lakh (now revised to Rs 10 lakh) approved by the Grant-in-aid Committee for activities relating to Strengthening of Culture and Values in Education.

In the Ninth Plan, an amount of Rs 522.74 crore was spent towards 159 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 amount of Rs. 2.00 crore was released towards 50 NGOs. In the year 2003-2004, an amount of Rs. 3.00 crore has been spent covering 87 NGOs. 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 (Secondary and Higher Education) was 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. To implement the recommendations of group of experts, a Core Committee was set up under the Chairmanship of Secretary (Secondary and Higher Education). So far, three meetings of the group of experts and three meetings of Core Committee have been held.

Some organisations like Prajapita Brahma Kumari Ishwariya Vishwa Vidyalaya, Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam, Anantapur District (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 were 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.

A National Resource Centre on Value Education has started functioning in NCERT. NCERT has developed approximately 210 text books/instructional materials in different subjects for various classes in which value components and themes related to the universal values of truth, righteous conduct, peace, love and non-violence have been a incorporated. In addition, values of scientific temper and environmental values have also been highlighted.

IIT-Delhi in their National Resource Centre for Engineering have introduced two new courses viz. Technology and Human Values and Minor Project since January 2003 for postgraduate students. UGC has reconstituted a committee to prepare the syllabus/course for value education in the universities/colleges and also to formulate a scheme for the promotion of value education in the universities and colleges. They have also introduced an optional paper for undergraduate students on human values, ethics and fundamental duties. IGNOU has constituted a committee for framing policy guidelines for incorporating human values in higher education in the context of open distance learning in India and to monitor the progress of this aspect in programmes under development and revisions. IGNOU, through Gyan Darshan, has been telecasting video programmes produced by CIET (NCERT) and UGC.

NIEPA have brought out a publication of value education – a selected bibliography. They are also updating the bibliography. They have taken up a NIEPA-IIEP collaborative study on ethics in education. National Institute of Open Schooling has launched two projects – Education in Human Values and Bharatiya Culture and Heritage. The main objective of these projects is to foster essential human values and to instill pride for Bharatiya Culture and Heritage amongst learners and teachers in its accredited institutions. NCTE have brought out an Approach Paper for Secondary Teacher Education Curriculum in which components of value education have also been included in the secondary level pre-service teacher education programme. Besides this, modules on operationalising Fundamental Duties through teacher education are in the active process of development.

The Indian Council of Philosophical Research (ICPR) has set up a Value Education Centre, and it has undertaken a project of promoting seminars and publications, which have a special thrust towards the examination and publication of materials that will have long term utility. The ICPR organised a national seminar on 'Philosophy of Value-Oriented Education' in January 2003 in which 200 educationists participated. On the basis of material produced at the seminar, ICPR has brought out a volume entitled 'Philosophy of Value-Oriented Education'. Considering that physical education has its own values such as health, strength, agility and beauty, ICPR has brought out a publication entitled 'Mystery and Excellence of Human Body'. The ICPR has also undertaken the task to bring out 85 monographs on selected themes which will contribute through biographies or through accounts of important events of Indian and world history on three important values, namely, illumination, heroism and harmony.

Copyright and Related Rights

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, 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 (i) the setting up of special cells in state governments for enforcement of Copyright Laws (ii) appointment of nodal officers in the states for facilitating proper coordination between the industry organisations and enforcement agencies; (iii) holding of seminars/workshops etc. for sensitising the public about Copyright Laws, (iv) collective administration by Copyright Societies.

Copyright Enforcement Advisory Council

The Copyright Enforcement Advisory Council (CEAC) was set up on November 6, 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the Copyright Enforcement Advisory Committee is 3 years. The CEAC is reconstituted periodically after expiry of the term.

Special Cells for Copyright Enforcement

In all, nineteen 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, A&N Islands, Chandigarh, Dadra & Nagar Haveli and Daman & 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 co-ordination between the industry organisations and the enforcement agencies in the matter of enforcement of copyright laws, the Ministry requested the state governments to designate Nodal Officers. As of now 25 states and UTs have designated Nodal Officers in their respective state governments.

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 A&N Islands, Chandigarh, Daman & Diu, Lakshadweep & Pondicherry have designated nodal officers.

Collective Administration Societies

The Copyright (Amendment) Act, 1994 provides for setting up separate copyright societies for different categories of works. So far four copyright societies have been registered: one each for cinematographic 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 & EPR. 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.

Participation in WIPO Meetings

India is a member of the World Intellectual Property Organisation (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-Asia Pacific Regional Symposium on the Protection and Enforcement of Copyright and Related Rights from 27-29 January 2003.

- WIPO-Regional Symposium on the Promotion of Intellectual Property Awareness through Public Outreach, Colombo-Sri Lanka from 28 to 30 January 2003.

- WIPO-Interregional Seminar on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore held in Iran from 16-18 June 2003.

- Ninth Session (WIPO) of the Standing Committee on Copyright and Related Rights held at WIPO, Geneva from 23-27 June 2003.

- WIPO-Inter-Governmental Committee for Intellectual Property, Genetic Resources, Traditional Knowledge and Folklore held in Geneva from 7-15 July 2003.

- WIPO-Tenth Session of the Standing Committees of Copyright and Related Rights held in Geneva from November 3 to 5, 2003 and ad-hoc Informal meeting on Protection of Audio-visual Performances from 6-7 November 2003 at Geneva.

- 2nd Asia Cyber-Crime Summit held in Hong Kong from 5-6 November 2003.

- Training Course for Asia and the Pacific on Doing Business with Intellectual property held in Singapore from 13-21 October 2003

- WIPO-Seminar on Intellectual Property Strategy for economic development in Malaysia (Kuala Lumpur) from 9-11 December 2003.

- WIPO-Sixth Inter-Governmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore held in Geneva from 15-19 March 2004.

- WIPO-Regional Symposium on Copyright in Educational Institutions and Libraries in the Digital era to be held in Hong Kong from 15-16 March 2004.

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SAARC Workshop On Copyright - IPR Issues

An International level expert workshop on Intellectual Property, Traditional Knowledge and Genetic Resources was organised at New Delhi on 17-18 November 2003 in collaboration with World Intellectual Property Organisation. International level experts from WIPO and SAARC Countries actively participated in this workshop organised by India in collaboration with WIPO.

This workshop enabled Indian participants to exchange national experiences in the context of international developments in Intellectual Property Issues related to genetic resources, traditional knowledge and folklore.

WIPO National Seminar on Patents, the Patents Cooperation Treaty (PCT) and the Commercialisation of Inventions for the Academic Institutions

In this seminar, experts on patent were invited to participate. This was organised in collaboration with WIPO and National Law School of India University, Bangalore at Bangalore from 25-26 March 2004.

This seminar enabled Indian participants to exchange their views on the subject matter.

Training In Copyright

Officials of Department of Secondary and Higher Education dealing with copyright and related rights at different levels were deputed to participate in the WIPO-Training Course on Copyright and Related Rights in London from 30 October to 14 November 2003.

Scheme of Intellectual Property Education, Research and Public Outreach

The Scheme of Intellectual Property Education, Research and Public Outreach was operationalised in the Tenth Five Year Plan Period by a physical merger of three Plan Schemes namely, (i) Scheme of Organising Seminars and Workshops on Copyright Matters, (ii) Scheme for Financial Assistance for Intellectual Property Rights Studies, and (iii) Financial Assistance on WTO Studies as all the three schemes are co-related to each other. For effective implementation of the cause of promoting awareness/research on Copyright/IPRs and WTO matters, the merger has proved quite useful. Under the Scheme, financial assistance is provided to UGC recognised universities, institutions affiliated to those universities, other educational Institutions, Copyright Societies and registered voluntary organisations dealing in the area of IPRs. The objectives of the scheme include creating general awareness by way of organising seminars/workshops on copyright matters and carrying out education and research related activities on IPR matters. The amount spent during the last four years under the scheme is given in the table below:

Year	Amount Spent (in lakh)
2000-2001	Rs.44.50
2001-2002	Rs.151.51
2002-2003	Rs. 187.93
2003-04	Rs.241.33 (amount booked)

This year grants have been released to institutions in different sectors ranging from law, technology, music, agriculture, commerce, medical and veterinary sciences, for a variety of activities including training, research and awareness creation in almost all the regions of the country.

IPR Chairs

Six IPR Chairs have been set up one each at the University of Allahabad, Allahabad, University of Delhi, Delhi, University of Pune, Pune, University of Madras, Chennai, National Law School of Indian University, Bangalore and Cochin University of Science and Technology, Cochin to promote teaching and research in Intellectual Property Rights Studies. For this purpose, funds were released by this Department under this scheme so far to four universities at Cochin, Delhi, Madras and Bangalore. The other two universities at Allahabad and Pune were funded by CSIR. The progress of functioning of these chairs is periodically reviewed by a Committee constituted for this purpose.

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 of 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 a similar manner as the GATT had done for trade in goods. Education is one of the 12 services, which is 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 educational services:

- **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.

- **Consumption Abroad** mainly involves the education of foreign students and is the most common form of trade in educational services.

- **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.

- **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 educational services.

■■■

Scholarships

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 2003-2004 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 2004-05. 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 post-matric level on state wise merit basis and also separately to talented and meritorious students in rural areas for Classes IX to X. The revised rate of scholarship varies from Rs.250/- to Rs.1000/- p.m. depending on the level of education and course of study. The budget allocated for 2003-04 is Rs.8.00 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 2004-05. The revised rates of scholarships vary from Rs.300/- to Rs.1000/- per month, depending upon the course of study. The budget allocated for the year 2003-04 is Rs.1.50 crore.

Commonwealth Scholarship/ Fellowship Plan offered by the Governments of UK, Canada, New Zealand, etc.

Under the above mentioned programme, scholarships/ fellowships are awarded to Indian nationals for higher studies/research/training in UK, Canada and New Zealand. These are prestigious scholarships and are beneficial to the country as well as to the recipients for their educational and professional development. The scholarships are made available for study in about 27 disciplines, including medicine in UK such as cancer research (including cancer epidemiology), cardiology (including cardiac surgery), 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); 12 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, health science (including food nutrition management), law, environmental studies; two disciplines in New Zealand such as soil science and dairy technology. For the year 2003-2004, award letters to 15 candidates for UK have been issued and more awards are expected, and for Canada, two award letters have been issued till now and more awards are expected. However, for New Zealand, the scholarship could not be processed as the New Zealand Vice-Chancellors' Committee did not agree to the request for exemption of the ECE (Educational Credential Evaluator) Certificate to Indian scholars which they introduced since 2002 academic year. The Malaysian Government has offered scholarships for two

nominations for the first time in the year 2004-2005 and Nominations have already been sent to them on 29 November 2003. Offer of scholarships have been received from the Government of Trinadad and Tobago for two nominations for the first time and process for the same is underway.

Ms Agatha Harrison Memorial Fellowship

The scheme for 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 £ 245367- 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 both ways economy class air passage from New Delhi to London. Besides, the spouse of the scholar/fellow is also provided economy class air passage, provided he/she stays in United Kingdom with the fellow for a minimum period of one year. The fellowship is tenable for one year in the first instance and can be extended for one more year based on the performance of the candidates. The process for the year 2004-05 is in progress.

Education gives clearances after consulting the Ministry of External Affairs and Ministry of Home Affairs.

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 scholarships received from foreign government are advertised in Employment News and other leading newspapers of India. On-line applications are also entertained on the Department's website, www.education.nic.in. The applications are scrutinised by the Selection Committees comprising of experts from the relevant fields constituted with the approval of HRM. 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 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 obstetrics, 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, veterinary science and zoology. The Indian scholars are also granted adequate stipend by the foreign governments. 103 scholars have been sent to China, Japan, Germany, Mexico, Italy, Israel, Ireland, Belgium, Magnolia and Norway, UK and Canada during 2002-2003. In the year 2003-2004, 109 scholars have been sent abroad (as on 10.12.2003).

> Under Cultural Exchange Programmes between Government of India and foreign countries, scholarships are offered to Indian students by foreign countries for higher studies at post-graduate, Doctoral and Post-Doctoral levels and also for language studies in respective countries.

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 and 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 travels.

The British Council Division seeks clearance from the Government of India before finalising the programme in this regard. Department of Secondary and Higher

No Obligation To Return To India Certificate (NOR)

This certificate, also referred to as Waiver Certificate, is required by a person who has gone to USA on Jl and J2 Visa, some of which require that the person return to his country for at least two years. This requirement is, however, waived by the USA 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 USA, after obtaining clearance from the Ministry of Human Resource Development (for non-medical personnel), the passport officer and the state government concerned. To apply for these certificates, the applicant has to fill 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/Consulate General of India (CGI), the applicant submits to the authorities concerned for issue of clearance certificate. The External Scholarship Division handles this work in the Department of Secondary and Higher Education.

Annexures

Annexure I

STATEMENT 1: Total Number of Recognised Educational Institutions in India 2002-2003 (Provisional)

S.No.	Sates/UTs	Primary/ Junior Basic Schools	Middle Senior Basic Schools	High Shcools/ Hr. Secondary Intermediate/ Pre-Degree/Jr. Colleges	Degree and above levels		Universities/ Deemed Univs./ Institution of National Importance #
					Colleges for General Education	Colleges for Professional Education	
1	2	3	4	5	6	7	8
1	Andhra Pradesh	63362	15110	15733	1197	350	23
2	Arunachal Pradesh	1325	348	204	8	1	1
3	Assam*	33236	8019	4832	298	69	7
4	Bihar*	39299	9691	3575	742	110	12
5	Chattisgarh	23878	6365	2779	213	37	9
6	Goa	1033	84	442	24	18	1
7	Gujarat*	15545	21205	7308	422	228	12
8	Haryana*	11208	1847	4579	155	91	7
9	Himachal Pradesh	10877	1768	1954	65	35	5
10	Jammu & Kashmir*	10926	3728	1504	73	52	5
11	Jharkhand*	16643	4187	1157		0	6
12	Karnataka	26093	23801	9589	923	564	19
13	Kerala	6687	3003	4616	186	141	9
14	Madhya Pradesh	64090	27193	9082	513	287	17
15	Maharashtra	45647	25381	16918	1208	653	33
16	Manipur	2577	835	661	50	5	2
17	Meghalaya*	5646	1041	643	46	2	1
18	Mizoram*	1377	851	403	27	4	1
19	Nagaland*	1501	482	355	33	19	1
20	Orissa*	42104	11510	7313	567	201	9
21	Punjab	13338	2527	3996	205	123	8
22	Rajasthan	55766	23098	8600	267	172	15
23	Sikkim*	501	129	110	2	5	1
24	Tamil Nadu	33281	6654	8424	478	399	27
25	Tripura	2080	428	640	14	8	1
26	Uttar Pradesh	98220	23696	11524	758	462	30
27	Uttaranchal	13795	3487	1593		0	7
28	West Bengal*	52426	2384	9463	354	134	17
29	A&N Islands	207	56	93	2	1	0
30	Chandigarh	28	6	119	12	10	2
31	D&N Haveli	126	91	22	0	0	0
32	Daman & Diu	53	22	26	1	1	0
33	Delhi	2099	664	1628	59	101	15
34	Lakshadweep	20	2	13	0	0	0
35	Pondicherry	317	133	202	11	22	1

* School data pertains to 2001-02
# As per Association of Indian Universities(as on January 2003)
Note: Data in respect of higher education of Jharkhand State are included in Bihar
Faculty wise institutions in respect of Uttaranchal are not available.

STATEMENT 2: Enrolment by Stages 2002-2003 as on 30 September 2002 (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	4323707	4209924	8533631	1806196	1557917	3364113	1550924	1119258	2670182	475782	277836	753618
2	Arunachal Pradesh	90370	76313	166683	30546	25561	56107	21925	14391	36316	4703	2168	6871
3	Assam*	2238348	1842262	4080610	859785	658863	1518648	540973	381562	922535	119674	81458	201132
4	Bihar*	4840097	2969015	7809112	1276403	637304	1913707	784790	348170	1132960	376407	117628	494035
5	Chattisgarh	1428102	1323309	2751411	649997	495861	1145858	350106	206845	556951	96731	56082	152813
6	Goa	58416	53510	111926	39370	35185	74555	30883	29441	60324	8391	10771	19162
7	Gujarat*	3624599	2870026	6494625	1279840	1100947	2380787	1040658	707126	1747784	289538	229483	519021
8	Haryana*	1045688	923856	1969544	545023	443866	988889	523086	353842	876928	144162	100096	244258
9	Himachal Pradesh	376501	344243	720744	230788	208099	438887	195610	169463	365073	51531	38383	89914
10	Jammu & Kashmir*	583861	475444	1059305	270672	205430	476102	201005	143440	344445	31528	28071	59599
11	Jharkhand*	1637346	1216837	2854183	470653	305796	776449	211457	114161	325618	137355	59994	197349
12	Karnataka	3244637	3041813	6286450	1480051	1306133	2786184	401343	299809	701152	329799	227846	557645
13	Kerala	1273468	1219716	2493184	889563	813745	1703308	712739	768252	1480991	93998	129370	223368
14	Madhya Pradesh	4600496	3772447	8372943	1695335	1086988	2782323	1002960	526556	1529516	298183	176630	474813
15	Maharashtra	5887635	5476569	11364204	3186313	2830070	6016383	2404468	1915970	4320438	742327	515868	1258195
16	Manipur	161040	147250	308290	69938	61187	131125	46642	40387	87029	20264	16115	36379
17	Meghalaya*	163727	163405	327132	46921	49189	96110	29577	26994	56571	15195	13970	29165
18	Mizoram*	72676	61871	134547	25251	24321	49572	18055	18082	36137	2979	2534	5513
19	Nagaland*	110697	101757	212454	33125	32558	65683	21161	18099	39260	6897	5036	11933
20	Orissa*	2792000	1977000	4769000	919000	586000	1505000	749200	427800	1177000	221942	123171	345113
21	Punjab	999861	889764	1889625	529677	476680	1006357	418397	369102	787499	115332	128411	243743
22	Rajasthan	5154838	4173114	9327952	1665802	902366	2568168	1107130	434615	1541745	245756	117416	363172
23	Sikkim*	38837	38166	77003	11779	12843	24622	6756	6067	12823	2449	1654	4103
24	Tamil Nadu	3350740	3113679	6464419	1827015	1686845	3513860	1363104	1297766	2660870	194758	210984	405742
25	Tripura	241785	219416	461201	88626	78855	167481	58761	46041	104802	12391	8728	21119
26	Uttar Pradesh	9506023	6098256	15604279	3641498	1806902	5448400	2772928	1096910	3869838	725531	452279	1177810
27	Uttaranchal	520355	527443	1047798	256334	233106	489440	211192	169254	380446	69191	46127	115318
28	West Bengal*	5269573	4881789	10151362	1840838	1369789	3210627	1190164	774341	1964505	392796	255382	648178
29	A&N Islands	20603	19022	39625	11545	10290	21835	8885	8440	17325	1318	1251	2569
30	Chandigarh	32399	27531	59930	19810	17616	37426	21268	19835	41103	25749	23354	49103
31	D&N Haveli	17071	14408	31479	6668	4020	10688	3314	2261	5575	0	0	0
32	Daman & Diu	8509	7569	16078	4304	3790	8094	3059	2362	5421	300	266	566
33	Delhi	751221	670065	1421286	442620	387739	830359	306184	273133	579317	92998	79220	172218
34	Lakshadweep	4037	3505	7542	2670	2126	4796	1792	1665	3457	0	0	0
35	Pondicherry	52530	48893	101423	34793	32041	66834	27052	26683	53735	9775	9072	18847

* School data pertains to 2001-02

STATEMENT 3: Gross Enrolment Ratio in Classes I-V and VI-VIII of Schools for General Education (All Students) 2002-2003 (Provisional) as on 30 September 2002

S. No.	States/UTs	Classes I-V (6-11 years)			Classes (VI-VIII (11-14 yrs)		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	107.63	107.13	107.38	62.96	55.83	59.45
2	Arunachal Pradesh	129.10	105.40	117.05	74.87	66.22	70.66
3	Assam*	127.18	107.42	117.43	78.73	62.27	70.63
4	Bihar*	95.45	61.19	78.70	38.22	21.07	30.07
5	Chattisgarh	110.71	105.70	108.24	81.76	65.59	73.88
6	Goa	87.19	82.32	84.79	72.91	67.66	70.33
7	Gujarat*	132.82	111.16	122.29	73.18	67.96	70.67
8	Haryana*	76.33	76.54	76.43	68.04	63.32	65.84
9	Himachal Pradesh	93.19	87.82	90.55	102.12	96.34	99.30
10	Jammu & Kashmir*	102.43	78.07	89.85	84.32	64.40	74.39
11	Jharkhand*	100.51	76.34	88.56	43.86	30.76	37.56
12	Karnataka	113.94	109.99	111.99	80.22	72.07	76.18
13	Kerala	87.79	87.66	87.73	97.05	92.22	94.68
14	Madhya Pradesh	121.64	104.76	113.41	73.39	49.57	61.79
15	Maharashtra	112.18	109.39	110.82	98.23	90.95	94.67
16	Manipur	105.25	98.83	102.08	82.28	73.72	78.05
17	Meghalaya*	117.79	107.50	112.42	60.16	61.49	60.83
18	Mizoram*	132.14	106.67	119.07	81.45	78.45	79.95
19	Nagaland*	110.70	100.75	105.70	59.15	61.43	60.26
20	Orissa*	133.52	97.25	115.64	67.03	44.33	55.89
21	Punjab	71.72	72.36	72.02	64.39	65.33	64.83
22	Rajasthan	143.59	124.94	134.60	73.73	44.06	59.62
23	Sikkim*	119.13	110.31	114.59	61.35	69.05	65.14
24	Tamil Nadu	117.59	114.15	115.91	96.19	92.55	94.41
25	Tripura	113.09	91.58	101.72	68.70	64.11	66.46
26	Uttar Pradesh	88.94	61.54	75.76	54.08	29.93	42.66
27	Uttaranchal	98.66	100.48	99.56	77.21	72.88	75.09
28	West Bengal*	112.72	106.82	109.80	60.51	46.96	53.88
29	A&N Islands	89.58	82.70	86.14	82.46	92.98	82.71
30	Chandigarh	57.86	55.06	56.54	62.69	64.76	63.65
31	D&N Haveli	142.26	130.98	136.87	95.26	64.84	80.97
32	Daman & Diu	94.54	94.61	94.58	86.08	72.88	79.65
33	Delhi	88.92	78.74	83.81	89.45	85.07	87.35
34	Lakshadweep	100.93	83.45	91.98	133.50	96.64	114.19
35	Pondicherry	77.25	74.08	75.69	94.04	86.60	90.32

* School data pertains to 2001-02

STATEMENT 4: Enrolment by Stages (Scheduled Castes) 2002-2003 (Provisional) as on 30 September 2002

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	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh	867895	840186	1708081	355914	286403	642317	383266	249049	632315	71337	32627	103964
2	Arunachal Pradesh	2	1	3	13	8	21	18	11	29	53	4	57
3	Assam*	272027	221409	493436	109819	91938	201757	72208	52388	124596	12954	6806	19760
4	Bihar*	828468	459318	1287786	158047	74654	232701	67800	28018	95818	22670	4050	26720
5	Chattisgarh*	227334	201043	428377	90005	63044	153049	51093	25941	77034	8449	4497	12946
6	Goa	1267	1261	2528	561	434	995	279	271	550	101	78	179
7	Gujarat*	328627	288065	616692	137715	102541	240256	99647	62445	162092	60701	14198	74898
8	Haryana*	280375	254956	535331	114217	82191	196408	73524	42862	116386	14095	5876	19971
9	Himachal Pradesh*	110746	105071	215817	51326	46293	97619	36854	30094	66948	6902	3934	10836
10	Jammu & Kashmir*	41225	32161	73386	20670	18041	38711	10429	7531	17960	0	0	0
11	Jharkhand*	206917	134848	341765	50134	23504	73638	21556	8914	30470	5277	867	6144
12	Karnataka*	704456	650346	1354802	279403	236354	515757	161696	124827	286523	51629	16781	68410
13	Kerala	132058	124908	256966	91964	82495	174459	67229	74567	141796	8699	12204	20903
14	Madhya Pradesh	816849	672169	1489018	315648	182512	498160	154522	71255	225777	26251	14281	40531
15	Maharashtra	884344	830231	1714575	477551	415283	892834	331814	257188	589002	75365	39070	114435
16	Manipur	3284	3074	6358	1267	1087	2354	1149	799	1948	482	393	875
17	Meghalaya*	1043	895	1938	927	975	1902	839	655	1494	301	174	475
18	Mizoram*	413	404	817	197	182	379	446	334	780	0	0	0
19	Nagaland*	0	0	0	0	0	0	0	0	0	69	47	116
20	Orissa*	586000	391000	977000	253000	119000	372000	105800	59300	165100	22764	8956	31720
21	Punjab*	489986	442880	932866	177287	157882	335169	105785	85238	191023	14022	14196	28218
22	Rajasthan	1027788	799786	1827574	287993	133389	421382	149927	42864	192791	30151	5031	35181
23	Sikkim*	2330	2290	4620	709	771	1480	405	363	768	55	60	115
24	Tamil Nadu*	608687	527296	1135983	363053	324666	687719	281255	259452	540707	37435	28715	66150
25	Tripura	46565	43383	89948	18340	16225	34565	11157	8557	19714	2092	1442	3534
26	Uttar Pradesh	2557412	1509766	4067178	723717	265674	989391	423046	95532	518578	118388	31801	150189
27	Uttaranchal	142347	142207	284554	58444	50454	108898	33140	12043	45183	10814	3444	14258
28	West Bengal*	1395401	1237413	2632814	390233	259029	649262	223746	130298	354044	55490	28054	83544
29	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
30	Chandigarh	6614	5997	12611	3245	2856	6101	1458	1456	2914	1278	1017	2295
31	D&N Haveli	255	258	513	124	103	227	128	90	218	0	0	0
32	Daman & Diu	330	301	631	221	201	422	196	168	364	11	16	27
33	Delhi*	111208	91691	202899	42505	38995	81500	22629	20745	43374	10537	6266	16803
34	Lakshadweep	0	2	2	2	2	4	4	3	7	0	0	0
35	Pondicherry	9394	8944	18338	6960	6486	13446	4907	4628	9535	1325	1020	2345

* School data pertains to 2001-02

STATEMENT 5: Gross Enrolment Ratio (SC Students) in the Age Group (6-11) and (11-14) 2002-2003 (Provisional) as on 30 September 2002

S. No.	States/UTs	Enrolment Ratio SC (I-V)			Enrolment Ratio SC (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	113.30	111.63	112.47	91.17	78.13	84.86
2	Arunachal Pradesh	0.00	0.00	0.00	0.00	0.00	0.00
3	Assam*	109.77	91.36	100.67	95.96	85.13	90.70
4	Bihar*	96.90	57.23	77.69	43.21	22.95	33.67
5	Chattisgarh*	100.55	87.64	94.05	91.19	65.81	78.69
6	Goa	79.11	72.06	75.43	53.64	41.00	47.29
7	Gujarat*	109.13	100.06	104.70	100.21	81.54	91.29
8	Haryana*	80.77	83.02	81.83	77.72	64.82	71.75
9	Himachal Pradesh*	92.00	84.16	88.01	86.14	77.58	81.86
10	Jammu & Kashmir*	90.02	64.80	76.90	93.91	83.63	88.82
11	Jharkhand*	75.34	51.14	63.48	42.67	21.99	32.81
12	Karnataka*	110.42	102.66	106.55	99.29	86.19	92.83
13	Kerala	87.62	85.56	86.61	91.71	85.83	88.83
14	Madhya Pradesh	121.22	105.05	113.34	108.12	67.76	88.75
15	Maharashtra	114.44	111.13	112.81	101.08	94.16	97.74
16	Manipur	104.57	89.45	96.67	79.67	64.22	71.71
17	Meghalaya*	108.63	103.22	106.06	83.05	86.13	84.60
18	Mizoram*	99.27	94.70	96.96	99.76	95.88	97.86
19	Nagaland*	0.00	0.00	0.00	0.00	0.00	0.00
20	Orissa*	113.27	97.53	106.40	99.52	65.26	85.21
21	Punjab*	110.22	109.44	109.85	81.87	81.28	81.59
22	Rajasthan	146.37	123.25	135.27	71.48	41.80	58.36
23	Sikkim*	84.93	80.27	82.55	57.66	60.10	58.91
24	Tamil Nadu*	96.87	85.75	91.37	99.77	93.20	96.56
25	Tripura	99.07	98.60	98.84	87.33	81.13	84.30
26	Uttar Pradesh	101.07	65.64	84.20	63.48	25.99	45.75
27	Uttaranchal	105.11	107.44	106.27	92.99	83.31	88.24
28	West Bengal*	114.19	101.91	108.07	86.22	62.80	75.05
29	A&N Islands	0.00	0.00	0.00	0.00	0.00	0.00
30	Chandigarh	84.13	73.13	78.51	74.25	70.34	72.36
31	D&N Haveli	101.05	101.45	101.25	104.27	83.23	93.54
32	Daman & Diu	103.19	75.36	87.73	88.07	67.43	76.86
33	Delhi*	67.80	55.95	61.88	52.06	50.59	51.34
34	Lakshadweep	0.00	0.00	0.00	0.00	0.00	0.00
35	Pondicherry	93.94	89.44	91.69	97.79	88.94	93.31

* School data pertains to 2001-02

STATEMENT 6: Enrolment by Stages (Scheduled Tribes) 2002-2003 (Provisional) as on 30 September 2002

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	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh	472803	429096	901899	118829	72156	190985	81606	37549	119155	17635	6921	24556
2	Arunachal Pradesh	67840	58409	126249	22006	18902	40908	15653	10480	26133	3430	1730	5160
3	Assam*	369902	299238	669140	134314	108584	242898	97078	65424	162502	18578	9959	28537
4	Bihar*	47917	23438	71355	8102	3273	11375	3088	1438	4526	10982	4064	15046
5	Chattisgarh*	475440	409292	884732	169186	120648	289834	89368	47787	137155	8652	4302	12954
6	Goa	26	27	53	7	3	10	11	9	20	16	10	26
7	Gujarat*	619624	512918	1132542	176635	139897	316532	118559	86318	204877	20918	14757	35674
8	Haryana*	0	0	0	0	0	0	0	0	0	0	0	0
9	Himachal Pradesh*	16527	16085	32612	8889	7389	16278	7003	5999	13002	2063	1449	3512
10	Jammu & Kashmir*	35716	22812	58528	8975	6634	15609	6242	3125	9367	0	0	0
11	Jharkhand*	508410	367444	875854	107283	64848	172131	42463	24009	66472	2477	1461	3938
12	Karnataka*	247187	225266	472453	93462	77173	170635	51556	37685	89241	14925	4347	19272
13	Kerala	17923	16716	34639	9104	8088	17192	5295	5412	10707	1589	1573	3162
14	Madhya Pradesh	883277	667971	1551248	224598	121482	346080	105513	46469	151982	26889	13656	40544
15	Maharashtra	673492	581671	1255163	260973	206832	467805	150726	94677	245403	22245	9283	31528
16	Manipur	62436	54977	117413	18483	15649	34132	11521	9709	21230	2740	2040	4780
17	Meghalaya*	129330	130221	259551	35719	43226	78945	21744	20534	42278	6714	7272	13986
18	Mizoram*	72263	61467	133730	25054	24139	49193	17610	17748	35358	2979	2534	5513
19	Nagaland*	91991	80408	172399	33753	20458	54211	18752	15427	34179	6828	4989	11817
20	Orissa*	741000	451000	1192000	197000	97000	294000	69900	35660	105560	19061	8848	27910
21	Punjab*	0	0	0	0	0	0	0	0	0	2826	4	2830
22	Rajasthan	728459	571930	1300389	194133	84898	279031	105265	27554	132819	22072	2560	24632
23	Sikkim*	8933	8779	17712	2709	2954	5663	1554	1385	2939	267	308	576
24	Tamil Nadu*	30311	26941	57252	17245	18233	35478	9867	8067	17934	784	607	1391
25	Tripura	93550	80663	174213	25846	20385	46231	14579	9837	24416	1349	868	2217
26	Uttar Pradesh	22898	14919	37817	9143	4291	13434	6602	2493	9095	1719	806	2525
27	Uttaranchal	19235	19512	38747	8611	8273	16884	7149	4393	11542	252	139	391
28	West Bengal*	432614	281541	714155	108557	49012	157569	42529	21719	64248	7124	3337	10462
29	A&N Islands	1567	1448	3015	920	812	1732	487	557	1044	65	57	122
30	Chandigarh	7	2	9	4	2	6	0	0	0	337	264	601
31	D&N Haveli	13177	11210	24387	4995	2694	7689	2174	1238	3412	0	0	0
32	Daman & Diu	1126	1019	2145	537	434	971	264	166	430	65	17	82
33	Delhi*	1029	652	1681	306	228	534	238	172	410	1966	1226	3192
34	Lakshadweep	4007	3471	7478	2637	2108	4745	1724	1619	3343	0	0	0
35	Pondicherry	0	0	0	0	0	0	0	0	0	79	19	98

* School data pertains to 2001-02

Statement 7: Gross Enrolment Ratio (ST Students) Age Group (6-11) And (11-14) 2002-2003 (Provisional) as on 30 September 2002

S. No.	States/UTs	Enrolment Ratio ST Students (I-V)			Enrolment Ratio ST Students (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	107.98	100.52	104.30	76.17	49.89	63.53
2	Arunachal Pradesh	115.46	96.30	105.73	101.69	76.74	88.33
3	Assam*	106.91	94.55	101.00	98.82	93.01	96.14
4	Bihar*	92.89	61.72	79.67	52.77	34.46	45.77
5	Chattisgarh*	110.50	95.49	103.01	96.28	75.80	86.54
6	Goa	86.08	108.66	96.27	108.73	42.95	74.50
7	Gujarat*	120.55	111.66	116.37	74.76	61.99	68.52
8	Haryana*	0.00	0.00	0.00	0.00	0.00	0.00
9	Himachal Pradesh*	91.79	78.36	84.63	86.42	72.20	79.33
10	Jammu & Kashmir*	0.00	0.00	0.00	0.00	0.00	0.00
11	Jharkhand*	109.06	82.38	96.01	86.22	60.18	74.13
12	Karnataka*	105.97	101.63	103.86	99.84	85.98	93.06
13	Kerala	105.21	104.66	104.94	84.97	81.41	83.26
14	Madhya Pradesh	95.70	70.80	83.13	72.02	44.65	59.27
15	Maharashtra	109.92	104.72	107.45	95.91	77.16	86.61
16	Manipur	107.65	101.81	104.83	73.93	62.60	68.26
17	Meghalaya*	108.78	102.28	105.42	63.56	73.04	68.42
18	Mizoram*	131.60	105.98	118.44	81.33	70.07	75.39
19	Nagaland*	92.32	75.14	83.42	73.25	42.47	57.52
20	Orissa*	119.88	83.33	102.82	78.42	45.39	63.24
21	Punjab*	0.00	0.00	0.00	0.00	0.00	0.00
22	Rajasthan	136.67	120.31	128.96	68.74	38.80	55.67
23	Sikkim*	92.89	90.58	91.73	57.62	61.87	59.76
24	Tamil Nadu*	98.02	92.86	95.52	84.95	91.86	88.37
25	Tripura	103.94	97.18	100.70	66.27	53.64	60.04
26	Uttar Pradesh	91.59	64.87	78.79	83.16	41.75	63.16
27	Uttaranchal	95.40	97.22	96.31	81.99	81.59	81.80
28	West Bengal*	102.97	73.28	88.28	77.09	33.76	55.09
29	A&N Islands	76.16	52.88	62.87	77.74	57.11	66.48
30	Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00
31	D&N Haveli	109.81	101.91	106.03	99.90	67.35	85.43
32	Daman & Diu	109.11	90.70	99.51	90.58	62.69	75.56
33	Delhi*	0.00	0.00	0.00	0.00	0.00	0.00
34	Lakshadweep	102.95	82.82	92.51	87.90	70.27	79.08
35	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00

* School data pertains to 2001-02

Statement 8: Gross Dropout Rates in Classes I-V for the Year 2002-2003 (Provisional) as on 30 September 2002

S.No.	State/UTs	Boys	Girls	Total
1	Andhra Pradesh	42.43	42.47	42.45
2	Arunachal Pradesh	47.28	49.44	48.27
3	Assam*	46.63	51.18	48.64
4	Bihar*	60.70	63.11	61.64
5	Chattisgarh*			
6	Goa	0.08	5.45	2.69
7	Gujarat*	27.21	22.13	25.05
8	Haryana*	30.49	30.53	30.51
9	Himachal Pradesh	14.91	22.08	18.52
10	Jammu & Kashmir*	32.16	25.38	29.27
11	Jharkhand*			
12	Karnataka	14.85	13.78	14.34
13	Kerala	0.00	0.00	0.00
14	Madhya Pradesh*	29.24	29.96	29.55
15	Maharashtra	8.76	10.15	9.43
16	Manipur	26.74	25.42	26.12
17	Meghalaya*	57.17	56.75	56.96
18	Mizoram*	60.59	57.82	59.31
19	Nagaland*	38.63	44.44	41.50
20	Orissa*	38.91	40.08	39.38
21	Punjab	26.39	24.10	25.31
22	Rajasthan	62.06	57.67	60.43
23	Sikkim*	61.89	61.64	61.76
24	Tamil Nadu	14.61	16.26	15.41
25	Tripura	49.47	46.87	48.26
26	Uttar Pradesh	44.69	49.75	46.63
27	Uttaranchal*			
28	West Bengal*	39.40	40.41	39.86
29	A&N Islands	0.73	4.00	2.31
30	Chandigarh	35.89	38.89	37.32
31	D&N Haveli	16.04	32.64	23.69
32	Daman & Diu	0.00	0.00	0.00
33	Delhi	11.93	19.38	15.55
34	Lakshadweep	0.00	0.00	0.00
35	Pondicherry	0.00	0.00	0.00

* School data pertains to 2001-02

Note: Dropout rates of Chattisgarh Jharkhand and Uttaranchal states are shown combined with their respective parent state

Statement 9: Gross Dropout Rates in Classes I-VIII for the Year 2002-2003 (Provisional) as on 30 September 2002

S.No.	State/UTs	Boys	Girls	Total
1	Andhra Pradesh	57.90	61.96	59.82
2	Arunachal Pradesh	64.87	62.36	63.76
3	Assam*	67.54	71.27	69.21
4	Bihar*	73.75	76.59	74.79
5	Chattisgarh*			
6	Goa	2.28	9.01	5.54
7	Gujarat*	50.02	55.92	52.52
8	Haryana*	8.21	17.13	12.35
9	Himachal Pradesh	8.04	11.48	9.72
10	Jammu & Kashmir*	32.25	27.30	30.14
11	Jharkhand*			
12	Karnataka	47.54	49.65	48.53
13	Kerala	0.00	0.00	0.00
14	Madhya Pradesh*	46.22	55.32	50.11
15	Maharashtra	33.45	38.32	35.77
16	Manipur	31.54	29.73	30.70
17	Meghalaya*	77.07	76.90	76.99
18	Mizoram*	61.17	58.50	59.89
19	Nagaland*	55.66	50.80	53.36
20	Orissa*	61.53	59.55	60.74
21	Punjab	33.77	31.75	32.81
22	Rajasthan	62.24	71.14	65.78
23	Sikkim*	67.72	58.51	63.41
24	Tamil Nadu	46.12	39.05	42.90
25	Tripura	67.34	68.42	67.84
26	Uttar Pradesh	54.57	64.56	58.43
27	Uttaranchal*			
28	West Bengal*	67.65	74.38	70.87
29	A&N Islands	17.64	19.26	18.42
30	Chandigarh	0.00	0.00	0.00
31	D&N Haveli	41.40	58.24	48.90
32	Daman & Diu	12.90	21.81	17.21
33	Delhi	19.91	28.09	23.97
34	Lakshadweep	0.00	0.00	0.00
35	Pondicherry	0.00	0.00	0.00

* School data pertains to 2001-02
 Note: Dropout rates of Chattisgarh Jharkhand and Uttaranchal states are shown combined with their respective parent state

Statement 10: Gross Dropout Rates in Classes I-X for the Year 2002-2003 (provisional) as on 30 September 2002

S.No.	State/UTs	Boys	Girls	Total
1	Andhra Pradesh	67.22	70.81	68.89
2	Arunachal Pradesh	71.20	74.97	72.85
3	Assam*	75.54	75.70	75.61
4	Bihar*	81.11	85.99	82.87
5	Chattisgarh*			
6	Goa	40.18	39.14	39.68
7	Gujarat*	57.99	65.01	61.19
8	Haryana*	29.86	42.85	35.94
9	Himachal Pradesh	28.86	31.43	30.11
10	Jammu & Kashmir*	50.16	47.18	48.94
11	Jharkhand*			
12	Karnataka	60.73	63.76	62.19
13	Kerala	15.72	6.90	11.39
14	Madhya Pradesh*	64.98	76.34	69.88
15	Maharashtra	48.92	54.32	51.49
16	Manipur	58.04	56.65	57.38
17	Meghalaya*	82.99	83.88	83.44
18	Mizoram*	72.08	67.11	69.73
19	Nagaland*	65.02	64.84	64.94
20	Orissa*	73.35	72.60	73.05
21	Punjab	48.91	47.14	48.08
22	Rajasthan	71.45	80.90	74.91
23	Sikkim*	88.88	87.83	88.39
24	Tamil Nadu	47.37	46.34	46.87
25	Tripura	75.33	76.39	75.82
26	Uttar Pradesh	58.72	77.38	65.94
27	Uttaranchal*			
28	West Bengal*	77.04	80.46	78.52
29	A&N Islands	51.44	51.24	51.35
30	Chandigarh	31.25	27.24	29.40
31	D&N Haveli	72.23	72.24	72.23
32	Daman & Diu	46.23	49.40	47.68
33	Delhi	45.23	49.82	47.48
34	Lakshadweep	27.66	23.37	25.60
35	Pondicherry	22.83	20.15	21.54

* School data pertains to 2001-02

Note: Dropout rates of Chattisgarh Jharkhand and Uttaranchal states are shown combined with their respective parent state

Statement 11: Number of Teachers 2002-2003 (Provisional) as on 30 September 2002

S.No.	State/UTs	Primary			Middle/Upper Primary			Sec./Hr. Sec		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	98240	75491	173731	59626	42523	102149	111227	66902	178129
2	Arunachal Pradesh	2350	1168	3518	1763	726	2489	2586	721	3307
3	Assam*	61982	25335	87317	45776	11922	57698	50599	18982	69581
4	Bihar*	65277	15640	80917	47252	13715	60967	39651	4604	44255
5	Chattisgarh	43263	14753	58016	18840	7404	26244	21238	11482	32720
6	Goa	691	2068	2759	181	430	611	3124	4872	7996
7	Gujarat*	12157	16232	28389	87767	83882	171649	50711	18105	68816
8	Haryana*	25372	24923	50295	5762	2989	8751	36374	25755	62129
9	Himachal Pradesh	14491	11499	25990	6730	3002	9732	18107	12203	30310
10	Jammu & Kashmir*	16769	10763	27532	19659	11330	30989	17877	9329	27206
11	Jharkhand*	25539	5893	31432	18658	7840	26498	8947	3633	12580
12	Karnataka	33858	24462	58320	77321	84080	161401	60189	36247	96436
13	Kerala	11401	32630	44031	14725	31457	46182	36513	76989	113502
14	Madhya Pradesh	121142	54646	175788	65497	33724	99221	52268	29414	81682
15	Maharashtra	69743	106293	176036	104472	76473	180945	77192	33915	111107
16	Manipur	6140	3502	9642	4998	2976	7974	7575	4637	12212
17	Meghalaya*	7124	6241	13365	3098	1869	4967	3085	3073	6158
18	Mizoram*	2715	2714	5429	4048	1699	5747	2461	877	3338
19	Nagaland*	4109	2843	6952	2947	2082	5029	3818	3158	6976
20	Orissa*	83532	27508	111040	35595	6139	41734	47991	13203	61194
21	Punjab	6346	7165	13511	6346	7165	13511	29329	41872	71201
22	Rajasthan	86767	30625	117392	111022	40261	151283	75884	28542	104426
23	Sikkim*	1905	1585	3490	1080	621	1701	1686	914	2600
24	Tamil Nadu	35668	81926	117594	16942	38403	55345	67253	111113	178366
25	Tripura	7079	1730	8809	4608	1364	5972	12499	5632	18131
26	Uttar Pradesh	226558	79799	306357	80103	26492	106595	104666	28876	133542
27	Uttaranchal	15557	13969	29526	11531	2846	14377	17033	2494	19527
28	West Bengal*	115874	36097	151971	8890	3234	12124	92861	35358	128219
29	A&N Islands	403	482	885	353	365	718	1405	1386	2791
30	Chandigarh	15	300	315	42	275	317	1133	4118	5251
31	D&N Haveli	315	355	670	145	68	213	159	127	286
32	Daman & Diu	115	282	397	125	119	244	210	114	324
33	Delhi	7178	14629	21807	1727	5873	7600	18776	36963	55739
34	Lakshadweep	175	110	285	58	44	102	321	102	423
35	Pondicherry	732	1814	2546	727	865	1303	2535	2912	5447

* School data pertains to 2001-02

Annexure II

List of Institutes Selected in different States for Monitoring of Sarva Shiksha Abhiyan

State	Institutions Selected	Lead Institution for the State with 2-3 institutions	Region
Andhra Pradesh	DOE, Osmania University	–	South
Arunachal Pradesh	DOE, Arunachal University	–	NE
Assam	DOE, Guwahati University, Assam	–	NE
Bihar	1) Jamia Millia, Delhi 2) A.N. Sinha Institute of Social Sciences, Patna	Jamia Millia	East
Chhattisgarh	RIE, Bhopal	–	East
Goa	SNDT University	–	West
Gujarat	1) MS University, Vadodra 2) Sardar Patel Institute of Economic and Social Research, Ahmedabad	Sardar Patel Institute of Economic and Social Research, Ahmedabad	West
Himachal Pradesh	Himachal University, Shimla	–	North
Haryana	Kurukshetra University	–	North
Jharkhand	XLRI, Jamshedpur	–	East
Jammu & Kashmir	1) University of Jammu 2) University of Kashmir	–	North
Kerala	Centre for Development Studies, Trivandrum		South
Karnataka	1) Institute of Social & Economic Change, Bangalore 2) RIE, Mysore	Institute of Social & Economic Change, Bangalore	South
Madhya Pradesh	1) TISS Mumbai 2) MPISSR, Ujjain	MPISSR, Ujjain	West
Manipur	DOE, Manipur University	–	NE
Meghalaya	NEHU, Shillong	–	NE
Mizoram	Mizoram University	–	NE
Maharashtra	1) Indian Institute of Education, Pune 2) DOE, SNDT University	SNDT University	West

State	Institutions Selected	Lead Institution for the State with 2-3 institutions	Region
Nagaland	Nagaland University	–	NE
Orissa	1) NKC Centre for Development Studies, Bhubaneswar 2) DOE, Sambalpur University (Dr. P. M. Institute of Advanced Study in Education, Sambalpur)	NKC Centre for Development Studies, Bhubaneswar	East
Punjab	DOE, Punjab University, Chandigarh	–	North
Rajasthan	1) Institute of Development Studies, Jaipur 2) Jai Narain Vyas University, Rajasthan Institute of Development Studies, Jaipur	Institute of Development Studies, Jaipur	West
Sikkim	DOE, University of North Bengal, Darjeeling	–	NE
Tamil Nadu	1) DOE, Alagappa University 2) IIM, Bangalore		South
Tripura	DOE, Tripura University	–	NE
Uttar Pradesh	1) Giri Institute of Social Sciences, Lucknow 2) GB Pant Social Science Institute, Allahabad 3) Lucknow University 4) CADR, Lucknow	Giri Institute of Social Sciences, Lucknow	North
Uttaranchal	NIAR, Mussoprie	–	North
West Bengal	1) IIM, Calcutta 2) DOE, Visvabharti University	IIM, Calcutta	East
Andaman & Nicobar	IIM, Kolkata	–	East
Chandigarh	DOE, Punjab University, Chandigarh	–	North
D & N Haveli	Indian Institute of Education, Pune	–	West
Daman & Diu	MS University, Vadodra	–	West
Delhi	Centre for Study of Developing Societies	–	North
Lakshadweep	Centre for Development Studies, Trivandrum	–	South
Pondicherry	DOE, Pondicherry University	-	South

Annexure III

States and Districts Covered under DPEP

Name of State	No. of districts covered under DPEP	Names of Districts
ANDHRA PRADESH (Phase I & II)	19	Karimnagar, Kurnool, Nellore, Warangal, Vijianagaram, Adilabad, Ananthapur, Chitoor, Cuddappah, Guntur, Khammam, Mehaboobnagar, Medak, Nalgonda, Nizamabad, Prakasham, Rangareddy, Srikakulam and Visakhapatnam
GUJARAT ORISSA	6	Kutch, Sabarkantha and Surendranagar, (Bhavnagar, Jamnagar, Junagarh - Funded under State Sector) Boudh, Koraput, Malkangiri, Sonepur, Kandhamal, Nabarangapur, Nuapada, Mayurbhanj
WEST BENGAL (Phase I & II)	10	Bankura, Birbhum, Cooch Behar, Murshidabad, South Paraganas Jalpaiguri, Malda, Purulia, North Dinajpur, South Dinajpur
UTTAR PRADESH (Phase III)	32	Agra, Azamgarh, Balia, Bijnaur, Bulandshahar, Etah, Faizabad, Ambedkar Nagar, Farrukhabad, Kannauj, Fatehpur, Ghaziabad, Gautam Budh Nagar, Ghazipur, Hamirpur, Mahoba, Jalaun, Jaunpur, Jhansi, Kanpur Dehat, Mainpuri, Mathura, Mau, Meerut, Baghapat, Mirzapur, Muzaffarnagar, Padrauna, Pratapgarh, Rae-Bareli, Sultanpur, Unnao,
UTTARANCHAL	6	Bageshwar, Hardwar, Pithoragarh, Champawat, Tehri Garhwal, Uttarkashi.
BIHAR	20	Muzaffarpur, West Champaran, Sitamarhi, Sheohar, Rohtas, Kaimur, Vaishali, Gaya, Darbhanga, Purnea, Araria, Kishanganj, Bhojpur, Buxar, Munger, Jamui, Lakhisarai, Sheikhpura, Bhagalpur, Banka,(which includes 11 educational districts)
JHARKHAND	9	Chatra, Dumka, Hazaribagh, Koderma, West Singhbhum, East Singhbhum, Ranchi, Jamatara and Scraikela (which includes 6 educational districts)
RAJASTHAN (Phase I&II)	19	Alwar, Bhilwara, Jhalawar, Jhunjhunu, Kota, Nagaur, Sikar, Sirohi,Sri Ganganagar, Tonk, Churu, Dausa, Jaipur, Bharatpur, Dholpur, Bundi, Karauli, Sawaimadhopur, Hanumangarh
Total districts covered	129	

Annexure IV

List of NGOs to whom more than Rs.1.00 lakh has been sanctioned during the year 2002-2003

S.No.	Name and Address of NGO	Amount Released
1.	Priyanka Manila Mandali, Andhra Pradesh.	2,00,000/-
2.	Indira Gandhi Open University, New Delhi and Centre for Study of Society and Secularism (CSSS), Mumbai.	1,50,000/-
3.	Mano Chaitanya Human Services, Hyderabad, Andhra Pradesh.	1,40,320/-
4.	Ability Foundation, Chennai.	1,00,000/-
5.	Kaivalyadhama S.M.Y.M. Samiti, Lonavla, Pune.	1,71,594/-
6.	East West Educational Society, Patna.	1,05,229/-
7.	Bhartiya Shiksha Shodh and Nirdesam Sansthan, Jaipur	1,00,000/-
8.	Mitra Mandali Tarun Samaj Samiti, Bharatpur, Rajasthan.	3,00,000/-
9.	Sanskar Jyoti, Jaipur.	1,00,000/-
10.	Council of Boards for Secondary Education (COBSE), New Delhi.	3,35,875/-
11.	Bhariya Vidya - Abhyan Kendra, Varanasi.	50,000/-
12.	DAV College of Education for Women, Amritsar.	1,25,000/-
13.	University of Pune, Pune.	2,50,000/-
14.	Indian Academy of Social Sciences, Allahabad.	1,00,000/-
15.	Vigyan Bharathi and Maharishi Bharadwaj Society, Andhra Pradesh.	4,00,000/-
16.	Khass Kitab Foundation, Gulmohar Enclave, New Delhi.	1,22,500/-
17.	Jan Shikshan Sansthan, Gaya.	40,000/-
18.	Ability Foundation, Chennai.	1,00,000/-
19.	Society for Social Services, Delhi.	50,000/-
20.	Himalayan Buddhist Cultural Association, Delhi.	1,00,000/-
21.	Gandhi Hindustani Sahitya Sabha, Raj ghat, New Delhi.	50,000/-
22.	Science Communication Forum, Kolkata.	1, 00,000/-
23.	Media Management Group for Literacy and Development, New Delhi.	2,00,000/-
24.	Arundhati Educational Society, Secunderabad.	50,000/-
25.	Gandhi Hindustani Sahitya Sabha, New Delhi.	2,50,000/-
26.	The Gorgoripur Rural Development Organisation, Assam.	50,000/-
27.	Bhavnagar University, Bhavnagar (Gujrat)	1,00,000/-
28.	Ekatm Manavdarshan Anusandhan Evam Vikas Pratishthan (Research & Development Foundation for Integral Humanism), New Delhi	1,30,000/-

AnnexureV

Names of the Voluntary Hindi Organisations (VHOs) 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.	2,97,488.00
2.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, Uttar Lakhimpur.	3,68,700.00
3.	Assam Rashtrabhasha Prachar Samiti, Guwahati.	24,42,000.00
4.	Assam Rashtrabhasha Prachar Samiti, Jorhat.	12,82,275.00
Manipur		
5.	Manipur Rashtrabhasha Prachar Samiti, Imphal	2,18,250.00
6.	Manipur Hindi Parishad, Imphal.	2,40,750.00
7.	Manipur Hindi Prachar Sabha, Imphal.	2,31,000.00
Meghalaya		
8.	Meghalaya Rashtrabhasha Prachar Samiti, Shillong.	1,29,600.00
Mizoram		
9.	Mizoram Hindi Prachar Sabha, Aizawl.	2,51,250.00
Andhra Pradesh		
10.	Dakshin Bharat Hindi Prachar Sabha (Andhra), Hyderabad.	21,42,550.00
11.	Hindi Prachar Sabha, Hyderabad.	1,49,850.00
12.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad.	7,40,850.00
13.	Nagar Hindi Verg Sanchalak Va Adhyapak Sangh, Hyderabad.	1,98,774.00
Karnataka		
14.	Mysore Hindi Prachar Parishad, Bangalore.	20,50,444.00
15.	Karnataka Hindi Prachar Samiti, Bangalore.	11,45,493.00
16.	Karnataka Mahila Hindi Seva Samiti, Bangalore.	15,72,675.00
17.	Hindi Vidyapeeth, Hubli.	1,04,175.00
18.	Hindi Shaikshanik Seva Samiti, Bijapur.	1,32,690.00
19.	Hindi Prachar Sangh, Mudhol.	1,96,050.00
20.	Dakshin Bharat Hindi Prachar Sabha (Karnataka), Dharwad.	33,14,062.00
21.	Dakshin Bharat Hindi Prachar Sabha (Goa Branch), Karnataka.	2,35,350.00

Tamil Nadu

22.	Dakshin Bharat Hindi Prachar Sabha (Tamilnadu), Trichy.	23,27,400.00
23.	Dakshin Bharat Hindi Prachar Sabha (Chennai), City Scheme.	6,58,387.00
24.	Dakshin Bharat Hindi Prachar Sabha (Chennai), (P.G. & B.Ed. Centre).	31,64,360.00

Orissa

25.	Utakal Prantiya Rashtrabhasha Prachar Sabha, Cuttack.	3,02,715.00
26.	Orissa Hindi Parivesh, Sutahat, Cuttack.	1,26,525.00

Jharkhand

27.	Hindi Vidyapeeth, Deoghar, Jharkhand.	3,66,338.00

Maharashtra

28.	Bombay Hindi Vidyapeeth, Bombay.	15,95,550.00
29.	Bombay Prantiya Rashtrabhasha Prachar Sabha, Bombay.	3,57,150.00
30.	Bombay Hindi Sabha, Bombay.	2,74,725.00
31.	Maharashtra Rashtrabhasha Sabha, Pune.	3,01,050.00
32.	Rashtrabhasha Prachar Samiti, Wardha.	3,32,850.00
33.	Vidarbha Rashtrabhasha Prachar Samiti, Nagpur.	2,03,250.00
34.	Maharashtra Hindi Prachar Sabha, Aurangabad.	1,48,548.00

Goa

35.	Bombay Hindi Vidyapeeth (Goa Branch).	1,02,525.00
36.	Gomantak Rashtrabhasha Vidyapeeth, Goa.	1,61,291.00
37.	Dakshin Bharat Hindi Prachar Sabha (Goa Br.).	2,35,350.00

Gujarat

38.	Gujarat Vidyapeeth, Ahmedabad.	1,57,866.00
39.	Bombay Hindi Vidyapeeth, Bombay. (Gujarat Branch).	1,17,023.00

Delhi

40.	Akhil Bharatiya Hindi Sanstha Sangh, New Delhi.	9,08,523.00
41.	Bharatiya Anuwad Parishad.	1,28,775.00
42.	Nagari Lipi Parishad.	2,62,725.00

Uttar Pradesh

43.	Hindi Sahitya Samelan, Prayag, Allahabad.	2,06,250.00
44.	Prayag Mahila Vidyapeeth, Allahabad.	1,12,500.00

Annexure VI

Statement showing the status of non-submission of Utilisation Certificates in respect of Grant-in-aid Sanctioned to the NGO's/Voluntary Organisations for the last 3 years i.e. 1999-2000, 2000-2001 and 2001-2002.

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGO/Volunatry Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGO/ Voluntary Organisations (as in Col-I) without insisting for UC
1999-2000				
	KVS, New Delhi	15,00,000	Final Accounts/ UC awaited.	UC not required for first instalment
2000-2001				
	ACME Rural Welfare Society Ltd., Mokok (Kohima), Nagaland	50,000	Final Accounts/ UC awaited from NGO.	UC not required for first instalment
	CEE Ahmedabad	4,76,828	Final Accounts/ UC awaited from NGO.	Grant was for different project
	CEE Ahmedabad	3,73,000	UC not received and pending.	Grant was for different project
	KVS	6,50,000	Final Accounts/ UC awaited.	No further grant released
	NVS	14,00,000	Final Accounts/ UC awaited.	No further grant released
	NOS	5,00,000	Final Accounts/ UC awaited.	No further grant released
2001-2002				
	NCTE	5,00,000	Final Accounts/ UC awaited.	No further grant released
	Dharampore Netaji Juba Sangha, Midnapore, West Bengal	1,62,500	Final Accounts/ UC awaited from NGO.	No further grant released
	Jhalka Palli Alok Samiti, Midnapore	50,000	Final Accounts/ UC awaited from NGO.	UC not required for first instalment
	All India Federation of SC, ST and Minorities, Midnapore, West Bengal	50,000	Final Accounts/ UC awaited from NGO.	UC not required for first instalment
	Jhalka Palli Alok Samiti, Midnapore	50,000	Final Accounts/ UC awaited from NGO.	No further grant released

All India Federation of SC, ST and Minorities, Midnapore, West Bengal	50,000	Final Accounts/ UC awaited from NGO.	No further grant released
CEE Ahmedabad	3,50,000	Final Accounts/ UC awaited from NGO.	Grant was for different project
East & West Education Society, Patna	6,50,000	Final Accounts/ UC awaited from NGO.	Grant was for different project
CEE Ahmedabad	16,94,000	Final Accounts/ UC awaited from NGO.	Grant was for different project
Health Agricultural Rural Development	12,500	Final Accounts/ UC awaited from NGO.	No further grant released
Indian Environmental Society, Delhi	3,64,500	Final Accounts/ UC awaited from NGO.	Grant was for different project
CEE Ahmedabad	17,05,200	Final Accounts/ UC awaited from NGO.	Grant was for different project
Backward & Rural Welfare Society	50,000	Final Accounts/ UC awaited from NGO.	
CEE Ahmedabad	8,95,000	Final Accounts/ UC awaited from NGO.	Grant was for different project
ACME Rural Welfare Society Ltd., Mokok (Kohima), Nagaland	50,000	Final Accounts/ UC awaited from NGO.	No further grant released
Pathari Vocational Institute, Nagaon, Assam	87,700	Final Accounts/ UC awaited from NGO.	No further grant released
Welfare Organisation for the Degrade	87,900	Final Accounts/ UC awaited from NGO.	No further grant released
Voluntary Health Association of Tripura, Agartala	1,00,000	Final Accounts/ UC awaited from NGO.	No further grant released
West Bengal SC, ST and Minority Welfare Association, Midnapore, (W.B.)	50,000	Final Accounts/ UC awaited from NGO.	No further grant released
Assam Science Society, Guwahati	3,00,000	Pending, A./c Awaited	Grant was for different project
Vikram A. Sarabhai Community Science Centre, Ahmedabad	3,22,000	Pending, A./c Awaited	Grant was for different project

Annexure VII

Statement Showing Details of Pending UCs

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGO/Volunatry Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGO/ Voluntary Organisations (as in Col-I) without insisting for UC
2000-01	Nil	Nil	Nil	Nil
2001-02	MP Welfare Association for the Blind, Indore(M.P.)	60,576/-	Not known	No further grants released.
-Do-	Mahesh Drishitiheen Kalyan Sangh, Indore (M.P.)	1,00,000/-	Not known	No further grants released.
2002-03	Nil	Nil	Nil	Nil

Language

Details of Voluntary Hindi Organisations (VHOs) that have not submitted the Utilisation Certificates for grants released to them during the last three years i.e., 1998-99, 1999-2000 and 2000-2001

S.No	Year	Name of NGO/ Voluntary Organisation	Language	Amount for which UCs have not been submitted by the NGO/Volunatry Organisation	Reason for not submitting the UCs	Reason for allowing further grants to the NGO/Voluntary Organisations (as in Col-I) without insisting for UCs
1	1999-2000	Hindi Mahavidyalaya, Chodavaram (A.P.)	Hindi	Rs. 5,700/-	Audited Accounts not received	No further grant released
2	1999-2000	Sunderban Hindi Mahavidyalaya, Daspur, 24- Parganas (W.B.)		Rs. 14,550/-	Audited Accounts not received	No further grant released

Statement showing the status of non-submission of UCs in respect of grant-in-aid sanctioned to NGOs for the last three years (1999-2000,2000-01,2001-02)

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGO/Volunatry Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGO/ Voluntary Organisations (as in Col-I) without insisting for UC
1999-2000	Nil	Nil	Nil	Nil
2000-01	Harihara Graminabhi Vrudhi Sanhga (R), Karnataka.	50,000/-	Matter is under correspondence with the organisation.	No further grant has been released.
2000-2001	Indian Association of Parliamentarians on Population Development, New Delhi.	1,50,000/-	-do-	-do-
2001-2002	The Institute of Peace Research and Action, Delhi.	1,00,000/-	-do-	-do-

Annexure VIII

Statement regarding release of grant to the NGOs under the scheme of promotion of yoga in schools (above One Lakh only)

(PLAN)

	(Amount in lakh)
Name and Address of the NGOs	2002-2003
ASSAM	
Sadau Asom Gramva Puthibharal Santha, Nagaon	1.31
GUJARAT	
Shree Keshav Smruti Trust, Bardoli, Distt. Surat, Gujarat	2.65
MAHARASHTRA	2.00
Kaivalyadhama SMYM Samiti, Lonavala, Pune	1.43
(Rs.2.00 lakh for 4th International Conference in 2002-2003)	
Shree Hanuman Vyayam Prasarak Mandal, Amravati	1.34
MANIPUR	
Yoga Physique & Studies, Imphal, Manipur	1.68
ORISSA	
Orissa Media Centre, Bhubaneshwar, Orissa	2.80
Banki Anchalika Adibasi Harijan Kalyan Parisad, P.O. Banki, Cuttuck	1.30
TOTAL	**14.51**

(NON PLAN)

Kaivalyadhama SMYM Samiti, Lonavala, Pune	59.30

Annexure IX

Funds allocated to voluntary organisations for Rs. One lakh and above under the centrally sponsored scheme 'Improvement of Science Education In Schools' during 2002-2003

S. No.	Name of the Voluntary Organisation	Amount released 2002-2003
	Andhra Pradesh	
1.	Hyderabad Science Society, Hyderabad	2.27
	Assam	
2.	Assam Science Society, Guwahati	7.22
	Bihar	
3.	East & West Educational Society, Patna	21.60
	Gujarat	
4.	Sahaj, Vadodara	8.42
5.	Vikram A.Sarabhai Community Science Centre, Ahmedabad	4.04
	Karnataka	
6.	Indian Academy of Sciences, Bangalore	5.75
7.	Bangalore Association for Science Education, Bangalore	9.09
	Orissa	
8.	Bhubaneshwar Science & Environment Forum, Bhubaneshwar	1.94
	Tamil Nadu	
9.	Tamil Nadu State Council for Science & Technology, Chennai	10.00
	West Bengal	
10.	Jaadis Bose National Science Talent Search, Calcutta	20.93
	NCT of Delhi	
11.	Sankalp, New Delhi	2.20
12.	Deshkal Society, New Delhi	2.37
13.	Chintan Environmental Research and Action Group, New DElhi	7.57

Annexure X

Funds allocated to voluntary organisations for Rs. 1.00 lakh and above during 2002-2003 under the centrally-sponsored scheme 'Environmental Orientation to School Education'

(Rs. in lakhs)

	Name of the Organisation	Amount released
1	Gowthami Educational Society, Tangutur, Distt. Prakasam, Andra Pradesh	1.61
2	Sadau Asom Puthibharal Santha,Halbergaon, Nagaon(Assam)	1.94
3.	East & West Educational Society, Patna(Blhar)	1.10
4.	Harijan Sevak Sangh, Murliganj, Madhepura(Blhar)	1.00
5.	SCERT, Raipur, Chhattisgarh	5.09
6.	Centre for Environment Education, Ahmedabad(Gujarat)	34.37
7.	Science Centre(Gwalior) Bhopal(Madhya Pradesh)	5.79
8.	Bharat Vidyapeeth Institute of Environment Education & Research, Pune(Maharashtra)	5.83
9.	Ashufilmei Development Society, Chowalnu, Mao Gate, Dist. Senapati(Manipur)	1.37
10.	Bhubaneswar Science & Environment Forum, Bhubaneswar(Orlssa)	2.00
11.	SANKALP, Puri (Orissa)	1.39
12. .	CPR Environment Education Centre, Chennai (Tamil Nadu)	27.54
13.	CEE, Himalaya, Lucknow (U.P.)	2.60
14.	Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora (Uttaranchal)	61.00
15.	West Bengal Voluntary Health Association, Kolkata	2.18
16.	Indian Environmental Society, Delhi	6.15
17.	Socio Service Art Group, Patel Nagar, New Delhi	2.74
18.	SANKALP, New Delhi	2.10
19.	Chintan Environment & Action Group, New Delhi	3.72

Annexure XI

List of autonomous organisations, institutions and public sector undertakings relating to the Departments of Secondary and Higher Education and Elementary Education and Literacy

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
1.	University of Delhi, Delhi-110 007. Home Page: www.du.ac.in	Prof. Deepak Nayyar Vice-Chancellor Tel.: 91-11-27667011/7190 Fax: 91-11-27667049/27666350
2.	Jawaharlal Nehru University, New Mehrauli Road, New Delhi-110 067. Home Page: www.jnu.ac.in	Prof. G. K.Chadha Vice-Chancellor Tel.: 91-11-26717500 Fax: 91-11-26717580
3.	Aligarh Muslim University, Aligarh-209 621. Home Page: www.amu.nic.in	Shri Naseem Ahmed Vice-Chancellor Tel.: 91-571-2700994 Fax: 91-571-2700528
4.	Banaras Hindu University, Varanasi-221 005. Home Page: www.bhu.ac.in	Prof. P. Ramachandra Rao Vice-Chancellor Tel.: 91-542-2307220 Fax: 91-542-2369951 E-mail: vc_bhu@banaras.ernet.in
5.	Pondicherry University, Pondicherry-605 014. Home page: www.pondiuni.org	Dr. A. K. Bhatnagar Vice-Chancellor Tel.: 91-413-2655175 Fax: 91-413-2655265
6.	University of Hyderabad, Hyderabad-500 146. Home Page: www.uohyd.ernet.in	Dr. Kota Harinarayana Vice-Chancellor Tel: 91-40-23010121 Fax: 91-40-23010145/23011090
7.	North Eastern Hill University, Lower Lachumere, Shillong-793 001.	Prof. Mrinal Miri Vice-Chancellor Tel.: 91-364-2550075/2550101 Fax: 91-364-2550076
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 Tel.: 91-11-26862707/26857084 Fax: 91-11-26862312
9	Assam University, Silchar-788 011	Prof.S.C.Saha Vice-Chancellor Tel.: 91-3842-270801 Fax: 91-3842-270802

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
10.	Tezpur University, Napaam Tezpur-784 001	Prof. Dr. P. C. Deka Vice-Chancellor Tel.: 91-3712-267003 Fax: 91-3712-267005/267006
11.	Visva Bharati, Shanti Niketan - 731 235, West Bengal Home Page: www.vbharat.ernet.in	Prof. Sujit K. Basu Vice-Chancellor Tel.: 91-3463-252451 Fax: 91-3463-252672
12.	Nagaland University, Lumami, Kohima-797 001	Prof. G.D.Sharma Vice-Chancellor Tel.: 91-370-2242701 Fax: 91-370-2290246
13.	Jamia Millia Islamia, Jamia Nagar, New Delhi - 110 025.	Prof. Mushirul Hasan Vice-Chancellor Tel.: 91-11-26984650 Fax: 91-11-26842559
14.	Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareili Road, Lucknow - 226 025.	Dr. G.Nanchariah Vice-Chancellor Tel.: 91-522-2440820 Fax: 91-522-2440821
15.	Maulana Azad National Urdu University, Gachibowli, Hyderabad-500 032. Home Page: www.urduuniversity.org (soon to be launched)	Dr. A. M. Pathan Vice-Chancellor Tel.: 91-40-23006601 Fax: 91-40-23006603
16.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Vardha, (Maharashtra) P. B. No. 16, Panchitteeta, Arvi Road, Umri. Home Page: www.hindivishwa.nic.in	Dr. G. Gopinathan Vice-Chancellor Tel.: 91-7152-230901 Fax: 91-7152-230903
17.	Mizoram University P. B. No. 190, Aizawl - 796 012, Mizoram.	Prof. Arvind K. Sharma Vice-Chancellor Tel.: 91-389-2342348 Fax: 91-389-2340313
18.	University Grants Commission, Bahadur Shah Zafar Marg, New Delhi- 110 002. Home Page: www.ugc.ac.in	Dr. Arun Nigavekar Chairman Tel.: 91-11-23239628 Fax: 91-11-23231797
19.	Indian Institute of Advanced Studies (IIAS), Rashtrapati Nivas, Summer Hill, Shimla - 171 005. Home page: www.iias.org	Prof. Bhuvan Chandel Director Tel.: 91-177-230006 Fax: 91-177-231389 E-Mail: iiasdir@nde.vsnl.net.in

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)

20. Indian Council of Historical Research (ICHR),
35 - Ferozeshah Road,
New Delhi - 110 001.

Prof. D.N.Tripathi,
Chairman,
Tel.: 91-11-23386033(O) 91-495-0370328(R)
Fax: 91-11-23383421

21 Indian Council of Social Science Research (ICSSR),
Aruna Asaf Ali Marg, JNU Institutional Area,
New Delhi - 110 067.
Home Page: www.icssr.org

Dr. V. R. Panchamukhi
Chairman
Tel.: 91-11-26179679(O) 91-11-26717146(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
Tel.: 91-11-26094403, 26094405
Fax: 91-11-26092129
E-mail: icpr@del2.vsnl.net.in

23. National Council of Rural Institutes
Shankar Bhawan, 2nd Floor,
Fateh Maidan Road, Hyderabad 500 004
Home Page : www.ncri.mhrd.org

Dr. B. H. Briz Kishore
Chairman,
Tel: 91-40-23212813/23212120
Fax: 91-40-23212114

Technical and Professional Institutions

24. Indian Institute of Technology,
Hauz Khas,
New Delhi - 110 016
Home Page: www.iitd.ernet.in

Prof R.S Sirohi
Director
Tel.: 91-11-26867541
Fax: 91-11-26857659
E-mail: director@admin.iitdelhi.ernet.in

25. Indian Institute of Technology,
Kanpur - 208 076.
Home Page: www.iitk.ac.in

Prof. S. G. Dhande
Director
Tel.: 91-512-590763
Fax: 91-512-590260, 590007
E-mail: director@admin.iitkanpur.ac.in

26. Indian Institute of Technology
Powai,
Mumbai - 400 076.
Home Page: www.iitb.ernet.in

Prof. Ashok Misra
Director
Tel.: 91-22-5783645
Fax: 91-22-5783354
E-mail: director@admin.iitb.ac.in

27. Indian Institute of Technology,
Kharagpur - 721 302.
Home Page: www.kgpnet.org

Prof. S. K. Dube
Director
Tel.: 91-3222-255386
Fax: 91-3222-255239
E-mail: director@hijli.iitkgp.ac.in

28. Indian Institute of Technology,
Chennai-600 036.
Home Page: www.iitm.ac.in

Prof. M. S. Ananth, Director
Tel.: 91-44-22570694
Fax: 91-44-22578003

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
29.	Indian Institute of Technology, North Guwahati, Guwahati - 781 001. Home Page: www.iitg.ernet.in	Prof. Gautam Barua Director Tel.: 91-361-2690401 Fax: 91-361-2690321-28
30.	Indian Institute of Technology, Roorkee - 247 667 Uttaranchal	Prof. Prem Vrat Director Tel: 91-1332-272742, 285500 Fax: 91-1332-282815
31.	Indian Institute of Management, Vastrapur, Ahmedabad - 380 015. Home Page: www.iimahd.ernet.in	Prof. B. H. Dholakia Director Tel.: 91-79-6307241 Fax: 91-79-6308345 E-mail: director@iimahd.ernet.in
32.	Indian Institute of Management, Bannerghatta Road, Bangalore - 560 076. Home Page: www. iimb.ernet.in	Prof. P. G. Apte Director Tel.: 91-80-26583901 Fax: 91-80-26644050
33.	Indian Institute of Management, PO Joka, Diamond Harbour Road, Kolkata - 700 104 Home Page: www.iimcal.ac.in	Dr. Shekhar Chaudhary Director Tel.: 91-33-24678300 Fax: 91-33-24678307
34.	Indian Institute of Management Kozhikode, Kerala . Home Page: www.iimk.ac.in	Dr. Krishna Kumar Director, Tel.: 91-495-2803001-9 Fax: 91-495-2803010-11
35.	Indian Institute of Management, Indore, Madhya Pradesh. Home page: www.iimidr.ernet.in	Dr. S. P. Prashar Director Tel.: 91-731-2321112 Fax: 91-731-2321050
36.	Indian Institute of Management, Prabandh Nagar, Off. Sitapur Road, Lucknow – 226 013 Home Page: www.iiml.ac.in	Dr. Devi Singh Director Tel.: 91-522-2734001 Fax: 91-522-2734005
37.	Indian Institute of Science, Bangalore 560 012 Home Page: www.iisc.ernet.in	Prof. Goverdhan Mehta Director Tel.: 91-80-23942222 Fax: 91-80-23600936
38.	National Institute of Technology Calicut - 673 601	Dr. S. S. Gokhale Director Tel.: 91-495-2286100 Fax: 91-495-2287250

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
39.	S. V. National Institute of Technology Surat - 395 607, (Gujarat).	Dr. A. K. Dave Director (I/C) Tel.: 91-261-2227334 Fax: 91-261-2228394
40.	National Institute of Technology, Hazaratbal, Srinagar - 190 006 J&K.	Dr.(Mrs.) Shashi Krishna Pandey Director Tel.: 91-194-2422032 Fax: 91-194-2420475
41.	Motilal Nehru National Institute of Technology, Allahabad - 211 004, (UP)	Dr. Krishna Kumar Director Tel.: 91-532-2445100 Fax: 91-532-2445101
42.	National Institute of Technology, Durgapur - 713 209, (West Bengal)	Dr. A. C. Ganguli Director (I/C) Tel.: 91-343-2546397 Fax: 91-343-2546753, 2547375
43.	National Institute of Technology, Jamshedpur - 831 014, (Bihar)	Dr. Debashish Bhattacharya Director Tel.: 91-657-2407614 Fax: 91-657-2407642
44.	Visvesvaraya National Institute of Technology, Nagpur-440 001.	Dr. C. M. Moghe Director (I/C) Tel.: 91-712-2223960 Fax: 91-712-2223969
45.	National Institute of Technology, Srinivasanagar, Surthakal - 575 025	Prof. S. S. Murthy Director Tel.: 91-824-2476318 Fax: 91-824-2476090
46.	National Institute of Technology, Warangal - 506 004, Andhra Pradesh	Dr. Deva Kumar Tripathy Director Tel: 91-8712-2459216 Fax: 91-8712-2459547
47.	Malaviya National Institute of Technology, Jaipur - 302 017, Rajasthan	Dr. A. K. Jain Director Tel.: 91-141-2702954 Fax: 91-141-2702107
48.	National Institute of Technology, Rourkela - 769 008, Orissa.	Dr. S. K. Sarangi, Director Tel.: 91-661-2472050 Fax: 91-661-2472926

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
49.	Maulana Azad National Institute of Technology, Bhopal - 462 007.	Dr. P. K. Chande Director Tel: 91-755-670900 Fax: 91-755-670562
50.	National Institute of Technology, Tiruchirapalli- 620 015, Tamil Nadu.	Dr. P. Subramanian Director (I/C) Tel: 91-431-2500281 Fax: 91-431-2500133
51.	National Institute of Technology, Kurukshetra - 132 119, Haryana.	Dr. S. N. Mahendra Director Tel: 91-1744-238083 Fax: 91-1744-238050
52.	National Institute of Technology, Silchar - 788 010, Assam.	Dr. Gautam Barua Acting Director Tel: 91-3842-233179 Fax: 91-3842-233797
53.	National Institute of Technology, Hamirpur - 177 001 , Himachal Pradesh.	Dr. Chandrashekar Director Tel: 91-1972-22308 Fax: 91-1972-23834
54.	National Institute of Technology, Patna - 800 005, Bihar.	Dr. P.K. Sinha Director Tel: 91-612-2670631 (O) Fax: 91-612-2670631
55.	Dr. B R Ambedkar National Institute of Technology, G.T. Road, Bye Pass, Jalandhar - 144 001, Punjab.	Dr. Pramod S. Mehta Director Tel: 91-181-2690802 Fax: 91-181-2690320
56.	Indian School of Mines, Dhanbad - 826 004, Bihar.	Prof. S. N. Mukherji Director (I/C) Tel: 91-326-22100024 Fax: 91-326-22100028
57.	National Institute of Foundry, and Forge Technology, P.O. Hatia, Ranchi - 834 003, Bihar. Home Page: www.nifft.com	Dr. H.S. Mahanti Director (I/C) Tel: 91-651-2290859 Fax: 91-651-2290860

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
58.	National Institute of Training and Industrial Engineering, Vihar Lake, PO- NITIE, Mumbai - 400 087. Home Page : www.nitie.edu	Dr. T. P. Bagchi Director Tel: 91-22-28573371, 28571518 Fax: 91-22-28573251 E-Mail : director@nitie.edu
59.	ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), Gwalior - 474 003. Home Page: www.iiitm.ac.in	Prof. K. K. Bhattacharya Acting Director Tel: 91-751-2460315 Fax: 91-751-2460313
60.	Indian Institute of Information Tehnology, Nehru Science Centre, Kamla Nehru Road, Allahabad - 211 002, Uttar Pradesh. Home Page: www.iiita.com	Dr. M.D.Tiwari Director Tel.91-532-2461382 Fax91-532-2608469 E-Mail: iiital@nde.vsnl.net.in
61.	Council of Architecture, India Habitat Centre, Core-6-A, 1st Flooor, Lodhi Road, New Delhi - 110 003.	Dr. P. R. Mehta President Tel: 91-11-24648415 Fax: 91-11-24647746 E-Mail : coa@ndf.vsnl.net.in
62.	School of Planning & Architecture, I.P. Estate, New Delhi- 110 002.	Dr. J. H. Ansari Director (I/C) Tel: 91-11-23702383 Fax: 91-11-23902383
63.	National Institute of Technical Teachers' Training & Research, Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 106.	Prof. K.K.Charaborty Director (I/C) Tel: 91-33-23370937 Fax: 91-33-23376331
64.	National Institute of Technical Teachers' Training & Research, Taramani PO, Chennai- 600 113.	Dr. G. B. Jai Prakash Narain Director Tel: 91-44-22542334 Fax: 91-44-22541126
65.	National Institute of Technical Teachers' Training & Research, Shamla Hills, Bhopal - 462 002. Home Page : www.tttibhopal.com	Shri K.K.Shrivastava Director (I/C) Tel: 91-755-2661216 Fax: 91-755-2661996
66.	National Institute of Technical Teachers' Training &. Research, Sector 26, Chandigarh- 160 019.	Dr. O. P. Bajpayi Director Tel: 91-172-2792369 Fax: 91-172-2791366

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
67.	Board of Apprenticeship Training, CIT Campus, Taramani PO, Chennai - 600 113.	Shri A. Ayyak Kannu Director Tel: 91-44-22542235 Fax: 91-44-22541563
68.	Board of Apprenticeship Training, Western Region, New Admn. Building, 2nd Floor, ATI Campus, Sion-Trombay Road, Sion, Mumbai - 400 022.	Shri P. N. Jumble Director Tel: 91-22-25225635 Fax: 91-22-25292509
69.	Board of Practical Training, Eastern Region, Block EA, Sector I (OPP. Labony Estate) Salt Lake City, Kolkata - 700 064.	Shri P.C.Basu Director Tel: 91-33-23370750 Fax: 91-33-23216814
70.	Board of Apprenticeship Training, Plot No. 16, Block I-A, Lakhanpur, GT Road, Kanpur- 208 024.	Shri R.K.Tandon Director Tel: 91-512-2584056 Fax: 91-512-2584052
71.	All India Council of Technical Education (AICTE), Indira Gandhi Sports Complex, Indraprastha Estate, ITO, New Delhi- 110 002. Home Page: www.aicte.ernet.in	Prof. R.Natarajan Chairman Tel: 91-11-23392506 Fax: 91-11-23392554
72.	North Eastern Regional Institute of Science & Technology, Nirjuli - 791 109 (Itanagar), Arunachal Pradesh.	Dr. Janardhan Choubey Director (I/C) Tel: 91-360-2257401-8 Fax: 91-360-2257696, 2244307
73.	Sant Longowal Institute of Engineering & Technology, Vill. Longowal, Distt. Sangrur, Punjab.	Dr. R.C. Chauhan Director Tel: 91-1672-280057 Fax: 91-1672-280057

Organisations in the Secondary School Education Sector

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
74.	Central Board of Secondary Education, 2, Community Centre, Preet Vihar, New Delhi - 110 092. Home Page-www.cbse.nic.in	Shri Ashok Ganguly Chairman Tel: 91-11-22215827,22467263 Fax: 91-11-22215826 E-mail : cbsedli@nda.vsnl.net.in
75.	National Council for Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016. Home Page: www.ncert.nic.in	Shri H. P. Dikshit Director Tel: 91-11-26964912 Fax: 91-11-26868419 E-mail : dircii@nda.vsnl.net.in

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)

76. National Open School
B-31 B, Kailash Colony,
New Delhi - 110 048.
Home Page: www.nos.org

Shri M. C. Pant
Chairman
Tel: 91-11-26464102
Fax: 91-11-26211453, 26288535
E-mail : nossap@nda.vsnl.net.in

77. Central Tibetan Schools
Administration (CTSA),
Ess Ess Plaza, Community Centre,
Sector - 3, Rohini, Delhi-110 085

Shri S P Gaur
Chairman
Shri M. S. Varma,
Secretary
Tel: 91-11-23267797
Fax: 91-11-23267701
E-Mail: c.administration@usa.net

78. Kendriya Vidyalaya Sangathan,
18, Shaheed Jeet Singh Marg,
New Delhi - 110 016.
Home Page: www.kvsangathan.org

Shri Sunil Kumar
Commissioner
TEL: 91-11-26512579
Fax: 91-11-26514179, 26965147

79. Navodaya Vidyalaya Samiti,
Indira Gandhi Stadium,
I P Estate, ITO,
New Delhi - 110 048.
Home Page: www.navodaya.nic.in

Shri O N Singh
Commissioner
Tel: 91-11-26460145, 23392639
Fax: 91-11-26460159, 26484091, 23392637
E-mail : navodaya@nda.vsnl.net.in

80. Central Institute of Education Technology,
NCERT Campus, Sri Aurobindo Marg,
New Delhi - 110 016.
Home Page: www.ciet.nic.in

Shri Puran Chand
Joint Director
Tel. 91-11-26962580/ 26864141
Fax: 91-11-26864141
E-mail: jointdirector@hotmail.com

81. Gujarat Institute of Educational Technology
Drive in Road, Near Manav Mandir,
132 Ft. Ring Road,
Gujarat University Campus,
Navarangpura,
Ahmedabad - 380 009

Shri R.K. Chaudhari
Director (In charge)
Tel. 91-079-27912923
Fax 91-079-27913388

82. Consortium of Education Communications
(CEC/UGC)
NSC Campus, Aruna Asaf Ali Road
New Delhi - 110 067.

Dr. S D Sharma
Director
Tel. 91-11-226896638

83. State Institute of Educational Technology,
SCERT Campus, Mahendru,
Patna-800 016, Bihar.
Home Page: www.sietpatna. nic.in

Shri Biplab Dasgupta
Acting Director,
Tele. 91-612-667635/671155
Fax   91-612-668100

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
84.	State Institute of Educational Technology, Agarkar Marg, Pune- 411 004, Maharashtra. Home Page: www.sietpune.nic.in	Dr. Sunanda Inamdar Director, Tel. 91-20- 565286 EPBAX 91-20-5652679 Fax No. 91-20 5650133. E-mail: sietpune@vsnl.com
85.	State Institute of Educational Technology, TC No. 15/160 Padmabai Road, Vellayambalam, Thiruvananthapuram - 695 010, Kerala. Home Page: www.sietkerala.nic.in	Dr. Babu Sebastian Director, Tel: 91-0471-315076 E-mail: siet@satyam.net.in
86.	State Institute of Educational Technology, Nishat Ganj, Lucknow-226 007, Uttar Pradesh. Home Page: www.diksha. n ic. in	Shri Sanjay Mohan Director (Additonal Charge) Tel. 91-522-387816/386295 Fax: 91-522-386211 E-Mail: dirsiet@lwl.vsnl.net.in
87.	State Institute of Educational Technology, Ramanthapur, Hyderabad - 500 013, Andhra Pradesh. Home Page: www.siethyd.nic.in	Shri B. Amar Prasad Director, Tel: 91-040-7038339, 7038356 Fax:91-040-7038122 E-Mail:siethyd@hd2.vsnl.net.in
88.	State Institute of Educational Technology, PO. Sainik School, Bhubaneswar- 751 005, Orissa. Home Page : www.sietorissa.nic.in	Shri Pratap Aditya Mishra Director Tel. 91-674-301497 Fax: 91-674-301497 E-mail : siet@ori.nic.in

Organisations in the Languages Development Sector

89.	Central Institute of English and Foreign Languages, Hyderabad - 500 007. Home Page: www.ciefl.ac.in	Prof. Kota Harinaraya Acting Vice Chancellor Tel: 91-40-7018131 Fax: 91-40-7018402
90.	Central Institute of Indian Languages, Manasagangotri, Mysore - 570 006 Home Page: www.ciil.org	Prof. Uday Narayana Singh Director, Tel: 91-821-515820 Fax: 91-821-515032
91.	Kendriya Hindi Sansthan, Hindi Sansthan marg, Agra - 282 005. Home Page: www.hindi.nic.in	Dr. N. N. Pandey Director Tel: 91-562-320684 Fax: 91-562-320684

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
92.	National Council for Promotion of Urdu Language, Director West Block No. I, R.K. Puram, New Delhi - 110 066. Home Page: www.urducouncil.nic.in	Dr. Hamidulla Bhatt Tel: 91-11-26103938 Fax: 91-11-26108159
93.	National Council for Promotion of Sindhi Language, 5th Floor, Darpan Building, R.C.Dutt Road, Alkapuri, Vadodra - 390 005. Home Page: www.ncpsl.org	Shri Jetholalwani Director Tel: 91-265-342246 Fax: 91-265-357331
94.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, New Delhi - 110 058. Home Page : www.sanskrit.nic.in	Prof. V. Kutumba Sastry Vice Chancellor Tel: 91-11-25541949 Fax: 91-11-25541948
95.	Shri Lai Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel, New Mehrauli Road, New Delhi -110 067.	Dr. Vachaspati Upadhyaya Vice-Chancellor Tel: 91-11-26851253 Fax: 91-11-26851253
96.	Maharishi Sandeepani Rashtriya Veda Vidya Pratishthan Ujjayini Development Authority, Administrative Building, Bharatpuri, Ujjain - 456 010.	Dr. O. P. Pandey Secretary Tel: 91-734-511530 Fax: 91-734-511530
97.	Rashtriya Sanskrit Vidyapeetha, Tirupati, (A.P.)	Prof. D. Prahaladachar Vice-Chancellor Tel:91-8574-27937 Fax: 91-8574-27937
98.	Commission for Scientific and Technical Terminology, R.K.Puram, New Delhi, Home Page: www.cstt.nic.in	Ms. P. Taneja Acting Chairman
99.	Central Hindi Directorate, R.K.Puram, New Delhi. Home Page: www.hindinideshalaya.nic.in	Ms.Pushpa Lata Taneja Director, Tel. 91-11-26100758

Organisations in the Adult Education Sector

| 100. | Directorate of Adult Education, 10, Jamnagar House, Shahjehan Road, New Delhi-110 011. | Shri Satish Loomba Director (Additional Charge) |

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)

Organisations of the Elementary Education

101.	National Council for Teacher Education (NCTE), Indira Gandhi Indoor Stadium, Indra Prastha Estate, New Delhi -110 002 Home Page: www.ncte-in.org	Shri Shardindu Chairperson. TEL 91-11-23392670 (O) FAX: 91-11-23392665
102.	National Bal Bhawan, Kotla Road, New Delhi - 110 002.	Dr. (Ms) Madhu Pant Director Tel: 91-11-23239141, 23237856 Fax: 91-11-23231158

Planning Division

103.	National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, New Mehrauli Road, New Delhi - 110 016. Home Page: www.niepaonline.org	Prof. Pradeep Kumar Joshi Director Tel: 91-11-26515472 Fax: 91-11-26853041
104.	Bharat Shiksha Kosh Department of Secondary and Higher Education, Ministry of Human Resource Development, Room No 535, C Wing, Shastri Bhavan, New Delhi 110 001.	Secretary (S&HE) Chairman, Board of Governors Additional Secretary (S&HE) Member Secretary

UNESCO Division

105.	Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, Auroville - 60510, Tamil Nadu.	Dr. Kireet Joshi Chairman, (GB), AF Shri S. R. Sharma Secretary Tel: 91-413-622222, 414 Fax: 91-413-6234963

Book Promotion & Copyright

106.	National Book Trust of India, A-15, Green Park, New Delhi - 110 016. Home Page: www.nbtindia.com	Dr. Bipan Chandra Chairman Tel: 91-11-26518607 Fax: 91-11-26851795

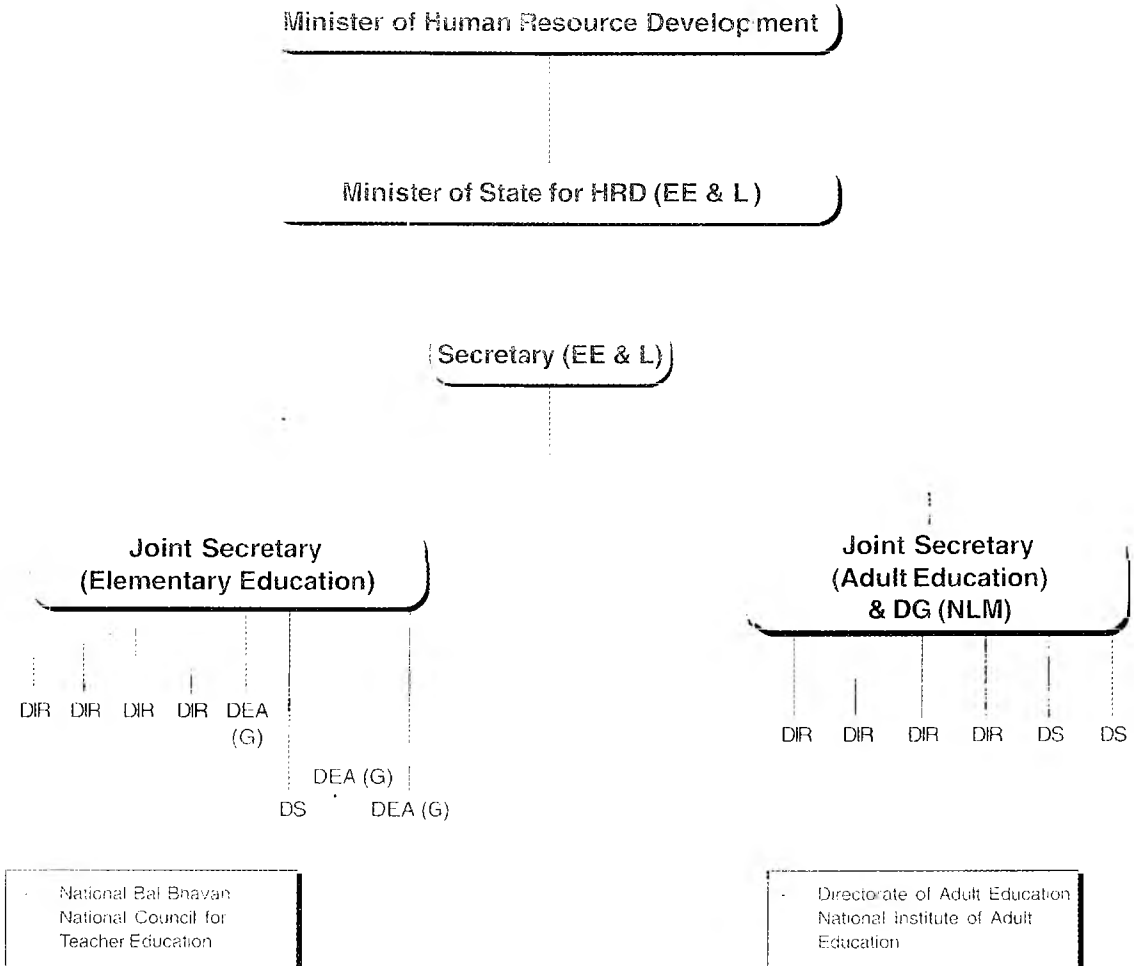| S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)

Public Sector Undertaking - Technical Education

107.	Educational Consultants India Limited, Plot No. 18A, Sector - 16A, NOIDA - 201301, (UP). Home Page- www.edcil.org	Shri Sunil Kumar Chairman-cum-Managing Director Tel: 91-120-2515366 Fax: 91-120-2512010

Organisation Chart

Ministry of Human Resource Development
Department of Elementary Education & Literacy

Minister of Human Resource Development

Minister of State for HRD (EE & L)

Secretary (EE & L)

Joint Secretary
(Elementary Education)

DIR   DIR   DIR   DIR   DEA
                        (G)

DEA (G)

DS   DEA (G)

- National Bal Bhavan
- National Council for Teacher Education

Joint Secretary
(Adult Education)
& DG (NLM)

DIR   DIR   DIR   DIR   DS   DS

- 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.

Department of ... Secondary ... Higher ... Education ...

Minister of Human Resource Development

Minister of State for HRD (S & HE)

Secretary (S & HE)

Additional Secretary

| Technical Education | JS Hr | Training (NESC) | ... (BH...) | ... (PD) | Secondary Education VE UT IEDC & Yoga |

JS (A&T) · JS (HE) · ... · ... · (PD) · JS (SE)

DIR · DS · DS · DEA · DEA (T) · DIR A A A (T) · DIR · DIR · DS
DIR (WEB) · (A) · (T) · (T) · DEA (T)

DIR · DIR · DS · DS

DIR (P) · DS (NER) · DS · DS (INC) · JD (P) · DS (P)

DIR (EHV) · DIR (OL) · DIR · DS (BP&CR) · DS (SCH) · DS (SCH) · DS (J)

DIR (F) · CCA · DS (F) · DCA

DS · DS · DEA (RE) · DEA (G) · DS (UT) · DEA (VE)

- All India Council for Technical Education
- Indian Institutes of Technology
- Regional Engg. Colleges
- Indian Instt. of Management
- School of Plng. & Architecture
- Educational Consultants of India Ltd.
- Indian Instt. of Science
- Indian Instt. of Information Tech.
- I.I.T.Is.
- National Instt. of Indl. Engineering
- National Instt. of Foundary & Forgen Tech.
- Sant. Longowal Instt. of Engg. & Technology
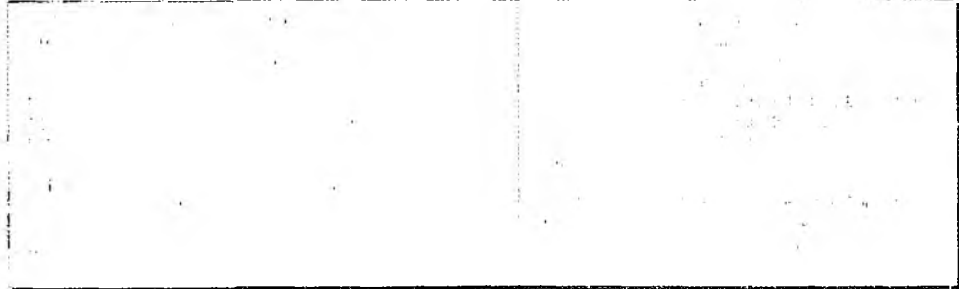- North Eastern Regional Instt. of Science &
  Tech.
- B.O.A Ts

L E G E N D

Note: