

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.

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 the Minorities.

The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State governments in the field of education, was established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and the tenure of the last constituted Central Advisory Board of Education (CABE) expired in March 1994. Despite the fact that in the past important decisions had been taken on the advice of CABE and it had provided a forum for widespread consultation and examination of issues relating to educational and cultural development, CABE was unfortunately not reconstituted after the expiry of its extended tenure in March 1994. Considering that CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and socio-cultural developments taking place in the country, and that the Central and State Governments, educationists and people representing all interests should increase their interaction and evolve a participative process of decision-making in education, CABE has since been reconstituted by the Government in July 2004. The Board consists of nominated members representing various interests in addition to representatives of the Government of India, State

Governments and UT administrations, elected members from the Lok Sabha and the Rajya Sabha, etc. The first meeting of the reconstituted CABE was held on August 10-11, 2004, and seven CABE Committees have been set up on the subjects of:

- i) Free and Compulsory Education Bill and other issues related to Elementary Education
- ii) Girls Education and the Common School System
- iii) Universalisation of Secondary Education
- iv) Autonomy of Higher Education Institutions
- v) Integration of Culture Education in the School Curriculum
- vi) Regulatory Mechanism for Text Books and Parallel Text Books Taught in Schools Outside the Government system
- vii) Financing of Higher and Technical Education

A meeting of the Education Ministers of all States/UTs dealing with school education was held on October 28, 2004, at Vigyan Bhawan under the chairmanship of the Minister of Human Resource Development.

In order to facilitate donations, including smaller amounts, both from India and abroad, for implementing projects/programmes connected with the education sector, the Government had 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.

An Ordinance was promulgated on November 11, 2004, to enable setting up of a National Commission for Minority Educational Institutions to advise the Central Government or any State Government on any question regarding the education of Minorities, to look into complaints regarding violation of the rights of the Minorities, to establish and administer educational institutions of their choice and to permit a Minority educational institution to seek direct affiliation with a scheduled Central University. The Commission has started functioning with a Chairman and two Members.

It is expected that the Commission will give a greater focus to the issue of Minority education as also make the implementation of the constitutional provisions in these regard more effective. The Commission will also decide disputes regarding affiliation that may arise between a university and Minority education institutions. The National Commission for Minority Educational Institutions Act, 2004 (No. 2 of 2005) to replace the ordinance has since been enacted.

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.

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 and above has been assigned the responsibility of a particular State/UT.

The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from institutions ranging from pre-primary to higher level, numbering over 10 lakh, through mailed questionnaires in collaboration with the State Education Departments. There is a scheme to strengthen the machinery for collection of educational statistics at State/field levels also.

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. 10 per cent of its budget for the North-East Region, during the last five financial years, under its various schemes and through its institutions in the NE Region. The Department of Elementary Education and Literacy is also striving to increase its expenditure in the NE Region.

A High-Level Group under the Chairmanship of Union Minister of Human Resource Development and

comprising Chief Ministers and Education Ministers of the North Eastern States was set up on November 19, 2004, for considering specific issues relating to all sectors of education and women and child development.

Major programmes of the Department viz., DPEP, SSA, Lok Jumbish, Shiksha Karmi, 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 Scheduled Castes and Scheduled Tribes. Some other schemes are also being implemented for the upliftment of SCs, STs and girl students.

Special focus districts have been identified on a cross matching basis, consisting of areas of Minority concentration blocks/tehsils, ITDP blocks, Schedule V and Schedule VI areas, and districts with SC female literacy less than 10 per cent. In pursuance of the Government's National Common Minimum Programme, new institutions like polytechnics, Kendriya Vidyalayas and Navodaya Vidyalayas are proposed to be set up in selected locations in these districts.

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.

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, Hungary, Myanmar, Tanzania, Syria and Australia have been signed, proposals for EEPs with various other countries are under consideration.

Elementary Education

Policy Perspective

The National Policy on Education, 1986, as modified in 1992, emphasises three aspects in relation to Elementary Education, viz.,

- ❑ Universal Access and Enrolment,
- ❑ Universal Retention of Children up to 14 Years of Age, and
- ❑ Substantial Improvement in the Quality of Education to Enable All Children to Achieve Essential Levels of Learning.

The Policy 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.

The nation is firmly committed to providing Education for All, the priority areas being free and compulsory elementary education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of SCs/STs and Minorities.

Progress of Elementary Education

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 years age group, has increased progressively since 1950-51, rising from 32.1 in that year to 82.5 in 2002-03. The rate of increase in GER of girls has been higher than that

of boys, as a result of which gender gap in enrolment is declining (See Table 1.1.)

Dropout Rate at the Primary level (Classes I-V) declined from 39 per cent in 2001-02 to 34.9 per cent in 2002-03, i.e. by 4.1 percentage points.

Major Schemes

Allocation for Elementary Education 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. Major Schemes of the Department of Elementary Education and Literacy during the Tenth Plan are:

- ❑ Sarva Shiksha Abhiyan (SSA), including:
 - ❑ National Programme for Education of Girls at Elementary Level (NPEGEL), and
 - ❑ Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE)
- ❑ District Primary Education Programme (DPEP)
- ❑ National Programme of Nutritional Support to Primary Education (NP-NSPE) [commonly known as the Mid-Day Meal Scheme]
- ❑ Teacher Education
- ❑ Kasturba Gandhi Balika Vidyalaya (KGBV)
- ❑ Mahila Samakhya

Sarva Shiksha Abhiyan (SSA)

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 has been built upon the

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
2002-03*	97.5	93.1	95.4	65.3	56.2	61.0	85.4	79.3	82.5

Source: Selected Educational Statistics 2002-03, Ministry of HRD, *Provisional

experience of several primary education programmes that preceded it, including the District Primary Education Programme (DPEP), Shiksha Karmi Project (SKP) and the Lok Jumbish Project (LJP). It is a partnership programme between the Central and State Governments, which seeks to improve the performance of the school system through a community-owned approach, with specific focus on the provision of quality education. SSA is a time-bound mission, with the objectives of ensuring Universalisation of Elementary Education and bridging of gender and social gaps by the year 2010. States have established independent implementation societies for SSA under the chairmanship of their respective Chief Ministers/ Education Ministers.

During 2004-05, the Department of Elementary Education and Literacy has considered and approved District Plans of 598 districts in 34 States/UTs. (Goa is the only State which is yet to avail of SSA). Allocation of Central funds for elementary education has been enhanced significantly and an additional amount of Rs. 2,000 crore beyond the original budget estimate of Rs. 3,057.00 crore has been provided for Sarva Shiksha Abhiyan during 2004-05. Of the Budget Estimates for 2004-05, 99 per cent had been released up to December 2004. States are participating enthusiastically in the programme.

National Programme for Education of Girls at Elementary Level (NPEGEL) is an important component of SSA and it provides additional support for girls' education in educationally backward blocks by way of girl-child friendly schools, stationery, uniforms, etc., for elementary education of under privileged/ disadvantaged girls. In the Tenth Five-Year Plan, an amount of Rs. 1,064.80 crore has been earmarked for this programme. During 2004-05, Rs. 654.42 crore has been approved for implementation of NPEGEL.

Another important component of SSA is the **Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE)**, which is specially designed to provide children in school-less habitations and out-of-school children access to elementary education. The scheme supports flexible strategies for

Major indicators of the cumulative progress achieved under SSA

- 66,147 elementary schools opened
- 17,454 new elementary school buildings and 33,777 additional classrooms constructed
- 3,10,506 additional teachers appointed
- About 6.15 crore girls and children belonging to SCs and STs studying in elementary schools, given free textbooks, in 2004-05.

out-of-school children through bridge courses, residential camps, drop-in centres, summer camps, remedial coaching, etc. During 2004-05, this component helped provide elementary education to 85.67 lakh children. The number of out-of-school children, as reported by States/UTs, has declined from 320 lakh in 2001 to 81 lakh in September 2004.

The Government had notified a decision to set up a **National Mission for SSA** way back in January 2001, but the Mission could not be constituted for nearly four years. Now, the Governing Council and Executive Committee of the National Mission have been constituted under the Chairmanship of the Prime Minister and the Minister of HRD, respectively, through Notifications dt. December 3, 2004, and January 19, 2005, (Annexure-I). This will greatly facilitate the effective implementation of SSA.

District Primary Education Programme (DPEP)

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 achievements of primary school students by at least 25 per cent and reducing gender and



social gaps to less than 5 per cent. At its peak, the programme was being implemented in 272 districts of 18 States and it is now continuing in 129 districts of nine States. It has been funded jointly by the World Bank, European Commission (EC), UK Department of International Development (DFID), Government of Netherlands and UNICEF. The total external assistance tied up for DPEP is Rs. 6,938 crore approximately.

Mid-Day Meal

The National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly known as the Mid-Day Meal (MDM) Scheme, was launched on August 15, 1995, with the objective of giving a boost to Universalisation of Primary Education through improvements in 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 was provided by way of supply of free foodgrains through the Food Corporation of India @ 100 gm per child per school day where cooked meals were served,

and @ 3 kg per student per month where foodgrains were distributed.

Though all States were expected to move rapidly towards provision of cooked meals under the programme, many States were facing difficulty in providing cooked meals to children due to financial constraints. To overcome this problem and in pursuance of policy pronouncements made in the President's Address to Parliament in June 2004 and Finance Minister's Budget Speech 2004-05, the scheme has been revised with effect from September 2004. Under the revised Scheme, the Central Government is providing assistance to the States to meet the cooking cost also @ Re. 1 per child, per school day. Over and above the Budget provision of Rs. 1,675 crore for the scheme for 2004-05, a sum of Rs. 1,232 crore has been provided through the First Supplementary Estimates of 2004-05 as Additional Central Assistance to States to meet cooking costs. The programme is benefiting about 11 crore primary school children in the country.

A National-level Steering-cum-Monitoring Committee (NSMC) has been constituted to oversee management

and monitoring of the programme at the national level, and State Governments have been requested to constitute similar committees at State, district and block levels to ensure smooth implementation of the programme with good quality.

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. While District Institutes of Education and Training (DIETs) set up under the Scheme provide academic resource support to formal and non-formal elementary school teachers, Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) have been given 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.

The Scheme has been revised for the Tenth Plan and guidelines of the revised Scheme were issued to States in January 2004, with emphasis on operationalising sanctioned DIETs, CTEs and IASEs in an optimum manner, and on improving the quality of teacher training programmes in them. Since the inception of the Scheme in 1987-88, a total of 550 DIETs/DRCs and 131 CTEs/IASEs have been sanctioned/approved up to December 2004.

Kasturba Gandhi Balika Vidyalaya (KGBV)

The KGBV Scheme was launched in August 2004, with the aim of setting up 750 residential schools at elementary level for girls belonging predominantly to SCs, STs, OBCs and Minorities in Educationally Backward Blocks (EBBs), where female literacy was below the national average and gender gap in literacy was more than the national average. A total of 662 KGBVs have been approved during 2004-05 involving an amount of Rs. 137.85 crore.

Legislation on Free and Compulsory Education

The Constitution (86th Amendment) Act, 2002, notified on December 13, 2002, seeks, *inter alia*, to insert a new Article 21-A (“Right to Education”) in Part – III [“Fundamental Rights”] of the Constitution. Article 21-A states that *“The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”*. Pursuant to the above, a draft Bill entitled “Free and Compulsory Education Bill, 2004” was prepared and views of the State Governments were sought on it in January 2004.

The subject of the draft Bill was also discussed in the first meeting of the reconstituted Central Advisory Board of Education (CABE) held in August 2004. As decided in that meeting, a Committee of CABE was constituted to consider the matter of the draft legislation, under the Chairmanship of Shri. Kapil Sibal, Minister of State for Science and Technology and Ocean Development, vide Order dated September 8, 2004, and has been asked to give its recommendations within six months.

Education Cess

An Education Cess @ 2 per cent on direct and indirect Central taxes has been imposed through Finance (No.2) Act, 2004, *“so as to fulfil the commitment of the government to provide and finance universalised quality basic education”*. The cess is expected to yield about Rs. 4,000-5,000 crore per annum. Proceeds of the cess will be used for implementation of programmes related to Universal Elementary Education like Sarva Shiksha Abhiyan and Mid-Day Meal.

Education For All (EFA)

At a conference of the World Education Forum held in Dakar, Senegal, in April 2004, representatives of 164 countries, including India, adopted the Dakar Framework for Action on Education for All. The Framework identified six goals, which included, *inter alia*,



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. The Mahila Samakhya is being funded by the Government of India from the year 2003-04, and currently covers more than 14,000 villages spread over 60 districts in nine States – Andhra Pradesh, Assam, Bihar, Gujarat, Jharkhand, Karnataka, Kerala, Uttar Pradesh and Uttaranchal.

- ❑ Progressive Expansion of Early Childhood Care and Education,
- ❑ Universalisation of Elementary Education by 2015,
- ❑ 50 per cent improvement in adult literacy levels by 2015,
- ❑ Elimination of Gender Disparities by 2005, and Achievement of Gender Equality in Education by 2015, and
- ❑ Improvement in the Quality of Education.

Value of EFA Developed Index (EDI), developed by UNESCO, has improved in the case of India from 0.658 in 2003 to 0.696 in 2004.

Fourth meeting of the High-Level Group constituted by UNESCO to monitor progress towards EFA took place in Brasilia in November 2004, in which the Indian delegation was led by Shri. M.A.A. Fatmi, Minister of State for HRD.

Educational Statistics

In order to strengthen the Educational Management Information System (EMIS) for the Elementary stage,

NIEPA, in collaboration with Government of India and UNICEF, has developed a computerised system called **District Information System on Education (DISE)**, which now covers 461 districts in 18 States/UTs. NIEPA brings out detailed volumes based on analysis of DISE data, by way of (i) District Report Cards, and (ii) State-wise Analytical Report. DISE will cover the entire country in the near future.

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 64.8 per cent as against 52.21 per cent in 1991. The 12.59 percentage points increase in the literacy rate during the period is the highest increase in any decade. There has been significant decline in absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001. This has also been accompanied by a narrowing of the gap in male-female literacy rate from 24.84 per cent in 1991 to 21.6 per cent in 2001 as female literacy recorded an increase of 14.41 percentage points i.e. from 39.29 per cent to 53.7 per cent as compared to male literacy which recorded an increase of 11.17 percentage points i.e. from 64.13 per cent to 75.30 per cent. Besides, urban-rural literacy differential has also decreased during the period. All States have registered an increase in literacy rates and 60 per cent male literacy has been achieved without exception. Inter-State and within State disparities still continue, although the gap between the educationally advanced and backward states has been narrowing over the years.

National Literacy Mission

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

The goal of 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 children in the age group of 9-14 years who are also dropouts. Apart from predetermined levels of reading, writing and numeracy with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Literacy, as enunciated in 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 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 features of literacy and post literacy phases. Zilla Saksharata Samities (District Literacy Societies) will 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

NLM Achievements



- The literacy rate in 2001 has been recorded at 64.8 per cent as against 52.21 per cent in 1991. The 12.59 percentage points increase in the literacy rate during the period is the highest increase in any decade.
- 118.50 million persons made literate as on 31 March 2004.
- 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 21.60 per cent in 2001.
- Female literacy increased by 14.41 per cent i.e. from 39.29 per cent to 53.7 per cent whereas male literacy increased by 11.17 per cent i.e. from 64.13 per cent to 75.30 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.
- 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 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 304 million in 2001.
- Out of the total 600 districts in the country, 596 districts have been covered by NLM under literacy programme.



societies, etc. The expansion of the Scheme of Continuing Education, encompassing removal of residual illiteracy, individual interest programmes, skill development, rural libraries, etc., has been given due priority. State Resource Centres and Jan Shikshan Sansthan will provide academic and technical resource support to the Scheme of Continuing Education in their respective spheres of work. The State Resource Centres and NGOs continue to be strengthened, with expanded role of their activities in furthering the objectives of NLM. Similarly, JSS' were strengthened to continue with their activities extending to rural areas also and to function as Repository of Vocational/Skill development programmes in the district. Financial and administrative powers have been delegated to 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 Samities (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 of planning, mobilisation and environment building. The management information system in a campaign is based on the twin principles of participation and correction. Apart from imparting functional literacy, 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 have generated a demand for

primary education, which is reflected in the rapidly rising enrolment ratio in schools. Consequently, the number of non-literates entering the 15-35 age group has been declining. At this stage it is, therefore, necessary to ensure that neo-literates do not relapse into illiteracy and also acquire vocational skills.

The basic literacy skills acquired by millions of non-literates are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The National Literacy Mission aims at ensuring that the Total Literacy Campaigns and the Post-literacy Programmes successfully move on to Continuing Education, which provide lifelong learning.

According to the 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. Special efforts have been made to target female Panchayati Raj functionaries and make them literate.

Since this problem is most acute in Bihar and Uttar Pradesh, to begin with, eight low female literacy districts in UP have been brought under an accelerated programme of female literacy to cover 25.00 lakh illiterate women in the 15-35 age group. The project was implemented through a network of about 97 NGOs and 17.26 lakh learners achieved NLM norms under the programme. In Bihar, a different model was adopted to cover 13 low female literacy districts, with the involvement of Panchayati Raj functionaries, women volunteer teachers and women Self Help Groups (SHGs). Of the 24.03 lakh non-literate women identified, 19.69 lakh women learners were covered in the first phase of the project. Special projects have also been launched in 9 districts of Orissa to cover 10.43 lakh non-literate women with the help of 122 NGOs. The



The main thrust of the Continuing Education Scheme 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.

programme is in the initial stage of implementation. The special female literacy programme is also being implemented in five low female literacy districts of Jharkhand to cover about 5 lakh women illiterates.

Although the Total Literacy Campaigns has taken the form of a mass movement and spread throughout the country, in many cases, a number of campaigns have stagnated due to natural calamities, lack of political will, etc. Despite the success of the literacy phase, there are still pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts 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, Chattisgarh along with North Eastern Region and Sikkim will 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 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 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 (NLM) fully recognises the vast potential of NGOs in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active promotional role in the literacy movement. Apart from imparting literacy, the NGOs provide academic and technical resource support through experimental and innovative programmes, and also conduct evaluation and impact studies; 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. At present, there are 26 SRCs.

The objective of the Jan Shikshan Sansthan 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. At present, there are 157 JSSs in the country and the number is expected to increase in the future. Jan Shikshan Sansthans run a number of vocational programmes with varying duration of different skills. As on date, more than 250 types of courses and activities

are offered by these institutions. About 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 the 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, programmes 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 the NLM. Procedures have been designed to make the objectives of adult education programmes operationally more realistic. The monitoring not only provides essential information for financial audit or programme audit, but also ensures transparency so that public accountability is achieved through the wider process of social audit. This information is useful as a feedback for field functionaries and decision-makers in policy formulation.

Social Impact

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

Present Status

Out of 600 districts in the country, 596 have since been covered under Adult Education Programmes – 142

under Total Literacy Campaigns, 182 under Post Literacy Programme and 272 under Continuing Education Programme. There are 26 State Resource Centres functioning in various States. At present, there are 157 Jan Shikshan Sansthan in the country and the number is set to increase in the near future. About 118.50 million persons have been made literate as on 31 March 2004. 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, various schemes were implemented in the secondary education sector in addition to the continued support to major institutions such as the NCERT, NIOS, and CBSE.

There has been a substantial increase in quality and magnitude of the academic activities of the Central Board of Secondary Education. During the year, CBSE introduced a course in Disaster Management in the school curriculum. A new course in Life Skills Education was launched in classes VI and VII. It has also launched a new course in Fashion Studies. In collaboration with Intel India, CBSE organised the first science exhibition to evoke the interest of students in science.

The NIOS organised an international conference on promotion of Open Schooling in Goa. Countries like Sri Lanka, New Zealand, Canada and UK participated in it. During 2004-05, several new courses were introduced and many video films on vocational education were completed. The NIOS has also developed audio and video programmes based on the curriculum in science, mathematics, etc.

Support to Sarva Shiksha Abhiyan, Vocational Education, Education of the Disadvantaged groups, Evolution of text books and examination reforms are priority areas of NCERT.

Kendriya Vidyalaya (KVs) aim at providing uninterrupted education to children of Central Government/Defence employees, who are liable to

frequent transfers. In 933 KVs, 7.50 lakh students have been enrolled (as on March 31, 2004). KVs have shown steady improvement in the performance of its students in board examinations. This is evident from the increase of pass percentage from 84.69 per cent to 99.44 per cent for Class X and 88.67 per cent to 92.75 per cent for Class XII during 1999 to 2004.

Jawahar Navodaya Vidyalayas aim at providing good quality modern education, including imparting cultural values, environment awareness and physical education to talented children in rural areas, irrespective of their socio-economic conditions. There are now 509 schools in various States/UTs and 168,545 students were on the rolls of the NVs as on December 31, 2004. The pass percentage in Class X and XII in the year 2004 was 91.3 per cent and 87.68 per cent, respectively, when compared with the pass percentage of 88.50 per cent and 85.26 per cent in 2003.

The Integrated Education for Disabled Children (IEDC) scheme, started in 1974, provides 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 scheme is therefore, being revised. 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. For the Tenth Plan, five schemes, namely, Environmental Orientation to School Education, Improvement of Science Education in School, National Population Education Project, Promotion of Yoga in School, International Science Olympiad are being merged into a composite scheme of Quality Improvement in Schools.

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) came into existence in 1953, with the objective of coordinating activities for promotion of higher education in the country. 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, promotes 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 has adopted integrated multimedia instructions strategy. The reach of IGNOU has increased substantially by the use of Gyan Darshan, an educational TV channel and Gyan Vani, the 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-to-be-university status has been conferred upon four 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, promote research and creativity in important areas like social science, history, philosophy and interdisciplinary areas.

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

- ❑ A conference of State Ministers of Higher and Technical Education was held on January 10-11, 2005, at Bangalore to discuss admissions and fixation of tuition fee for professional education through self-financing private institutions, regulation of private universities and entry of foreign universities in India.
- ❑ A Committee of CABE has been setup under the chairmanship of Shri Kanti Biswas, Education Minister, West Bengal to suggest measures for enhancing the autonomy of higher education institutions and to institutionalise the regulatory provisions for promoting autonomy and accountability of higher educational institutions. A Committee of CABE has been set up under the Chairmanship of Prof. Bhalchandra Mungekar, Member, Planning Commission, on financing of higher and technical education.
- ❑ It has been decided to constitute a Committee by this Ministry under the Chairmanship of Prof. C. N. R. Rao to examine all relevant issues pertaining to the entry of foreign universities in India.
- ❑ Academic institutions in India undertake different activities in collaboration with foreign educational institutions and foreign nationals. Ministry of Human Resource Development has streamlined the guidelines/instructions on procedures to be observed by Indian universities for signing of MoUs with foreign universities. The earlier guidelines were issued in 2003. Under these guidelines, Central universities were expected to take permission of the Ministry of Human Resource Development, deemed universities had to take UGC's permission and State universities had to

take the State Government's permission. The same was considered an unnecessary interference in the autonomy of institutions of higher learning.

- ❑ The draft 'Model universities Act' circulated by the UGC has been withdrawn. This will remove all apprehensions among the academic community about imposition of uniform norms across the university system.
- ❑ Selection procedures, which were stalled for the last few years because of non-appointment of visitor's nominee, have now been expedited.
- ❑ The Government had decided to restore the Central University status of the University of Allahabad and conversion of Manipur University into a Central University.
- ❑ An additional amount of Rs. 153 crore has been allocated under NCMP for infrastructural development in the universities located in backward as well as in the North-East Region.
- ❑ Shri S. Sathyam, Former Secretary, Government of India, is enquiring into the circumstances leading to the current state of affairs in the Gandhian Institute of Studies (GIS), Varanasi, one of the 27 institutes supported by the Indian Council for Social Science Research (ICSSR), New Delhi.

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 undergraduate, postgraduate and research levels.

The technical education 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),



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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; 18 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 (INDEST) 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 of the Ministry.

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 (NPTEL) is being implemented. This provides content support in the form of digital video-based courses/enrichment programmes to technology channels on a sustained basis. This also help to create web-based courses/programmes for enhancing learning effectiveness in the entire technical education system.

Policy Framework for Promotion of Post-Graduate 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.

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.

The Government has taken a number of steps by improving the academic environment in the country. As part of the Government's commitment to respect the autonomy of all technical institutes of learning, in particular those which have attained excellence, such

Institutes, as a measure towards enhancement of their autonomy, are being empowered to take all relevant decisions and are being allowed to develop further. A number of measures have been initiated to strengthen the autonomy of the institutions like IITs and IIMs, Indian School of Mines, Sant Longowal Institute of Engineering and Technology, etc.

It has been decided that all admissions to the undergraduate programmes in engineering, architecture and planning in all the National Institutes of Technology (NITs), Indian Institute of Information technology (IITs), Allahabad and Gwalior, National Institute of Forge and Foundry Technology (NIFFT), Ranchi, School of Planning (SPA), New Delhi, and other Institutes of Central Government as specified shall be made through All India Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education. All the other deemed and Central Universities will have the option to participate in the AIEEE or conduct their own entrance examination and admit students in a fair and transparent manner. The State Governments shall continue to hold their own common entrance tests for admission in institutions within their States as before. However, States willing to participate in the AIEEE for all or a part of the total seats in the State can participate in AIEEE by giving the option to the CBSE. A similar decision has also been taken in regard to admissions in MBA/PGDM (or equivalent) programmes in the country. The All India Master of Computer Application Test (AIMCAT) has been dispensed with.

It is proposed to provide enhanced funding to the IITs for introducing certain new Integrated Programmes with multi-disciplinary orientation and for strengthening of the infrastructure. Dual Degree Programmes in Engineering Physics, with specialisation in Nano Science, five-year integrated B.Tech. and MBA, M.Tech. in Financial Engineering are some of the courses at advanced stages of finalisation. Proposals are also underway to revive the Block Grant Scheme of Non-Plan funding to IITs and IIMs. This is intended to bring about greater autonomy in these institutions and also to develop a certain degree of resilience in these



institutions. Taking 2003-04 as the base year, it is proposed to provide matching grants from Non-Plan grants against net savings. Special grant is also proposed to be provided under *force majeure* in order to take care of the circumstance beyond the control of these institutions.

The issue of fees to be charged by the Indian Institute of Managements (IIMs) has been resolved, as also the provision of freeships for meritorious students. It has been decided that all students, 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. All the six IIMs have provided Need-Based Financial Assistance of Rs. 2.34 crore during the Academic Year 2004-05 to 373 students having parental income below Rs. 2 lakh per annum. Three Indian Institutes of Management (IIMs) at Lucknow, Indore and Kozhikode have been provided with additional funding for infrastructure development.

Under NCMP, 58 new Polytechnics are being established in special focus districts at a cost of Rs. 9 crore per Polytechnic. Also, 185 existing Polytechnics in the special focus districts will be sanctioned Rs 25 lakh each



एकः सूते सकलम्

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.

The annual Frankfurt Book Fair and Tokyo International Book Fair are two premier international events in which the NBT participates regularly.

to strengthen their infrastructural capabilities (laboratory equipment / machinery). Setting up of new polytechnics and infrastructural development in existing polytechnics in identified special focus districts, comprising areas of concentration of educationally backward minorities, Schedule V and VI areas, and areas with SC female literacy of less than 10 per cent, is expected to lead to increased participation and enrolment from these sections of society. The Community Polytechnics Scheme run through 669 existing Polytechnics is being revised to increase its scope of coverage, expansion, improvement in quality of training (competency based), skill development of the trainees, etc.

An Indian Institute of Information Technology, Design and Manufacturing has been set up at Jabalpur in MP. The Institute was inaugurated on February 7, 2005. This institute is expected to meet the ever increasing demand of information technology professionals in the country.

As regards special attention to the North-Eastern States, action for opening an IIM in the North-Eastern Region is being taken. A proposal for setting up faculties of engineering and management in selected institutions in each State of the N-E Region is being considered. Also, there is proposal for setting up of Central Institute of Technology at Kokrajhar in Assam at an estimated project cost of Rs. 25 crore. The Institute is expected to start functioning from 2005-06 and will offer diploma and vocational level courses.

A Committee of CAGE has been set up on the subject of "Financing of Higher and Technical Education" under the Chairmanship of Prof. Bhalchandra Mungekar, Member, Planning Commission. It, *inter alia*, expects to address the commitment of the Government in the National Common Minimum Programme that nobody will be denied professional education because he or she is poor.

Book Promotion

In order to encourage book promotional activities, the Government engages NGOs to supplement its effort. A scheme of 'Book Promotional Activities and Voluntary Agencies' is operated directly by the Ministry. 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 promotional activities. Grants are also given to the reputed Voluntary Organisations for organising the Delhi Book Fair and National Book Fairs, etc. Care is taken to ensure that organisations from all over the country are provided financial assistance. It is the endeavour of the Government to give special emphasis to organisations belonging to North-East Region. Grants are released up to a maximum of 75 per cent of the total expenditure approved.

National Book Trust

The National Book Trust was set up by the Government of India in 1957, with the objective of encouraging production of reading material at moderate price and fostering book mindedness among people. The NBT

provides financial assistance to authors and illustrators for bringing out reasonably priced textbooks and reference books for students of all levels and for publication of books for children and neo-literates. It also promotes book reading habit all over the country by (a) providing financial assistance for organising book fairs, festivals and exhibitions, (b) organising symposia and workshops, (c) sponsoring celebrations of National Book Week and (d) setting up of reading clubs in schools. To promote Indian books and Indian authorship abroad, it participates in various international book fairs. The annual Frankfurt Book Fair and Tokyo International Book Fair are two premier international events in which the NBT participates regularly.

Copyright Office

The Copyright Office was established in 1958 in pursuance of Section 9 of the Copyright Act, 1957. Copyright comes into existence as soon as a work is

created and its acquisition does not require any legal formality. Though registration is optional, the Copyright Act, 1957, as amended from time to time, provides for registration of Copyright of an original literary, dramatic, musical and artistic works; Cinematograph Films and Sound Recordings.

In addition, the Copyright Office also registers the changes in the particulars of Copyright entered in the registers of Copyright in accordance with Rule 16 of the Copyright Rules, 1958. Moreover, Copyright Office also issues certified copies of extracts from the Register of Copyrights. Inspection of the Register of Copyright is also open to the interested persons at all reasonable times.

The Copyright Office has been computerised and all particulars of works are entered into the computer. The Copyright Office will be modernised very soon and the draft plan for this is under preparation.

Language

Some of the important programmes that continued during the year 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 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 scholarship for students of non-Hindi States for study of Hindi; Book and workshops on Intellectual Property Rights, management of Copyright Act through educational institutions and other institutions and 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 for Education in Culture and Human Values has been strengthened for wider coverage and the scholarship scheme is being modified to enable meritorious children to avail of the scholarship. Similarly, the scheme for development of Sanskrit language is also being modified and strengthened.

Scholarships

The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas have been merged into 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 being implemented through State Governments and UT administrations.



Organisational Structure

Under the Ministry of Human Resource Development, there are two Departments, namely the Department of Elementary Education and Literacy, and the Department of Secondary and Higher Education. The Minister for Human Resource Development is assisted by one Minister of State. 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 and 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, 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.

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

Education Wings in Indian Missions Abroad

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

- ❑ 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 the Indian student community and Indian diaspora in the country concerned. These Missions keep in touch with the academic world and keep track of the latest developments in the field of Science and Education to provide feedback to the Ministry. Apart from this, the Education Wings 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 can be secured from the country concerned.

Permanent Delegation of India to UNESCO, Paris

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

Training Cell

The Training Cell assesses the training needs of the officers and staff member 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 the DOPT, Ministry of Finance (Department of Economic Affairs), IIPA, NIC, ISTM, and NIFM, Faridabad, for imparting training to the staff and officers of the Department, so that they can be deputed to attend various courses/programmes such as management and administration, vigilance, cash and accounts, personnel and housekeeping matters, conducted by these agencies.

The Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the DOPT and Department of Economic Affairs of the Ministry of Finance for short-term and long-term training courses abroad under the Colombo Plan, and 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. The scheme is currently under review.

Vigilance Activities

The vigilance set-up of the Department is under the overall supervision of the Secretary, who, in turn, is assisted by a part-time Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other subordinate staff. Shri C. Balakrishnan, Joint Secretary, has been functioning as Chief Vigilance Officer in both the Departments of Secondary and Higher Education and Elementary Education and Literacy.

During the period under report, sustained efforts were continued to tone up the administration and to maintain discipline amongst the staff of the Departments, both at the Headquarters and in the Subordinate offices. Eleven disciplinary cases were initiated during the year. Ten disciplinary proceedings against officials, including five cases carried over from the previous years, were concluded and appropriate orders passed. Disciplinary proceedings in seven cases are still in progress.

Vigilance Awareness Week was observed from November 1-6, 2004. 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 were appointed in various



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Autonomous Organisations under the administrative control of the Department, wherever the post of CVOs fell vacant, with the prior approval of Central Vigilance Commission. During the year, 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 the internet in Government procurement or tender 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 Departments in consultation with the various Bureaux.

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 Director of Grievances. Regular review meetings with the concerned Bureau Heads/Organisations were held during the year to resolve and expedite the specific grievances. This has resulted in solving some long pending cases. Periodic meetings were also held with the Directorate of Public Grievances (DPG), Cabinet Secretariat and Department of Administrative Reforms and Public Grievances (AR&PG) to review the grievances sent by DPG/AR&PG. The grievances have been computerised by using the PGRAMS software devised by NIC.

The Committee on Complaints of Sexual Harassment of Women at the workplace has been reconstituted to hear/accept the complaints from employees posted in the Departments and to take appropriate steps for timely redressal of their complaints.

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 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 for the period from April to September 2004 is as under:

- 'A' Region - 52 per cent
- 'B' Region - 38 per cent
- 'C' Region - 25 per cent

According to the direction of the Department of Official Language, checkpoints have been made. During this period, 15 Subordinate offices were inspected by the

Ministry. During the period under review, Committee of Parliament on Official Language inspected 3 Subordinate Offices of the Ministry. Beside this, representation was made by the Ministry in the Official Language Implementation Committee meetings of 15 Subordinate offices. Hindi Workshops were organised in subordinate offices. During the period from April 2004 to January 2005, Hindi workshops were organised in the offices located at New Delhi, Kolkata, Shanti Niketan, Mumbai, Chennai and Pondicherry, including the Ministry, in which training was imparted to about 400 officers.

The Ministry nominates employees/officers for training in every session of the training programme of the Department of Official Language. A two-day workshop on 29-30 June, 2004, was organised at Ujjain for the officers/officials looking after the work of Hindi in the offices of this Ministry located in North India. A similar 'Sangosthi' workshop was organised at Bhubaneswar on 7-8 February, 2005. In addition, a Power-point presentation regarding the position of Hindi in both the Departments of the Ministry was made by the Secretary, Department of Secondary and Higher Education in a conference held in October 2004 under the Chairmanship of the Cabinet Secretary. During the year, the Hindi month was celebrated on a large scale in which about 280 employees of the Ministry and its subordinate offices, located at Delhi took part. An official language shield scheme for the promotion of Hindi in the sections of the Ministry as well as in Subordinate Offices, Institutions, Bodies under the Ministry is being implemented.

Computerised Management Information System (CMIS)

The Computerised Management Information System (CMIS) Unit was set up in the Department with a view to accelerate the growth management information system and to create expertise within the Department. The main objectives of the Unit are to identify areas for computerisation and to conduct feasibility studies for the development of computer-based management information system, system analysis, design and

development of software for the implementation of the management information system, maintenance of software packages developed as per varying needs of the users in the Department; act as a resource unit and provide training to the officials of the Department to develop local knowhow for day-to-day processing of information; design and develop database methodologies and liaison with National Informatics Centre (NIC) and other agencies of Information Technology.

This Unit has put in considerable effort to introduce and provide software support to meet the various types of software requirements of the Department. As the nodal agency for computerisation in the Department, this Unit has prepared an overall IT vision for the Department with specific plans and targets. As per the strategy, a Group of Senior officers of the Department was constituted to review the IT requirements of the Department. The Group recommended to provide computers to all dealing hands and personal assistants, computer training programme to the officials of the Department, regular update of the website of the Department, provision of Local Area Network (LAN), implementation of File Tracking System and networking of National Institutions on Education. As per the recommendation of the Group, this Unit conducted a survey to work out the requirements of computers at the Assistants' and Personal Assistants' level. Besides providing computers to all Sections with LAN facility, an additional computer with Linux Operating System and Open Office software has been provided to each Section and all Personal Assistants in the Department. Efforts are being taken to provide computers to all dealing hands in each Section. Section-level information is being collected to implement the File Tracking System.

In order to promote and implement the concept of e-Governance in the Department, all new announcements of the Department are converted into electronic forms along with other related materials like guidelines, etc., and are being made available on the website of the Department. Application forms and other relevant materials are available for online submission. The contents of the website were updated regularly and

provisions have been made for internet users to take printouts of the forms and other materials available on the website. Parliament Questions and Answers relating to the Department were electronically transferred to the Lok Sabha and Rajya Sabha Secretariat regularly during Parliament Sessions. Besides a database on Parliament Questions along with the replies is also made available in Local Area Network to enable all Sections to readily access the questions answered by them earlier on related subjects.

Training camps were organised from time to time to bring awareness on office automation software and to enhance computer usage in the Department. In order to create a paperless environment, efforts are being made to develop suitable software for submission of leave application, tour intimation of officers, online notice board, web publishing of circulars, etc. All officials in the Department were encouraged to utilise the e-mail facility provided by the NIC. As a result, e-mail has been widely used in the Department to send/receive letters, documents, etc., to other offices where such facility is available. Various publications/databases like Education in India series, Budgeted Expenditure on Education for 2002-03, 2003-04 and 2004-05, Telephone Directory of the Department were processed from time to time. An Electronically Clearing System (ECS) for distributing salary and other allowances for the employees of the Departments was introduced during the year. The budgeted expenditure of both the Departments were monitored by this Unit and outputs are generated on various parameters through data processing. Slideshow presentations were prepared and arranged for meetings organised by various Bureaux of the Departments.

This Unit also monitored the maintenance of all computers, laptops, printers, UPS, scanners, etc., installed in the Departments and liaised with NIC and other agencies like Department of Administrative Reforms and Public Grievances, etc., on matters related to Information Technology.

Information and Facilitation Centre

A NICNET-based Information and Facilitation Centre was set up in June 1997 for providing prompt and convenient access to the information to the general public and NGOs visiting the MHRD. The main objective of the Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the MHRD. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services is supplied through brochures, booklets and reports.

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 computers having internet facility. The addresses of the website for the Department of Secondary and Higher Education, Women and Child Development are www.education.nic.in and www.wcd.nic.in respectively.

National Informatics Centre

Computer Centre

NIC has established a Computer Centre for Ministry of Human Resource Development at 336-C, Shastri Bhavan, for IT applications' development and operation. NIC has established 300 nodes in LAN at Shastri Bhavan and provided WAN connectivity through NICNET Gateway with RF Link connectivity of 10 MB. As a backup, this is supported by a 2 MB leased line. To make it virus free and to ensure smooth LAN and WAN functioning, an anti-virus server has been established at Shastri Bhavan for online updation of anti-virus software. NIC has also assisted the Ministry in the establishment of 20 nodes at Curzon Road barracks office and 50 nodes at Jamnagar Office.

External Scholarships: NIC has implemented online submission of applications for grant of external scholarships. During the current year, Israel, Norway, Czech, and Commonwealth fellowships for UK and Canada have been received through the portal.

Presentation of IntraEDU: An IntraEDU portal for communications within the Ministry has been developed and presented. It has the following features:

- a. Personnel Data of Employees
- b. Pay Information
- c. Online Submission of Leave Applications
- d. Telephone and E-mail Directories
- e. E-Notice Board
- f. Sharing of Documents Online
- g. Applications in Downloadable Format for GPF Advance/Withdrawal, Vehicle Advance, House Building Advance, etc.

Portal of AIEEE Examination 2004

The Central Board of Secondary Education (CBSE) has requested the NIC for the development of a software package for online acceptance of application forms for AIEEE Examination–2004 through the NIC web server. It has been designed, developed and executed as a web enabled application system for AIEEE 2004 Examination. The AIEEE Examination Portal was developed using Microsoft web technology and hosted at <http://www.aieee.nic.in>.

Major activities carried out

- ❑ To Analyse Functional Requirements from Users and Translate Them into Design Specifications.
- ❑ Creation of Portal Comprising Online Display of Examination Brochures
- ❑ User-friendly Online Acceptance of AIEEE 2004 Application Forms
- ❑ System Auto Generation of Registration Number, which was Key for all Kinds of Future Correspondence.
- ❑ Display on the *Status* of Receipt of AIEEE 2004 Application through Indian Postal Service
- ❑ Transmission of Online Received Applications' Data to CBSE on Regular Basis
- ❑ Online Admit Card Information Published on Net.

- ❑ Declaration of AIEEE Examination Results.

Online AIEEE Counselling 2004

Counselling for AIEEE 2004 was fully online. Designing, development and implementation of the online application software for AIEEE Counselling 2004 was taken up on a turnkey basis. The System was developed using Microsoft web technology and hosted on a public URL at <http://www.ccb.nic.in> and on a restricted URL at <http://intraccb.nic.in> for access to Counselling Centres and CCB during the counselling period.

The Counselling was conducted in two phases.

- ❑ **Off-Campus Online Counselling** comprising of online registration by eligible candidates through the internet, submission of choices based on his/her All India Rank (AIR), gender, category, state of eligibility and generation of tentative seat matrix on regular basis.
- ❑ **On-Campus Online Counselling** comprising of online payment of counselling fees, online registration from designated Counselling Centres, final exercising of choices based on the availability on that time, final seat allotment, generation of allotment letters in triplicate and publishing the result on the net.

During the counselling for AIEEE 2004, 45 Institutions participated, and 77 courses were offered against 10,000 seats for three streams viz., engineering, architecture and pharmacy. Off-campus application was accessible round the clock, across the globe, for 15 days and on-campus form was accessible from 16 counselling centres for online counselling.

Major activities carried out

- ❑ To analyse functional requirements from the Complete System and translate them into Various Modules like Online Fee Collection/Refund Module, Online Registration Module, Final Choice Submission Module, Locking/Unlocking Module, Final Seat Allotment Module, etc.
- ❑ Development of SRS as per Requirements Freed by CCB

- ❑ Launching of Website and Porting of all Relevant Information on Net
- ❑ Development and Testing of Software Packages for the Desired Deliverables
- ❑ Training and Coordination with each Counselling Centre on the Software Packages and the Necessary Technical Inputs
- ❑ Performing DBA Activities and Planning Backup/ Recovery of Database
- ❑ Certified as per “IEEE” standard.

Online Counselling of Uttar Pradesh Technical University- State Entrance Examination (UPTU-SEE) 2004

During the counselling for UPTU-SEE 2004, 183 institutions participated, 72 courses offered against 30,000 (approx.) seats for seven streams viz., engineering, architecture, pharmacy, hotel management, masters in computer applications, masters in business administration and direct admission to second year for diploma-holder candidates. Off-campus application was accessible round the clock, across the globe, for seven days and on-campus was accessible from seven counselling centres for 24 days for online counselling.

A very complex algorithm was designed keeping in view State Government reservation policies (like SC/ST/OBC, Girls, Freedom Fighter, Physically Handicapped, Armed Forces and Rural weightage quota, etc.)

The Online application was developed using Microsoft web technology and hosted at <http://uptu.nic.in>

Activities carried out

- o Development and Updation of UPTU Website and Porting of all Relevant Information
- o Development of SRS as per Specifications Freezed by UPTU
- o Design, Development, Testing and Implementation of Customised Online Application of UPTU-SEE 2004
- o Training and Coordination with each of the Counselling Centres on the Software Packages and the Necessary Technical Inputs

Deemed University Portal

A “Techno-economical” proposal for the development of “Portal of Deemed University” has been developed and submitted to the Ministry of HRD.

Urdu Council Website Updation

The entire website of National Council for Promotion of Urdu Language (NCPUL) has been updated with enhanced features. Monthly magazine “Urdu Dunia” was also published on the net on a regular basis during the year 2004. A “Techno-economical” proposal for the development of “Portal on Urdu Council” has been developed and submitted to NCPUL.

The technical support as desired has been extended to Rashtriya Sanskrit Sansthan, Central Board of Secondary Education, NCERT, CTSA, etc. The VII All India Education Survey has been carried out on a turnkey basis for NCERT.



National Policy on Education (NPE) and Programme of Action (POA)

The National Policy on Education (NPE), 1986 along with its Revised Policy Formulation and the Programme of Action (POA) evolved as a result of widespread deliberations, consultation and consensus were last reviewed and updated in 1992. 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.

The National Policy on Education (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 is to monitor the implementation. Accordingly, the POA 1992 stands circulated in 1993 to all States and Union Territories to draw up their own State Programme of Action (SPOA).

Central Advisory Board Of Education (CABE)

The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State governments in the field of education, was first

established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and the extended tenure of the last CABE expired in March 1994. Despite the fact that in the past, important decisions had been taken on the advice of CABE and it had provided a forum for widespread consultation and examination of issues relating to educational and cultural development, it was unfortunately not reconstituted after the expiry of its extended tenure in March, 1994. CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and socio-cultural developments taking place in the country and for the review of the National Policy on Education which is also due. It is a matter of importance therefore, that the Central and State governments, and educationists and people representing all interests, should increase their interaction and evolve a participative process of decision making in education, which enhances the federal structure of our polity. The National Policy on Education, 1986 (as modified in 1992) also envisages that the CABE will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation, and will function through appropriate mechanisms created to ensure contact with, and coordination among, the various areas of human resource development. Accordingly, the CABE has since been reconstituted by the Government in July 2004. The Board consists of nominated members representing various interests in addition to representatives of the Government of India, State Governments and UT Administrations, elected members from the Lok Sabha and the Rajya Sabha, etc.

The functions of CABE are:

- a) to review the progress of education from time to time;
- b) to appraise the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter;
- c) to advise regarding coordination between the Central and State governments/ UT

Administrations, State Governments and non-governmental agencies for educational development in accordance with the education policy; and

- d) to advise, *suo moto*, or on a reference made to it by the Central Government or any State Government or Union Territory Administration on any educational question.

The first meeting of the re-constituted Central Advisory Board of Education was held on August 10-11, 2004, during which some critical issues emerged, needing detailed deliberation. It was decided to set up Committees of CABE to examine in detail these critical issues. Accordingly, seven Committees of the Central Advisory Board of Education (CABE) have been set up to look into some of the critical issues faced by the Education Sector in the country, as indicated below:

1. CABE Committee on Free and Compulsory Education Bill and other issues related to Elementary Education under the Chairmanship of Shri Kapil Sibal, MOS Science and Technology. The terms of reference are:
 - ❑ To suggest a draft of Legislation envisaged in Article 21A of the Constitution.
 - ❑ To examine other issues related to elementary education for achieving the objectives of free and compulsory basic education.
2. CABE Committee on Girls Education and the Common School System under the chairmanship of Shri Tarun Gogoi, Chief Minister, Assam. The terms of reference are:
 - ❑ To examine existing schemes, incentives and special measures aimed at reducing gender disparity and increasing the participation and retention of girls, in all sectors of education.
 - ❑ To make the provision in the NPE and POA regarding the Common School System, a reality.
 - ❑ To examine ways of promoting inclusive education and the education of all children with disabilities/special needs.
3. CABE Committee on Universalisation of Secondary Education under the chairmanship of Shri Ghanshyam Tiwari, Education Minister,



Rajasthan. The term of reference is to prepare a blueprint for the universalisation of secondary education consequent upon the attainment of universalisation of elementary education.

4. CAGE Committee on Autonomy of Higher Education Institutions under the chairmanship of Shri Kanti Biswas, Education Minister, West Bengal. The terms of reference are:

- To suggest measures for enhancing the autonomy of higher education institutions, especially those with potential for excellence.
- To institutionalise regulatory provisions for promoting autonomy and accountability of higher education institutions.

5. CAGE Committee on Integration of Culture Education in the School Curriculum under the chairmanship of Prof. U.R. Ananthamurthy. The terms of reference are:

- To suggest ways of enhancing the quality of cultural awareness among school-going children;
- To suggest ways of introducing both in curricular and extra-curricular ways, the learning of our traditional, folk, classical and contemporary art forms;
- To suggest ways of helping the students to appreciate the world of arts, music and literature;
- To suggest ways of introducing a capsule on the appreciation of arts in the curriculum of teacher education;
- To suggest ways of introducing art appreciation as an elective subject in the universities;
- To help understand the status of art and music schools and colleges in the country.

6. CAGE Committee on Regulatory Mechanism for the Text Books and parallel text books taught in schools outside the Government system co-chaired by Prof. Zoya Hassan, JNU, New Delhi and Prof. Gopal Guru, JNU, New Delhi. The terms of reference are:

- To study and report on text books in Government schools not using the CBSE syllabus;
- To study the text books and curriculum of schools outside the Government system, including those run by the religious and social organisations;
- To suggest an appropriate regulatory mechanism for institutionalising the issue of preparation of text books and curricular material.

While reviewing the textbooks, the Chairpersons of the Committee may co-opt subject matter/language specialists.

7. CAGE Committee on Financing of Higher and Technical Education under the chairmanship of Prof. Bhalchandra Mungeker, Member Education, Planning Commission. The terms of reference are:

- To examine the adequacy of investments in Higher/Technical Education and to find ways of augmenting the resource flow in Higher Education;
- To examine the question of a fair share of 6 per cent of GDP for Education;
- To suggest the ways of encouraging and regulating private participation and investments in Higher/Technical Education.

Education Ministers' Conference

A meeting of the Education Ministers of all States/UTs dealing with School Education was held on October 28, 2004, at Vigyan Bhawan under the chairmanship of the Minister of Human Resource Development.

Bharat Shiksha Kosh

In order to facilitate donations including smaller amounts from India and abroad 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 January 9, 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 prigin 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, Ministry of Human Resource Development. The objectives of the Institute are to undertake, promote and coordinate research in educational planning and administration; to provide training and consultancy services in this field; to train and orient key level functionaries as well as senior-level administrators from the Centre and the 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 2004-2005, 40 training programmes had been organised till December, 2004.

The faculty provided consultancy and professional support to National, State and institutional-level bodies like 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 can claim to have one of the richest libraries in the field of Educational Planning and Management in the Asian Region. It serves the faculty, research scholars and the participants

of the various programmes, and also other organisations through the Inter Library Loan system. The Library reading room facilities are open to all. The Library has collection of over 55,961 volumes and subscribe to as many 390 periodicals and has a computerised catalogue of books and articles.

An Outside Peer Review Committee under the Chairmanship of Subhash C. Kashyap, former Secretary General, Lok Sabha Secretariat, was set up to review the work and progress of NIEPA. The Review Committee has submitted its report and has recommended that NIEPA has done extremely well in fulfilling the objectives identified in its Memorandum of Association. Other recommendations of Review Committee are being considered by the Department.

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 include sponsoring of seminars, workshops, etc., conduct of impact and evaluation studies, and consultancy assignments in order to advise the Government on the best alternatives and models for making the system to work.

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

During 2004-2005, financial assistance was given for

organising 23 seminars /conferences /studies / evaluations, etc., till December 2004. The target for the year 2005-2006 is to give financial assistance for 50 seminars/conferences/workshops/ evaluations, etc.

Statistics Unit

The Statistics Unit of the Department of Education is the nodal agency for the 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 education 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 publication. 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.

In order to strengthen the State Education Departments with bare minimum infrastructure to supplement the existing structure available in the country for educational statistics, a scheme titled 'Strengthening of Statistical Machinery in States' is under formulation. This scheme would improve the efficiency of various schemes of the Ministry of HRD.

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 is being provided to the international institutions like UNESCO/OCED every year.

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 Tenth Plan (2002-07) outlay was Rs. 43,825 crore: Rs. 13,825 crore for the Department of Secondary and Higher Education and Rs. 30,000 crore for the Department of Elementary Education and Literacy. The approved Annual Plan outlay (2004-05) is Rs. 6,000 crore* for the Department of Elementary Education and Literacy and Rs. 2,225 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 to 2003-04. 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 review, 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 in-charge of a State/UT.

**Enhanced to Rs. 8,000 crore in RE 2004-05.*



Constitutional provisions

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.” 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. These provisions need to be fully utilised for the benefit of these weaker sections in our society.

Commitment in NCMP

The UPA Government has set six basic principles for governance. One of them is *“To provide for full equality of opportunity, particularly in education and employment for scheduled castes, scheduled tribes,*

OBCs and religious minorities”. Besides, the National Common Minimum Programme (NCMP) of the UPA Government contains following provisions aimed at the welfare and empowerment of these communities:

- ❑ UPA Government will take immediate steps to reverse the trend of communalisation of education that had set in the past five-years.
- ❑ Steps will be taken to remove the communalisation of the school syllabus that has taken place in the past five-years. A review committee of experts will be set up for this purpose.
- ❑ The UPA will ensure that nobody is denied professional education because he or she is poor.
- ❑ All reservation quotas, including those relating to promotions, will be fulfilled in a time bound manner. To codify all reservations, a Reservation Act will be enacted.
- ❑ The UPA Government is very sensitive to the issue



of affirmative action, including reservations, in the private sector.

Special provisions

After independence, the Government of India has taken number of steps to strengthen the educational base of the persons belonging to the Scheduled Castes and Scheduled Tribes. Pursuant to the National Policy on Education 1986 and the Programme of Action (POA) 1992, the following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education and Literacy and Secondary and Higher Education:

- ❑ Relaxed norms for opening of primary /middle schools; a primary school within 1 km walking distance from habitations of population up to 200 instead of habitations of up to 300 population.
- ❑ Abolition of tuition fee in all States in Government schools at least up to the upper primary level. In fact, most of the States have abolished tuition fees for SC/ST students up to the senior secondary level.
- ❑ Incentives like free textbooks, uniforms, stationery, schools bags, etc., for these students.
- ❑ The **Constitutional (86th Amendment) Bill**, notified on December 13, 2002, provides for free and compulsory elementary education as a Fundamental Right for all children in the age group of 6-14 years.
- ❑ **Sarva Shiksha Abhiyan (SSA)**: SSA is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The main features of the programme are:
 - ❑ Focus on girls, especially belonging to SC/ST communities and Minority groups.
 - ❑ Back to school camps for out of schoolgirls.
 - ❑ Free textbooks for girls.
- ❑ Special coaching/remedial classes for girls and a congenial learning environment.
- ❑ Teachers' sensitisation programmes to promote equitable learning opportunities.
- ❑ Special focus for innovative projects related to girls' education.
- ❑ Recruitment of 50 per cent female teachers.
- ❑ **District Primary Education Programme (DPEP)**: The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and SCs/STs; however, physical targets are fixed, in an integrated manner, including coverage of these groups as well. According to a study by NIEPA, 74,811 schools in DPEP districts had more than 60 per cent students belonging to SC/ST communities.
- ❑ **Janshala**: The objective of Janshala is to support the efforts for UEE by providing primary education to the children from SCs, Minorities, working children and children with special needs. Janshala emphasises on the active involvement of the community in primary education programmes and training of teachers. Janshala programme is in operation in 139 blocks of nine States viz. Karnataka, Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Jharkhand, Orissa, Maharashtra, Rajasthan and Uttar Pradesh. The programme also covers the cities of Hyderabad, Bhubaneswar, Puri, Cuttack, Jaipur, Lucknow, Ajmer, Bharatpur, Jodhpur and Bhilai.
- ❑ **Mahila Samakhya (MS)**: MS addresses traditional gender imbalances in educational access and achievement. 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 empowerment.
- ❑ **National Programme for Education of Girls at Elementary Level (NPEGEL)**: The NPEGEL

under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls under privileged/disadvantaged at the elementary level. The Scheme is being 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, as well as in blocks of districts that have at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent based on 1991.

- **Shiksha Karmi Project (SKP):** SKP aims at universalisation and qualitative improvement of primary education in remote, arid and socio economically backward villages in Rajasthan with primary attention to girls. It is note worthy that in Shiksha Karmi Schools, 74 per cent of the students are from SCs, STs and OBCs.
- **Kasturba Ghandhi Balika Vidyalayas:** Under the scheme of Kasturba Ghandhi Balika Vidyalaya, 750 residential schools are being set up in difficult areas with boarding facilities at the elementary level for girls belonging predominantly to the SCs, STs, OBCs and Minorities. The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with concentration of tribal population, with low female literacy and / or a large number of girls out of school.
- **Jan Shikshan Sansthan (JSS):** The Scheme of JSS or Institute of People's Education is a polyvalent or multifaceted adult education programme, aimed at improving the vocational skill and quality of life of the 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.
- Literacy campaigns have had an enormous impact on other social sectors. 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.
- **Mid-Day Meal scheme:** The Mid-Day Meal scheme is a successful incentive programme. It covers all students of primary classes in all Government, local body and Government-aided schools in the country with the aim to improve enrolment, attendance and retention while simultaneously impacting on the nutritional status of the children.
- **Central Institute of Indian Languages (CIIL):** The Central Institute of Indian Languages, Mysore, has a scheme for the 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.
- **Kendriya Vidyalayas (KVs):** Here, 15 per cent and 7.5 per cent seats are reserved for SCs and STs, respectively, in fresh admissions. No tuition fee is charged from Scheduled Caste and Scheduled Tribe students up to class XII.
- **Navodaya Vidyalayas (NVs):** Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district, provided that no such reservation will be less than the national average of 22.5 per cent (15 per cent for SCs and 7.50 per cent for STs) and a maximum of 50 per cent for both the categories (SCs and STs) taken together. These reservations are interchangeable and over and above the students selected under open merit.
- **National Institute of Open Schooling (NIOS):** The SC/ST students are given concession in admission fees to the extent of Rs. 200/- for bridge courses, Rs. 250/- for secondary courses and Rs. 300/- for senior secondary courses.
- 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 enrolment of adolescent girls belonging to Rural areas and weaker sections. Preference is given to educationally backward districts particularly those pre-dominantly inhabited by SCs/STs and educationally backward minorities.

- ❑ Out of 43,000 scholarships at the secondary stage for talented children from rural areas, 13,000 scholarships are awarded to SC/ST students subject to fulfilment of criteria laid down.
- ❑ **National Council of Educational Research and Training (NCERT):** NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan, and education of educationally disadvantaged groups.
- ❑ NCERT operates the National Talent Search Scheme for pursuing courses in science and social science up to doctoral level and in professional courses like medicine and engineering up to second-degree level subject to fulfilment of the conditions. Out of 1,000 scholarships, 150 scholarships are reserved for SC students and 75 for ST students.
- ❑ **National Institute of Educational Planning and Administration (NIEPA):** Educational development of Scheduled Castes and Scheduled Tribes is an area of major concern of NIEPA. It carries out a number of studies relating to educational programmes and schemes for Scheduled Castes and Scheduled Tribes. It has also been generating material relating to educational institutions and development of Scheduled Caste and Scheduled Tribe students.
- ❑ **University Grants Commission (UGC):** UGC provides financial assistance to universities/deemed universities for the establishment of SC/ST cells in universities to ensure effective implementation of reservation policy for SCs and STs. The UGC has established SC/ST Cells in 113 universities, including Central universities to ensure proper implementation of the reservation policy. The Standing Committee on SCs/STs monitors and reviews the work undertaken by the universities/colleges.
- ❑ As per the reservation policy, UGC has earmarked 15 per cent and 7.50 per cent reservation for SCs and STs, respectively, in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc., in universities/colleges, professional and technical educational institutions administered by the Central Government. State universities follow the reservation policy as prescribed by respective State Governments. The Commission has been issuing guidelines/directives/instructions from time to time for implementing reservation policy of the Government of India.
- ❑ Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST candidates.
- ❑ UGC has been implementing the programme of Career Orientation to Education (vocationalisation of education) to ensure that the graduates have knowledge, skills and attitudes for gainful employment in the wage sector in general, and self-employment in particular for all, including SCs/STs.
- ❑ UGC provides financial assistance for Remedial Coaching to SC/ST students. It provides financial assistance to the existing coaching centres to prepare SC/ST candidates for the National Eligibility Test (NET) conducted by UGC/CSIR.
- ❑ Commission provides financial assistance for extension activities. Under the scheme, all groups of the society are covered, including SCs/STs.
- ❑ In order to contribute towards social equity and socio-economic mobility of the under privileged sections of the society, UGC has introduced remedial coaching scheme at UG/PG level. The main objectives of the scheme are: (i) to improve the academic skills and linguistic proficiency of the



Adult Literacy Schemes of the National Literacy Mission have been implemented in nearly all the districts of the country. Special measures have been initiated to improve female literacy in low female literacy districts (45) through focused interventions by Zilla Saksharata Samitis, non-government organisations, women volunteer teachers and Panchayati Raj functionaries.

students in various subjects (ii) to raise the level of comprehension of basic subjects so as to provide a strong foundation for further academic work (iii) to strengthen their knowledge, skills and attitudes in the subjects where quantitative and qualitative techniques and laboratory work are involved, and (iv) to improve the overall performance of these students in the examination.

- ❑ Commission has created a Central Pool Database of eligible SC/ST candidates and recommends their candidature for teaching positions in order to fulfill the prescribed reservation quota in universities and colleges.
- ❑ Periodic meetings of Registrars of Central Universities are organised to review the implementation of reservation policy in Central Universities.
- ❑ Commission has also constituted a Special Monitoring Committee, which reviews the functioning of existing Cells.
- ❑ **Community Polytechnics:** The Scheme of Community Polytechnics undertakes rural/community development activities through application of science and technology in its

proximity. It provides platforms for transfer of appropriate technologies to rural masses/local communities. Preference is given in training to rural youths, SCs, STs, women, school dropouts and other disadvantaged groups and helps them to obtain need based gainful employment. The Scheme of Community Polytechnics has been in operation in selected diploma level institutions since 1978-79. It applies science and technology through skill-oriented non-formal training, technology transfer and technical support services.

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SCP and TSP

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. The Department of Secondary and Higher Education has earmarked notionally Rs. 333.75 crore and 166.88 crore for SCP and TSP, respectively, out of the Plan outlay of Rs. 2,225 crore for the Annual Plan 2004-05. Department of Elementary Education and Literacy has earmarked notionally Rs. 900 crore and Rs. 450 crore for SCP and TSP, respectively, out of the plan outlay of Rs. 6,000 crore for Annual Plan 2004-05.

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Area Intensive and Madrasa Modernisation Programme

The Ministry implements a Central Plan Scheme of Area Intensive and Madrasa Modernisation Programme

which is being funded by Department of Secondary and Higher Education, Ministry of Human Resource Development on 100 per cent basis. The scheme have two components namely, i) Infrastructure Development and ii) Modernisation of Madrasas.

- Infrastructure Development: The basic objective of the scheme is to provide basic educational infrastructure and facilities in areas of concentration of educationally minorities which do not have adequate provisions for elementary and secondary education.
- Modernisation of Madrasas: Under this component a maximum two teachers salary is provided through State Governments to madarsas for teaching modern subjects such as Mathematics, Science, Social Studies, English, Hindi, etc. A one-time lump sum grant of Rs 7,000/- per madrasa for Science/Math kits and an amount of Rs 7,000/- for establishment of Book-bank is also provided to madarsas through State Governments.

The paramount objective of the scheme is the integrated development and mainstreaming of the educationally backward Minorities. The scheme will provide adequate educational infrastructure and its up gradation in the minority concentration blocks and areas where these facilities are lacking. Another objective of the scheme is to encourage traditional institutions like madaras and makhtabs to introduce Science, Mathematics, S. Studies, Hindi and English, etc., in their curriculum. The scheme will bring minority educational institutions, including madrasas into the national mainstream education system by linking these to NOS/SOS/Approved State Boards of Education.

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It is expected to cover more areas of identified blocks/tehsils of concentration of Educationally Backward Minorities by Ministry of Social Justice and Empowerment. As such, the likely expenditure during the year may come to Rs 2,500 lakh. The information relating to pending utilisation certificate is given in the Annexure VIII.

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An Ordinance was promulgated on November 11, 2004, to enable setting up of a National Commission for Minority Educational Institutions to advise the Central Government or any State Government on any question regarding the education of Minorities, to look into the complaints regarding violation of the rights of the Minorities, to establish and administer educational institutions of their choice and to permit a minority educational institution to seek direct affiliation to a scheduled Central University. The Commission has started functioning with a Chairman and two Members. It is expected that the Commission will give a greater focus to the issue of Minority education as also make the implementation of the constitutional provisions in these regards more effective. The Commission would also decide cases involving disputes regarding affiliation that may arise between a University and Minority Education Institutions. The National Commission for Minority Educational Institutions Act, 2004 (No.2 of 2005) to replace the ordinance has since been enacted.



Constitutional provisions

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.” 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. These provisions need to be fully utilised for the benefit of these weaker sections in our society.

Commitment in NCMP

The UPA Government has set six basic principles for governance. One of them is *“To provide for full equality of opportunity, particularly in education and employment for scheduled castes, scheduled tribes,*

OBCs and religious minorities”. Besides, the National Common Minimum Programme (NCMP) of the UPA Government contains following provisions aimed at the welfare and empowerment of these communities:

- ❑ UPA Government will take immediate steps to reverse the trend of communalisation of education that had set in the past five-years.
- ❑ Steps will be taken to remove the communalisation of the school syllabus that has taken place in the past five-years. A review committee of experts will be set up for this purpose.
- ❑ The UPA will ensure that nobody is denied professional education because he or she is poor.
- ❑ All reservation quotas, including those relating to promotions, will be fulfilled in a time bound manner. To codify all reservations, a Reservation Act will be enacted.
- ❑ The UPA Government is very sensitive to the issue



of affirmative action, including reservations, in the private sector.

Special provisions

After independence, the Government of India has taken number of steps to strengthen the educational base of the persons belonging to the Scheduled Castes and Scheduled Tribes. Pursuant to the National Policy on Education 1986 and the Programme of Action (POA) 1992, the following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education and Literacy and Secondary and Higher Education:

- ❑ Relaxed norms for opening of primary /middle schools; a primary school within 1 km walking distance from habitations of population up to 200 instead of habitations of up to 300 population.
- ❑ Abolition of tuition fee in all States in Government schools at least up to the upper primary level. In fact, most of the States have abolished tuition fees for SC/ST students up to the senior secondary level.
- ❑ Incentives like free textbooks, uniforms, stationery, schools bags, etc., for these students.
- ❑ The **Constitutional (86th Amendment) Bill**, notified on December 13, 2002, provides for free and compulsory elementary education as a Fundamental Right for all children in the age group of 6-14 years.
- ❑ **Sarva Shiksha Abhiyan (SSA)**: SSA is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The main features of the programme are:
 - ❑ Focus on girls, especially belonging to SC/ST communities and Minority groups.
 - ❑ Back to school camps for out of schoolgirls.
 - ❑ Free textbooks for girls.
- ❑ Special coaching/remedial classes for girls and a congenial learning environment.
- ❑ Teachers' sensitisation programmes to promote equitable learning opportunities.
- ❑ Special focus for innovative projects related to girls' education.
- ❑ Recruitment of 50 per cent female teachers.
- ❑ **District Primary Education Programme (DPEP)**: The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and SCs/STs; however, physical targets are fixed, in an integrated manner, including coverage of these groups as well. According to a study by NIEPA, 74,811 schools in DPEP districts had more than 60 per cent students belonging to SC/ST communities.
- ❑ **Janshala**: The objective of Janshala is to support the efforts for UEE by providing primary education to the children from SCs, Minorities, working children and children with special needs. Janshala emphasises on the active involvement of the community in primary education programmes and training of teachers. Janshala programme is in operation in 139 blocks of nine States viz. Karnataka, Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Jharkhand, Orissa, Maharashtra, Rajasthan and Uttar Pradesh. The programme also covers the cities of Hyderabad, Bhubaneswar, Puri, Cuttack, Jaipur, Lucknow, Ajmer, Bharatpur, Jodhpur and Bhilai.
- ❑ **Mahila Samakhya (MS)**: MS addresses traditional gender imbalances in educational access and achievement. 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 empowerment.
- ❑ **National Programme for Education of Girls at Elementary Level (NPEGEL)**: The NPEGEL

under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls under privileged/disadvantaged at the elementary level. The Scheme is being 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, as well as in blocks of districts that have at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent based on 1991.

- **Shiksha Karmi Project (SKP):** SKP aims at universalisation and qualitative improvement of primary education in remote, arid and socio economically backward villages in Rajasthan with primary attention to girls. It is note worthy that in Shiksha Karmi Schools, 74 per cent of the students are from SCs, STs and OBCs.
- **Kasturba Ghandhi Balika Vidyalayas:** Under the scheme of Kasturba Ghandhi Balika Vidyalaya, 750 residential schools are being set up in difficult areas with boarding facilities at the elementary level for girls belonging predominantly to the SCs, STs, OBCs and Minorities. The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with concentration of tribal population, with low female literacy and / or a large number of girls out of school.
- **Jan Shikshan Sansthan (JSS):** The Scheme of JSS or Institute of People's Education is a polyvalent or multifaceted adult education programme, aimed at improving the vocational skill and quality of life of the 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.
- Literacy campaigns have had an enormous impact on other social sectors. 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.
- **Mid-Day Meal scheme:** The Mid-Day Meal scheme is a successful incentive programme. It covers all students of primary classes in all Government, local body and Government-aided schools in the country with the aim to improve enrolment, attendance and retention while simultaneously impacting on the nutritional status of the children.
- **Central Institute of Indian Languages (CIIL):** The Central Institute of Indian Languages, Mysore, has a scheme for the 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.
- **Kendriya Vidyalayas (KVs):** Here, 15 per cent and 7.5 per cent seats are reserved for SCs and STs, respectively, in fresh admissions. No tuition fee is charged from Scheduled Caste and Scheduled Tribe students up to class XII.
- **Navodaya Vidyalayas (NVs):** Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district, provided that no such reservation will be less than the national average of 22.5 per cent (15 per cent for SCs and 7.50 per cent for STs) and a maximum of 50 per cent for both the categories (SCs and STs) taken together. These reservations are interchangeable and over and above the students selected under open merit.
- **National Institute of Open Schooling (NIOS):** The SC/ST students are given concession in admission fees to the extent of Rs. 200/- for bridge courses, Rs. 250/- for secondary courses and Rs. 300/- for senior secondary courses.
- 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 enrolment of adolescent girls belonging to Rural areas and weaker sections. Preference is given to educationally backward districts particularly those pre-dominantly inhabited by SCs/STs and educationally backward minorities.

- ❑ Out of 43,000 scholarships at the secondary stage for talented children from rural areas, 13,000 scholarships are awarded to SC/ST students subject to fulfilment of criteria laid down.
- ❑ **National Council of Educational Research and Training (NCERT):** NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan, and education of educationally disadvantaged groups.
- ❑ NCERT operates the National Talent Search Scheme for pursuing courses in science and social science up to doctoral level and in professional courses like medicine and engineering up to second-degree level subject to fulfilment of the conditions. Out of 1,000 scholarships, 150 scholarships are reserved for SC students and 75 for ST students.
- ❑ **National Institute of Educational Planning and Administration (NIEPA):** Educational development of Scheduled Castes and Scheduled Tribes is an area of major concern of NIEPA. It carries out a number of studies relating to educational programmes and schemes for Scheduled Castes and Scheduled Tribes. It has also been generating material relating to educational institutions and development of Scheduled Caste and Scheduled Tribe students.
- ❑ **University Grants Commission (UGC):** UGC provides financial assistance to universities/deemed universities for the establishment of SC/ST cells in universities to ensure effective implementation of reservation policy for SCs and STs. The UGC has established SC/ST Cells in 113 universities, including Central universities to ensure proper implementation of the reservation policy. The Standing Committee on SCs/STs monitors and reviews the work undertaken by the universities/colleges.
- ❑ As per the reservation policy, UGC has earmarked 15 per cent and 7.50 per cent reservation for SCs and STs, respectively, in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc., in universities/colleges, professional and technical educational institutions administered by the Central Government. State universities follow the reservation policy as prescribed by respective State Governments. The Commission has been issuing guidelines/directives/instructions from time to time for implementing reservation policy of the Government of India.
- ❑ Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST candidates.
- ❑ UGC has been implementing the programme of Career Orientation to Education (vocationalisation of education) to ensure that the graduates have knowledge, skills and attitudes for gainful employment in the wage sector in general, and self-employment in particular for all, including SCs/STs.
- ❑ UGC provides financial assistance for Remedial Coaching to SC/ST students. It provides financial assistance to the existing coaching centres to prepare SC/ST candidates for the National Eligibility Test (NET) conducted by UGC/CSIR.
- ❑ Commission provides financial assistance for extension activities. Under the scheme, all groups of the society are covered, including SCs/STs.
- ❑ In order to contribute towards social equity and socio-economic mobility of the under privileged sections of the society, UGC has introduced remedial coaching scheme at UG/PG level. The main objectives of the scheme are: (i) to improve the academic skills and linguistic proficiency of the



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students in various subjects (ii) to raise the level of comprehension of basic subjects so as to provide a strong foundation for further academic work (iii) to strengthen their knowledge, skills and attitudes in the subjects where quantitative and qualitative techniques and laboratory work are involved, and (iv) to improve the overall performance of these students in the examination.

- ❑ Commission has created a Central Pool Database of eligible SC/ST candidates and recommends their candidature for teaching positions in order to fulfill the prescribed reservation quota in universities and colleges.
- ❑ Periodic meetings of Registrars of Central Universities are organised to review the implementation of reservation policy in Central Universities.
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Educational Development in the NE and J&K

The Department of Elementary Education and Literacy is striving to increase its
expenditure in the NE Region.

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 Resource Pool for Development of North Eastern Region". An inter-ministerial committee under the Chairmanship of Secretary, Ministry of DoNER is administering this Non-Lapsable Central Pool of Resources (NLCPR).

Non-Lapsable Central Pool Of Resources

The empowered Committee administering the Non-Lapsable Central Pool of Resources (NLCPR) has so far, since its inception in 1998-99, approved proposals worth Rs. 462.72 crore for the development of educational infrastructure in the North-Eastern Region. Funds amounting to Rs. 386.34 crore have also been released as on December 31, 2004. Out of this Rs. 12.75 crore was released in 2004-05.

In the Central sector, these proposals mainly relate to infrastructural development of Central institutions like the five Central Universities in the North East, and include construction of staff quarters, academic

buildings, library buildings, administrative buildings and purchase of laboratory equipment, books, etc. Projects are in various stages of implementation.

The Empowered Committee administering the NLCPR had approved financial assistance to the extent of Rs. 173.95 crore for undertaking infrastructural development of Central universities in the N-E Region. Against this Rs. 58.10 crore only were released to various Central Universities in the N-E Region/IGNOU as additionality during 1999-2000 and 2002-03. Thereafter, Minister of DoNER issued revised guidelines governing NLCPR, according to which Central sector projects will be funded only for the first year from the NLCPR after which concerned Administrative Ministries/Departments are to complete the projects with their own budgetary resources. Accordingly, during 2003-04, a sum of Rs. 40.42 crore was made available out of the budget of the Department of Secondary and Higher Education to UGC as additionality for Assam University, Tejpur University, NEHU and JNU (for NER students' hostels). In February 2004, a requirement of Rs. 21.17 crore for Diphu Campus of Assam University was recommended by the UGC Expert Committee. The total further requirement under NLCPR to meet committed liabilities of the Central Universities in the N-E Region worked out to Rs. 70.09 crore. As the Ministry of DoNER expressed their inability to release any further funds from NLCPR for this purpose, this requirement was placed before Planning Commission for augmenting the Plan Outlay of the Department of Secondary and Higher Education for 2003-04 to the extent of Rs. 70.09 crore additionality so that ongoing project activities under NLCPR do not suffer any setback.

Though no funds have been allocated by Planning Commission specifically for meeting NLCPR committed liability, funds have been allocated by Planning Commission as additionality to meet requirement under the National Common Minimum Programme (NCMP) as well as for universities in the N-E Region. About Rs. 145.00 crore have been allocated for implementation of NCMP and Rs. 8.00 crore for universities in the North East. The matter regarding utilisation of additional

Proposed utilisation of funds allocated by Planning Commission in respect of the universities in the NE		
Tezpur University	Rs. 9.64 crs.	for meeting NLCPR liability
NEHU	Rs. 4.31 crs.	for meeting NLCPR liability
Assam University	Rs.10.00 crs.	for meeting NLCPR liability
IGNOU	Rs. 7.00 crs.	for meeting NLCPR liability
Diphu Campus of Assam University	Rs. 7.50 crs.	for setting up the campus in phases
Tura Campus of NEHU	Rs.10.00 crs.	for infrastructure development
Setting up of Faculty of Engineering in the 5 Central universities in the NE Region	Rs.25.00 crs. (Rs.5.00 crs. each)	
Establishment of Faculty of Management in the 3 Central universities of NEHU, Nagaland and Mizoram	Rs. 6.00 crs. (Rs. 2.00 crs. each)	
Setting up of Faculty of Engineering in 3 States viz. Arunachal Pradesh, Manipur and Tripura where there is no Central University	Rs. 15.00 crs. (Rs. 5.00 crs. each)	
Establishment of Faculty of Management in 3 States viz. Arunachal Pradesh, Manipur and Tripura where there is no Central University	Rs. 6.00 crs. (Rs. 2.00 crs. each)	

allocation was considered in the ministry and the University Grants Commission has been advised as to how exactly the additionality is to be utilised for Central universities and universities in the North-East.

Monitoring of Flow of Funds to the North-Eastern Region Under Different Schemes of Departments of Elementary Education and Literacy and Secondary and Higher Education

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. 10 per cent of its budget for the N-E Region during the last five financial years under its various schemes and

through its institutions located in the N-E Region. During 2003-04, the expenditure incurred by the Department of Secondary and Higher Education was 15.25 per cent of the Revised Estimates.

The Department of Elementary Education and Literacy is also striving to increase its expenditure in the N-E Region. During the year 2003-04, the expenditure of the Department of Elementary Education and Literacy in N-E Region stands at 5.01 per cent of Revised Estimates.

HRM's Announcements for the North-East

The Minister of Human Resource Development (HRM) took a review meeting with the Chief Ministers and Education Ministers of the North Eastern States at

IGNOU has developed a six months training module in different languages for training of in-service teachers. In Sikkim, 1000 teachers have been trained and during 10th Plan Period all teachers are expected to be trained. 1000 teachers from Government of Arunachal Pradesh, 800 teachers from Government of Nagaland will be trained in the Certificate for Primary Education (CPE) programme starting from January, 2005 session.

Shillong on June 14-15, 2004. Some important announcements made by HRM on this occasion were:

Setting up a new IIM in the NER

A Committee comprising of Secretary (DoNER), Secretary (S&HE) and Director (IIM), Kolkata, has been set up by the Ministry of DoNER to decide on the location of the proposed IIM either at Guwahati or Shillong. Ed.CIL has been entrusted with the preparation of the Detailed Project Report for the proposed IIM in the NER and has constituted a Project Team for the same. The Project Team has submitted an interim report based on which the Committee will submit its location report.

Setting up a Group under chairmanship of HRM

A High-Level Group under the chairmanship of HRM and comprising of Chief Ministers and Education Ministers of the N-E States was set up on November 19, 2004, for considering specific issues relating to all sectors of education and women and child development in the North-Eastern States.

Setting up of a Faculty of Engineering and Management in select institutions in each State of the NER

One Central University in each State will be assisted to set up either an engineering or a management faculty

wherever these are not presently available. In States where Central Universities are not available, Central assistance will be provided to one of the universities in such States to set up a management school and an engineering faculty within the Plan period. UGC has been advised to utilise the additional funds allocated by Planning Commission for this purpose as indicated earlier.

Setting up of new FM Radio Stations for Education

IGNOU's FM Radio Station dedicated to education will start functioning at Guwahati soon. The transmitter has been received at site and instalment is in progress. A separate FM Station will also be set up at Shillong. Permission to operate transmitter at a lower tower height has been received from Ministry of Information and Broadcasting. A building has been identified for the Gyan Vani Studio and the State Public Works Department (PWD) has been requested to assess the building for fixation of rent. Transmitters are being procured.

Relaxation of Ban on recruitment of Teachers in Manipur

The issue regarding lifting the ban on recruitment for appointment to functional posts of teachers in Manipur is being pursued with the Ministry of Finance and PMO.

Teachers' Training Centres of IGNOU

Block Resource Centres set up under SSA and falling under the five Regional Centres of IGNOU in the N-E States are to be activated as Programme Study Centres for Teacher Training Programmes to be conducted by IGNOU. IGNOU has developed a six-month training module in different languages for training of in-service teachers. In Sikkim, 1,000 teachers have been trained and during the Tenth Plan Period, all teachers are expected to be trained. Also, 1,000 teachers from Arunachal Pradesh, 800 teachers from Nagaland will be trained in the Certificate for Primary Education (CPE) programme starting January 2005 session. The Government of Tripura is also in the process of finalising the list of untrained teachers to be deputed for training by IGNOU.

Withdrawal of the Draft Cabinet Note

The Draft Note for the Cabinet moved by the then Government seeking exemption from earmarking 10 per cent of Gross Budgetary Support (GBS) for the NER in respect of the MHRD was withdrawn and 10 per cent of the GBS from the Central Plan (except EAP) has been earmarked for the benefit of the N-E Region and Sikkim. A lumpsum provision of Rs. 212.42 crore in respect of the Department of Secondary and Higher Education and Rs. 541.65 crore in respect of the Department of Elementary Education and Literacy has accordingly been earmarked for the N-E Region and Sikkim by effecting a general reduction in the Plan Budget Estimates under various schemes of the two Departments.

Educational Development in Jammu and Kashmir

The Ministry of Home Affairs (MHA) and Department 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 coordinate and accelerate the implementation of various development packages/schemes/programmes for J&K by various Union Ministries/Departments. The Department of Elementary Education and Literacy, and the Department of Secondary and Higher Education are members of this Standing Committee/Working Group. Four sub-groups under the Chairmanships 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 the Department of Secondary and Higher Education, come under Sub-Group III.

Various packages have been announced for J&K from time to time. Follow-up action on these announcements is being regularly monitored as indicated below:

PM'S announcement on 19 April 2003

- A comprehensive plan to create one lakh

employment and self-employment opportunities in J&K in the next two years, i.e. by 2005.

- The Task Force set up for this purpose has set a target of 15,000 posts for third appointment of teachers in all primary schools under SSA for introducing English Language from the primary level. Against this target, the State Government has already appointed 8,099 additional third teachers. As the norms under SSA do not allow for this many teachers, the expenditure on this account has been included in the Reconstruction Plan announced by the Prime Minister, Dr. Manmohan Singh, on November 17-18, 2004, when he visited J&K.

Establishment of more professional institutions, Kendriya Vidyalayas and vocational training Centres for women

- Chief Minister, J&K had submitted a list of 35 Kendriya Vidyalayas to be opened in J&K. Of these, 10 Kendriya Vidyalayas were opened in 2003-04 and one in 2004-05.

Recommendations of the Broad based Committee set up to improve the functioning of educational institutions in the State of J&K.

- Recommendations made by this committee in the secondary/higher/technical education sectors include: establishment of 14 new colleges in J&K

As the University Grants Commission does not have a scheme for setting up new colleges, this has been included in the Reconstruction Plan announced recently by the Prime Minister, Dr. Manmohan Singh.

- Women's hostels to be set up in co-ed colleges.

UGC has agreed to sanction Rs. 25.00 lakh to the following seven identified colleges for construction of hostels:

1. Government Degree College, Kupwara
2. Government Degree College, Handwara
3. Government Degree College, Shoplan
4. Government Degree College, Tral
5. Government Degree College, Doda
6. Government Degree College, Kishtwar

7. Government Degree College for Women, Udhampur

- ❑ Strengthening of 2 reputed science colleges, which are more than 100 years old.
- ❑ Setting up of PG centres in the University of Jammu and the University of Kashmir.
- ❑ Introduction of vocational programmes in all colleges delivering UGC programmes. In the last 3 years, assistance of Rs. 103.00 lakh has been provided to the colleges of Jammu and Kashmir under the scheme of Vocational Education.
- ❑ Construction of new higher secondary and High schools and strengthening of infrastructure in existing schools. A proposal has been submitted to Planning Commission.
- ❑ Enhancing the number of seats for BE courses and for Polytechnics from 2005–2006.

Opening more Kendriya Vidyalayas in J&K.

- ❑ Additional grant over and above the normal requirement is required for this purpose. Savings are being located for the purpose.

Inclusion of NIT Srinagar under the Technical Education Quality Improvement Programme (TEQIP).

- ❑ Rs. 9.00 crore was released to NIT Srinagar for carrying out activities under TEQIP during 2003-04.

Announcements of 29.08.2003

- ❑ Rs. 20.00 crore each have been released to the University of Jammu and University of Kashmir as one-time special grant in pursuance of the packages announced on August 29, 2003. Another Rs. 10.00 crore is due to the University of Jammu.
- ❑ A one-time grant of Rs. 45 crore for construction of buildings of recently sanctioned 10 Kendriya Vidyalayas is to be made to the J&K Government. Additional plan allocation is being sought for this purpose.

Reconstruction Plan for J&K announced by Prime Minister, Dr. Manmohan Singh, during his visit to the State on 17 and 18 November, 2004

- ❑ Extending the total literacy campaign to the

remaining three districts of Kargil, Poonch and Doda, with an initial provision of Rs. 1 crore for start-up activities.

- ❑ Commitment to include the salary of over 8,000 third teachers appointed by the J&K Government in the Reconstruction Plan.

The State Government was advised to submit proposals within the budget estimate of Rs. 54 crore towards full salary support for over 8,000 teachers (till the end of the Tenth Plan period) for the State Government's initiative of teaching English in primary schools across the State.

The State Government has since taken up the matter with the Planning Commission.

- ❑ Rs. 49 crore for strengthening the 14 new degree colleges, including 2 women's colleges from the next academic session.

The locations of the 14 new degree colleges to be commenced from the next academic session are as follows:

1. Akhnoor, district Jammu (Jammu region)
2. R.S. Pura, district Jammu (Jammu region)
3. Samba, district Jammu (Jammu region)
4. Hiranagar, district Kathua (Jammu region)
5. Mahanpur – Billawar, district Kathua (Jammu region)
6. Kathua, district Kathua (Women's College) (Jammu region)
7. Thana Mandi, district Rajouri (Jammu region)
8. Mendhdar, district Poonch (Jammu region)
9. Budgam, district Budgam (Kashmir region)
10. Beerwah, district Budgam (Kashmir region)
11. Pattan, district Baramull (Kashmir)
12. Bandipore, district Baramulla (Kashmir region)
13. Sopore, district Baramulla (Women's college) (Kashmir region)
14. Dooru, district Anantnag (Kashmir region)

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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.

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 (SandHE) its ex-officio Secretary-General and Joint Secretary in charge of UNESCO Division is the ex-officio Deputy Secretary-General of the Commission. The 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 4 years. The main function of the Commission is to advise the Government on all matters concerning UNESCO. The Commission has been playing an important role in UNESCO's work particularly in the formulation and execution of its programmes in collaboration with UNESCO Secretariat as well as the National Commissions of the Asia and the Pacific Region.

Consequent upon the expiry of the term of office of its previous members, the 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 2004-2005, the INCCU had recommended 13 proposals from India. Out of these 1 Regional and 8 national proposals have been approved to the tune of Rs. 83,07,000. Four proposals are under process of evaluation.

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. From January 2004 to December 2004, the Indian National Commission for Cooperation with UNESCO (INCCU) has sold UNESCO coupons worth US \$4,418.23.

ACCU Photo Contests organised by ACCU, 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)

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

UNESCO associates itself with various local and international non-governmental organisations (NGOs) to promote its objectives. The 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 Rs.3.00 lakh. As less number of qualified applications were received from NGOs, an expenditure of Rs. 47,500 has been incurred so far during the year 2004-2005.

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

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

From January 2004 to December 2004, INCCU nominated 11 Officers of the Department of Secondary and Higher Education and Department of Elementary Education and Literacy, Ministry of Human Resource Development and four experts from other Organisations/State Governments/ NGOs, etc., to participate in various regional and international workshops/training courses/ Seminars/ Working Group Meetings sponsored by UNESCO and its Regional Offices.

Education for International Understanding

UNESCO is running a project named Associated Schools Project (ASP net). Associated Schools are educational institutions, which are directly linked with UNESCO Secretariat 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 of Meetings of Committees/ Conferences and organisation of Exhibitions in furtherance of UNESCO's aims and objectives

This scheme is meant for meeting the expenditure on TA/DA of non-official members for attending the meetings of the Sub-Commissions of the 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. 25 lakh for this scheme

during the current financial year which was revised to Rs. 20.00 lakh. Under this head, an expenditure of Rs. 1,19,521 has been incurred so far.

Permanent Delegation of India to UNESCO (PDI)

India has a permanent delegation at Paris accredited to UNESCO. Presently, Ms. Bhaswati Mukherjee (IFS 1976) is the Permanent Representative of India to UNESCO.

The Permanent Delegation of India to UNESCO (PDI) coordinates and maintains liaison in respect of all the activities viz., participation programme (General Conference, International Conference on Education, Executive Board), Cultural Relations, Scientific Provisions, Elections and reciprocal support arrangements of ASPAC Group (Asia Pacific Group) between the Indian National Commission for UNESCO (INCCU) and the UNESCO Secretariat.

Education

Education For All (EFA) programme continued to be priority sector for education with the allocation of 53 per cent of total UNESCO budget for the period 2004-2005. The commitment to the Dakar goals was central to EFA. But the lack of sufficient funds was found to be the main obstacle in achieving EFA targets. This was indicated at the meeting of the 5th Working Group on EFA (July 18-21, 2004) and again at the 4th High Level Group meeting in Brazil (November 8-10, 2004). The 52nd session of the International Bureau of Education (IBE) was held in Geneva (September 8-11, 2004), with the Minister of Human Resource Development, Shri Arjun Singh, as the Chairman. Attending this meeting, he called on the donors to show commitments to the agreed Dakar goals. Both at the IBE and at the HLG meeting in Brasilia, the focus continued to be on the provision of quality in education.

The education sector also saw formulation of UNESCO-OECD guidelines on cross border education to ensure the provision of quality in education. The second meeting of the Working Group took place in

October 2004 in Tokyo and further elaborated the draft resolution on the issue.

Both the 169th session and 170th Session of the Executive Board of UNESCO held in April 2004 and in October 2004, respectively, witnessed a demand from donor countries on a review of the EFA policies of UNESCO. This resulted in the EFA strategic review, presented at the 170th Session of the Executive Board. UNESCO's role was criticised by the donor countries for not meeting the set targets within the budget allocated while the developing countries, especially the Africa Group, called for further strengthening of the EFA objectives. India said that the EFA priorities had already been set out and called upon the donor nations to show more commitment to the goals set out in Dakar.

Natural Science

Fresh water continued to be the dominant theme in the science sector having been approved for inclusion during the 32nd General Conference in October-November, 2003. The 16th session of the International Hydrological Programme Inter-Governmental Council (IHP-IGC) (September, 2004) saw the inclusion of topics such as study of shared water resources and other data sharing arrangements. This culminated in the launching of Water Cooperation Facility (WCF), a mechanism for mediation on shared water resources, in November 2004.

In the ecological science section, the 18th session of Man and Biosphere (MAB) (October 2004) agreed to include Nanda Devi Biosphere Reserve in India in the International network. There were further developments regarding the setting up of the Regional Centre for Biotechnology in India under the auspices of UNESCO. During the 170th Session (September-October 2004), the item was inscribed in the agenda for the 71st session of the Executive Board. The feasibility report has also been completed and a draft agreement between India and UNESCO is being negotiated.

Communication

Free access of information, bridging the digital divide and multilingualism in cyberspace continued to be the

dominant themes in the communication section. This was stressed at the 24th Session of the Intergovernmental Council of International Programme for the Development of Communication (IPDC) (April 2004) and the 3rd session of the Information For All Programme IFAP (May 2004) where Policy Guidelines for the Development and Promotion of Governmental Public Domain Information were also debated. The Communication sector continued its efforts to empower people through access to information under its umbrella community assistance scheme to enable the development of community-based multi-media centres by providing audio-visual hardware and training software development skills among local community residents.

Social Science

The issue of Bio-ethics continued to be the major issue for discussion with serious efforts being made to arrive at a consensus draft for the Universal Declaration on Bio-ethics. Both the Inter-Governmental Bio-Ethics Committee (IGBC) and the International Bio-ethics Committee (IBC), which met in August 2004, further elaborated the theme and presented a draft Declaration to the member states for further debate. India was represented at the IBC and our views have been communicated to the drafting group.

In the philosophy division, efforts were made to elaborate a draft on UNESCO's Philosophy Strategy. As part of the 3rd Philosophy Day celebrations, UNESCO organised a brainstorming session of philosophers from the Arab and Asia regions to chart out the future course of an inter-regional philosophical dialogue. Two philosophers from India were invited but only one attended.

Culture

During the 28th session of the World Heritage Committee Meeting in Suzhou from December 6-11, 2004, three heritage sites from India, namely: Champaner-Pavagadh Archaeological park, Chhatrapati Shivaji Terminus (formerly known as Victoria Terminus), Mumbai, and two more Chola

Temples, as an extension to the Brihadisvara Temple, Thanjavur (now renamed as "The Great Living Chola Temples") were inscribed on the World Heritage List.

Progress was made towards the drafting of a new convention on cultural diversity tentatively named "Convention on the Protection of the Diversity of Cultural Contents and Artistic Expression". The draft convention, as per decision of the General Conference of UNESCO in 2003, is to be submitted to the 33rd General Conference in October 2005.

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 in Paris, France. It is the country that is elected to the Executive Board and Smt. Kapila Vatsyayan is our representative for the term till October 2005. We have also decided to seek re-election and have announced that Smt. Vatsyayan will continue to be our representative in the event of our election.

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 September 29 to October 17, 2003, in Paris. Dr. Murli Manohar Joshi, the then Minister of Human Resource Development, had led the Indian delegation to this session.

Contribution of UNESCO's budget.

Each member State of UNESCO contributes to UNESCO's regular budget for each biennium. This contribution is at a fixed percentage approved by the General Conference from time to time. India's share of contribution for the calendar year 2004 is 0.423 per cent of the total budget of UNESCO, which translates to

around Rs. 6.25 crore. Budget provision for this purpose for the current year is Rs. 613.00 lakh under Non-Plan. The balance will be adjusted for the calendar year 2005. The Budget Estimate for 2005-06 is proposed at Rs. 688.00 lakh.

Construction of a building for housing the office of UNESCO, New Delhi.

India is responsible for providing rent 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. We have decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi with M/s. Design Plus engaged as the Architects for designing the building. The designs submitted by the Architects have been recently approved by the Ministry. They have been asked to initiate preliminary work towards the construction of the building. For the Tenth Plan period, an amount of Rs. 3.00 crore has been proposed, of which the budget provision for the current year is Rs. 85.00 lakh (Plan), which is included in the budget of the Ministry of Urban Development.



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 9 members headed by Dr. Karan Singh has been reconstituted on September 6, 2004. The International Advisory Council of Auroville was reconstituted on October 28, 2004.

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 2005, an amount of Rs. 80 lakh would be

released to the Foundation under Non-Plan and Rs. 194 lakh under Plan, fully utilising the Budget Provisions for the current financial year.

For the Tenth Plan period, a sum of Rs. 15 crore has been allocated for the development and construction activities 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 the total amount 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 three years is pending.

International Cooperation

The International Cooperation Cell coordinates the work relating to bilateral and international collaboration in the Education sector and the formulation, implementation 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 since been decided to formulate independent Educational Exchange Programmes (EEPs) with various countries to give more focused attention to such bilateral collaboration. While EEPs with China, Israel, Guyana, Mongolia, Armenia, Hungary, Myanmar, Tanzania, Syria and Australia have been signed, proposals for EEP's with Russia, the USA, Malaysia, Yemen, Libya, Thailand, South Africa, Vietnam, Brazil, New Zealand, Mexico, Uzbekistan and Kazakhstan are under consideration. In addition, MoU's 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., as well as 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 also coordinates the visits of foreign delegations to India at the ministerial level, with the objective of strengthening bilateral relations between India and other countries. Ministerial-level delegations from Vietnam, Union of Comoros, UK, Germany, Myanmar, Norway, Ireland, Singapore, China, Slavic Republic, Zanzibar, Ukraine, Gambia, Solomon Island and Chile have already visited India and had fruitful exchange of views for further cooperation in the field of Education. Other important dignitaries from Bhutan, Russia, Pakistan, Indonesia, Australia, China also visited India in the recent past.

The IC Cell also coordinates the visit of ministerial delegations from India to various countries. Besides, an official delegation led by JS (HE) visited Hungary to attend 1st JWG meeting held in Budapest, and a delegation led by JS (EE) visited South Africa.

FDI Proposals

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

Human Rights Education

In pursuance of the UN General Assembly Resolution on December 23, 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. The Department of Education was represented on 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.

Ministry of External Affairs has forwarded a draft plan of action, for the first phase (2005-07) of the proposed World Programme for Human Rights Education, for our comments. This programme, focusing on the primary and secondary school systems, has been jointly prepared by the Office of the UN High Commissioner for Human Rights and UNESCO in accordance with the Commission on Human Rights Resolution 2004/71. As per the draft Plan, Member-States are required to undertake as minimum action during the first phase (2005-07) of the World Programme, the following:

- an analysis of the current situation of human rights education in the school system (stage 1)

- setting of priorities and the development of the national implementation strategy (stage 2)
- the initial implementation of planned activities.

The main responsibility for the implementation of this plan of action rests with the Ministries of Education through their relevant agencies dealing with:

- education policy
- programme planning
- curriculum development
- teaching and learning material development
- free and in service training of teachers and other educational personnel
- teaching and learning methodologies
- inclusive education
- regional/provisional/local administration
- research and
- dissemination of information

This document is presently being examined in consultation with NCERT.





Elementary Education and Literacy

As a result of Sarva Shiksha Abhiyan, the estimated number of out-of-school children has come down from 2.3 crore in the beginning of 2003-04 to 81 lakh (30.9.2004).

More than 3 lakh additional teachers have been recruited across the country under SSA to ensure appropriate pupil-teacher ratios.

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 launched by the Government of India in 2001.

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

The programme covers the entire country, except the State of Goa. During 2004-05, Annual Work Plans of 598 districts were approved under SSA. The programme seeks to open new schools in habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with

inadequate teacher strength are provided additional teachers under the programme. The capacity of existing teachers is 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-aided education even in rural areas.

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 a National Mission for SSA under the chairmanship of Prime Minister. The first meeting of the Governing Council of National Mission was held on February 21, 2005.

During the Tenth Plan, an allocation of Rs. 17,000 crore has been made for SSA. For 2003-04, the Budget Estimate was Rs. 1,951.25 crore, Revised Estimate was Rs. 2,732.32 crore and the final grant and released to the States was Rs. 2,698.38 crore. The total expenditure under SSA for the year 2003-04 was Rs. 3,617.91 crore. For the year 2004-05, Budget Estimate is Rs. 3,057.08 crore and Revised Estimate is Rs. 5,079.58 crore (see table 7.1).

Impact of SSA

The implementation of SSA in the first two years of the Tenth Plan has been a significant development in the field of education. There has been a particular emphasis in these two years to ensure inclusion of all out-of-school children in the field of education. The focus has been on improving the existing infrastructure of regular schools as well as on alternate strategies for mainstreaming children who have been left out of the schooling process due to various reasons.

As a result of all these interventions, the estimated



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 – Funds released (in Rs. crore) under SSA during 2003-2004 and 2004-2005

	2003-2004	2004-2005 (up to 30.12.2004)
Funds released by Central Government	2698.38	4386.47
Funds released by State Government	864.80	1106.66
Total funds available	3563.18	5605.52
Expenditure	3617.91*	3655.34

**Includes unspent balances of previous year.*

Table 7.2 – Physical Items approved under SSA in 2003-2004 and 2004-2005 by the Project Approval Board

	2003-2004	2004-2005
No. of schools approved	67190	44719
No. of teachers sanctioned	398189	210431
No. of school buildings	40960	29018
Additional classrooms	68779	82538
Toilets	46272	50044
Drinking water	33161	44322
Teacher grant (No. of teachers)	2967053	3239155
School grant (No. of schools)	683303	903191
Maintenance grants (No. of schools)	733000	856230
Free text books (No. of children)	4.70 Crore	6.15 Crore

number of out-of-school children has come down from 2.3 crore in the beginning of 2003-04 to 81 lakh as on September 30, 2004, (as per estimates of the States/UTs).

More than 3 lakh additional teachers have been recruited across the country under SSA to ensure appropriate pupil-teacher ratios.

A majority of primary school teachers in the country are receiving an annual round of inservice training of 10-20 days duration. More than 60,000 academic resource centres have been established at the block and cluster levels to provide academic support to primary and upper primary teachers and schools as a follow-up to the teacher training programmes.

Towards the objective of improving the infrastructure, approval for the year 2004-05 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 learning outcomes of students, 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

Table 7.3 – Progress in implementation (major interventions)

Item	Sanctioned Phy. Targets	Progress per centage
Opening of new schools	67190	66147 98
Construction of school buildings	78776	(under construction) 37525 69 (completed) 17454
Construction of additional classrooms	171154	(under construction) 66556 59 (completed) 33777
Number of children covered under EGS	4367655	6398408 136
Appointment of new teachers	535203	310506 58
Free textbooks	46959451	55861609 118
Setting up of Block Resource Centres	6734	6653 98.8
Setting up of Cluster Resource Centre	66401	62000 93.4

* EGS: Education Guarantee Scheme centres are set up in habitations without a regular school within 1 km.

for civil repairs and a school grant for replacement of equipment is given to all schools. About 1.42 crore children are expected to be enrolled in Education Guarantee Scheme Centres and alternative education interventions like bridge courses.

Review and Monitoring Mechanism under the SSA

Monitoring Systems in SSA

- SSA follows a four-tier review and monitoring system.
- 42 National Social Science Institutions have been tagged to all States/UT's to make regular field visits and monitor performance. Their reviews will begin in 2004-05
- A computerised Educational MIS system gives annual school-based data on all significant educational statistics.
- Local community-based monitoring of school performance, enrolment drives and updating of household data on out-of-school children is done every year.
- Pupil achievement level studies are conducted

every three years to check increase in learning levels, especially in mathematics and language.

- A detailed Financial and Procurement Manual has been developed and brought into use in all States/UTs for streamlining accounts, procurement systems, auditing and regular financial monitoring mechanisms.

Six-Monthly Joint Review Missions

The first Joint Review Mission of SSA visited a sample of eight major States in the country from January 24 to February 7, 2005. The Mission consisted of independent reviewers. The JRM reviewed progress in the implementation of the programme in these States and visited schools, EGS centres in rural and urban areas, interacted with field functionaries, VECs, academic support institutions as well as State and National-level Government officials.

- The programme has generated considerable interest and commitment in all the States and has helped bring elementary education closer to the centrestage of the development agenda. The political executive, the governmental functionaries, the Departments of Education are quite involved in giving a shape to this Mission not only by

implementation of programme components but also to mould the programme to suit State-specific situations. Enrolment drives, learning achievement surveys, alternative learning situations like bridge courses, and Shishu Shiksha Kendras serve to illustrate how the national framework has been adapted by the States.

- The programme has generated in the country an unprecedented awareness about education and the Mission witnessed a very intense school-community interface that might be the foundation for a sustained progression towards the Mission's objective of providing quality education for all children. Whether it is positioning additional teachers, or building better, bigger school buildings or adding teaching-learning materials or participating in PTA meetings, the community participation in school development has quite visibly increased. This has led to a number of positive developments. The enrolments have gone up, attendance of students and teachers has improved, school buildings look better, seem better maintained and the accountability in the system is greatly enhanced.
- SSA has significantly improved access to schooling. The flexible, decentralised, contextualised approach has helped establish schools in remote areas and for hitherto unreached populations. Setting up EGS centres in deep forests, isolated islands and hilly terrains has changed the socio-cultural matrix of many communities. The Mission members noted many instances where these EGS centres brought about a change in the world-view of tribal groups. The programme has also brought forth a dedicated group of educated youth, who are acting as instructors in these interior centres. Their knowledge of culture, language and the social mores of the communities has helped establish a rapport with the group of learners resulting in enrolment of a large number of first generation learners.
- The programme has helped States to develop strategies for enrolling children in schools. It is gratifying to note that in the eight States visited by

the Mission, the number of out-of-school children which was around 12 million in January 2003 (as per the household survey conducted by the States) had been dramatically reduced to 3 million in two years. Opening of new schools, EGS centres, ECE facilities, bridge courses have brought education facilities closer to communities. Most States visited by the Mission reported near universal access. The first major step towards fulfilment of the SSA's first development objective has been taken.

- p The SSA framework has helped focus on staffing of schools. More teachers have been recruited in all the States visited by the mission and barring a few exceptions like West Bengal, the pupil-teacher ratios are approaching a manageable level of 40 students per teacher.
- The programme has created an environment where school processes are being more closely looked at. Excellent teaching-learning materials have been developed by institutions, by groups of teachers as well as by individual teachers. Schools are becoming more child-friendly and teachers are increasingly becoming aware of the efficacy of child-centred, activity-based pedagogy. Textbooks and workbooks, supplementary teaching-learning materials are being developed across all the States visited by the Mission.
- All States visited by the Mission are addressing the issue of uneven access to quality education. Conscious of gender and social gaps, interventions like remedial instruction, residential schools,

SSA has generated in the country an unprecedented awareness about education and the Mission witnessed a very intense school-community interface that might be the foundation for a sustained progression towards the mission's objective of providing quality education for all children.

vocational skill development, uniforms and mid-day meals have been introduced in most of the States. The gaps exist but are narrowing and if States sustain the current focussed, strategic approach, we may soon achieve the second development objective of SSA. However, much more needs to be done in this component.

- ❑ The SSA framework has enabled existing teacher training institutions to be strengthened and new resource institutions like BRC and CRC to be set up. Teacher training as a part of building capacity to initiate and sustain education reforms has become an integral part of the planning process. The process of upgrading teacher's professional skills is now universally in place. There are, of course, issues of quality of content and training methodology which impinge on the confidence and competence levels of teachers and ultimately on the quality of classroom transaction.
- ❑ SSA has also brought in greater convergence between various programmes and the States are beginning to view schemes like Integrated Child Development (ICDS) total sanitation and water supply as crucial inputs to the larger Mission of EFA.
- ❑ SSA has brought together an increasing number of NGOs and civil society partners into a collaborative relationship. Wider participation based on a shared vision and commitment to mission goals is perhaps the most crucial factor that can ensure sustainability of the national endeavour.

There are a few areas that need sharper focus and concerted action.

- ❑ Data collection, data analysis and data use are crucial for measuring progress lending the Mission a sense of direction.
- ❑ Aligning all activities to the Mission goals is central to accelerating the pace and effectiveness of implementation process.
- ❑ With gross enrolment ratios reaching 100 per cent level, the attention must shift to attendance and prevention of dropout.

- ❑ The classroom processes hold the key for retention of children and therefore need greater understanding and effort to make them qualitatively better.
- ❑ The Mission feels that considerable work remains to be done to build capacity in the system in all key areas, with the view to improving learning outcomes for all.
- ❑ Administrative procedures must be reviewed to facilitate entry and retention of children in school, dismantling various barriers and procedures.
- ❑ Civil works, which absorbs about one-third of SSA funding, must be treated as an integral part of the learning environment. Thus, it is very important to pay attention to context-specific school building design.

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

In July 2003, the Government of India approved a new programme called 'National Programme for Education of Girls at Elementary Level (NPEGEL) as an amendment within the existing scheme of Sarva Shiksha Abhiyan (SSA) for providing additional support for education of underprivileged/disadvantaged girls at elementary level. The NPEGEL forms part of SSA and is being implemented under the umbrella of SSA, but with a distinct and separate gender component plan of SSA.

The scheme provides the following additional components under SSA : (i) to develop a school at cluster level, as a model girl-child friendly school; (ii) additional incentives such as stationery, slates, work books, uniforms and /or to meet any other locally felt need within the existing ceiling of Rs. 150 per child per annum; (iii) 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; (iv) mobilisation and community monitoring within a ceiling of Rs. 95,000 per cluster over a five-year period; (v) development of materials; and

(vi) planning, training and management support.

The scheme is being 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, and in blocks of districts which are not covered under EBBs but are having at least 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 will 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 becomes 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 Xth 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 during 2003-04. During the year 2004-05, AWP&B of States amounting to Rs. 654.42 crore have been approved for implementing NPEGEL. An amount of Rs. 187.73 crore has been released to the States till date.

District Primary Education Programme (DPEP)

The District Primary Education Programme (DPEP) is a Centrally-sponsored scheme for the holistic development of primary education, covering class I to V. The three major objectives of the DPEP are to (i) reduce dropout rate 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 Institute 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:

- Educationally backward districts with female literacy below the national average, and
- 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, with 85 per cent of the project cost being met by the Government of India and the remaining 15 per cent shared by the concerned State Government. The Government of India share is resourced through external assistance. External Assistance of about Rs. 6,938.00 crore, comprising Rs. 5,137.00 crore as credit from IDA and Rs. 1,801.00 crore as grant from EC/DFID/UNICEF/Netherlands has been tied up for DPEP.

Coverage of DPEP

At present, DPEP is in operation in nine States, covering 129 districts. DPEP at its peak was operational in 273

Major Achievement of DPEP

1. DPEP has so far opened more than, 1,60,000 new schools, including almost 84000 alternative schooling centers. The AS centers cover nearly 3.5 million children, while another 2 million children are covered by bridge courses of different types.
2. 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.
3. The school infrastructure created under DPEP has been considerable. Works completed include 52758 school buildings, 58604 additional classrooms. 16619 resource centers, 29307 repair works, 64592 toilets and 24909 drinking water facilities. Another 3285 school buildings, 5348 additional classrooms, 1027 resource centers, 2599 toilets, 2119 drinking water facilities and 766 repairs are in progress in the 129 districts of 9 states where the project continues.
4. The total number of children with disabilities enrolled in DPEP is 420203, which represents almost 76 per cent of 553844 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. Awareness programmes have been conducted in all the states, with focus on community mobilisation, through which 618508VEC members have been oriented to IED.
5. 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.
6. 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 I 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 per cent districts, but the high dropout rate in a large number of districts is still a matter of concern.
7. A study was undertaken in four states to find out the reasons of high drop out rate. 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 incongenial atmosphere in schools that make schools unattractive to the child.
8. 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.
9. Village Education Committees/ School Management Committees have been set up in almost all project villages / habitations/schools.

10. About 1,77,000 new teachers, including para-teachers/ Shiksha Karmis have been appointed.
11. About 3380 resource centers at block level and 29725 centres at cluster level have been set up for providing academic support and teacher training facilities.
12. 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 per cent in language and 28.8 per cent in Mathematics tests.
13. 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 centers and provision of teachers grant for TLM preparation.
14. This certainly encompasses the broad gamut of initiatives undertaken in DPEP for quality improvement. There are also certain other activities which have contributed to the quality improvement under DPEP. They include the following:
 - School library programme in West Bengal, Andhra Pradesh in collaboration with the NBT and several NGOs through mobile book van, book festivals and workshops on development of supplementary reading materials; Jharkhand, Uttar Pradesh, Rajasthan and Orissa also have taken interest in promoting children's reading habit through school libraries.
 - Experiments in multi-grade multi-level (MGML) situations: Several States have attempted to develop materials for MGML situation, identified schools, trained teachers and piloted in selected schools for enhancing the learning achievement of children.
 - Problems related to tribal children have been addressed through development of contextual materials in AP, Orissa etc.
 - States have attempted to improve the quality of their learners' evaluation and have designed remedial strategies to address the needs of the slow learners.
 - The academic resource groups formed at State, district, block and cluster level in most states have contributed to more contextual planning and implementation of quality factors in the programmes.
 - Initiatives like the resource enhancement programme (REP) at the national level have strengthened the understanding and practices of the teacher educators to a good extent.
 - Teachers and teacher educators have been exposed to a wide range of resource materials and practices related to quality improvement. This has and will have its impact on the quality improvement in a continuous manner.

districts in 18 States. However, with the progressive closure of different phases of the programme, it is now in existence 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 was also carried out by the Joint Review Missions in 1997-98, 1999-2000, 2003-04 and 2004-05. The reviews and various 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 / dropouts with increased community involvement, improvements in classroom processes, etc.

Expenditure on DPEP

The cumulative expenditure on DPEP up to December 31, 2004, works out to Rs. 6,691.74 crore and the cumulative reimbursement to Rs. 5,265.48 crore. Expenditure incurred during the financial year 2004-05 is Rs. 491.68 crore and reimbursement Rs. 341.84 crore.

Allocation of Funds under DPEP

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

Year	(Rs. in crore)		
	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
2004-05	600.00	600.00	363.00*

*as on 31.12.2004

Mid Day Meal Scheme (launched in August, 1995)

The National Programme of Nutritional Support to Primary Education (NPSPE), popularly known as the Mid-Day Meal (MDM) scheme, was launched on August 15, 1995, with the following objectives:

- To boost universalisation of Primary Education by increasing enrolment, retention and attendance, and
- To improve nutritional status of students of primary classes

The programme which initially covered children of primary stage (Classes I to V) in government, local body and government-aided schools, was expanded in October 2002 to cover children studying in Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) Centres, also.

Central assistance under the above Scheme was provided for the following two items:

- Free foodgrains @ 100 grams per child per school day where cooked meal was served, and 3 kg. foodgrains per child per month where foodgrains were being distributed.
- Subsidy for transport of foodgrains from nearest FCI Depot to the Primary School – subject to a maximum of Rs. 50 per quintal.

To enable States to implement the MDM programme better, they have been permitted to meet certain other requirements under the programme (besides foodgrains and transport subsidy) from various other Centrally assisted schemes (Table-7.5).

In addition to the above, the Planning Commission has asked State Governments to earmark a minimum 15 per cent of additional Central assistance under PMGY from financial year 2004-05 for meeting cooking cost under the Mid-Day Meal Scheme.

The cost of converting foodgrains into cooked meal in the original scheme was expected to be borne by State Governments/local bodies. Because of inability of most State Governments and local bodies to provide requisite



Table 7.5 – Funds to be utilised for MDM under various Centrally-assisted Schemes

Sl. No.	Item	Scheme/Programme whose Funds may be utilised
1	Construction of Kitchen Sheds:	
	(a) In Rural areas:	Funds available under Sampurna Gramin Rozgar Yojana (SGRY). Proposal to be reflected in the Annual Action Plan.
	(b) In Urban areas:	Funds available under National Slum Development Programme (NSDP), and Urban Wage Employment Programme (UWEP) component of Swarna Jayanti Shahri Rozgar Yojana (SJSRY).
2.	Creation of Drinking Water Facility	Funds available under: <ul style="list-style-type: none"> a) Sarva Shiksha Abhiyan (SSA), and b) Accelerative Rural Water Supply Programme (ARWSP), and Swajaldhara programme of the Deptt. of Drinking Water Supply.
3.	Purchase of Utensils	Funds available under SSA for annual school grant of Rs. 2000/- per school

funds, the cooked meal programme could not be universalised even up to 2004. Therefore, it became imperative to revise the scheme to include additional Central assistance to States/UTs for meeting cooking cost also.

National Programme of Nutritional Support to Primary Education, 2004 (NP-NSPE, 2004)

In view of the above, Central Government has revised the Mid-Day Meal Scheme. Main elements of the new scheme, called “National Programme of Nutritional Support to Primary Education, 2004 (NP-NSPE, 2004)” are as follows:

Objectives

- To boost universalisation of Primary Education (classes I-V) by improving enrolment, attendance, retention, and learning levels of children, especially those belonging to disadvantaged sections,
- To improve nutritional status of students of primary stage, and
- To provide nutritional support to students of primary stage in drought-affected areas during summer vacation also.

Programme Interventions and Coverage

To achieve the above objectives, a cooked mid-day meal with minimum calorie content of 300 calories and 8-12 grammes of protein, is to be provided to all children studying in Classes I-V in:

- (i) Government, Local Body and Government-aided schools, and
- (ii) Education Guarantee Scheme and Alternative and Innovative Education Centres.

During 2004-05, about 10.88 crore children are being covered under the programme.

Overall Responsibility for the Programme

Overall responsibility for the programme is vested in the State Government/UT Administration, which will, *inter alia*, include:

- i) providing necessary infrastructure.
- ii) making all logistic/administrative arrangements

necessary for regular serving of wholesome, cooked mid day meal of satisfactory quality, and nutritive value in every eligible school/EGS-AIE centre, and

- iii) providing financial and other inputs, over and above those to be provided by way of Central assistance, to the extent necessary for the programme.

Components and Norms of Central Assistance

Central assistance under the revised Scheme to State Governments/UT administrations will be provided as follows:

1. Supply of free foodgrains (wheat/rice) @100 grams per child per school day from the nearest FCI godown,
2. Reimbursement of actual cost incurred in transportation of foodgrains from nearest FCI godown to the primary school subject to the following ceiling (**effective from October 1, 2004**):
 - a) Rs. 100 per quintal for 11 special category States [Arunachal Pradesh, Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim, J&K, Himachal Pradesh and Uttaranchal], and
 - b) Rs. 75 per quintal for other States and UTs.
3. Assistance for meeting cooking cost @Re.1.00 per child per school day, effective **September 1, 2004**, [besides the minimum 15 per cent of ACA under Pradhan Mantri Gramodaya Yojana (PMGY), earmarked for cooking cost]. This assistance is being provided [by the Ministry of Finance] as ACA under “State sector scheme with earmarked outlay”. An additional allocation of Rs. 1,232 crore has been made for this purpose in 2004-05.
4. Assistance for Management, Monitoring and Evaluation (MME) @ 0.9 per cent on above three items for 2004-05, and @1.8 per cent from 2005-06.
5. Assistance for provision of cooked mid-day meal during summer vacations to school children, as per prevailing parameters, in areas declared by State Governments as “drought-affected”.

Progress of Universalisation of Cooked Mid-Day Meal Programme:

As in December 2004, progress of implementation of Cooked Mid-Day Meal Programme was as follows:

Full Implementation	20 States, and all 7 UTs.
Partial Implementation	8 States [Assam, Bihar, Goa, J&K, Punjab, Jharkhand, Uttar Pradesh and West Bengal]

The eight States in the second category mentioned above have also decided to universalise the Cooked Meal Programme forthwith.

Year-wise number of children covered, quantity of foodgrains allocated and lifted, and expenditure incurred under the programme during the Tenth Plan, are given in Table 7.6.

Teacher Education

As envisaged in the National Policy on Education (NPE), 1986, and its Programme of Action (POA), a Centrally-sponsored scheme of Restructuring and Reorganisation of Teacher Education was launched in 1987 to create sound institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers, and for provision of academic resource support to elementary and secondary schools. The scheme had, *inter alia*, the following

components for which the Central Government has been providing financial assistance to States:

- Setting up of District Institutes of Education and Training (DIETs),
- Strengthening of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs), and
- Strengthening of State Councils of Educational Research and Training (SCERTs).

The scheme has been revised for the Tenth Plan and guidelines for the same were issued in January 2004. Main objectives of the revised scheme are:

- Speedy completion of DIET/CTE/IASE/SCERT projects sanctioned but not completed up to the end of the IX Plan period,
- Making DIETs, CTEs, IASEs sanctioned (and SCERTs strengthened) up to the Ninth Plan period, optimally functional and operational,
- Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary, and
- Improvement in the quality of programmes being 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.

Table 7.6 – Year-wise number of children covered, quantity of foodgrains allocated and lifted, and expenditure incurred under the MDMS during X Plan

Year	No. of children covered (in crore)		Quantity of food grains (in MT)		Funds (in Rs. crore)
	Allocated	Lifted	Allocated	Spent	
2002-03	10.36	2837467	2176830	1100.00	1099.03
2003-04	10.56	2684067	2130652	1375.00	1375.00
2004-05	10.88	2666922	1528772	1675 (BE)	900
			up to 31.12.04		Upto 31.12.04

Table 7.7– Sanctioned DIETs, CTEs and IASEs

Name of State/UT	No. of Districts	No. of DIETs/DRCs/CTEs & IASEs				
		DIETs	DRCs	Total	CTEs	IASEs
Andhra Pradesh	23	23	-	23	8	2
Arunachal Pradesh	15	11	-	11	0	0
Assam	23	23	-	23	8	2
Bihar	37	24	-	24	4	0
Chhattisgarh	16	16	-	16	1	1
Goa	2	1	-	1	0	0
Gujarat	25	26	-	26	8	2
Haryana	19	17	-	17	0	1
Himachal Pradesh	12	12	-	12	1	0
Jammu & Kashmir	14	14	-	14	2	0
Jharkhand	22	10	-	10	1	0
Karnataka	27	27	-	27	9	2
Kerala	14	14	-	14	3	1
Madhya Pradesh	45	42	3	45	6	2
Maharashtra	35	34	-	34	12	2
Manipur	9	9	-	9	1	0
Meghalaya	7	7	-	7	2	0
Mizoram	8	2	6	8	1	0
Nagaland	8	7	-	7	1	0
Orissa	30	24	6	30	10	2
Punjab	17	17	-	17	2	1
Rajasthan	32	32	-	32	9	2
Sikkim	4	3	-	3	0	0
Tamil Nadu	30	29	-	29	5	2
Tripura	4	4	-	4	1	0
Uttar Pradesh	70	70	-	70	3	3
Uttanchal	13	10	-	10	0	2
West Bengal	18	16	-	16	4	2
A & N Islands	2	1	-	1	0	0
Delhi	9	8	-	8	0	2
Pondicherry	4	1	-	1	0	0
Lakshadweep	1	1	-	1	0	0
Daman & Diu	2	0	-	0	0	0
Dadra & Nagar Haveli	1	0	-	0	0	0
Chandigarh	1	0	-	0	0	0
Total	599	535	15	550	102	29

Actual operationalisation of the revised scheme has been envisaged at two levels - the first part to be undertaken by State Governments, and the second to be coordinated at the national level, with 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 are required to formulate Plans for the Tenth Plan period as per their actual needs in two phases, i.e. up to March 2005, and the remaining two years of the Tenth Plan. Central funding for teacher education would be based on these plans to be approved by the Teacher Education Approval Board and would be conditional on States implementing appropriate reforms, such as recruitment and placement policies for teacher educators. At the National-level, a Teacher Education Approval Board (TEAB), headed by Secretary (Elementary Education and Literacy) is the authority for approving State's proposals under the scheme.

Since the inception of the scheme in 1987, a total of 498 DIETs and 124 CTEs/IASEs had been sanctioned up to March 31, 2004.

During 2004-2005, up to December 2004, proposals of 18 States/UTs under the revised Teacher Education Scheme have been approved. State-wise break-up of DIETs/DRCs and 10 CTEs/IASE sanctioned up to 1.1.05 is given in Table 7.7.

Budget Estimates and Revised Estimates 2004-05 for the Scheme are Rs. 207 crore and Rs. 186.30 crore, respectively.

National Council For Teacher Education

The 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 has recently been reconstituted vide Ministry's Notification dated 22/12/2004. It functions through four Regional Committees (RCs) as given in Table 7.8.

Major activities performed by NCTE

Recognition of Teacher Education Institutions

Regional Committees are empowered to grant recognition to teacher education institutions. As on January 31, 2005, 3,495 teacher education institutions offering 3,988 courses have been recognised by NCTE with an approved intake of about 3.12 lakh teacher trainees.

Inspections u/s13 of the NCTE Act

Under Section 13 of the NCTE Act, 244 teacher education institutions were inspected during 2004-05, with the following region-wise break-up:

Name of the Regional Committee	Number of Institutions inspected
SRC	73
WRC	71
NRC	70
ERC	30
Total	244

Training of untrained teachers

To ensure quality teacher education which ultimately leads to quality education, Diploma in Primary Education Programme (DPE) of two years duration is being conducted by IGNOU with recognition of NCTE for training of untrained serving elementary school teachers of Orissa, MP, Rajasthan and Jharkhand. Similarly, on the request of Government of Bihar, NCTE

Table 7.9 – 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.

has accorded approval in principle to the Government of Bihar for conducting a certificate course in teacher training programme of one-year duration through the distance mode for the training of 43,000 untrained primary school teachers, subject to certain conditions.

Curriculum Renewal

The Council has developed approach papers on curriculum renewal of (i) elementary teacher education, and (ii) secondary teacher education. NCTE has also prepared a draft document on curriculum renewal for teacher education. This document was released on August 17, 2004, and has been disseminated and discussed extensively in various workshops and seminars conducted by the NCTE throughout the country.

Memorandum of Understanding between NCTE and NAAC

As a follow up action on the basis of MoU between NAAC and NCTE, NCTE has laid down regulations making accreditation of recognised teacher education 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.

Third meeting of Joint Committee of NCTE-NAAC was held on April 17, 2004, to review accreditation

strategies for future Plan of Action. NAAC has so far accredited 84 Teacher Education Colleges and 9 Education Departments of universities.

Constitution of Expert Committees on different aspects of Teacher Education

During 2004-05, NCTE has constituted high-level committees on certain aspects of teacher education, e.g.

- (i) Expert Committee on Evaluation
- (ii) Expert Committee on Early Childhood Care and Education (ECCE)
- (iii) Committee to Develop Models of Course Contents, Mode of Curriculum transaction and Evaluation Procedures

Database of Teacher Educators

NCTE is developing a database of teacher educators. In order to achieve the task, a format has been developed which can be used by a teacher educator to detail his/her profile for submission to the NCTE. The format is also available on NCTE's website, and facility has been created for on-line submission of profile data. The project has made considerable progress. So far, bio-data of 6,500 teacher educators have been received, out of which data entry of 5,582 persons has been done.

To ensure quality teacher education which ultimately leads to quality education, Diploma in Primary Education Programme (DPE) of two years duration is being conducted by IGNOU with recognition of NCTE for training of untrained serving elementary school teachers of Orissa, MP, Rajasthan and Jharkhand.

Information and Communication Technology in Teacher Education

While approving the continuation of Centrally sponsored scheme of teacher education during the Tenth Five-Year Plan, It was stipulated that a component for information and communication technology in teacher education programmes and institutions should be introduced and for this NCTE was given the responsibility. ICT has been made a compulsory component of teacher education programmes. Six areas have been identified with a view to promoting information and communication technology in teacher education and thereby in school education. Priority would be given to development of ICT modules for in-service education of principals and faculty members of DIETs.

Training of Secondary Level Teachers through EDUSAT

NCTE has planned to train secondary level teachers through EDUSAT in Madhya Pradesh and Karnataka. Directors of SCERTs have been associated in conducting this programme. Resource persons are being drawn from Regional Institute of Education, Mysore, for coordination and monitoring of the training programme in January 2005.

Kasturba Gandhi Balika Vidyalaya (KGBV)

The Government of India has launched 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 schools are proposed to be set up in Educationally Backward Blocks (EBBs) where, as per census data of 2001, 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, SC, OBC and Minority populations, or areas with a large number of small, scattered habitations that do not otherwise qualify for an elementary school will be covered. 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. The pattern of financing will be 75:25 ratio of sharing between the Centre and the States during the Tenth Five-Year Plan. The scheme is being implemented in the States of 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, Tripura, Uttar Pradesh, Uttaranchal and West Bengal. A provision of Rs. 489 crore has been made for the Tenth Plan and Annual plan allocation for the year 2004-05 is Rs. 100 crore. Nearly 715 KGBVs have been approved by Department of Elementary Education and Literacy involving an amount of Rs. 167.50 crore for the year 2004-05.

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.

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 Dutch assistance. From 2003-04, the programme is also funded by the GOI from domestic resources.

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

The Sahayogini, the catalyst cum leader, is the key link as well as motivator, supporter and guide for 19 villages. She mobilises and organises women into Sanghas and is the link between the 10 villages and the educational support structure and institutions set up at the district level. She also coordinates activities with the district unit. The MS programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village-level educational processes. MS 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. Mahila Samakhya 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 States, the programme is implemented through autonomous registered MS societies. The State Education Secretary is the Chairperson of the Executive Committee 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 and consists of a District Programme Coordinator (DPC), resource persons and support staff. In places where the MS are strong, block-level units are also set up.

The Tenth Plan outlay for the scheme is Rs. 98.47 crore.

Currently, the Mahila Samakhya programme is operating in 60 districts, covering more than 14,000 villages in nine States of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Assam, Jharkhand 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.

- ❑ 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 for a gender-just society.

Shiksha Karmi Project

Shiksha Karmi Project (SKP) aims at universalisation and qualitative improvement of Primary Education in remote, arid and socio-economically backward villages of Rajasthan to all the children in the age group of 6-14 years. 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 of 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 community participation and 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 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.

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 Samities, 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 are from among 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 December 31, 2004, SKP was functioning in 32 districts, 150 blocks and 3,650 villages in Rajasthan.

There are 3,646 day schools, 71 upper primary schools and 54 Shivamba Shivirs, with an enrolment of 2.76 lakh children.

During 2004-05, the Department has released Rs. 39.04 crore against DFID share which is over and above the unspent balance of Rs. 10.67 crore available with SKP as on April 1, 2004. SKP has reported an expenditure of Rs. 20.74 crore (tentative) against DFID share up to December 2004.

Extension of Phase-III of SKP for a further period of two years, i.e. July 1, 2003, to June 30, 2005, with an outlay of Rs. 96.35 crore to be contributed by DFID, UK and GOR on the revised funding norms of 75:25, respectively, has been approved by Government of India.

The Fifth Joint Review Mission consisting of nominees of DFID, Government of India and Government of Rajasthan reviewed the project from January 10-14, 2005 and appreciated the progress of the project.

Inclusive Education of Children with Special Needs (CWSN)

SSA aims to ensure that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided education in an appropriate environment and envisages adoption of zero rejection policy so that no child is left out of the education system. SSA's thrust is on providing integrated and inclusive education to all children with special needs in general schools, as far as possible - with adoption of suitable alternative approaches in special cases. SSA Framework mentions that a child with special needs should be taught in an environment which is best suited to his/her learning needs. It also envisages a specific grant @ Rs. 1200/- per CWSN per year to meet "the special learning needs" of CWSN.

In 2004-05, 18.53 lakh Children with Special Needs have been identified in the age group 6-14 years. Some indicators of the progress of Education of CWSN are given in the table below.

Convergence has been established with Ministry of Social Justice and Empowerment to provide aids and appliances to CWSN under SSA. Steps are being taken to make all new school buildings and the existing schools barrier free.

Early Childhood Care and 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 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 and

Indicators of the Progress of Education of CWSN

CWSN enrolled	
(i) In schools	14,24,310
(ii) In EGS centres	26,040
(iii) Being provided home-based education	12,014
Total	14,62,364
Central Assistance sanctioned for Inclusive Education @Rs.1200/- per child	Rs.190.45 crore
Training for Inclusive Education	
(i) 20 days training of elementary teachers with a 2-3 day module on Inclusive Education	12,36,405
(ii) 3-5 days training of Resource Persons	3,67,933
(iii) 45/90 days training of Master Trainers	6,252
CWSN given aids and appliances	1,29,132
Schools provided barrier free access	98,594
VEC members oriented	7,45,186

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.

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 Crèche Fund and the Crèche Scheme.

The Department of EE&L in the same Ministry, 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, Mahila 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, Mother Teacher Associations (MTA), Mothers' Groups, etc., have been closely involved in the entire process of establishing the centres, running them and 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 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 centers.

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 childcare centres (run by the community) at the cluster level in areas where no ECCE centres are being run under any scheme of Department of WCD 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 Sangha (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
- Childcare 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.

Around 80,173 ECCE centres have been made operational under DPEP, SSA and National Programme for Education of Girls at Elementary Level (NPEGEL) programmes of the Department of Elementary Education.

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.

1. 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
2. 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
3. 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

4. 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 January 20, 2004.

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 creativity amongst children in the age group of 5-16 years, especially those from weaker sections of society. Children can pursue activities of their choice such as Physical Education, Creative Arts, Science Education, Literary Activities, Performing Arts, Photography, Home Management, Publication, Museum Techniques, etc., in a joyful manner. Programmes are so designed as to explore the innate talents and potential of children and give them opportunities for self-expression. Bal Bhavan thus aims at the all-round growth of children in a free and happy atmosphere and helps them develop a scientific temper.

There are 73 State Bal Bhavans in the country affiliated to National Bal Bhavan. Children from schools and 52 Bal Bhavan Kendras in Delhi, participate in activities of the National Bal Bhavan. Throughout the year Bal Bhavan organises several programmes at the local, zonal, national and international levels to provide learning opportunities to children. During summer vacation, 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 is the integrated training programme. Teachers are trained at the National Training Resource Centre (NTRC) of Bal Bhavan with

the aim of promoting all-round development of children.

National Bal Bhavan also implements a National Bal Shree Award Scheme to give recognition to exceptionally creative children. Twenty-two children have been selected for Bal Shree Awards 2004 in the fields of Creative Writing, Creative Art, Performing Arts and Scientific Innovations.

A Tribal Bal Mela was organised at Jabalpur in October 2004. Further, an International Children's Assembly and Integration Camp was organised in November 2004, in which children from affiliated State Bal Bhavans and Bal Bhavan Kendras as well as children from Russia, Italy, Kuwait, Mongolia and Mauritius participated. The theme of the Assembly was "Children's Dreams and Aspirations". A national conference of Young Environmentalists was also organised in December 2004 at Raipur, with special focus on tribal children in Chattisgarh.

Budget Provision and grant sanctioned to NBB during 2004-05			
	BE	RE	Grants sanctioned till 31.12.2004
(in Rs. lakh)			
Plan	472.00	425.00	236.00
Non-Plan	253.00	253.00	189.75

Free And Compulsory Education Bill

The Constitution (86th Amendment) Act, 2002, notified on December 13, 2002, seeks, *inter alia*, to insert a new Article 21-A ("Right to Education") in Part – III ["Fundamental Rights"] of the Constitution. Article 21-A states that "*The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine*". Pursuant to the above, a draft Bill

entitled "Free and Compulsory Education Bill, 2004" was prepared, and views of the State governments were sought on it in January 2004.

The subject of the draft Bill was also discussed in the first meeting of the reconstituted Central Advisory Board of Education (CABE) held in August, 2004. As decided in the meeting, a Committee of CABE was constituted to consider the matter of the draft legislation, under the Chairmanship of Sri. Kapil Sibal, Minister of State for Science and Technology and Ocean Development, vide Order dt. September 8, 2004, and has been asked to give its recommendations within six months.

Education Cess

An Education Cess @ 2 per cent on direct and indirect Central taxes has been imposed through the Finance (No.2) Act, 2004, to fulfil Government's commitment "to provide and finance universalised quality basic education". Proceeds of the Cess would be utilised for universalisation of elementary education – notably through programmes like Sarva Shiksha Abhiyan and Mid-Day Meal.

The Cess is estimated to yield an additional Rs. 4,000-5,000 crore per annum.

Education For All

At the beginning of the new millennium, more than 88 crore adults in the world were illiterate, about 11 crore children were not going to school, discrimination against women and girls was common, and the quality of learning for crore of children and adults was not satisfactory. In April 2000, representatives of 164 countries, including India, met at Dakar, Senegal, to discuss and consider these issues. At the conclusion of the Conference, the following six goals were adopted by the international community which have come to be known as the Education for All (EFA) goals:

- Expanding and improving comprehensive **early childhood care and education**, especially for the most vulnerable and disadvantaged children.

Elementary Education and Literacy

- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have **access to and complete free and compulsory primary education of good quality**.
- Ensuring that the **learning needs of all young people and adults** are met through equitable access to appropriate learning and life skills programmes.
- Achieving a **50 per cent improvement in levels of adult literacy by 2015**, especially for women, and equitable access to basic and continuing education for all adults.
- **Eliminating gender disparities** in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to, and achievement in, basic education of good quality.
- Improving every aspect of the **quality of education, and ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills**.

To monitor progress towards the achievement of EFA goals set in Dakar, UNESCO has developed an index called EFA Development Index (EDI), which consists of the arithmetical mean of the following four constituent indices:

- Net Enrolment Ratio (NER) at the primary level,
- Adult Literacy Rate (for 15+ population),
- Gender-related EFA Index, and
- Survival Rate to Class V.

UNESCO publishes a Global Monitoring Report (GMR) every year to track progress of countries towards EFA. Value of EDI for India in the GMR published in 2004 was 0.696, which was an improvement over the value assigned in the previous year's GMR (0.658).

A High Level Group (HLG) is mandated by the Dakar Framework for Action to 'serve as a lever for political commitment and technical and financial resource mobilisation' for EFA. The HLG has primary responsibility of driving the EFA process forward, strengthening partnerships, identifying priorities, gaps



and needs, and highlighting the resources to be mobilised. The fourth meeting of the High Level Group took place at Brasilia in November 2004, and was attended by Minister of State for HRD and Secretary (EE&L). Recognising that substantial progress had been made, the Group noted that much more needed to be done and that new and bold steps would be necessary to meet the challenges. The participants outlined a number of key measures that governments must take in the core areas of EFA namely girls education, teachers and resources. These measures notably include the abolition of school fees and the reduction of other costs of education to poor children, particularly girls. They also include the improvement of the status, working conditions, career prospects and professional development opportunities for teachers.

As part of the global effort to highlight EFA-related concerns, an EFA Week is observed each year during April. In India, EFA Week was observed from April 19-25, 2004. States/UT administrations were requested to organise programmes in this connection to promote enrolment and retention of out-of-school children, especially girls and children from disadvantaged groups.

A national-level programme in which children from various States/UTs participated was organised at National Bal Bhavan, New Delhi, on April 22-23, 2004,

which included several activities such as essay writing, slogan contests, elocution competition, cultural programmes, etc., with the theme “Education For All”.

District Information System for Education (DISE)

Under District Information System for Education (DISE), elementary education schooling related details are collected every year from each school with primary/upper primary grades. Information thus collected is analysed with reference to issues, progress, concerns, etc., which become valuable inputs in the process of planning, implementation, monitoring and evaluation. Beginning with the districts covered under the District Primary Education Programme (DPEP), DISE covered in 461 districts in 18 States and will eventually cover the whole country. Based on information collected under DISE, NIEPA brings out the following analytical documents:

- District Report Cards
- State-wise Analytical Report

The above documents for the year 2002-03 were published during 2004.





Adult Education

During the last decade, female literacy rate has shown much higher growth, increasing by 14.41 percentage points as against 11.17 for males, thus reducing the male-female differential in literacy rates from 24.84 in 1991 to 21.6 in 2001. All states have registered an increase in literacy rates and 60 per cent male literacy has been achieved without exception.

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 launching of 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 21.6 in 2001, when growth in female literacy was higher at 14.41 percentage points as compared to corresponding figure for males at 11.17. 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 Scheduled Tribes, the main problems arise from lack of communication, inaccessibility of their habitations, scattered population, lack of adequate institutional infrastructure, dearth of qualified local instructors and the variety of tribal dialects that make the problem of illiteracy more difficult.

As per the 2001 Census the literacy rate of Scheduled Castes was 54.69 per cent. The male and female literacy rate being 66.64 per cent and 41.90 per cent. The literacy rate of Scheduled Castes has increased by 17.28 per cent during the decade 1991-2001. Bihar has the lowest Scheduled Caste female literacy rate, i.e. 15.58 per cent. The Scheduled tribes literacy rate which was 29.6 per cent in 1991 increased to 47.1 per cent in 2001. It means the literacy rate of Scheduled Tribes increased by 17.5 per cent. The male and female literacy rate of Scheduled Tribes was 59.71 per cent and 34.76 per cent, respectively, in 2001. The Scheduled Tribe female literacy rate was also lowest in Bihar, i.e. 15.54 per cent. In Rajasthan, Scheduled Castes and Scheduled Tribes female literacy rate, which was 8.31 per cent and 4.42 per cent in 1991, has increased to 33.87 per cent and 26.16 per cent in 2001.

Illiteracy Size 2001 Census

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 educational front and slight decline in the growth rate of population, number of illiterates during the decade 1991-2001 came down from 329 millions in 1991 to 304 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, 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 North-East 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 64.8 per cent in 2001. According to the Census of India 2001, the literacy rate has gone up to 75.3 per cent for males and 53.70 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.





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.

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 14.41 percentage points as against 11.17 for males, thus reducing the male-female differential in literacy rates from 24.84 in 1991 to 21.6 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. The General Council functions under the Chairmanship of Minister for Human Resource Development and lays down the policies and programme in the field of literacy and Adult Education. The Executive Committee and Project Approval Committee function under the Chairmanship of Secretary, Elementary Education and Literacy. While the Executive Committee carries out all other functions of the Authority, 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 lifelong learning and an entry point to the



Revamped Mission

New life and vigour has been infused into the NLM to meet the new challenges. On November 30, 1999, the Government approved the extension of the Mission, stressing on lifelong 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) to continue to oversee and run literacy programmes. They have been given freedom to synergise their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, Panchayati raj institutions, small scale industries, cooperative societies, etc.
- ❑ Scheme of Continuing Education encompassing removal of residual illiteracy, individual interest programmes, skill development, rural libraries, etc., is given due priority.
- ❑ 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 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.

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.

world of communication and information. After experimenting with successive and alternative models of adult literacy, the NLM adopted the Total Literacy 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 – area-specific, time-bound, participative, delivery through voluntarism, cost-effective and outcome oriented. The Campaigns are implemented through Zilla Saksharata Samities (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 implementation of TLCs, millions of non-

literate 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 lifelong 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 to be 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

As per 2001 Census, 45 districts in the country have a female literacy rate below 30 per cent. Hence, dealing with low female literacy is of immense concern to the National Literacy Mission and it was decided to target the 45 low female literacy districts for improvement. As most of these districts are concentrated in the States of Uttar Pradesh, Bihar, Orissa and Jharkhand, special innovative programmes have been taken up in these districts for promoting female literacy.

Accelerated Female Literacy Programme in Uttar Pradesh

A special project 'Accelerated Female Literacy Projects (AFLP)' was launched to raise the female literacy rate in eight districts of Uttar Pradesh to cover 25.00 lakh illiterate women in the 15 to 35 age group. The districts were Maharajganj, Siddharathnagar, Balrampur, Gonda,

Shravasti, Bahraich, Rampur and Badayun. The programme was implemented through 97 NGOs.

Salient features

- The project duration was limited to five months, starting from November 1, 2002, and concluded by March 2003.
- The implemented agencies were given block-wise responsibilities on a geographical basis and it was possible to complete the project successfully.
- Need-based primers were designed on female related issues.
- Regular monitoring was conducted by SRC, Lucknow, and other identified SRCs belonging to other States during the implementation of the project.
- External evaluation of Accelerated Female Literacy Programmes indicated that out of eight districts, six districts achieved above 60 per cent result (Badayun 79.31 per cent, Rampur 76.08 per cent,





Bahraich 67.86 per cent, Maharajganj 67.32 per cent, Siddharathnagar 61.79 per cent and Gonda 60.90 per cent). Two districts, namely Balrampur (53.63 per cent) and Shravasti (47.25 per cent), have shown below 60 per cent result.

The evaluation of the programme was overseen by the team of NSSO and the Planning Commission.

Female Literacy in Bihar

Female literacy programme in the State of Bihar was implemented in 13 low female literacy districts in the first phase to cover 24.03 lakh women learners in the 15-35 age group. These districts were West Champaran, East Champaran, Sheohar, Sitamarhi, Supaul, Araria, Kishanganj, Purnia, Madhepura, Saharsa, Khagaria, Banka and Jamui. The projects were implemented under the aegis of Zilla Saksharata Samiti of respective districts, with the active involvement of Panchayati Raj functionaries, women volunteer teachers and women Self Help Groups.

Salient features

- The special female literacy programme was implemented by the Zilla Saksharata Samitis in the districts along with ongoing TLC, PLP programmes already sanctioned by NLM.

- The special female literacy programme commenced from January 2003 and was concluded in December 2003.
- ZSSs had constituted Mahila Samities at district, block and Panchayat level, with the representation of female teachers, women social workers, women NGOs representatives, women PRIs, women and child development officers and other female officers in the districts.
- In minority concentrated areas such as Kishanganj and Araria districts, the appeals of Imams for promoting literacy among the muslim masses were utilised.
- Regular monitoring was conducted by SRC, Deepayatan and ADRI, Patna, as well as by other identified SRCs belonging to other States during the implementation of the project.
- Supplementary reading materials were distributed at selected women literacy centres.
- Around 2,000 non-literate women PRIs covered under 10-day residential teaching camps.
- 200 outstanding women Volunteer Teachers (VTs) were selected from each district and were trained as Master Trainers in the formation of SHGs.
- Another group of 300 outstanding women VTs have been identified for providing vocational training in a set of course. The first batch of vocational training programme in six districts has so far been conducted.
- The projects of female literacy programmes in 13 districts have been evaluated. Out of 13 districts, the results in respect of eight districts are above 60 per cent (West Champaran 92 per cent, East Champaran 90 per cent, Kishanganj 80 per cent, Madhepura 63 per cent, Araria 63 per cent, Purnia 62 per cent, Khagaria 61 per cent and Sitamarhi 60 per cent). The result of four districts was below 60 per cent and the result of one district is still awaited.

Special Project for Accelerated Female Literacy Programme in Orissa

Nine districts in Orissa, which have low female literacy



rates, have been covered under Special Project for Accelerated Female Literacy Programme. These districts are Koraput, Nabrangpur, Malkangiri, Rayagada, Kalahandi, Gajapati, Sonapur and Nuapada.

The programme is being implemented by a network of 117 NGOs, targeting 10.43 lakh non literate women in 15-35 age group. State Resource Centre, Bhubaneswar, is the nodal agency to oversee the implementation of the project.

The programme is in the final stage of implementation.

Special Female Literacy Programme in Jharkhand

The special female literacy programme is being implemented in five low female literacy districts of Jharkhand. These districts are Pakur, Garhwa, Sahibganj, Giridih and Godda. The programme is being implemented under the aegis of Zilla Saksharata Samities of respective districts, with the active involvement of Panchayati Raj Institutions/women social workers, etc.

Around 5.00 lakh women illiterates in 15-35 age group

are being covered under the programme. A special resource-cum-support group was constituted under the aegis of Asian Development Research Institute, Patna, to provide resource support and monitoring of the female literacy programmes in these districts since August 2003.

The implementation of programme is progressing steadily and the concurrent evaluation/mid term assessment is under way.

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, 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 Programme, Quality of Life Improvement Programmes, Income Generating Programmes and Individual Interest Promotion Programmes. Ten to fifteen 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, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development.

During the current financial year, 27 new districts have been covered under the Continuing Education Scheme. With this addition, continuing education programmes are running in 272 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 General 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 Sansthan 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 society registered under the Societies Registration Act, 1860. This is a step towards decentralisation, as it shows that the SLMAs have reached a stage where they can be made responsible for the programmes, which are being initiated for their States. The devolution of administrative and financial powers to them will lead to a faster-moving administrative set up, and therefore, programmes can be initiated faster, and decisions taken without any delay, leading to more efficient developmental programmes. Each State has to set up a SLMA. The new SLMAs are now empowered to sanction continuing education projects. Thus, the SLMAs:

Jan Shikshan Sansthan

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 157 JSSs in the country and the number would increase in future. The activities of 30 better performing Jan Shikshan Sansthans have been extended to the neighbouring districts.

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

The scope of activities of the JSS has since been enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/technical skills. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS is evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report. 80 JSS 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 a flexible curriculum 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.



- now serve as Nodal Agencies at the State level for monitoring and implementing the scheme of continuing education.
- have been empowered to approve continuing education projects and funds have been placed at their disposal; and
- are supposed to plan their programmes and activities from the Panchayat level upwards to block level, municipal level, district level, and State level.

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 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, etc. NGOs are also associated in the Continuing Education Programme. During the year 2003-04, 40 NGOs were sanctioned funds amounting to Rs. 13.28 crore for various basic literacy programmes and 117 NGOs in Orissa and 97 NGOs in Uttar Pradesh were sanctioned Rs. 11.16 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 were strengthened and divided into two categories 'A' & 'B'. The pattern of assistance is given below.

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

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

Directorate of Adult Education

The Directorate of Adult Education (DAE) is a subordinate office under the Ministry of Human Resource Development has been functioning as the National Resource Centre in the field of adult education. 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 functions of the Directorate of Adult Education are to promote academic and technical resource support and monitoring of the implementation of various programmes of the National Literacy Mission.

Following are some of the important activities undertaken up by the Directorate in the year 2004-05:

Monitoring and Evaluation

Organised a one-day Consultation Meeting of Education Secretaries, Directors of Adult/Mass Education, Directors of SRCs and JSS. The meeting was chaired by Secretary, Department of Elementary Education and Literacy. The objective of this meeting was to review the ongoing Literacy Programmes in the country, remove bottlenecks, and to evolve appropriate strategies for bringing improvement.

- Four Regional Review Meetings of Directors of

Adult/Mass Education and Directors of SRCs were organised at Jaipur, Kolkata, Iddukki and Pune to assess the performance, share experiences and to plan future strategies.

- ❑ A two-day orientation programme for the functionaries of SLMA and ZSS of Hindi speaking States was organised at Hyderabad to promote self-help groups in CE districts.
- ❑ Brought out Annual Progress Report for the year 2003-04 on the Literacy, Post-Literacy and Continuing Education Programmes.
- ❑ A Research Study was commissioned through University of Kashmir on low female literacy districts of J&K. Initiated action to commission 10 Research Studies in selected low female literacy districts.
- ❑ A study on preparation of statistical analysis, achievements during the Tenth Five Year Plan and statistical projections on literacy was commissioned through Indian Adult Education Association, Delhi.
- ❑ The evaluation guidelines on CEP were reviewed and the revised guidelines were finalised.

Material

The Material Unit of DAE provides technical support for developing primers in different regional and tribal languages. It also reviews the materials on basic literacy, post-literacy and continuing education designed by State Resource Centres and State Directorates of Adult Education. During the year, IPCL Primer-II were developed in the tribal languages of Sikkim, such as Limboo, Lipcha and Bhutia. A primer in Nepali language was also developed during this period. Review of teaching learning materials was undertaken in two workshops organised during April and June, 2004, in Delhi. The Unit initiated action to develop IPCL primers in tribal languages of Nagaland.

Besides, workshops were organised to prepare source book on Life Enrichment Education (LEE), standardise learning materials for vocational courses through JSSs, and to standardise curriculum on selected vocational courses.

Media

The Media Unit produced video programmes in the regional languages of North-Eastern States to support the ongoing programmes in that region. These programmes were also telecast through the regional Kendras of North Eastern States. Audio and video programmes were regularly broadcast/telecast through Doordarshan/AIR and also through Gyandarshan and Gyanwani in collaboration with IGNOU. The Communication Planning and Costing Committee was reconstituted under the chairmanship of Secretary, EE&L. Two documentary films on special female literacy programme in Orissa and continuing education programme in Andhra Pradesh were produced, and the highlights were screened on the occasion of International Literacy Day celebrations on September 8, 2004, in the presence of President of India. The VHS copies of video programmes were circulated to different SRCs, JSSs, etc., for using them in the field.

Training

Training programmes were organised on the establishment and maintenance of libraries under continuing education programme, training for field functionaries on self-help groups in low female literacy districts, training to key resource persons, master trainers and other field functionaries were organised in different parts of the country. The training unit initiated action to organise training programmes on equivalency programme besides training KRPs, RPs and ZSS functionaries of post-literacy programmes in Arunachal Pradesh.

Present status

Out of 600 districts in the country, 596 have since been covered under Adult Education Programmes – 142 under Total Literacy Campaigns, 182 under Post Literacy Programme and 272 under Continuing Education Programme. About 118.50 million persons have been made literate as on March 31, 2004. 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.

NLM Achievements

- ❑ The literacy rate in 2001 has been recorded at 64.8 per cent as against 52.21 per cent in 1991. The 12.59 percentage points increase in the literacy rate during the period is the highest increase in any decade.
- ❑ 118.50 million persons made literate as on March 31, 2004.
- ❑ 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 21.6 per cent in 2001.
- ❑ Female literacy increased by 14.41 per cent, i.e. from 39.3 per cent to 53.70 per cent whereas male literacy increased by 11.17 per cent, i.e. from 64.13 per cent to 75.3 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 304 million in 2001.
- ❑ Out of the total 600 districts in the country, 596

districts have been covered by NLM under 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 of the other States. Thus, despite the low initial success, the essence and the spirit of the campaign have been captured in these States also.

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

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.



National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an apex resource organisation to assist and advise the Central and the State Governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education through its various constituents viz., the Departments of National Institute of Education, New Delhi; Central Institute of Education Technology, New Delhi; Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal; and 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 countries.

The NCERT undertakes several programmes related to research, development, training, extension, international cooperation, publication and dissemination of educational information. It functions in almost all aspects of school education viz., Early Childhood Care and Education, Universalisation of Elementary Education, Education of Groups with Special Needs such as SC/ST, Minorities, Girls, Physically Challenged, Pre-service and In-service Teacher Education, Vocational Education, Examination Reforms, Educational Technology, IT Education, Value

Education, Environmental Education, Population Education, Popularisation of Science, Guidance and Counselling, identification and nurturance of talent, development of curriculum and instructional material, content and processes of education, etc., in collaboration with States, Central and State-level educational organisations, and international organisations, and formulate its programmes on States' educational needs, national commitments and international inputs.

The NCERT continued to carry out its popular ongoing programmes such as Jawaharlal Nehru National Science exhibition for Children, support to State-level science Exhibitions, National Talent Search Scheme, National Awards for Innovations in Teacher Education and School Education, National Awards for Best Practices in Vocational Education, Innovative Pre-Service Teacher Education and Counselling Courses, VII All India School Education Survey, VI Survey of Educational Researches and educational transmission through DD and AIR educational channels, 'Gyan Darshan' and 'Gyan Vani'. The new initiatives undertaken during 2004-05 included development of Model Syllabus on Environmental Education for all stages of school education as per the direction of the Hon'ble Supreme Court of India; National Examination Reform Framework; Curriculum Framework for Teacher Education-2004; Encyclopedia of Indian Education; New Science and Technology Kit and evaluation/quick review of its new generation text books. NCERT also signed a MOA with Commonwealth of Learning (COL) to launch an International Post-Graduate Diploma Course in Guidance and Counselling through distance/online mode, etc.

The highlights of programmes proposed for and being carried out during 2004-05 in different areas of school education are given below:

National Curriculum Framework Review

NCERT, as the apex national agency of educational reform, is expected to review the school curriculum as a routine activity, ensuring the highest standards of

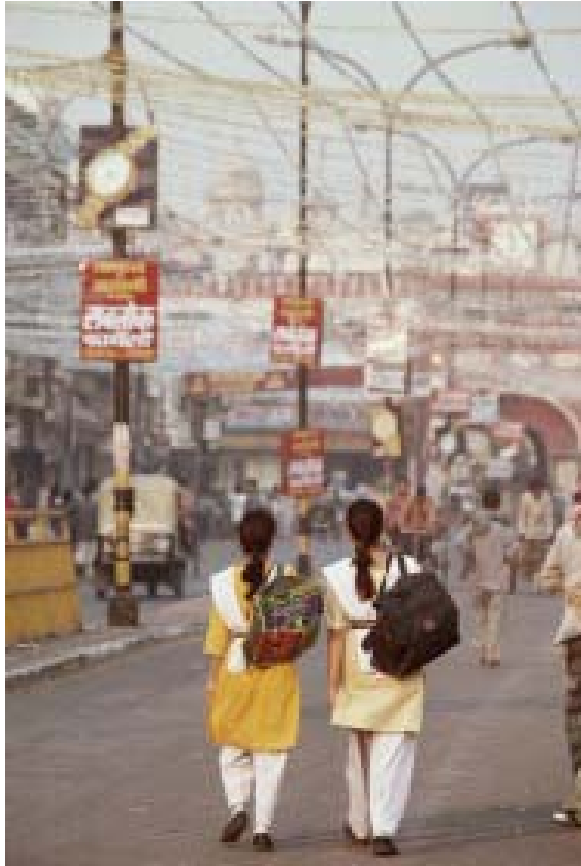
rigour and transparency. Following the deliberations in each department of NIE and RIEs, five structures have been created to review the NCFSE-2000: National Steering Committee, National Focus Groups, Committee for Consultation with States, Regional Consultations through Seminars, Research Unit and Coordination Committee. The National Steering Committee, under the Chairmanship of eminent educationist and scholar, Prof. Yash Pal, consists of scholars from different disciplines, principals and teachers, representatives of well-known NGOs/activists and members of the NCERT faculty. Twenty-one focus groups have been constituted, covering the major areas of national concern, such as Aims of Education, Systemic Reforms for Curriculum Change; Teaching of Indian Languages; Teaching of English; Teaching of Mathematics; Teaching of Science; Teaching of Social Science; Habitat and Learning; Art, Music, Dance and Theatre; Heritage Crafts; Educational Technology, Work and Education, Health and Physical Education, Early Childhood Education, Problems of Scheduled Caste and Scheduled Tribe Children; Gender Issues in Curriculum; Education of Children with Special Needs; Peace Education; Curriculum, Syllabus and Textbooks, Teacher Education for Curriculum Renewal; and Examination Reforms.

The National Focus Groups have been chaired by renowned scholars and practitioners. Other members include NCERT faculty, school teachers and representatives of non-governmental organisations. Meetings of various National Focus Groups and National Steering Committees have been organised. Each National Focus Group is supposed to produce a research-based position paper, providing a comprehensive review of existing knowledge, representing an awareness of the field reality, especially in rural schools. The National Steering Committee will discuss and debate extensively on all aspects of school education taking into account the existing curriculum documents and 'Learning without Burden' and prepare the final Review document.

Elementary Education

In the area of Elementary Education, NCERT deals with

three focal areas, namely Early Childhood Care and Education (ECCE), Non-Formal Education, i.e. Education Guarantee Scheme and Alternative and Innovative Education (EGS&AIE) and Elementary Education (formal). The studies undertaken included: (i) Status of development of ECCE programme as an innovative activity under SSA; (ii) Status of interventions for education of children with disabilities under SSA; (iii) Problems of retention of learners as perceived by teachers and community with reference to classroom processes in North-East States and; (iv) Problems faced by pupils during transition from primary to upper primary stage of education. The materials being developed include: Supplementary reading materials in English depicting on environmental concerns for primary children; supplementary reading material in Hindi for children of 9 to 11 age group. Comprehensive Teachers' Handbook for Art of Healthy and Productive Living (AHPL); A Comprehensive Early Childhood



Education (ECE) Kit; and Theory and practices in ECCE: A curriculum guide for pre-school education. Several programmes related to capacity building of Key Resource Persons/Key Functionaries through training and orientation were organised in the area of ECCE, EGS&AIE, Primary Education in N-E States, etc. A National Conference on Planning Strategies for Implementing 86th Amendment Act of Parliament making Elementary Education a Fundamental Right was organised. A National Meet on the Role of the community in the context of Universalisation of Elementary Education was organised at the National Institute of Rural Development, Hyderabad in collaboration with M.V. Foundation. The ongoing activities of promoting experiential value education among children, assessment of the projects proposals for MHRD, assistance of experimental and innovative programmes for the education at the elementary stage,

including EGS & AIE, and documentation of information related to pre-primary and elementary education, etc., were continued.

Education of SC/ST and Minorities

To ensure development of cohesive society and achieve national targets of Education for All, NCERT continues to cater to specific educational needs of children from socially disadvantaged groups such as SC/ST and Minorities. The main focus is on studying: Load of non-comprehension on tribal children as a result of curricular practices viz., conceptualisation, medium of instruction and teaching learning practices; Approaches and strategies for educating children from socially disadvantaged groups; Causes of inter-district disparities in literacy of SC children of Hindi speaking states with high SC population; Role of Panchayati Raj institutions in promoting education of SC children under SSA; and a Survey of Problems related to education of SC Children in HP and strategies for their solutions. The developmental activities undertaken included: Reading material to promote tolerance and communal harmony among diversified societies for a peaceful coexistence; Training package on educational management of minority run institutions; and Community involvement and participation: A guide book for parents of SC children. Others include organising capacity-building training programmes in teaching methodology for Madrasas and tribal area schools, orientation programmes for teaching of science and technology for stakeholders of tribal concentrated N-E States and for State functionaries of SSA, and ensuring effective implementation and organisation of different activities for the educational upliftment of children from special focused groups.

Education of Children with Special Needs

The studies undertaken in the area of education of Children with Special Needs include: Programmes and practices for education of Children with Special Educational Needs in different states, Emerging shape of inclusive classrooms at pre-primary and primary level, Emerging shape of inclusive classroom at upper primary

level; Review of existing instructional adaptations (general and specific) being used in integrated/inclusive classrooms and Evaluative study of effectiveness of innovative teaching strategies for promoting inclusive schooling at different stages of completion. A draft syllabus has been prepared for a certificate course through distance mode on teaching and learning in inclusive setting. A module of Planning and Managing Inclusive Education was developed for policy makers and teacher educators with financial support from UNESCO.

Girls Education

The studies undertaken in the area of Girls Education include: Implementation of policy provisions and curriculum framework on girls' education in different States of India, study on innovative initiatives to overcome socio-cultural constraints in girls education and capacity building and analysis of State profile on status of girls education vis-a-vis various indicators. The development of training package for teacher educators on girls' education, capacity building and empowerment and manuscripts on 'Women in Unconventional Roles' and 'Women Inventors' from India and the World' under women of India series is in progress. A four-week follow-up training programme was organised on action research related to gender issues and a regional seminar on perception of women teachers working in rural areas on problems confronting them. An online certificate course on Girls' Education and Empowerment is being developed. The expert committee has finalised the conceptual framework of the course. A three-day State-level workshop for District Gender Coordinators regarding implementation of NPEGEL in Haryana was organised in collaboration with the Government of Haryana.

Education in Science and Mathematics

Studies being carried out include a quick review of NCERT text books for science and mathematics; identification of contemporary technological innovations for front-line curriculum of science and technology up to the secondary level; evaluation of new text books of science, technology and mathematics for

Class VI; impact assessment of State and national science exhibitions; status of science and mathematics education in different States/ UTs of India at the school level; and identification and development of skills for bringing innovations in science practicals at secondary and higher secondary levels. The material being developed include: concept-based experiments/ activities in biology, physics, and chemistry for the higher secondary stage and mathematics at the upper primary and secondary stage; virtual laboratory; semi-micro/ micro-scale laboratory techniques in chemistry practical course; problem books in biology, physics, and chemistry at the higher secondary stage and mathematics at the upper primary, secondary and higher secondary stages; interactive multimedia packages in mathematics (class VI), organic chemistry and biology (Classes XI & XII) and electronics; books in new and applied areas of science under 'Reading to Learn'; illustrated book of science and technology in ancient and medieval India for children; embedded system kit; video CD of science activities with the help of ISK; and resource material for biology teachers. Teacher training certificate courses in science, technology and mathematics are being designed and developed. A resource centre for science and mathematics education is also being started to collect and classify print and non-print materials. Other regular activities of capacity building, apprenticeship training to ITI students, national and State-level science exhibitions, centre for popularisation of science, publishing a quarterly journal of 'School Science' and production of science kits, etc., are continuing. The Jawaharlal Nehru National Science Exhibition for Children was organised at Ranchi (Jharkhand).

Environmental Education

The main emphasis has been on Study of Environmental Education dimensions in new NCERT curricula for various stages and establishment of an Environmental Education Network to collect and classify information and material to prepare database on Environmental Education. As per the directives of the Hon'ble Supreme Court, the process of monitoring the implementation of the Environmental Education Syllabus is being initiated.



A detailed action plan with activities for implementation on the order of the Court is being evolved.

Education in Social Sciences and Humanities

In the area of education of social sciences and humanities, the main focus is on preparation of teachers handbooks and training packages in different language and social sciences subjects. Several supplementary readers, workbooks, source books, etc., are also being prepared in different subjects of different classes. Two certificate courses through distance mode are being developed for English teachers and social sciences teachers at the upper primary and secondary stages. Studies being carried out include: introduction of English as a subject at the primary stage and its impact on learner's emotional, social and cognitive development; teaching-learning practices and evaluation procedures in art education in different states and follow-up activities of evaluation of NCERT

textbooks. As per a decision of the Executive Committee of NCERT, a 'quick review' of all NCERT textbooks has been undertaken.

National Population Education Project (NPEP)

Content analysis of NCERT and States syllabi and textbooks from the point of population concerns has been carried out. Preparation of a source book on population education is in progress. Other regular activities such as development of population education bulletin, progress review and monitoring of NPEP and training of State resource persons in population education and adolescent education have been undertaken.

Examination Reforms

In the area of examination reforms, the studies in progress include: A follow-up study of implementation of school-based assessment scheme, baseline achievement survey at the end of class III, achievement survey at the end of upper primary stage; status study of non-detention policy in the States, and world education indicators- survey of primary schools in India. Distance education course material for certificate and diploma in educational evaluation has been prepared and vetted in a workshop. Nine capacity building programmes were organised in different aspects of educational evaluation such as paper setting, error analysis, grading and CCE.

Educational Psychology

Two international diploma courses in Guidance and Counselling - one through face-to-face mode and another through distance/online mode in collaboration with CoL have been planned. For the face-to-face course, a number of countries in Asia and Africa have been followed up through embassies and applications from a number of countries have been received such as Uganda, Angola, Zambia, Ghana and Iran. Some countries like Bhutan and Afghanistan visited NCERT to workout the deputations in their countries. The reading material in the form of modules were developed and reviewed. For distance/online course around 60

modules in self-learning format, a practical handbook for trainers and supervisors for the contact programme and 20 programme briefs for production of audio/video programmes were developed. The framework was developed for writing a manual for practicals in psychology at the higher secondary stage. For development of psychological tests for identification of learning disabilities among elementary school children, the dimensions and other details have been conceptualised. A compendium of Indian/ indigenous psychological tests/ tools is being developed.

Guidance and Counselling Resource Centre and National Library of Educational and Psychological Tests (NLEPT) were enriched by procuring new tests. The abilities underlying success in science, social science and commerce at +2 school stage and methodology, etc., have been conceptualised and exemplar items for aptitudes tests are under preparation. Empirical evaluation report has been prepared on the qualitative and quantitative feedback received from teachers on evaluation of NCERT psychology textbooks. Also a quick review of psychology textbooks have been undertaken. Organisation of postgraduate diploma courses in Guidance and Counselling continued at the regional level in RIEs.

Value Education

In the area of value education, ongoing activities like promoting research and innovations in value education, Journal of Value Education, updation of database in value education, reference library of NRCVE, development of monographs on value education, evaluation of the projects implemented by NGOs, etc., were continued. A certificate course on value education through distance/online mode, and tools to assess value attainment of students at the upper primary stage is being developed.

Computer Education

In the area of computer education, final versions of six interactive multimedia courseware, viz. Locus, Ray Optics, Wave Optics, Photosynthesis, Hierarchy of Biological Diversity and Organisation, and Chemical Bonding and Molecular structure have been brought out

on CDs. Scripts and functional specifications for a couple of titles will also be developed. Under the study on status of computer education in the schools in India, data is being collected from different national and State Boards. A self-learning module on ICT for teacher education and multimedia learning materials based on new curricula (+2 Biology) is being developed. For integrating ICT into the B.Sc. Ed. curriculum, the existing syllabi from RIEs and other institutions have been procured and scope of integration of ICT is being examined. For capacity building, a 12-day orientation programme for SC/ST teacher educators from SCERTs, SIEs and DIETs from different States and UTs was organised on Integration of Information Technology (IT) tools and IT-based learning resources in general education. Two more such programmes are being conducted, one exclusively for the North-East and one for the SC/ST faculty. Two training programmes for capacity building of NCERT faculty in ICT skills were conducted for RIEs faculty and headmasters/teachers from DM schools and the other for NIE faculty. The bilingual Web site of NCERT (Hindi/English) has been modified and updated regularly.

Educational Technology

In the area of educational technology, a target of producing 150 ETV programmes and 150 audio programmes by the end of year has been set up. The important ETV programme series are: Health education, Contribution of world religions to quality of human life, Science, Mathematics, Physical education, etc. The important series of audio programmes are Hamara Swasthya, Balgeet, Shishu Jagat, Value Education. Scripts have been developed in the areas of value education, environmental education, on eminent personalities, and history of Hindi literature and on SSA. Orientation and training programmes are being organised in ETV scriptwriting, operation and maintenance of equipment used in audio programme production and educational technology concept and practices through video conferencing for North-Eastern States and also specially for SC/ST teachers and DIET faculty. Research studies on assessment of needs of ETV programmes for elementary level tribal students and

teachers, study of monitoring utilisation and effectiveness of ETV programmes at Primary Level are underway. Festivals of children's educational audio-video programmes and national seminar on educational technology have also been planned. These and other programmes activities are likely to be completed within the year. Transmission of ETV programmes on National DD-I and Gyan Darshan Channel and CIET-SIETs coordination is continuing.

Vocational Education

In the area of vocational education, studies on various models of the Vocational Education Programme in selected States; Vocational activities undertaken by school students; Establishment of school industry linkage; Need assessment for implementation of VEP in H.P.; Vocational aspirations and preferences of students and school-leavers in agriculture and allied sectors; Vocational guidance needs of students and availability of guidance services in tribal schools of MP, early childhood workforce and early childhood environment in Bhopal and Indore cities; identification of biotechnology component in existing school curriculum of +2 level; and a follow-up study of +2 level paramedical vocational courses pass outs of Andhra Pradesh are being conducted. A certificate course on training of trainers through the distance mode, package of folders on vocational education for persons with disabilities, competency based curriculum in videography, modules on designing and making of lac bangles and taxation practices have been developed. The other developmental activities include development of guides/ books for placement of vocational students for apprenticeship training, to encourage entrepreneurship education and self-employment in vocational education institutions, policy perspectives in vocational education, and a compendium of projects for the business and commerce related vocational courses. Several programmes are being undertaken on revision and development of curriculum of vocational courses, modular curricula, modules and instructional materials. For capacity building, several training and orientation programmes are being organised for vocational teachers/key functionaries on environmental education,

establishment of production-cum-training centre entrepreneurship development, performance evaluation techniques, information and communication technology, farm machinery, etc. In order to promote vocational education sensitisation/ interaction programmes, publication of journal and bulletin of vocational education, distribution of NCERT awards for best practices in vocational education, etc., will continue.

Teacher Education

Researches being undertaken include: status of elementary teacher education curriculum in India; effectiveness of professional development programmes organised by SCERTs for teachers and teacher educators; perceptions of teacher educators on environmental studies; profile of headmasters/ principals of secondary schools; critical appraisal of interventions, strategies and approaches emerging from research studies undertaken in the areas of teaching learning and teacher training for the education of SC children; and teaching social sciences through integrated approach at the secondary teacher education level. Self learning materials for teacher educators on training programme to ensure safety, health and well-being of children in the school, teacher education curriculum on environmental education, both at elementary and secondary level, and instructional materials for short term in-service courses through distance/ on-line mode for capacity building of teacher educators of DIETs/ CTEs and IASEs are being developed. Pre-service and in-service training courses, Annual conference of Directors of SCERTs/ SIEs, NCERT awards for innovative practices in teacher education/ school education, etc., continue to be organised.

National Talent Search

NCERT continued to identify and nurture talent at the end of Class X. One thousand scholarships are awarded, which include 150 scholarships for SC and 75 for ST candidates. The implementation of NTS Scheme and conduct of nurturance programmes for the NTS awardees continued. The handbook for nurturance of

NTS awardees is being prepared. The NTS Scheme is being reviewed.

Promotion of Educational Research and Innovation

Promotion of educational research through ERIC, dissemination of information through publication of IER and IEA Journal, s and Survey of Educational Researches, Multi-centric studies, Statistics on VII All India School Education Survey, etc., were continued. Research designs leading to multi-centric studies on the issues/ concerns of SC and ST children are being evolved. The SSPMC meetings of ERIC were held to monitor the progress of ongoing projects and recommend fresh research projects.

Under the Seventh All India School Education Survey, data collection, data entry validation and tabulation of flash statistics have been completed in all 35 States/ UTs, consisting of 599 districts. The release of provisional statistics, data entry and validation of main schedules, tabulation of main schedules data and post-enumeration survey (Phase II) are near completion.

Under the project, 'State Studies in School Education - Status, Issues and Future Perspectives', the reports for Uttar Pradesh, Haryana, Maharashtra, and Goa have been published. Reports for Andhra Pradesh, Mizoram, Himachal Pradesh, J&K, Rajasthan, Karnataka, Kerala, Meghalaya, Manipur, West Bengal, Gujarat, Assam and Bihar are being printed. Report for Orissa is under editing for publication.

International Cooperation

The NCERT continued work 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. Several delegates/educationists from different countries visited NCERT and interacted with the faculty/ authorities. The activities of Asia Pacific Programme of Educational Innovations for Development (APEID), for



which NCERT is the nodal agency, will be revived. Bi-annual APEID Newsletter on the innovations in the field of school is being brought out. With the Secretariat of National Development Group (NDG) being located in NCERT, all efforts are being made to assess and revive the activities of Associated Centres. The strategies are being chalked out. A brochure on NDG will be published. The meeting of General Body of NDG was held on October 11, 2004. Constant interaction with all the Associated Centres of India and capacity building programmes for SAARC countries will be undertaken. The process of signing the MOD between Mauritius Research Council (MRC) and NCERT is being coordinated.

Publication and Dissemination

The NCERT is continuing publication of school textbooks, workbooks, supplementary readers, teacher's guides, exemplar instructional materials in vocational education, research reports/monographs and educational journals, etc. The distribution of the NCERT textbooks is being undertaken through a network of 308 wholesale agents all over India. It is expected that NCERT will brought out more than 300 titles during 2004-05. However, it will depend on the recommendations of 'Quick Review Committees' on textbooks and other policy decisions.

Promoting the Use of Hindi

In order to promote the progressive use of Hindi in day-to-day work in its constituents, the NCERT continued to organise Hindi workshops for Clerks, PAs, Stenographers, etc., and hold meetings of the Official Language Implementation Committee, conduct inspection of the NCERT constituents to take stock of the progress and celebrate the Hindi Fortnight. Several competitions were organised and awards given during the Hindi Fortnight.

North-Eastern Regional Institute of Education (NE-RIE)

NCERT has a separate North-Eastern Regional Institute of Education (NE-RIE) at Shillong to cater to the educational needs of North-Eastern States, i.e. Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Tripura and Sikkim. The Institute is still in the process of operationalisation and this year, it may have the required faculty and other staff. However, the educational needs of these States continue to be covered under the RIE, Bhubaneswar. Other constituents of the NCERT also undertake several region-specific and common programmes for the benefit of the North-Eastern States. During 2004-05, 22 research, development, training and extension programmes/activities have been undertaken for the North-Eastern States (list enclosed). Apart from these North-Eastern Region/Specific programmes, several other research development training and extension activities cover North-Eastern States along with other States. Several schemes/projects are being implemented in North-Eastern and other States, e.g., National Population Education Programme (NPEP); VII All India School Education Survey (AISES); National Talent Search Scheme (NTS) and State-level Science Exhibition, etc.

Activities Undertaken by NCERT in N-E States

- An exploratory study of the Problems of Retention of Learner as perceived by Teachers and Community, with reference to Classroom Processes in the North-Eastern States.

- Orientation of Key Resource Persons on Preparation of Supplementary Materials (Low Cost Teaching Aids) in Mathematics at Elementary Stage of Education.
- Orientation of Key Resource Persons of N-E States on Recent Trends in Teaching Methodologies of Various Subjects for Primary Stage.
- Orientation of the State-Level Key Functionaries in the Area of ECCE.
- Orientation for North-Eastern State functionaries of SSA for Effective Implementation and Organisation of Different Activities for Educational Upliftment of Socially Disadvantaged Groups.
- Orientation Programme in Science and Technology for Stakeholders of Tribal Concentrated N-E States.
- Regional Seminars on Perceptions of Women Teachers Working in Rural Areas on Problems Confronting Them.
- Orientation of Teacher Education from North-Eastern States in the use of IT Tools and IT-based Learning Resources.
- Two Capacity Building Programmes in Educational Evaluation.
- Pre-service Secondary Teachers Education in Assam for Emerging Diverse Educational Contexts, Perspectives, Practices and Prospects (ERIC Project).
- Capacity Building of SCERT Faculty of North East Region on Development of Induction Level Training of DIETs.
- Orientation Course in Education Technology for the Teacher Educator of DIETs of North-Eastern States through Teleconferencing.
- Development of Vocational Education Programme for the State of Nagaland.
- Sensitisation of State-Level Officers, NGOs and other Stakeholders to Vocational Education in Assam, West Bengal, Maharashtra and North-Eastern States.
- Orientation in Value Education of Key

Functionaries of VEP of Eastern and North-Eastern Region.

- ❑ Training on Action Research for Key Resource Persons of N-E States.
- ❑ Development of Innovative Methodologies for Classroom Transaction of English Language for N-E States.
- ❑ Development of a Manual for Bridging the Gap Between Home Language and School Language in Meghalaya (Khasi, Jaintia and Garo).
- ❑ Orientation of Key Resource Persons of N-E States on Educational Technology.
- ❑ Training for Key Resource Persons (of N-E States) on Institutional Planning and Management.
- ❑ Development of Materials for Inculcation of Values at Primary Stage through Folklore of North-Eastern States.
- ❑ Development of Low-Cost/No-Cost Teaching Learning Materials (TLM) on EVS for Primary Stage for North-Eastern States.

Central Board of Secondary Education (CBSE)

The CBSE is an autonomous body working under the aegis of the Ministry of HRD. It is the second oldest Board of the country and was set up in 1929.

The main objectives of the CBSE are:

- ❑ To affiliate institutions in the country and prescribe syllabii.
- ❑ 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 date, there are 7,246 schools, including 112 schools located in 19 other countries. Out of these, there are 871 Kendriya Vidyalayas, 1,695 Government, 4,242 independent, 424 Jawahar Navodaya Vidyalayas and 14 Central Tibetan Schools.

Examinations Conducted

Senior Secondary School Examination (Class XII) 2004

- ❑ Duration of Exam : March 1- April 2, 2004
- ❑ Date of declaration of result: Ajmer, Chandigarh, Chennai Guwahati: May 23, 2004; Delhi and Allahabad : May 26, 2004
- ❑ A total of 3,93,492 candidates registered in 2004 for Class XII exam as against 3,66,363 during 2003 showing an increase of approximately 7.4 per cent.
- ❑ The pass percentage of regular candidates was 80.36 per cent and that of private and patrachar candidates was 30.86 per cent.
- ❑ The total pass percentage of boys was 71.29 per cent as against 82.28 per cent for girls.
- ❑ The total pass percentage of candidates in 2004 was 76.00 per cent

Secondary School Examination (Class X) 2004

- ❑ Duration of Exams: March 1 to March 23, 2004.
- ❑ Date of declaration of results: May 26, 2004 (Ajmer, Chennai); May 28, 2004 (Delhi, Allahabad, Chandigarh, Guwahati)
- ❑ 5,68,683 candidates were registered for Class X this year as against 5,62,129 last year showing an increase of approx. 1.17 per cent.
- ❑ The total pass percentage of regular students was 76.62 per cent and that of private/patrachar candidates was 28.71 per cent.
- ❑ The total pass percentage of boys was 71.46 per cent as against 73.28 per cent for girls.
- ❑ The overall pass percentage of candidates in 2004 was 72.22 per cent.

Highlights of Examinations (2004)

- ❑ **Principals as Chief Nodal Supervisors:** School principals were appointed as Chief Nodal Supervisors to supervise evaluation in cities where the number of schools was large and three or more head examinations were appointed in a subject. The Chief Nodal Supervisors were put in charge of

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

the same subject which he or she had taught or had been teaching as PGT or principal to ensure proper manageability, supervision and timely completion of evaluation work.

- ❑ The remuneration to examiners for evaluating the answer books of Class X was enhanced from Rs. 6.50 to Rs. 8 and from Rs. 8.50 to Rs.11 per answer book for Class XII.
- ❑ The answer books of science and technology were evaluated by two examiners this year. One for Section A comprising of physics and chemistry, and the other for section B - biology. Only those who had studied chemistry and physics as a subject at the undergraduate level were appointed as evaluators for Section A while those who had studied biology as a subject at the undergraduate level were appointed as evaluators for section A & B. Remuneration for Section A was Rs. 5 per answer book and for Section B Rs. 3 per answer book.
- ❑ Orientation programmes were held for Head Examiners from time-to-time at the Regional Offices.

All India Pre-Medical Pre-Dental Exam 2004

The PMT/PDE is conducted by the Board on the

directives of the Supreme Court of India. The 17th Entrance Exam was conducted on April 17, 2004, at different centres located in the State Capitals and Union Territories. Nearly 2,37,904 candidates registered this year, out of which 2,03,241 candidates appeared for the examination. The results were declared on May 16, 2004. The merit list contained 1,519 candidates while 1,308 were wait listed.

Jawahar Navodaya Vidyalaya Selection Test 2004

FOR ADMISSION TO CLASS VI: The selection test for admission to Class VI in JNVs is conducted by the Board thrice a year, February for summer-bound schools, April for winter-bound schools and September-October for newly established JNVs. The JNV selection test for admission in Class VI was held in February 2004 for the summer-bound schools and in April 2004 for the winter-bound schools. Nearly 9,22,398 candidates appeared in February while 30,000 candidates appeared in April.

SELECTION TEST FOR CLASS IX: CBSE also conducts the annual examination for admission to Class IX. About 80,000 candidates appeared in this examination, which was held on June 27, 2004.

Third All India Engineering Entrance Examination 2004

The third All India Engineering/Architecture/Pharmacy Entrance Examination (AIEEE) was successfully conducted on May 20-21, 2004, by the Board at 765 examination centres in 102 cities all over the country. In this examination, 4,17,723 candidates were registered, out of which 3,57,266 candidates appeared. The Central Counselling Board, duly constituted by the MHRD, made the allotment of approximately 9,000 seats in 117 institutions, including NITs, RECs, Deemed Universities and other technical institutions.

Tele-Counselling

CBSE is the first Board in the country to provide counselling services to the students. Started in 1998, CBSE tele-counselling network provides voluntary, free of cost service to students through trained Counsellors and Principals of various schools. The tele-counselling

CBSE Examination Highlights – 2005		
Date of Examination		
Class XII	1.3.2004 to 1.4.2004	
Class X	1.3.2004 to 24.3.2004	
No. of Registered Candidates		
Examination	Year	Total
Secondary School Examination Class X	2005	605292
Sr. School Certificate Examination Class XII	2004	421038
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

starts in February itself so that the students can benefit at the time of preparing for their examinations.

The first phase of CBSE counselling this year was started from February 1 and the unique feature of this year’s programme was the three-way contact system:

- ❑ Thirty-three trained counsellors and principals of private and government CBSE affiliated schools within the country and in the Gulf provided counselling to students.
- ❑ CBSE for the second time entered into media partnership to dispel the anxiety of students. Direct contact with the students was established by answering individual queries received through leading newspapers of the country.

- ❑ CBSE became the first board in the country to start online counselling for students.

The second phase of tele-counselling started from May 24 and lasted till June 7, 2004. In all, 27 principals and counsellors from various parts of the country took part.

Sample Question Papers

The sample papers contain the blueprint of question papers along with their marking schemes and question-wise analysis. This gives advantage to the teachers and students to learn about the pattern of question papers and the weightage assigned to different topics, instructional objectives and difficulty level. The sample question papers were prepared in the following subjects during the period under report.

Sample Question paper Languages	Class XII
Sample Question paper Humanities	Class XII
Sample Question paper Commerce	Class XII
Sample Question Paper Science	Class XII
Sample Question paper Languages	Class X
Sample Question paper Mathematics, Science, Social Science, Technology	Class X

Printing of Marking Schemes

To ensure objective and reliable evaluation, the Board undertakes extensive exercise of developing marking schemes in main subjects. This gives an opportunity to teachers and students to go through the syllabus and weightage for subjects carefully, comprehend the questions and note down the difficulties and examine the questions in conjunction with the marking scheme.

Printed marking schemes in major subjects in class X and XII were made available in the following subjects:

- Class XII: Science, Commerce and Humanities
- Class X: All subjects

Academics Activities

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 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

Disaster Management - A Unique Initiative by CBSE

CBSE is the first Board in the country to integrate the course on Disaster Management with the school curriculum. Introduced as a part of the front line curriculum in Social Science in Class VIII last year, the course has been extended to Class IX this year. Revised syllabii and supporting textual material in English and Hindi was developed during the year. The first batch of students would appear in Class X examination in 2006. The main focus of the course is on developing strategies for disaster preparedness, disaster emergency and post-disaster civic management.

A series of training programmes for the teachers were conducted during the year with the help of master trainers.

Life Skills

A new course in Life Skills Education was launched in Class VI and VII. There are plans to extend this course up to Class X in a phased manner. In a society haunted by consumerism, it is important to learn to make right choices. These skills are not acquired merely through learning disciplines of information but by a process of continuous introspection, understanding and appreciation. The course helps the learner to strive for a better quality and a higher quality of life.

The course material in English and Hindi in print as well as multimedia CDs were developed during the year.

Fashion Studies

Fashion is defined as a popular trend. Fashion is a powerful force in the current lives of individuals, which

influences lifestyles at a particular period in time. The fashion industry has emerged as an important and integral component of a country's economy today. Keeping in view the growth of the fashion industry, CBSE has launched a new course called Fashion Studies at the +2 level. The course gives an overview of fashion design and establishes internal relationships between design, art and craft, manufacturing and retailing.

The students can opt for undergraduate courses in fashion design, fashion technology, fashion communication, etc., in reputed institutes and universities, which will enable them to get employment as fashion designers, coordinators, merchandisers and garment technologists, etc.

Mathematics Lab

Mathematics lab for Classes III-VIII will soon be set up in all CBSE schools. The emphasis is to integrate the evaluation of practical competencies with theory and make the learning of mathematics more pragmatic and life-oriented. Learning of mathematics can also be linked to other subjects. The schools will identify local resources for developing the tools and instruments for practical provision of mathematical concepts. Under this programme, the students will be evaluated on continuous and comprehensive basis.

A handbook for teachers titled "Mathematics laboratory in schools - towards joyful learning" was developed by the Board.

The students may have to appear in practical examinations in mathematics in the coming years.

Year of Science

The calendar year 2004 was designated as the Year of Science. A number of programmes were launched by the Board to popularise science education.

HRM inaugurates the First CBSE-INTEL National Science Exhibition: CBSE in collaboration with Intel India organised for the first time a science exhibition to promote and generate students' interest in science and to foster the spirit of joy and innovation. The year 2004 has been designated as the 'International Year Of



The calendar year 2004 was designated as the year of science. A number of programmes were launched by the Board to popularise science education.

Scientific Awareness'. National Science Quiz and Science Exhibition were some programmes organised by CBSE as part of the celebration of the Year of Science. Shri Arjun Singh, Honourable Union Minister for HRD, declared open the first-ever CBSE National Science Exhibition at Delhi Public School, Ghaziabad.

Minister of State for Human Resource Development Mohd. A. A. Fatmi felicitated the awardees and reiterated the need to organise more such activities to promote and support talent.

In the final round, 110 schools were selected to participate at the two-day-long exhibition. Some of the exhibits on display were based on themes like energy, transport and communication. About 20 select exhibits from this exhibition were later displayed at the National Jawaharlal Nehru Science Exhibition, which is organised by NCERT every year in November.

CBSE Intel Science Quiz

Another initiative was the National Science Quiz in collaboration with Intel India, which was held in more than 1,000 schools all over the country. The national round was held in September.

CBSE - Intel Science Exhibition

CBSE in collaboration with Intel India organised for the first time a science exhibition to promote and generate interest among students in science, and to foster the spirit of joy and innovation.

Mathematics Olympiad

CBSE Mathematics Group Olympiad was held on December 7, 2003 in different parts of the country. Thirty-one students qualified for this Olympiad and were sent for enrichment camp and training for participating at the next level at the International Mathematical Olympiad.

Heritage India Quiz

The 4th Heritage India Quiz was conducted in August 2004 at the cluster and national level. This provides an opportunity to students to discover India through their knowledge and understanding of Indian history, culture, art and heritage.

Biotechnology

Biotechnology integrates different sciences with application-oriented technology to craft improvements in fields such as medicine, agriculture, animal husbandry, etc. Keeping in view the immense potential, CBSE developed the curriculum and materials, and launched it as an optional subject at the senior secondary level in 2002-2003. The CBSE is the first Board in the country to introduce this subject at the school level. Textual material and lab manual for Class XI and XII was developed during the year under report.

Redressal of Public Grievances

The cell for the redressal of public grievances was set up in 1993. This cell constantly monitors public grievances received from different sources and ensures timely disposal of public complaints. Every Wednesday forenoon is observed as 'Meetingless Day' in the Board's head office and Regional offices when the public can directly approach senior officers regarding their grievances, if any. Monthly and quarterly reports on the public grievance are sent to the Ministry and Department of Public Grievances, Cabinet Secretariat on a regular basis. A Total of 20 complaints were received during the year under report and settled in favour of the complainants within a reasonable time frame.

Malpractice Cell

Besides the public grievance redressal cell, the public relations unit also monitors the malpractice cell, which has been set up under the aegis of MHRD, Government of India. The main objective of the cell is to keep a vigilant watch on educational activities of private organisations and institutions. The cell monitors misleading advertisements appearing in national, regional dailies and also verifies complaints received from other public sources promptly. During the period under report, seven cases were received and appropriate action was initiated against the schools/institutions. Public awareness through mass media was generated about the malpractices adopted by such institutions.

So far, the following have been identified as fake boards:

- ❑ Central Board of Higher Education, Vachaspati Bhawan, Uttam Nagar, New Delhi.
- ❑ All India Board of Secondary Education, Gazipur.
- ❑ Central Board of Higher Education, East Patel Nagar, New Delhi.
- ❑ Board of Adult Education and Training, Brahmpuri, Nangal Rai, New Delhi.



Affiliation

The number of students and institutions have been increasing over the years. It is, therefore, desirable for the CBSE to ensure that education is of approved and comparable quality. The Board demonstrates consistent concern for innovation and improvement in quality in CBSE schools. All the schools granted affiliation by the board follow the National Curriculum Framework. The Board appoints study teams to conduct regular academic visits to the schools.

The total number of affiliated schools as on September 30, 2004 stood at 7,246 and this includes 112 foreign schools also, with 477 new schools added over the last year.

CBSE Award To Teachers

The CBSE Award to Teachers for 2003 were distributed by Shri Arjun Singh, Honourable Union Minister for Human Resource Development, in the gracious presence of Mohd. Ali Ashraf Fatmi, Minister of State, Human Resource Development, and Shri B. S. Baswan, Secretary (Education). A number of principals and teachers from CBSE schools, officials from the education department, academics and students were also present. The 12 Awards are given to selected principals and teachers from CBSE schools falling under the jurisdiction of six regional offices of CBSE. The Board appoints a regional committee to 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, which was increased from Rs. 15,000 to Rs 25,000- from this year.

CBSE National Awards

14 principals and teachers are selected from amongst the CBSE schools for the National Awards, which are given by His Excellency, the President of India, on the Teachers' Day.

Chairman CBSE Felicitated

The National Progressive Schools Conference (NPSC) arranged the National Conference on shifting paradigms

of education. Shri Ashok Ganguly, Chairman, CBSE, was felicitated during this conference by Shri Sahib Singh Verma, Former Union Minister for Labour, for his outstanding contribution to the growth and development of secondary education.

Award To CBSE

The All India Educational Publishers Forum organised a felicitation function in New Delhi where the former Minister for Youth Affairs, Shri Vikram Verma, presented an award to CBSE for its outstanding contribution in the field of education in the country. The award was received by the PRO, CBSE, on behalf of the Board.

First International Accreditation Cell in Dubai

CBSE has set up a cell for International Accreditation Courses in Indian languages and Indian culture. The need to start such courses was being voiced by different NRI communities over a period of time. This cell will impart courses in Indian languages, art and culture in the first phase. The Board has already developed course modules in Malayalam, Gujarati, Hindi and Indian Art and Culture. The first centre was inaugurated at Indian High School, Dubai, by Dr. Murali Manohar Joshi,

Former Union Minister for Human Resource Development.

CBSE Platinum Jubilee Valedictory Year Regional Conferences

CHENNAI: During the Platinum Jubilee Year celebrations of CBSE, a number of conferences were conducted at the regional level. The Chennai Sahodaya School Complex hosted one such conference in January 2004 on the theme 'Catalytic Leadership for Quality Schooling', which was inaugurated by the CBSE Chairman, Shri Ashok Ganguly. About 120 principals participated in this conference and deliberated upon leadership and strategic thinking for developing the organisation. The importance of teamwork and team building was also discussed during the programme.

KOCHI: 126 principals from different southern states participated in the two-day conference at Kochi in April 2004. The theme of the conference was 'Learning to Lead and Leading to Learn'. Important interactive sessions were arranged during this conference, which was inaugurated by the CBSE Chairman, Shri Ashok Ganguly.

UDAIPUR: Over 150 principals representing Sahodaya School Complexes from all over the country



congregated at Udaipur to deliberate upon: 'Enabling Stress-Free Learning in Schools'. The session was inaugurated by Shreeji Arvind Singh ji Mewar. Smt. Kumud Bansal, Secretary (Primary and Elementary Education) MHRD; Shri Ashok Ganguly, Chairman, CBSE; Shri G. Balasubramanian, Director (Academic), CBSE; Director MM, Kolkata; representative from UNDP; and a host of other distinguished personalities were part of the show.

New CBSE Films

During the Platinum Jubilee year celebrations, two new films titled 'Scaling New Heights' and "Stepping into the 75th Year' were produced. These films were screened at the valedictory function of the CBSE held on July 28, 2004, for the viewing of His Excellency, Dr. A. P. J. Abdul Kalam, President of India, and a 1300-strong audience present during the function. The films were highly praised for their sleek production, meaningful content and depiction.

Important highlights of 2005

CBSE Re-schedules Examination for Tsunami-hit Areas:

With a view to providing relief to the students in the Tsunami-affected areas, the CBSE has decided to hold the practical examinations of Class X and XII after the theory examinations are over. The Board has also decided to permit change of examination centre for the

candidates appearing in Class X and XII Examinations 2005 in the Tsunami-affected areas. The candidates may choose the examination centres in any part of the country as per their convenience.

It has also been decided that the Class X and XII examinations being conducted by the CBSE from March 1-April 1, 2005, will be rescheduled from May 19-May 31, 2005. Practical examinations will be held after the theory papers wherever necessary.

CBSE Tele-counselling from February 1 to March 31, 2005

Like every year, the first phase of CBSE help line will begin from February 1 to March 31, 2005. Thirty-seven principals, trained counsellors from CBSE-affiliated government and private schools and psychologists will man the CBSE tele-counselling network in Delhi and various other cities like Chandigarh, Meerut, Noida, Jaipur, Gurgaon, Faridabad, Indore and Bhubneshwar in the country. The CBSE help line will also be operational in Kuwait, Doha-Qatar and Dubai during the same period.

CBSE will offer counselling through a multi-tier system, which is as follows:

- ❑ CBSE has made a unique effort this time to start tele-counseling through Interactive Voice Response System (IVRS) mode, which is the first to be introduced by any board of education in the country. This service shall be available on local dial facilities within Delhi and Mumbai for the subscribers of MTNL.
- ❑ For the first time, CBSE has collaborated with the leading newspaper, Hindustan Times, and its Hindi counterpart, Dainik Hindustan, for one-on-one question-answer column throughout this period.

Online counseling will be provided by the Director (Academic), CBSE, and Controller of Examinations, CBSE.

- ❑ Students and parents can also visit the CBSE website for dealing with general anxiety and information related to examinations at www.cbse.nic.in and icon Helpline. CBSE has for

the first time developed a working manual on dealing with telephonic queries for the counsellors of CBSE help line.

All India Pre-Medical Pre-Dental Exam 2005

The PMT/PDE is conducted by the Board on the directives of the Supreme Court of India. The 18th Entrance Exam will be held in two phases for the first time. Preliminary and Finals. The prelims will be held on April 3, 2005, and the finals on May 15, 2005, at different centres located in the State Capitals and Union Territories.

Fourth All India Engineering Entrance Examination 2005

The Fourth AIEEE will be held on May 8, 2005, for admission to degree level courses in engineering 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.

National Institute of Open Schooling

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 13 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, 10 Regional Centres and about 2400 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, Kuwait, Nepal, and Canada.

The National Institute Open Schooling (NIOS) has been pursuing its mission of reaching the unreached by providing opportunities for continuing education to those who have missed opportunities to complete school education and developmental education through courses and programmes of general education, life enrichment and vocational education from primary to pre-degree level. As an apex-level resource organisation in school education through distance and open learning mode and as a National Board of School Education, the NIOS has been (i) developing curricula and self learning materials, (ii) organising Personal Contact Programmes (PCP) at accredited Study Centres for enrolled students, and (iii) examining them for its school-level courses. Steps are being taken to ensure that the NIOS curricula *inter alia* takes care of the physically, mentally and visually challenged children. Keeping in view the educational needs of its clientele groups, the NIOS has been providing flexibility in selecting academic, pre-vocational and vocational courses as well as in examinations so that a candidate can learn and proceed according to his/her own pace.

Open Basic Education Programme (for Children and Adults)

The NIOS has taken initiative in launching the Open Basic Education (OBE) programme for children as well as for adults. In case of adults, it goes beyond the narrow confines of classroom with a vision towards lifelong learning. The OBE programme envisages to provide a learning continuum based on graded curriculum ensuring quality of education for children, neo-literates, school drop-outs/left-outs and Non Formal Education (NFE) completers. It also envisages to explore and make use of the potentialities and flexibilities of open and distance learning (ODL) mode of education for reaching the unreached. The OBE programme has been conceived to have three levels - A, B and C - that are equivalent to standards III, V and VIII respectively of formal schools. For implementation of OBE programme, the NIOS is partnering with 250 agencies to run the programme through their study centres.

NIOS provides exemplar materials to the accredited agencies and sets standards for examination/

certification. The certificates are awarded jointly by NIOS and the concerned accredited agencies. The Government of India, Ministry of Human Resource Development (MHRD), has requested the State Governments to recognise the QBE Certificates for further studies and employment. The number of certificates awarded so far is as follows.

Level A	Level B	Level C	Adults	Total
13350	10288	5172	21603	50413

In order to streamline the examination process, the result gazette has been finalised and distributed to all QBE agencies. The results sent by different agencies are examined periodically for certification.

Certain other programmes and activities performed under OBE include (i) Preparation and submission of bilingual Memorandum of Understanding to 250 accredited agencies, (ii) Development of Guidelines for OBE Programme, (iii) Translation of OBE Curriculum for levels A and B from English to Hindi, (iv) Development of Curriculum of OBE at C level, and (v) Development of materials for different districts of Rajasthan in collaboration with SLMA and ZSS. (Two books for vocational education B level OBE course have been printed and supplied to different districts of Rajasthan).

The Rajasthan SLMA and the Haryana HPSPP have been recognised as nodal agencies for Rajasthan and Haryana States, respectively. Networking with the West Bengal State Literacy Mission for equivalency programme for adult neo-literates is being done through ZSS in each district. A training and orientation meeting of the coordinators of southern OBE agencies was held at Hyderabad in July 2004.

Steps are being taken (i) to develop a database for OBE, (ii) development of sample question papers, and (iii) preparation of a folder and posters on OBE programme.

Education at Secondary and Senior Secondary Level

At the secondary and senior secondary level, NIOS provides for flexibility in the choice of subjects, self-

paced learning, and transfer of credits from CBSE and State Open Schools (SOSs). A learner is extended as many as nine chances to appear in public examinations spread over a period of five years. The credits in subjects are accumulated till the learner clears the required credits for certification. The learning strategies include learning through printed self-instructional material, audio listening and viewing video programmes, Personal Contact Programme (PCP) and Tutor Marked Assignments (TMA). Enrichment material is *inter alia* provided to the learners through the half-yearly magazine "Open Learning". The NIOS offers 26 courses in six media for secondary examinations and 24 courses in Hindi, English and Urdu for senior secondary examination. The secondary course in Malayalam medium was launched during 2004-05. It would *inter alia* enable a sizeable population of Indians, particularly of labour category, residing in UAE/Gulf countries, to qualify the Secondary Education Examination of NIOS while continuing with their jobs.

The new Self Instructional Materials (SIM) prepared for secondary stage during 2002-03 and 2003-04 were put in the system from the year 2004-05. New SIM for senior secondary stage are under preparation. The new set of SIM will be put in the system from the academic session 2005-06. The informational inputs from population and development education project and the value education project are suitably integrated into the SIM. The projects on population and development education for out-of-school youth focuses on: (i) integration of elements of population and development education in different subjects, (ii) preparation of low cost informative material both in print and audio-video mode, (iii) advocacy programmes, and (iv) capacity building of personnel.

The revision of curriculum of the senior secondary stage in the subjects of Hindi, English, Mathematics, Physics, Chemistry, Biology, Home Science, Psychology, Business Studies, History and Geography has been completed. The manuscripts of the Self Instructional Material (SIM) in all the subjects, except Geography, have also been developed in English. The translated versions of SIM in Hindi are being prepared. The SIM in Sociology for senior secondary stage, developed earlier, has been

updated and reviewed. A new subject, namely, 'Painting' at the senior secondary level has been developed and introduced. The curricula for four new subjects, namely, Environmental Science, Sanskrit, Business Computing and Web Technology and Networking at senior secondary level has been developed and the learning materials in these subjects are also being prepared.

The maintenance of the study material in all the subjects at secondary level has been done by reviewing and editing. A Handbook for Teachers conducting the Personal Contact Programme (PCP) at the Study Centres has been developed and the Handbook for Academic Facilitators has been reviewed and modified on the basis of the feedback from the Academic Facilitators. The curriculum and study materials for the Life Enrichment Programmes on Hindustani Music and Karnataka Music have been developed. The study materials in all the subjects at secondary level, except Economics, are being translated into Telugu, Malayalam, Gujarati and Marathi. The translation of the study material in the subjects of Bharatiya Culture and Heritage, Science Lab. Manual, Home Science Lab Manual at secondary level and History and Computer Science at the senior secondary level is in progress. Two manuals for parents and teachers of learners with visual and hearing impairment are being finalised. A study regarding the needs of the differently abled adolescents under the project "Adolescent Education in Open Schooling System" is in progress. Based on the materials related to value education developed earlier, an attempt has been made to overtly integrate appropriate values in the language courses at the senior secondary stage.

A fresh set of the Tutor Marked Assignments (TMA) in all subjects at secondary and senior secondary level has been developed. The operational guidelines for implementing the grading system at NIOS have also been developed and reviewed. Performance analysis in different subjects at the secondary level will be undertaken to identify the hard spots and difficult concepts. Enrichment material is provided to NIOS students in the form of a half-yearly magazine "Open Learning". Two issues of the magazine were brought out during 2004-05.

During 2005-06, courses in Kannada and Gujarati languages at the secondary level will be revised and new courses in Persian, Arabic and Sindhi at the secondary level and Biotechnology, Geology, Statistics, Bengali and Punjabi at the senior secondary level will be developed. Revision of the senior secondary courses in Computer Science, Economics and Geography will also be taken up during 2005-06. The revised study material in all the subjects at senior secondary will be translated into Urdu. Besides, short-term certificate courses, like Journalism and Mass Communication, Spoken English, Functional Hindi and Consumer Awareness, etc., will also be developed during 2005-06.

During 2005-06, the focus will be on staff development through training of the staff of NIOS and State Open Schools, research in open schooling and development of multimedia material in different subjects at the secondary and senior secondary level for multi-channel delivery of the NIOS programmes through EDUSAT.

Education of Differently Abled Learners

Two manuals for parents and teachers of learners with visual and hearing impairment are being finalised. A study regarding the needs of the differently abled adolescents under the project "Adolescent Education in Open Schooling System" is in progress.

Vocational Education

NIOS offers wide variety of courses under the major areas of Agriculture, Technology, Health and Paramedical, Business and Commerce, Home Science and Hospital Services and other service sectors. The courses presently being offered are of six months to two years duration.

During the year 2004-2005, seven new courses were introduced. These include certificate course in Homoeopathy, diploma in Modern Secretarial Practice, certificate course in Toy Making and Joyful Learning, certificate course in Music, certificate course in Footwear Design and Production, certificate course in Two Wheeler Mechanism, and certificate course in Basic Computing. The course material on Preservation

of Foods and Vegetables for the senior secondary level was translated into Hindi. The concept of entrepreneurship has been incorporated in the vocational education courses to enable the pass out to establish their own production/service units.

Some video films in the area of vocational education were completed. In the subject of Home Science at the secondary stage, a film on Tie and Dye (both in Hindi and English) was developed. In the area of Computer Science for the senior secondary stage, three films, namely, (i) Your First e-mail, (ii) Assembling of a Computer, and (iii) Common Hardware Problems, have been prepared in Hindi and English. A Film on yoga under the Health and Paramedical stream was prepared. Academic briefs as well as scripts, both audio and video, will be developed during the year 2005-2006.

Eight meetings of the coordinators of the Study Centres were held in different regions for discussion on academic, administrative and examination related issues and problems. The coordinators were also apprised of the new policies and changes taking place in the area of vocational education. In order to widen the reach of the Vocational Education Programme, the vocational education courses are being translated into Hindi. In order to cater to the needs of rural youth, short-term (six months) need bases courses will be identified and developed.

Efforts are being made to develop several new need-based courses. The activities proposed for 2005-2006 include development of curriculum and self-improvement material in the courses: certificate course in Floriculture, certificate course in Vermicomposting, certificate course in Web Page Designing, certificate course in Marketing and Salesmanship, certificate course in Store Keeping and Purchasing, diploma in Management of Children with Learning Difficulties, certificate course for Plaster Technicians, diploma in MLT, and certificate course in Batik. The courses "Gram Sakhi" and "Gram Sahyogini", which were developed by the Foundation for Research in Community Health, Pune, in Marathi language will be translated into English and will be offered to other Study Centres.

Under the Rural Community Workshops (RCW)

Scheme, applications have been invited. After screening of applications and inspection, new rural community workshops will be set up. These will be useful in tapping the rural youth.

NIOS organised a two-day meeting on December 15-16, 2004, at Indian Institute of Public Administration. The meeting was organised in order to formulate the strategies, approaches and models leading to the development of system, which may provide relevant vocational courses with quality assurance. The meeting was attended by eminent educational planners and administrators from organisations/institutions that are devoted to the cause of vocational education.

Media Programmes

In addition to development of well-designed Self-Instructional Material (SIM), the NIOS has developed curriculum-based audio and video programmes in Science, Mathematics, Social Science, Hindi, English, etc., for the secondary, senior secondary and for vocational education courses. Interactive audio cassettes for meeting the special learning needs of students offering Open Basic Education Programme have also been prepared. Around 105 audio programmes and 208 video programmes (104 in Hindi and 104 in English) have been developed. The audio and video programmes of NIOS are made available to the Study Centres all over India, and can be accessed through TV, VCR and audio cassette recorders. NIOS learners are also allowed to take on loan audio-video cassettes for a week from their Study Centres. Currently, 12 video programmes are under production in the NIOS Studio. In addition, 31 video programmes that were outsourced are nearing completion. NIOS has outsourced 35 audio programmes and 80 audio programmes are going to be completed early.

NIOS media programmes are telecast on the educational channel "Gyan Darshan" everyday from 6.30 pm to 7.00 pm, and on DD-1 from 5.02 am to 5.25 am every Friday. The NIOS audio programmes are broadcast on Gyan Vani Channel (FM) from 8.30 am to 9.00 am and repeat broadcast from 4.30 pm to 5.00 pm every Friday, Saturday and Sunday. NIOS has also



set up a mini studio for in-house production of media programmes. However, outsourcing of media programmes is also done to meet the targets of production. NIOS is planning to feed EDUSAT, one hour per day, five days in a week from Monday to Friday. This will be on interactive mode. The Studio of NIOS will be connected with the Regional Centres to facilitate face-to-face interaction with the Regional Directors and coordinators teachers and students in the Study Centres.

The secondary education course material of NIOS is also available on the Internet for use by other students and interested learners; while the CD version is available at a price. The NIOS websites are www.nos.org and www.nios.ac.in.

Examinations

The National Institute of Open Schooling is the only Board in the country, which conducts two full-fledged examinations every year. In order to provide reliability, validity and credibility to examinations, several in-built

checks and balances have been incorporated into the examination system. The question papers are developed in such a manner that these test not merely the knowledge of the candidate but also the ability to apply knowledge. After administration of the question paper, the marking scheme is finalised. Meetings of papers setters, moderation and experts for preparation of marking schemes are organised to ensure that appropriate balance is maintained in preparation and administration of question papers.

From October/November 2001 examination, the system of outdoor evaluation was replaced by spot evaluation in order to maintain uniformity in evaluation and early declaration of results. To ensure transparency in the examination system of NIOS, the question papers and marking schemes are placed on the internet immediately after the examinations are over. Date sheets of the secondary and senior secondary examinations are published in all important national dailies. The result of NIOS examinations are also made available on the Interactive Voice Response System (IVRS) of NIOS.

The cases of unfair means in examinations are considered by the Unfair Means (UFM) Committee. In order to ensure fair conduct of examinations, teams of observers were sent to oversee the conduct of examinations held in 2004..

The NIOS has developed an innovative “On Demand Examination System (ODES)” which gives freedom to learner to appear in examination in the subject(s) of his/her choice whenever he/she feels confident of taking an examination. Under ODES, the NIOS has designed a software to generate a test paper out of the test items in the Item Bank stored in a computer. The software has been so designed that each student gets a different question paper. In this system, there is no possibility of leakage of question paper and copying, and no need to set up raid parties to oversee the conduct of examinations. The ODE System is being tried out at the level of the Open Basic Education (OBE) and secondary education courses.

International Collaboration

The Commonwealth of Learning (CoL) and UNESCO are among the main collaborating institutions helping in promotion of Open Schooling in India besides other developing countries. NIOS has been interacting with several developing countries in their endeavours for promotion of open schooling and capacity building, which has led to setting up an International Centre for Training in Open Schooling (ICTOS). The ICTOS offers certificate, advanced certificate and diploma courses in open schooling. The training package for the certificate course has been published and the training package for the diploma course is under editing. NIOS is all set to offer training courses for open school functionaries from developing countries at an affordable cost.

NIOS has also been organising advocacy programmes in open schooling in collaboration with CoL and UNESCO for several countries in African and Asian continents. An Institute of 14 senior educators from Zambia, Tanzania, Namibia, Uganda, Malawi and Papua New Guinea was organised at NIOS in New Delhi from August 23 to September 3, 2004. An interaction

meeting of 35 trainees from 22 countries attending international diploma course in Educational Planning and Administration at NIEPA, with NIOS faculty, was organised on April 19, 2004. Two senior faculty members of NIOS attended the Third Pan Commonwealth Forum on Open Learning held in Dunedin, New Zealand, from July 4-8, 2004. A senior faculty member of NIOS acted as Resource Person in the Forum of Open Schooling organised in Botswana from October 5-8. The forum was organised in collaboration with new Regional Centre of Expertise for Open/Distance Learning, which the Commonwealth of Learning has been helping to establish in Botswana. NIOS is organising an interaction meeting of a six-member delegation consisting of high-level academicians and administrators from the Beijing Academy of Education Sciences (BAES) with the faculty of NIOS on November 16, 2004.

At the request of the Commonwealth of Learning (CoL), the National Institute of Open Schooling (NIOS), India deputed Dr. (Mrs.) Sushmita Mitra, Director (Academic and Student Support Services) to assist the Open School, Bangladesh Open University (BOU), in finalisation of a project proposal for development and piloting an open/distance learning programme in Bangladesh. The workshop to finalise the project proposal was held from December 6-8, 2004, in the Bangladesh Open University, Dhaka office.

International Conference on Promotion of Open Schooling

The National Institute of Open Schooling (NIOS), India and the Commonwealth of Learning (CoL), Canada, jointly organised an international conference on promotion of open schooling at Cidade De, Goa from January 23-25, 2005. The participating countries included Bangladesh, Sri Lanka, New Zealand, India, Canada and UK. The conference discussed several significant matters and issues such as:

- Up-scaling of programmes and activities of the National Consortium for Open Schooling (India), and the Open Schooling Association of Commonwealth (OSAC);



- ❑ Increasing use of ICT in Open Schooling;
- ❑ Educational Scenario in Commonwealth Countries;
- ❑ Education Scenario in Different States of India;
- ❑ Planning and Management of Open Schooling Programmes;
- ❑ Models of Open Schooling;
- ❑ Quality Assurance under Open Schooling vis-a-vis Quantitative Expansion,
- ❑ Significance of Open Vocational Education;
- ❑ Research and Innovations under Open Schooling, and
- ❑ Future Vision

As a result of deliberation in various sessions, several significant recommendations and action points for promotion of open schooling in the Commonwealth countries emerged. Among other things, the conference suggested vitalisation of the forum of the National Consortiums for Open Schooling (NCOS), formulation

of a Centrally-sponsored scheme for promotion of open schooling in India, particularly to meet the heavy influx of upper primary education pass-outs as a result of the Education for All programmes, strengthening the Open Schooling Association of Commonwealth (OSAC) for promotion of open schooling in Commonwealth countries, qualitative improvement of open schooling programme to establish credibility of the system, and setting up of a National Council for Open Schooling for formulation of standards in open schooling and accreditation/grading of open schooling organisations. In order to give impetus to the programme of open schooling, the conference urged to issue on priority a suitably worded appeal to the states and other concerned agencies to expedite the process of establishing State Open Schools where they have not yet been set up. This appeal will also be sent as an example to other participating countries in the conference and also to the Commonwealth of Learning (CoL) to send it to those Commonwealth countries that could not attend the conference.

NIOS has envisaged that the open schooling programme should provide seamless access to sustainable and learner-centric quality school education, skill upgradation and training through open and distance learning mode with focus on human resource development, national integration and global understanding.

Networking

The NIOS, as an autonomous apex organisation in open schooling, has assumed responsibility of providing adequate responses to the educational challenges, particularly to meet the educational needs of various groups including the disadvantaged population. In this endeavour, the NIOS works in collaboration with the MHRD and the State Education Departments and Voluntary Agencies.

The NIOS alone with its limited infrastructure cannot provide adequate responses to the educational challenges that could be met through Open and Distance Learning (ODL) mode in the area of open schooling/continuing education. There is a need to create a network of apex organisations for open schooling at the national and State level. In order to translate this idea into practice, the NIOS has been pursuing with the States for quite some time to set up State Open Schools (SOSs). Eleven States (Andhra Pradesh, Delhi, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Punjab, Rajasthan, Tamilnadu, West Bengal,) have already set up State Open Schools. Eight more States viz., Assam, Bihar, Chhattisgarh, Gujarat, Maharashtra, Orissa, Uttar Pradesh and Uttaranchal are in the process of doing so.

To facilitate cooperation and interaction among NIOS and State Open Schools, and other concerned agencies for expansion of activities pertaining to the Open Learning System, a National Consortium for Open Schooling (NCOS) has already been established with

NIOS as its Secretariat. It provides forum for exchange of ideas and resources among State Open Schools, and other institutions working in the area of open schooling and distance education. The NCOS *inter alia* discharges coordination and clearing house functions in the field of open schooling.

NIOS has envisaged that the open schooling programme should provide seamless access to sustainable and learner-centric quality school education, skill upgradation and training through open and distance learning mode with focus on human resource development, national integration and global understanding. NIOS remains in touch with the states in the context of promotion of open schooling. Under its Scheme of Financial Assistance for Promotion of Open Schooling, NIOS provided financial assistance to the tune of Rs. 26 lakh to the States of Punjab, Tamilnadu, Jammu and Kashmir, West Bengal, and Karnataka during 2002-03 to 2004-05. A National Meet for promotion of Open Schooling in the States was organised by NIOS in collaboration with the State Open School (SOS), Madhya Pradesh, at Bhopal on August 6-7, 2004. Based on the deliberations, several recommendations were formulated for promotion of open schooling in India.

NIOS, in collaboration with the Commonwealth of Learning (CoL), is organising in January 2005 an International Conference on Promotion of Open Schooling in which delegates from the Commonwealth countries adjoining India and the Education Secretaries of all the States of India are being invited. Various issues related to promotion of open schooling in India and in CoL countries will be discussed in this conference and future plan of action for promotion of open schooling formulated.

The NIOS is endeavouring to evolve a viable and effective networking with like minded organisations and institutions connected with and/or engaged in the field of open schooling in consultation with the State Education Departments, etc.

The Report of the study titled "Framework and Networking System for Formulation of Educational Programmes, Monitoring of their Implementation and

Evaluation in the context of Open Schooling” was brought out. The Draft Framework was disseminated to the State Education Departments, State Open Schools, etc. Based on this Study, steps are being taken to develop mechanism for formulation of need-based education programmes and their processing through coordination committees and advisory boards. The Executive Board has approved the proposed programmes processing mechanism for implementation. In the meanwhile, the Academic Committee (apex committee for examining the academic programmes of all the constituents of NIOS) has been reconstituted.

The programmes and activities of NIOS are disseminated through the quarterly News Bulletin “Open Schooling”. Four issues of the Bulletin are published every year.

International Cooperation

The Open Schooling Association of the Commonwealth (OSAC), established with financial assistance from the Commonwealth of Learning (CoL), and its Secretariat positioned at NIOS, New Delhi, functions as a liaising agency for information dissemination, coordination and mutual consultation among member countries. The mandate for OSAC is to

organise human resource development programmes for functionaries of open schools, promote research and development activities and take steps to ensure quality of standards. Through periodic meetings, the OSAC provides forums for discussion on issues of mutual interest and concerns. The NIOS has been collaborating with the Commonwealth of Learning (CoL) for quite some time for promotion of open schooling in India and in several other developing countries.

In order to provide a forum across the world for scholarly discussion on concerns and issues in Open Learning/Open Schooling and disseminating research, theory and practice, including interdisciplinary studies, the NIOS, as an apex organisation in Open Schooling, has already started bringing out a half yearly “OSAC Journal of Open Schooling” of international standards since November 2001. Two issues of the Journal have been brought out during the year 2004.

NIOS is taking measures to streamline the Student Support Services, both at Headquarters and at Regional level. In this context, after a thorough review, the Regional Centres of NIOS at Patna, Kochi and Jaipur that had been downsized were upscaled again to meet the educational needs of the students of the concerned regions.

Student Support Services

The student support programmes include (i) publicity of various aspects of NIOS programmes, (ii) establishment of study centres for programme delivery, (iii) enrolment of learners, (iv) Counselling, (v) timely supply study material to enrolled students, (vi) implementation and monitoring of Personal Contact Programme (PCP) and Tutor Marked Assignment (TMA), and (vii) media support for programme. Besides these activities, the NIOS is in the process of evolving a system of identification of education needs of prospective learners through State Coordination Committees and the Regional Advisory Committees. Steps are being taken to set up these committees. The field-based inputs will form a significant basis for formulation and implementation of educational programmes.

Future Vision

The National Institute of Open Schooling (NIOS) is going to assume greater responsibility towards human resource development in collaboration with the State Education Departments. In this context, the organisation is reviewing its programmes and activities, and is in the process of giving shape to its "Vision 2020" Plan. The open schooling system, which is slated to become an independent subsystem of education, is extending its mission of 'reaching the unreached' to 'reaching all'. The system will now provide educational opportunities not only to those who missed but also to those who have good access to formal schooling and still would like to opt for open learning programmes under the ODL system due to its various specialities that are not available under the formal education system.

Central Tibetan Schools Administration (CTSA)

Central Tibetans Schools Administration was established as an autonomous organisation under Ministry of Education, Government of India, in 1961 and was registered under the Societies Registration Act XXI of 1860 with the objective to run, manage and assist institutions set up for the education of Tibetan children living in India.

In order to provide modern education while preserving and promoting Tibetan culture and heritage, schools were set up at the places of concentration of Tibetan population in India.

Organisational Set up

The CTSA is governed by a governing body having Joint Secretary, School Education, Ministry of HRD, Government Of India, as its Ex Officio Chairman and Financial Advisor, Ministry of HRD, a representative of MEA, Ministry of Home Affairs, and four representatives of His Holiness, the Dalai Lama, as members with the Director CTSA as the member secretary. The Director, CTSA, acts as the principal executive officer of the Administration and is responsible for proper functioning of the Administration and Schools under CTSA.

Finance Committee

A committee under the Chairmanship of Financial Advisor, Ministry of HRD, Government of India, consisting of representatives of Ministry of HRD, Ministry of Home Affairs and His Holiness, the Dalai Lama, scrutinises and recommends the accounts/budget estimates and reviews finance of CTSA.

Academic Advisory Committee

To achieve the target of providing modern education to the Tibetan children and to introduce latest approaches/techniques to keep pace with the fast changes in modern education system, the Governing Body of CTSA has constituted an Academic Advisory Committee under the Chairmanship of the Director, CTSA, which includes representatives from NCERT, KVS, NVS, CBSE and Department of Education of H.H. the Dalai Lama, Dharamsala (HP).

Works Committee

In order to monitor construction and maintenance works, a Works Committee has been constituted with Director, CTSA, as Chairman and members from Ministry of Human Resource Development, Kendriya Vidyalaya Sangathan, Delhi and CTSA.

Local Advisory Committee

A local-level committee known as the Local Advisory Committee has been set up in each school to monitor and assist in smooth functioning of the school.

It consists of the chairman, who is normally the District Magistrate or SDO/ADM of the Tehsil/Taluka/District, and a Vice Chairman, who is the representative of the Tibetan settlement. Other members include representatives of PWD/CPWD and parents.

Scheme of Studies

The schools follow the curriculum framed by NCERT at the secondary and senior secondary level and are affiliated to CBSE. Tibetan is taught as second language at secondary level and as an elective at the senior secondary level. Medium of instruction at primary level is Tibetan and the syllabus is framed by the Department of Education, Central Tibetan Administration, Dharmshala. Besides Science, Arts and Commerce, CTSA offers vocational stream having stenography, accounting and auditing.

Besides academics, students are given opportunities of participation up to national-level events in games, sports, scouting and guiding and cultural meets organised by the CBSE, CTSA and respective States and NGOs. In order to promote Tibetan culture, Tibetan Cultural Meet is organised at the zonal and national level.

Results

During the year under reference, the Administration has achieved 89.73 per cent results in Class XII and 67.89 per cent in Class X examination in CBSE Exam 2004, which shows an average improvement of 5.97 per cent and 17.79 per cent, respectively, in comparison to the Examinations of 2003.

Schools and their Level

The Administration runs eight senior secondary (including six residential schools), six secondary, seven middle schools, seven primary schools and 42 pre-primary schools. In addition, CTSA provides grants to nine schools.

Infrastructure

Initially, most of the schools were opened in the buildings donated by the Government/Non-government organisations, which are gradually being converted into proper school buildings having all amenities viz., proper class rooms, labs and playfields / hostels and have been equipped with modern electric gadgets viz., over head projectors, computers, televisions, VCRs, LCD projectors and latest teaching aids.

During the year, works amounting to Rs. 178,74,500 were sanctioned under the plan budget for construction and renovation.

Students' Enrolment

During the year under reference, the students' enrolment was 9,637, which includes 6,226 in day schools and 3,411 in boarding schools.

Facilities For Post School Education

The Administration offers 15 degree-level and five diploma-level scholarships to Tibetan children to pursue higher studies in science, arts, engineering and medicine.

CTSA has also got 1 seat in medicine, 7 seats in engineering, 1 seat in pharmacy and 5 seats in diploma courses reserved for the Tibetan students in different institutions of India. Besides these, 04 seats are reserved in the Regional Institutes of Education in B.Sc. B.Ed course for the students of CTSA.

Staff Strength

The Administration has sanctioned staff strength of 628 teaching and 239 non-teaching staff out of which 530 teaching and 209 non-teaching were in position as on March 31, 2004.

Staff Motivation Schemes

The Government of India has sanctioned two National Awards to teachers every year for CTSA from the year 2002-03 onwards for meritorious services. In order to give recognition to the services of meritorious and

dedicated teachers and to boost their morale of staff, the Administration offers four Incentive Awards to teachers every year.

The Administration has also adopted the scheme of motivating the Indian staff to acquire proficiency in Tibetan language.

Professional Development of Staff

In order to keep the teaching and non-teaching staff abreast with the latest developments in syllabus and to develop their efficiency, CTSA organises in-service courses for the teaching and non-teaching staff frequently. In the current year, 10 in-service courses/workshops have been organised so far for them and 2-3 more courses are being planned in remaining period of the year.

Training Wing

A fully furnished training wing of CTSA has started functioning at CTSA Headquarters, Delhi. The training wing can also be utilised by other departments of official/private purposes on payment basis on approved rates when it is not being used by CTSA.

Publication

In order to develop creativity of the staff and students, CTSA publishes an annual trilingual journal and publication of a bi-monthly newsletter at CTSA headquarters have also been started.

Budget and Accounts

The Administration is fully financed by the Government of India. The budget estimates for the year 2003-2004 were as follows:

Non Plan : Rs. 1673.00 Lakh

Plan : Rs. 300.00 Lakh

School Development Fund

The Administration has started generating some funds from the financial year 2004-2005 by introducing Development Fund @ Rs.20/- per head per month from all the students from class I to VIII and computer fee

@ Rs.20/- from all the students from class IX to XII, except informatics practices, and @ Rs.40/- from students having information practices as an subject at +2 level.

Future Programmes

In order to improve results of home and board examination, the Administration will ensure regular supervision of schools and effective special teaching. Emphasis will be given to in service training courses. Study material will be prepared and supplied to schools. Vacancies of teaching and non-teaching staff will be filled. Staff will be motivated for better performance and the atmosphere in the schools will be made more conducive for better teaching learning. Modern electronic gadgets viz., LCD projectors, computers, software and teaching aids have been provided to schools for effective teaching and learning process.

About 63 additional class rooms/resource rooms, boundary walls of 13 schools and 68 quarters for staff will be got constructed during the Tenth Five Year Plan besides annual repairs and maintenance and other miscellaneous works.

Kendriya Vidyalaya Sangathan (KVS)

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 933 as on December 31, 2004.

KVS Administration

The Minister for Human Resource Development is ex-officio Chairman of the Sangathan. The Commissioner is the Executive Head of the Sangathan. Its 18 Regional Offices are headed by Assistant Commissioners, who monitor and supervise the working of the Vidyalayas in the region. Each Kendriya Vidyalaya is headed by a Principal/Principal Grade-II.

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.

Distribution of Kendriya Vidyalayas

The distribution of 933 Vidyalayas as on 31.12.2004 in the different sectors is given below:

SECTOR	NO. OF KVs
Defence	350
Civil	453
Institutes of Higher Learning	18
Projects	112
Total	933

Table 9.1. Comparative performance of Kendriya Vidyalayas with other Organisations					
Class X	2000	2001	2002	2003	2004
KVS	77.8	81.8	85.55	84.69	90.44
JNV	87.0	87.0	88.65	88.50	91.43
Independent Schools	86.4	85.4	85.63	83.39	84.83
Total (CBSE)	65.4	66.6	69.53	68.02	76.60
Class XII	2000	2001	2002	2003	2004
KVS	83.0	83.9	86.46	88.67	92.75
JNV	83.3	84.2	83.53	85.26	87.68
Independent Schools	84.8	82.9	83.32	81.07	80.46
Total (CBSE)	76.35	75.2	75.20	73.59	80.40

Admissions

The basic criterion for admission in Class-I in Kendriya Vidyalayas is the transferability of the parent during the last 7 years. Thereafter, other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of public sector undertakings, State Government transferable employees and wards of the floating population, if seats are available.

About 7.50 lakh students were studying in Kendriya Vidyalayas as on December 31, 2004.

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 April 1 are given admission.

Courses of Study at +2 Stage

Kendriya Vidyalayas mainly provide science, commerce and humanities streams.

Agency	Class X		Class XII	
	2003	2004	2003	2004
CBSE	68.02	72.22	73.59	76.00
NVS	88.50	91.43	85.26	87.68
KVS	88.64	90.35	88.57	92.62
INDEPENDENT	83.39	84.83	81.07	80.46

Training Programme conducted from 1.4.2004 to 31.12.2004		
Category	No. of Programmes Conducted	No. of Participants
Principal	03	68
Vice-Principal	02	49
Post Graduate Teachers	37	816
Trained Graduate Teachers	31	984
Total	73	1917

Academic Performance

Board Results

The comparative performance of Kendriya Vidyalayas with other organisations during the last 5 years in the Class X and Class XII examinations conducted by Central Board of Secondary Education is given in Table 9.1.

The following programmes and activities have been undertaken by KVS:

Computer Infrastructure: Most of the Kendriya Vidyalayas have been provided at least 5 computers with necessary software. All students from Classes III onwards are being covered under the 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.

Smart Schools

31 kendriya vidyalayas have been identified to be developed as Smart Schools to foster skills among students which are required to develop them as productive citizens to face the challenges of the 21st Century.

The other activities like Youth Parliament, Associated Schools Project on National Integration and International Understanding, KVS Science Exhibition, Scouting and Guiding, Adventure Activities, Games and Sports and Population and Development Education, etc., are a part of the curriculum of every Kendriya Vidyalaya.

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.

Budget sanctioned to the Sangathan by the Government of India

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
2004-2005	559.49	112.00

KVs) Vidyalayas, 685 Vidyalayas are functioning in their permanent buildings and the construction work is in progress for 79 Kendriya Vidyalayas.

Finance

The Sangathan is basically funded from the non-Plan funds of the Government. However, some funds are allotted under the 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 as under:

Kendriya Vidyalayas in the NE Region

The expenditure incurred by KVS on the 36 Kendriya Vidyalayas located in the N-E Region for the period from 01.04.04 to 31.12.04 is as under:

Plan Expenditure: Rs.1103.50 Lakh.

Non Plan : Rs.2551.50 Lakh.

- The Result of Guwahati Region has shown remarkable improvement over the year. In the year 2004, the pass percentage at Class X level was 92.68 while at Class XII level, it was 97.25.
- All students of KVs located in N-E Region are encouraged to participate in Regional / National Sports meet of KVS. Trained coaches are employed

on contract basis to train these children to enhance their performance.

- ❑ These children are also encouraged to participate in various cultural activities. For training in dance/ vocal/ playing of instrumental music, the services of experienced artists are utilised.
- ❑ These students are encouraged to participate in scout/guide activities as well as in various adventure sports organised by KVS within the region as well as outside the region.
- ❑ The teachers are posted to NE Region on priority basis so that the vacancies do not exist for a considerable period.
- ❑ KVS employees who are transferred after completing three years of stay in the NER are entitled to Transfer TA by treating their choice posting as in public interest. They are also eligible for grant of HRA /retention of accommodation provided by the KVS.
- ❑ Apart from recruitment, special care is taken to retain the teachers recruited, particularly in the N-E Region. The specific measures include:
 - ❑ Provision of residential accommodation;
 - ❑ Study leave facilities for those who have completed a minimum of 15 years of regular service in KVS.
 - ❑ In the matters of contractual appointment, the mandatory qualifications like compulsory teaching degree/diploma with 50 per cent marks at graduation/post graduation level has been relaxed so that local teachers are available against short-term vacancies.
 - ❑ Faculty clubs are set up to cater to their cultural and social needs and information about medical facilities available is disseminated widely.
 - ❑ Priority is given to schools situated in the North-Eastern Region in matters pertaining to construction of school buildings, additional class rooms and staff quarters.

Navodaya Vidyalaya Samiti (NVS)

The Government of India has launched a scheme to

establish, on an average, one Jawahar Navodaya Vidyalaya (JNV) in each district in the country, with the following objectives:

- ❑ To provide good quality modern education including a strong component of cultural, values, environment awareness and physical education to talented children in rural areas without regard to their family's socio-economic condition.
- ❑ To ensure that all students of 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-Chairman. Chairperson. Navodaya Vidyalayas are fully residential, coeducational 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 now grown to 509 schools (in addition to 2 State-level schools) covering as many districts in 34 States and Union Territories, with more than about 1.68 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, 33 per cent of the seats are reserved for girl students. In total 1,68,545 students were on the rolls of Navodaya Vidyalayas as on December 31, 2004.

The percentage of students belonging to SC/ST categories, girls and rural areas in the Navodaya Vidyalaya has been found well above national norms (15 per cent SC and 7.5 per cent) during the year 2004-05 as given below:

Year	SC	ST	Girls	Rural
2004-05	24.11	14.82	34.58	77.34

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 Vidyalaya students compare favourably 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 and XII CBSE Examinations

Comparison of Pass Percentages of NVS and other School Systems during the years 2003 and 2004 are as under:

Construction Activities

Out of 509 Navodaya Vidyalayas sanctioned (in addition to two State-level JNVs) as on December 31, 2004, construction of permanent building complexes have been sanctioned to 450 Vidyalayas. The

construction work of Vidyalaya buildings in 365 Vidyalayas has been completed and they have been occupied. Works in respect of 61 Vidyalayas are not sanctioned due to non-transfer of land from the respective State governments, etc. While 365 Vidyalayas are presently functioning from a permanent site, the rest of the Vidyalayas are functioning in temporary accommodation provided by the State Government/District Administration.

Finance/Budget allocation

The programmes and activities of the Samiti are fully financed by the Ministry of Human Resource Development, Department of Secondary and Higher Education. The details of Budget allocation for the last 5 years under Plan and non-Plan are as under:

Year	(Figures in Crore of Rupees)	
	Non-Plan	Plan
2000-01	88.00	344.99
2001-02	93.14	350.49
2002-03	122.60	360.00
2003-04	130.00	439.56
2004-05 (B.E.Stage)	131.00	428.00

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 library facility



- ❑ Participation of neighbourhood schools in 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 audiovisual facilities.
- ❑ Seeking continuous interaction and support of the stakeholders.

Jawahar Navodaya Vidyalaya in NE Region

The Government of India has launched a scheme to establish one Jawahar Navodaya Vidyalaya (JNV) in each district in the country, including the North-Eastern Region. Out of 78 districts in the N-E Region, JNVs have been sanctioned in 67 districts of different states of the North-Eastern Region. The Samiti is vigorously pursuing the matter with the State Government authorities for opening of JNVs in the remaining districts by the end of the current Five-Year Plan.

The student enrolment in JNVs in the NE Region is 16673 with the following break-up:

Girls/Boys	6281 / 10392
Rural/Urban	13374 / 3299
SC/ST	2066 / 8340

Achievements

The pass percentage of students in Class X during 2004 was 84.93 against the overall pass percentage of NVS of 91.43.

The pass percentage of students in Class XII during 2004 was 85.05 against the overall pass percentage of NVS of 87.68.

Budget

Against a total allocation of Rs. 8,902.71 lakh under Plan and Rs. 973.89 lakh under non-Plan, the N-E States had incurred an expenditure of Rs 5,192.27 lakh under Plan and Rs.732.06 lakh under non-Plan head up to December 2004.

Construction

Out of 67 JNVs in the N-, work stands sanctioned for 54 JNVs. Work has also been completed in respect of 26 JNVs.

Integrated Education for the Disabled Children (IEDC)

The Scheme of Integrated Education for the Disabled Children (IEDC) was started with the objective of providing educational opportunities to all children with disabilities under the general school system. The ultimate objective is to integrate children with disabilities in the general education system and to eliminate disparities and equalise educational opportunities to enable them to become equally contributing members of society.

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 for officials 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 2,00,000 disabled children at the end of the year 2003-04. The provisions under Section 26-31 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full

Participation) Act, 1995, have supplemented in 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. The Ministry of Social Justice and Empowerment has also notified on November 4, 2004 guidelines for preparation of education scheme for persons with disabilities under Section 30 (Education Chapter), which vis-a-vis envisages providing for transport facilities, supply of books, grant of scholarship, suitable modifications in the curriculum and examination system, etc., for persons with disabilities.

As against a total outlay of Rs. 75.10 crore for the Ninth Plan period, an amount of 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. 200.00 crore has been made for the Tenth Plan. For the financial year 2004-05, a budgetary provision of Rs. 39.00 crore has been made for the scheme.

Quality Improvement in Schools (QIS)

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.
- ❑ Environmental Orientation to School Education.
- ❑ National Population Education Project.
- ❑ Promotion of Yoga in Schools.
- ❑ International Science Olympiads.

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, 20 crore has been made for the year 2004-05. Approval of Ministry of Finance for continuation of existing schemes on existing pattern has ceased on December 31, 2004. Proposal for seeking approval of Ministry of Finance to continue the scheme beyond March 31, 2005, has 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 operational since 1987-88. The scheme uses the resource and agency of the State Governments / Union Territories and non-governmental organisations for achievement of these 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 / 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 a Chartered Accountant is required to be submitted by every voluntary organisation before considering further grants.

During 2003-2004, four states have been provided financial assistance to the extent of Rs. 559.00 lakh for science books for 765 secondary and higher school; upgradation of science laboratories in 765 Schools. Also, 14 voluntary organisation have been provided financial assistance to the extent of Rs. 124.24 lakh for undertaking innovative and experimental projects.

Funds allocated to voluntary organisations for Rs. 1 lakh and above under the Centrally Sponsored Scheme

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 2003-04, 27 voluntary organisations have been provided financial assistance to the tune of Rs. 254.73 lakh. Grants to voluntary organisations are released only after they submit UCs/ Final Accounts towards utilisation of funds previously released for the purpose for which the grant was approved.

National Population Education Project

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.

Since its inception, the project activities have been directed to attain the overarching objective of the institutionalisation of population education in the school education system. However, the process of re-orientation of elements of population education has been continuing since its inception in order to meet the requirements of the changing perceptions of population issues. As a follow up of the changes reflected in the Programme of Action adopted at the International Conference on Population and Development (ICPD) held in Cairo in September 1994, and the National Population Policy 2000, the project, 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 for their respective target groups.

Achievements of NPEP during 2003-04

National Level

- Since 2003-2004 was 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 it, every implementing agency prepared their respective perspective plans and plans of action for 2003-2004.
- A Training Material entitled 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.
- A training material entitled 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.
- 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. Whereas State-wise reports on the study have been prepared and consolidated, the National Report will be finalised
- Two training programmes on skill development in adolescence education for resource persons drawn from States were organised.

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.

- Twenty-four titles on training materials were developed and over 10,000 teachers will be trained in skill development.
- Cocurricular activities on skill development in adolescence education to be organised in 44,469 schools of 86 districts.

Publications

The following publications were brought out at the national level:

- 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 non-governmental organisations.

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 3,730 teachers have been trained since the inception of the scheme, out of which more than 2,000 teachers have been trained up to the Ninth Plan Period.

During the financial year 2003-04, nine voluntary organisations have been provided financial assistance to the tune of Rs. 29.02 lakh under Plan scheme and



Rs. 65.00 lakh has been provided to Kaivalyadhama SMYM Samiti, Lonavla under non-Plan. Around 920 teachers have been trained and eight library centres have been upgraded under the scheme of Introduction of yoga in Schools during 2003-04. Grants to voluntary organisations are released only after they submit UCs/ Final Accounts towards utilisation of funds previously released for the purpose for which the grant was approved.

International Science Olympiads

With a view to identifying and nurturing talent in mathematics, physics, chemistry and biology at the 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 since 1989, 1998, 1999 and 2000, respectively. Each participating country is required to send a team comprising not more than six secondary student contestants to IMO, five secondary student contestant 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, the Indian team

is also participating in International Olympiad in Informatics.

As per the existing financial pattern, the host country pays for the boarding and 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 the Central Board of Secondary Education (CBSE) has taken the responsibility of selecting and training the Indian team to 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-2004 held at Kiel, Germany, during July 2004, the Indian team won 1 Gold, 1 Silver and 2 Bronze



medals. At IPhO-2004 held at Pohang, Korea, during July 2004, the Indian team won 1 Gold, 2 Silver and 2 Bronze medals. At IBO-2004 held at Brisbane, Australia, during July 2004, the Indian team won 3 Silver and 1 Bronze medal. At IMO-2004 held at in July 2004, the Indian team won 4 Silver and 2 Bronze medals. India has also participated in International Olympiad in Informatics (IOI-2004) held in Athens, Greece during September 2004.

Access with Equity

On the recommendation of the Working Group on Secondary Education for Tenth Five-Year Plan, a scheme namely “National Programme for Access with Equity in Schools” has been formulated. The scheme has two components (i) Strengthening of Boarding and Hostel Facilities for Girls, (ii) Setting up and upgrading of schools in partnership with reputed NGOs/trusts/societies/State Governments by providing a one-time

grant. Under the Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students from Class VI to XII, financial assistance is being given @ Rs. 10,000 per boarder per annum as recurring expenditure and Rs. 3,000 per boarder as non-recurring expenditure to the eligible voluntary organisations. Preference in providing assistance is given to the organisations having girl hostels/boarding houses located in educationally backward districts, particularly those predominantly inhabited by SCs/STs and educationally backward Minorities. The existing scheme is being revised in consultation with other Ministries. The financial parameters and the eligibility of beneficiaries has to be recast. A provision of Rs. 305.00 crore has been made for the Tenth Plan.

During 2003-04, funds amounting to Rs. 7.00 crore benefiting 12,342 girl boarders were released to NGOs for implementation of existing component of Strengthening of Boarding and Hostel Facilities for Girl

Students of Secondary and Higher Secondary Schools under the Scheme. During 2004-05, funds amounting to Rs. 1.86 crore has been released till January 2005. In addition, a large number of fresh proposals and continuation proposals for grant-in-aid are in the pipeline.

Information And Communication Technology In Schools (ICT In Schools)

The Scheme of Information and Communication Technology (ICT) in schools has been formed by merging the schemes of Educational Technology (ET) and Computer Literacy and Studies in Schools (CLASS). The scheme has been approved by the competent authority, i.e. CCEA, in December 2004 for implementation during the Tenth Plan period.

The 'ICT in schools' scheme is a window of opportunity to the learners in the schools of India to bridge this digital divide. The scheme is not a simple merger of the earlier CLASS and ET Schemes but is a comprehensive and well thought-out initiative to open new vistas of learning and to provide a level-playing field to school students, whether in rural areas or in the metropolitan cities. The ICT in School Scheme is not a stand-alone scheme but actively solicits the partnership of States and Union Territories in a mutual endeavour to bridge the heterogeneous proliferation of ICT across different socio-economic and geographic segments in the country. This partnership is manifest in the structure of financing the initiative, in encouraging the development of long-term computer education plans, the setting-up of 'Smart' Schools by KVS/NVS in States as technology demonstrators and in providing for supplementing the States' efforts in these areas with no attempt to supplant the State schemes.

The Centrally-sponsored scheme of 'Educational Technology' and 'Computer Literacy and Studies in Schools' have been suitably modified keeping in view the past experience, the feedback which has been received and changing needs to form the new scheme of 'Information and Communication Technology in Schools'. The component regarding financial assistance to States/UTs for purchase of RCCPs and CTVs under

the erstwhile Educational Technology Scheme has been weeded out.

Objectives

- ❑ To establish an enabling environment to promote the usage of ICT specially in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the internet and promotion of ICT literacy.
- ❑ To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.
- ❑ Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
- ❑ To enable students to acquire skills needed for the digital world for higher studies and gainful employment.
- ❑ To provide an effective learning environment for children with special needs through ICT tools.
- ❑ Promote critical thinking and analytical skills by developing self-learning skills of the learner leading to student-centric learning.
- ❑ To promote the use of ICT tools in distance education, including the employment of audio-visual medium and satellite-based devices.

Components

The present scheme has essentially four components. The first one is the partnership with State Governments and Union Territories Administrations' for providing computer-aided education to secondary and higher secondary Government schools. The second is the establishment of 'Smart' schools, which shall be technology demonstrators. Universalisation of computer literacy through the network of KVS and NVS to neighbouring schools is the third component. The fourth components relates to the activities of SIETs.

Implementation Partners

States/UT Governments, State Institutes of Education Technology, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Government and Government-aided

schools. Moreover, financial assistance would also be provided to shortlisted NGOs/trusts/societies and companies for software development, teaching tools, designing training models, evaluation, monitoring and other contingent expenditure. The State/UT Governments shall be free to partner private organisations or integrate it with other similar schemes for implementation of the 'ICT in Schools' scheme, including providing for maintenance. The National Council for Teachers Education shall be associated with the scheme in the context of training of teachers in computer-aided learning. The Rehabilitation Council of India would play an important role in projects involving introduction of use of technology for the education of children with special needs.

Financial Parameters

Under the CLASS component of the ICT Scheme, the Union Government would provide 75 per cent of financial assistance to State/UTs. The balance 25 per cent of funds would be contributed by the State Governments/UTs. The scheme also provides for contribution of 25 per cent of funds from the MPLAD scheme in addition or as an alternative to State Government contribution.

The scheme provides for greater flexibility to the States. The States would have the option to incur expenditure on the items mentioned in the scheme or any other item like generators preparation of rooms for computers, including civil repairs and cabling and provision of electricity depending upon their needs and resources subject to a overall maximum limit of Rs. 6.70 lakh per

school. The Central Government's share would be restricted to Rs. 5.00 lakh per school.

The provision for software shall include learning management systems and curriculum-based courseware apart from operating systems and other application software.

KVS and NVS would convert one school per State/UT into a 'Smart' school, subject to the availability of funds. A grant of not more than Rs. 25 lakh would be given per 'Smart' school. A sum of Rs. 2.5 lakh shall be provided as recurring costs which includes maintenance, consumable, internet usage and monitoring costs. In 'Smart' schools, the emphasis would not only be on the use of information technology but also on the use of skills and values that will be important in this millennium. It is proposed to provide 40 computers to identified schools. A grant of not more than Rs. 25 lakh per school would be given to KVS/NVS for the purpose. Both KVS and NVS have identified the schools which will be converted into a 'Smart' School. Kendriya Vidyalayas and Navodaya Vidyalayas would be given funds at the rate of Rs. 15,000 per neighbourhood school to impart computer literacy to not more than 10 neighbourhood schools within a radius of 3 to 4 kilometers to cover 8,000 such schools over three years. The course shall be imparted in the local language if such a demand is received from the beneficiary school.

The financial assistance to SIETs shall be in the project mode. The financial assistance would be provided to SIETs on the basis of the project proposals submitted by SIETs.



University Grants Commission

The University Grants Commission is a statutory organisation established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from 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. It functions from its Head Office at New Delhi and from its six regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

Tenth Plan & the THE UGC

The general objective of the Tenth Plan with regard to education 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 achieves quality in teaching, research and business and community extension functions, including lifelong learning.

- ❑ The specific objectives of the Tenth Plan relate to:
- ❑ The Relevance of Higher Education
- ❑ Quality, Evaluation and Accreditation
- ❑ Research and Development
- ❑ Outreach Activities in Business and the Community and Lifelong 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 for 148 universities under general development assistance has been made for the Tenth Plan. Also, the expert committees 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 UGC 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 the release of grants.

The Commission has set Plan budget estimates of Rs. 516.75 crore for 2003-04 for five broad sectors of the Tenth Plan, namely general development of universities and colleges (Rs. 366.41 crore), enhancing access and equity (Rs. 12.62 crore), promotion of relevant education (Rs. 56.62 crore), quality and excellence (Rs. 84.60 crore) and strengthening of research (Rs. 100.36 crore). Ten per cent of the allocation under each sector is to be allocated to universities and colleges located in North-East. The non-Plan budget was Rs. 1,132.30 crore. The Plan budget estimates for the fiscal year 2004-05 are Rs. 227.41 crore for general development of universities and colleges, Rs. 217.12 for enhancing access and equity, Rs. 69.50 crore for promotion of relevant education, Rs. 142.24 crore for promotion of quality and excellence programmes and Rs. 101.48 crore for strengthening of research, totalling Rs. 757.75 crore for all sectors.

Statistical Growth of Higher Education Systems

The higher education system of India has seen a 14-fold increase in the number of universities and a 33-fold increase in the number of colleges in comparison to the number at the time of Independence. There are 329 universities and 203 state universities in all at present. The Indian Higher Education System comprises of 18 Central Universities, 90 Deemed Universities, five institutions established under States legislation acts and 13 institutes of national importance established by Central legislation, nearly 16,885 colleges, including around 1,798 women colleges. At the beginning of the academic year 2004, the total number of students enrolled in the formal system of education in universities and colleges was 99.53 lakh – 12.97 lakh (13.03 per cent) in university departments and 86.57 lakh (86.97 per cent) in affiliated colleges.



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The enrolment of women students at the beginning of the academic year 2004-05 was 40.03 lakh, constituting 40.22 per cent of the total enrolment. Of the total women enrolment, only 12 per cent women have been enrolled in professional courses and the rest in non-professional courses. The women enrolment is the highest in Kerala (60.57 per cent) and lowest in Bihar (24.35 per cent) in terms of percentage enrolment to total enrolment.

The number of doctoral degrees awarded by various universities (as on January 1, 2003) was 13,733. Of them, the faculty of arts had the highest number with 5,034 degrees followed by the faculty of science with 4,497 degrees. These two faculties together accounted for 69.40 per cent of the total number of doctoral degrees awarded.

The regular faculty strength in universities and colleges was 0.76 lakh and 3.81 lakh, respectively, totalling 4.57 lakh in the beginning of the reporting year.

General Development of Universities and Colleges

The University Grants Commission has been providing financial assistance for the development of universities and colleges, by making budgetary Plan provision for various programmes during different plans, including the Tenth Plan. The assistance to Central and a few Deemed Universities, and colleges affiliated to Delhi and Banaras Hindu University is being provided both under Plan and non-Plan heads while assistance to state universities and their affiliated colleges is being provided only under the Plan head. During the Tenth Plan, period (2002–2007), general development assistance to individual universities is being provided based on the outlays determined by the UGC. One-third of the outlay is based on performance of the individual university.

The objective of development assistance programme is to improve infrastructure and basic facilities in universities and colleges so as to achieve at least the threshold level, ensuring qualitative development. In the Tenth Plan, emphasis is being laid on reducing disparity between urban and rural areas, developed and backward regions by supporting universities located in disadvantaged areas and also to increase access and enhance equity for marginalised groups like women, SC/STs, backward and Minority groups.

Under the development assistance programme, the UGC is assisting each eligible university for items namely, staff—both teaching and non-teaching, and technical, equipment for laboratories, special office equipment and modern teaching aids, repair of major equipment, books and journals, buildings, campus development, health centres, student amenities, etc. Assistance for these items is on 100 per cent basis.

Central Universities

Out of 18 Central universities, 16 universities are being given development grants, 14 of which are being given maintenance grants in addition to development grants. During 2003-04, the UGC made available an amount of Rs. 692.13 crore to meet the maintenance expenditure of 16 universities and Rs. 192.97 crore as a development assistance to 17 universities, including IGNOU.

State Universities

As per section 12(B) of the UGC Act, state universities established after June 17, 1972, shall not be eligible to receive any grant from the Central Government, the 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 203 state universities. Of them, the UGC has been making budgetary Plan allocation for only 112 state universities, excluding medical and agricultural universities. However, the other state universities, technical universities and agricultural universities having engineering and technology departments, 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, so as to achieve the threshold level, besides bringing the qualitative development. In the Tenth Plan, the emphasis is being laid to reduce inter-regional disparities by supporting universities and colleges located in the backward areas. During the second year of the Tenth Plan, Plan grants amounting to Rs. 180.60 crore were provided to 120 (112+8 other state universities) 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 work of very high standard in a specific area, can be declared as an institution deemed to be a university. Such institutions would enjoy the academic status and privileges of a university. At present, there are 92 deemed-to-be-universities, including eight institutions that have been conferred deemed-to-be-university status during 2003-04 and one university up to September 1, 2004. Of them, 12 deemed-to-be-universities are being allocated maintenance and

development grants and 20 deemed-to-be-universities are being allocated only development grants. However, all the deemed-to-be-universities are eligible to receive Central assistance. During the financial year 2003-04, 28 universities have been provided non-Plan assistance amounting to Rs. 70.31 crore and an amount of Rs. 29.25 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 been supporting financially all the eligible colleges for the development of undergraduate and postgraduate education, with the following objectives during the Tenth plan:

- 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. 160.32 crore to State colleges and also an amount of Rs. 1.66 crore to colleges in Delhi under various Plan schemes or programmes during 2003-04. Maintenance grants to the tune of Rs. 247.75 crore to Delhi University colleges and Rs. 2.21 crore to constituent colleges of Banaras University were released during the financial year 2003-04.

Unassigned Grants

The University Grants 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 will be decided based on the faculty strength of the university. During the year 2003-04, an amount of Rs. 2.48 crore was made available to the eligible State, Central and Deemed Universities.

Construction of Women's Hostels

Financial support to universities and colleges for the construction of women's hostels is being made under this scheme with a view to provide hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and also to bring out gender equity and equal representation of women and also to increase mobility of women by creating a safe environment. The assistance is on 100 per cent basis subject to the position of enrolment of women. During the financial year 2003-04, an amount of Rs. 8.82 crore and Rs. 14.24 crore was released by the UGC (Headquarter) and UGC Regional Offices, respectively.

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 2003-04, no grant was paid 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 second year of the Tenth Plan, the UGC has released grants amounting to Rs. 1.13 crore to 20 universities having Management Departments.

Autonomous Colleges

With a view to improve quality of undergraduate



With a view to improve the quality of undergraduate education, colleges are being identified and granted autonomy by providing academic freedom and operative freedom. 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 in eight states.

education, colleges are being identified and granted autonomy by providing academic freedom and operative freedom. 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 in 29 universities in eight states. During 2003-04, the UGC and its Regional Offices provided grants to the tune of Rs. 1.86 crore to these autonomous colleges.

Day Care Centres in Universities

The UGC has introduced this scheme to provide day care facilities on payment basis at universities for children of around three months to six years of age when their parents (University employees / students) are away from home during the day. It includes male employees / scholars / students also whose wives are working elsewhere. The objective of the scheme is to help women and working parents in pursuing their academic career.

Under the scheme, a one-time lump sum amount of Rs. 3.00 lakh will be provided for the eligible university. This grant should be utilised for acquiring essential facilities.

The day care centre is not run for profit for any individual or organisation. The scheme will be operative for a Plan period only. During 2003-04, only one proposal was received and the same was approved. An amount of Rs. 3.00 lakh was also given to the university.

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. The target group is women students, teachers and non-teaching staff of all eligible 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. During 2003-04, no grant was provided to universities.

Programmes for Enhancing Access and Equity

Adult and Continuing Education

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 not normally entrants in the university system.
- Community outreach activities should include the responsibility to reach out to society, whether it be specific disadvantaged groups or the organisation or schools or a geographical community.

Under the programme, the Commission provides 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 second year of the Tenth Plan, i.e. 2003-04, an amount of Rs. 1.63 crore was released to the departments of adult education.

Promotion of Yoga Education and Practice and Positive Health 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 2003-04, the UGC provided grants to the extent of Rs.0.16 crore as admissible honorarium for the yoga centres for their on-going activities.

Special Studies on Social Thinkers and Leaders

To acquaint teachers and students in universities with the thoughts and actions of great thinkers and social leaders, and to involve them in research studies, the

UGC has been providing 100 per cent financial assistance to universities on a selective basis for setting up and running the centres of Gandhian, Buddhist, Nehru, Ambedkar, Swami Vivekananda, Dr. Rabindra Nath 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, two 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 are tenable for a period of five years from the date of establishment of the Centre. During 2003-04, a grant of Rs. 0.41 crore was released to these 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 2003-04, an amount of Rs. 0.98 crore was provided to these centres for carrying out their activities/programmes and salary of project staff appointed on contractual basis. Besides, the UGC has also requested the universities to set up a permanent cell to combat sexual harassment of women in the university campuses as per the directions of the Supreme Court of India.

Human Rights and Duties Education

To make one aware of the human rights and duties education amongst teachers and students in universities and colleges, the Commission has been making available financial assistance to universities and colleges 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. No new proposal was approved during the reporting year. During the fiscal year 2003-04, an amount of Rs. 12.50 lakh was made available to universities and colleges for the ongoing activities.

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 the 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. Proposals for establishment of new SC/ST cells in universities have been invited. During 2003-04, no grant was released.

Remedial Coaching for SC/ST students in universities and Colleges

In order to contribute towards social equity and socio-economic mobility of the under-privileged sections of the society, the Commission introduced the 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. During the



financial year 2003-04, five universities and 113 colleges have been selected to impart remedial coaching for SC/ST. An amount of Rs.1.50 lakh and Rs. 48.27 lakh, respectively, was released to those universities and colleges which implemented the scheme.

Remedial Coaching Classes for Disadvantaged Minority Groups

With an objective to impart remedial coaching to students belonging to disadvantaged minority groups so as to enable them to compete in various competitive examinations, to secure admissions in professional courses, to become self-reliant and organise orientation programme for directors of the coaching centres so that a professional approach can be introduced in the coaching of students. The scheme is from Plan to Plan basis.

At the end of March, 2004, as many as 126 coaching centres, including 38 new centres approved during 2003-04, have been functioning in various universities and colleges. During the financial year 2003-04, an amount of Rs. 52.46 lakh was released to universities and colleges for running these coaching centres for disadvantaged minority groups.

Facilities for Differently Abled Persons

To ensure inclusiveness in the higher education system, the UGC has been operating two 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 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 2003-04, Rs. 0.59 crore was paid to 11 institutions, which are implementing these schemes.

Special Development Grants for Universities and Colleges in Backward Areas

The scheme is to focus attention on universities and colleges located in backward areas and to improve infrastructure, to achieve optimum teaching equity and access at least to the threshold level. This will enable the universities to evolve a level where they are able to introduce innovations in academics and meet challenges of globalisation of higher education.

All eligible universities which are under section 12(B) of the UGC Act, 1956, and physically located in backward areas identified by the Planning Commission will be provided up to Rs. 70.00 lakh as one-time additional grant over and above the Tenth plan allocation made to them. The purpose of focus and funding to these universities located in backward areas is to remove or reduce, to the extent possible, the disparity between the universities situated in metropolitan cities, urban and semi-urban areas and the universities located in backward areas. In accordance with the guidelines of the scheme, the UGC has released grants to the extent of Rs. 2.75 crore and Rs. 1.05 crore, respectively, to universities and colleges during 2003-04.

Special Development Grants for Young Universities and Colleges

The basic objective of the scheme is to create basic and

bare minimum infrastructure and to improve or expand the existing infrastructure of young universities and colleges so as to enable them to attract most students and teachers and to help introduce new courses. The universities and colleges which have been included under section 12(B) of the UGC Act, 1956 from Eighth Plan onwards are eligible to receive grant from UGC. The eligible universities and colleges will get assistance as a one-time additional grant over and above the Tenth Plan allocation up to a maximum of Rs. 1.00 crore 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, auditorium, guest houses, play grounds, etc. During 2003-04, the UGC has released grants to the extent of Rs. 2.73 crore and Rs. 1.15 crore, respectively, to universities and colleges.

Promotion of Socially Relevant Education Programmes

Career-Oriented Programme

The objective of the scheme is to ensure that the graduates who pass out have knowledge, skills and aptitudes for gainful employment in wage sector in general and self-employment in particular so as to reduce the pressure on master courses. These courses will run parallel to the conventional courses. The courses offered by the institutions should be of inter-disciplinary nature.

The assistance to an institution selected under this scheme would be to the tune of Rs. 5.00 lakh as one-time 'seed money' for five years in humanities and commerce streams and Rs.7.00 lakh for the science stream. The colleges are to opt for a minimum of three courses in each stream. It is left to the universities and colleges to identify their own 'need-based' career-oriented inter-disciplinary courses.

The UGC has selected 368 colleges and 2 universities for career-oriented courses to be started from the academic year 2004-05. To popularise and extend awareness and its usefulness, the UGC organised a half-day seminar on 'Vocationalisation of Higher Education'

at Guwahati, Kolkata, Chennai and Mumbai in the months of January and February 2004.

During the financial year 2003-04, an amount of Rs. 25.04 crore was paid to the selected institutions for implementing this programme.

Academic Staff Colleges

Keeping in view the need for improving the status of a teacher and for providing an opportunity for professional and career development of teachers, the programme of establishment of Academic Staff Colleges has been initiated. The objectives of this programme are to enable the teachers, particularly lecturers, to:

- understand the significance of education in general, and higher education in particular, in the global and Indian contexts;
- understand the linkages between education and economic and socio-economic and cultural development, with particular reference to India where democracy, secularism and social equity are the basic tenets of society;
- acquire and approve basic skills of teaching at the college / university level to achieve goals of higher education;
- keep abreast of the latest developments in their specific subjects;
- understand the organisation and management of a college / university and to perceive the role of teachers in the total system;
- promote computer literacy as well as Internet knowledge

Under this programme, a bigger thrust is being 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 refresher courses and seminars / workshops every year. At the beginning of the academic year 2004-05, 253 orientation programmes / workshops and 1,305 refresher courses have been approved and allocated to the 51



On behalf of the Government of India, the University Grants Commission, is implementing Bilateral Exchange Programmes including Educational Exchange Programmes with other countries in the University Sector. During 2003-04, such programmes have been in operation with 27 countries.

ASC and 74 universities identified as Refresher Course Centres (RCCs). During the second fiscal year of the Tenth plan, an amount of Rs. 21.24 crore was made available to these Academic Staff Colleges/RCCs for conducting various orientation programmes and refresher courses for teachers throughout the year as per the schedule of each Academic Staff College.

International Cooperation

Travel Grant

The Commission has been providing financial support to college teachers, 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 an opportunity to learn working mechanism and techniques / good practices followed in higher education sector of the host country. The assistance is available to them once in three years. For college teachers, assistance is limited to 50 per cent of the admissible expenditure and for Vice-Chancellors and UGC Members, it is on 100 per cent basis.

During the year 2003-04, an amount of Rs. 56.19 lakh was made available to 157 college teachers and 9 Vice-

Chancellors. Also, the University Grants Commission is providing travel grant, on 100 per cent basis, to enable the university/college teachers to collect source material and availing of fellowship. Assistance is given only to those scholars who have received an assurance for maintenance at least for a period of two months from a recognised university / institute board.

Area Studies Programme

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 second year of the Tenth Plan, an amount of Rs. 41.20 lakh was made available to 13 studies centres.

Cultural Exchange Programmes

On behalf of the Government of India, the University Grants Commission, is implementing Bilateral Exchange Programmes including Educational Exchange Programmes with other countries in the University Sector. During 2003-04, such programmes have been in operation with 27 countries. During 2003-04, the UGC hosted the visit of 18 foreign scholars from various countries and 19 Indian scholars were deputed abroad.

Foreign delegations from Australia, Kuwait, Cambodia, Namibia and Finland visited UGC during 2003-04. The UGC has invited nominations from Indian universities for the year 2004 under Indo-Tec Mauritius Agreement. The selection will be finalised soon. The nominations received from Mauritian side are being processed by the UGC.

Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the masters or research level. As on March 31, 2004, 30 foreign language teachers have been working in various Indian universities.

Under the German Academic Exchange Services (DAAD) – (i) Against seven fellowships, six scholars

were 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, out of which five have been awarded the fellowship (ii) 12 Indian students registered for Ph.D. were nominated for award of short-term fellowships for the year 2003-2004 for a duration of two to six months on any subject relating to German culture, history, economics, philosophy, education and natural sciences. Of them, 10 scholars have been awarded the fellowships.

Under the programme of exchange of social scientists, 12 Indian scholars were nominated by the Commission for the year 2003-04 to visit France. Their visit has been completed successfully. Six French scholars also visited India.

During 2003-04, 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. However, the programme has now been discontinued.

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 2003-04, no nominations for SAARC fellowships and SAARC scholarships have been made and hence no visit materialised during the reporting year.

Under the programme of Commonwealth Academic Staff Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU) in the 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 2003-04, 80 teachers have been nominated. Out of 80, 31 scholars have finally been selected by the Association of Commonwealth Universities. The

Commission has also nominated 11 Indian scholars under Commonwealth Split-site Scholarships. Out of which, six have been accepted by the Commonwealth Scholarship Commission. During 2003-04, one Indian scholar, out of the two scholars recommended, participated in the Salzburg Seminar.

During 2003-04, an amount of Rs. 55.90 lakh (excluding establishment expenditure) was incurred under these programmes.

Teaching and Research in Inter-disciplinary and Emerging Areas

The programme is to support 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, national and global priorities. The financial assistance is on 100 per cent basis. It is provided for 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 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 (5 per cent of equipment cost) and also to meet over-head charges (10 per cent of the total allocation or Rs.2.00 lakh whichever is less). During 2003-04, an amount of Rs. 8.34 crore was paid to university departments for conducting these courses in inter-disciplinary and emerging areas.

Programmes for Promotion of Quality and Excellence

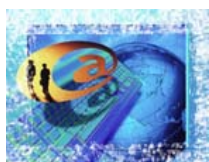
Identification of universities and Colleges with Potential for Excellence

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 PG programmes.
- ❑ To promote networking with other research centres/departments and laboratories in the country.
- ❑ To achieve excellence in education, training and research to face the challenge of globalisation.

The target for identifying universities and colleges would be 5-15 universities and 100-150 colleges during Tenth Plan period by giving weightage to factors like geographic region, urban and rural areas, backward region, women colleges and SC/ST. The eligibility criteria for universities and colleges is as follows:



In order to provide relevant and quality education with enhanced access and quality, the UGC has launched the 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.

Universities

- ❑ Accreditation by the 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 10-years-old or more.
- ❑ Accreditation by the NAAC
- ❑ Those colleges which have not been accredited by the NAAC must obtain accreditation within a year.
- ❑ Every college should work out and submit a plan of action for the Tenth Plan period, etc.

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 the Tenth Plan period.

The Commission has already identified five universities, namely Pune, Hyderabad, Madras, Jadavpur and the JNU and granted the status of universities with potential for excellence. Also, 12 more universities have been identified as centres of excellence in a particular field. In accordance with the new guidelines for Tenth Plan period, the UGC has invited proposals from universities and colleges for identification of potential universities and colleges for the status of excellence. The identification process of colleges/universities is in progress. During 2003-04, an amount of Rs. 23.00 crore was also released to universities already identified.

UGC INFONET Programme

In order to provide relevant and quality education with

enhanced access and quality, the UGC has launched the 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 the UGC, is the nodal agency for coordination and facilitation of the linkage between ERNET and universities and colleges. During the financial year 2003-04, a total grant of Rs. 13.83 crore was released to universities and colleges.

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. The Committee submitted its report wherein it recommended various operative mechanisms for promotion of Indian Higher Education. During 2003-04, an amount of Rs. 1.88 lakh was spent for the purpose.

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 Network (INFLIBNET) Centre, Ahmedabad. Access to various e-journals will formally begin 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 2003-04, an amount of Rs. 22.00 crore was made available under the programme to the INFLIBNET Centre.

National Education Testing (NET) for Teaching and Research

The University Grants Commission conducts national level tests 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 the CSIR jointly with the 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 the candidates who qualify the test for JRF. Presently, these tests are being conducted in 84 subjects at 65 centres spread across the country and six centres abroad.

The University Grants Commission also grants accreditation to various states to conduct State level eligibility tests for lecturership eligibility. The candidates who clear a SLET are eligible for lecturership all over India. So far, 18 States have been given accreditation for the purpose. For SLET examinations scheduled in or after June 2002, the qualified candidates 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.

In the UGC-NET exam held on December 21, 2003, at 65 centres across the country, including two centres abroad in Dubai and Washington, and in 79 subjects, 0.82 lakh candidates appeared. Of them, 4,634 candidates were declared eligible for lecturership and in all 399 for junior research fellowships.

During the year 2003-04, an expenditure of Rs. 3.74 crore was incurred, including establishment expenditure for conducting these national-level examinations.

Incentives for Resource Mobilisation

In order to revive our tradition to support higher education and to encourage the participation of society in the development of universities, the Commission evolved a scheme entitled "Incentives for Resource Mobilisation". The objectives of the scheme are:

- ❑ To encourage universities to mobilise resources by participation / contribution of 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.

Central Universities, deemed-to-be-universities, which are receiving Plan and non-Plan grants from UGC and inter-university centres established by the UGC, are eligible to receive grant and they will also be target groups.

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 2003-04, the UGC paid Rs. 2.18 crore as its matching share to State and Deemed Universities.

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 also to have access to multimedia material in teaching and learning 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:

First Time Assistance:

Non-recurring	Rs. 1.5 lakh
Recurring	Rs. 10,000- p.a.

Second Time Assistance:

Non-recurring	Rs. 50,000
Recurring	Rs. 10,000 p.a.

Colleges, which have already availed 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 decided to support all the eligible colleges under section 2(f) and 12(B) of the UGC Act for the establishment of UGC Network Resource Centres.

During 2003-04, a total grant of Rs. 5.89 crore has been released to all eligible colleges.

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 and technology
	Rs. 60.00 lakh for mathematics, statistics, humanities and social sciences.
DSA	Rs. 75.00 lakh in science, engineering and technology
	Rs. 50.00 lakh for mathematics, statistics, humanities and social sciences.
DRS	Rs. 50.00 lakh in science, engineering and technology
	Rs. 40.00 lakh for mathematics, statistics, humanities and social sciences.

The number of departments approved for support under this programme, as on March 31, 2004, has been 398

(CAS-55, DSA-168, DRS-175). During 2003-04, the UGC provided grants to the tune of Rs. 31.30 crore to the departments of humanities, social sciences, physical sciences, bio-sciences, engineering and technology.

Assistance for Strengthening of Infrastructure for Humanities and Social Sciences (ASIHSS)

The UGC has introduced ASIHSS Programme in the year 2003-04 to assist selected high quality humanities and social sciences departments in the universities to enable them to acquire necessary equipment and to develop infrastructure in order to attain excellence in postgraduate education and research. The financial assistance under the programme is up to Rs. 60 lakh.

During 2003-04, 32 new departments were selected for providing Assistance for Strengthening of the Infrastructure for Humanities and Social Sciences (ASIHSS). An amount of Rs. 6.55 crore has been released to the selected new departments.

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 showed and achieved high quality performance, to enable them to acquire such costly major equipment which can not be approved out of SAP grant or general development grant, so that the attainment of excellence in postgraduate education and research in the department is not handicapped due to non-availability of such equipment. The specific objectives of ASIST programme are to:

- ❑ Strengthen infrastructure for PG education and research by acquiring 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 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 100 per cent basis. The financial limit for a selected department (in sciences, engineering and technology) is Rs. 85.00 lakh and for department of mathematics and statistics, it 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 March 31, 2004. During the financial year 2003-04, four new departments have been identified for support and a total grant of Rs. 0.43 crore released for science and engineering and technology departments of universities.

Major and Minor Research Projects

The objective is to promote excellence in research in higher education by supporting research programmes of university and college teachers in all disciplines. The University Grants Commission provides financial support to permanent / regular, working/retired teachers in the universities and colleges. Research project 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. Retired teachers up to the age of 70 years can also participate under the scheme. However, he / she should preferably not be above the age of 67 years at the time of applying for the project.

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 the items like equipment, books and journals, research personnel, hiring technical services, contingency, chemicals and consumables, travel and fieldwork 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 project is normally three and two years, respectively. During 2003-04, as many as 230 major research projects and two minor research projects have been approved by the UGC Headquarter and also released an amount of Rs. 16.37 crore and the UGC Regional Offices released an amount of Rs. 8.35 crore towards minor research projects undertaken by college teachers.

Instruments Maintenance Facility (IMF) in Universities and Colleges

The objectives of the scheme are:

- ❑ To provide effective and economical services in the repair and maintenance of scientific instruments and electronic hardware.
- ❑ To satisfy the users of instruments regarding the quality of services.
- ❑ To provide facility for staff development through training and opportunities to exchange experience with other instrumentation maintenance facility centres across the country.

Universities and colleges offering postgraduate science courses under Section 2(f) and 12(B) of the UGC Act are eligible to receive financial support to establish IMF centres.

Under this scheme, the Commission provides financial assistance till the end of the Tenth Plan under the following heads:

Recurring	Rs. 3.87 lakh
Non-Recurring	Rs. 2.00 lakh

During the financial year 2003-04, an amount of Rs. 76.59 lakh was released to these centres.

Inter-University Centres

In pursuance to the amendments of the UGC Act in 1984, the UGC establishes 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.

Nuclear Science Centre was the first research centre established in 1994. The UGC is also interested in establishing Inter-University Centres of international standards. It has taken steps to establish the first such centre, namely Inter-University Centre for International Studies in the field of Humanities and Social Sciences. The main objective of the centre will be to address contemporary development issues with multi-disciplinary approach. As of today, six Inter-University Centres are functioning within the university system. During 2003-04, a total grant both under Plan and non-Plan heads of Rs. 42.75 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. These centres are also regularly financed by the UGC. Each centre has its own objectives. As of today, four centres of national facilities namely, Western Regional Instrumentation Centre, Mumbai (Maharashtra), MST Radar Centre, Tirupati (AP), Indian Institute of Advanced Studies, Shimla

(H.P.) and Crystal Growth Centre, Anna University, Chennai are functioning. During 2003-04, an amount of Rs. 1.83 crore was released to the centres of national facilities.

Research Awards

Ninety-eight teachers were selected for research awards through interface meetings held during March 23-25, 2004, at the UGC. Under this scheme, the UGC provides full salary of the awardees to the respective institutions, and research grant up to Rs. 2.50 lakh in humanities and social sciences, and Rs. 4.00 lakh in science and engineering and technology to meet expenditure on books, journals, chemicals and equipment. The tenure of the award is three years. The scheme is meant to provide opportunities to permanent teachers of the universities and colleges, with age up to 45 years, to pursue research in their areas of specialisation in order to remain in touch with the latest developments in respective areas in teaching and research.

During 2003-04, an amount of Rs. 1.77 crore was released to the research awardees, who are working in various Indian universities.

Research, Workshops, Seminars and Conferences

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 2003-04, an amount of Rs. 3.60 crore was released to various universities and colleges, and also non-university institutions.

Emeritus Fellowships

The University Grants Commission has awarded Emeritus Fellowships to 30 superannuated teachers during the year 2003-04 based on the recommendations of the Expert Committee meeting held on March 4, 2004. The Emeritus Professorship carries an honorarium

of Rs.10,000 per month and an annual contingency grant of Rs. 20,000. The professors are also entitled for the pensionary benefits from the parent institution as per rules.

The scheme is meant to provide an opportunity to highly qualified superannuated teachers up to the age of 70 years from the universities, colleges and institutions approved under Section 2(f) and 12(B) of the UGC Act, to pursue active research in their respective field of specialisation. The fellowship is awarded for a period of two years or up to the age of 70 years.

During 2003-04, Rs.0.96 crore has been released to the Emeritus Fellowships working in various Indian universities.

Research Fellowships

The UGC awards 20 Junior Research Fellowships and 7 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.

During 2003-04, the Commission has provided 20 junior research fellowships and three research associateships to foreign students and teachers.

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 per month and Rs. 9,000 for the remaining three years. The contingency for the first two years is Rs. 10,000 per annum and Rs. 20,500 for subsequent years. However, in the case of sciences, the contingency is Rs. 12,000 per annum for the first two years and Rs. 25,000 for

subsequent three years. Admissible HRA and departmental assistance of Rs. 3,000 per annum are also provided to these fellows.

During 2003-04, an expenditure of Rs. 17.23 crore was incurred towards the payment of these junior research fellowships.

Part-time Research Associateship for Women

The University Grants Commission has selected 100 candidates for the year 2003-04 under the scheme of Part-time Research Associateship for Women. The selected candidates with fresh Ph.D. degrees are paid Rs. 6,000 per month and those with five years experience after Ph.D. are paid Rs. 8,000 per month. The associateship also carries a contingency grant of Rs. 10,000 per annum for full tenure of five years and departmental assistance @ 10 per cent of the associateship.

Part-time research associateship is awarded annually to women up to 50 years of age with Ph.D. degrees and aptitude for independent research work in any field of humanities and social sciences, including languages and engineering and technology. The other qualification requirements are first class master's degree with 55 per cent at graduate level and a Ph.D. degree with good academic record.

During 2003-04, an amount of Rs. 1.17 crore was released to the existing part-time women research associates.

Engineering and Technology JRFs

The University Grants Commission has selected 50 candidates through direct interviews conducted during February 2004 for the award of junior research fellowships in the disciplines of engineering and technology. A sum of Rs. 8,000 to Rs. 10,000 per month are paid during the fellowships besides the contingency of Rs. 12,000 to Rs. 25,000 per annum.

The scheme is meant for providing an opportunity to research scholars to undertake advanced study and research in engineering and technology, and agricultural engineering, leading to Ph.D. As of date, the University



The University Grants Commission has selected 100 candidates for the year 2003-04 under the scheme of Part-time Research Associateship for Women. The selected candidates with fresh Ph.D. degrees are paid Rs. 6,000 per month and those with five years experience after Ph.D. are paid Rs. 8,000 per month. The Associateship also carries a contingency grant of Rs. 10,000 per annum for full tenure of five years and Departmental Assistance @ 10 per cent of the Associateship.

Grants Commission or the Council of Scientific and Industrial Research are not conducting National Education Testing (NET) examinations in these fields. Therefore, M.E. and M.Tech. students are given this opportunity through direct interview conducted by the Commission. There are 50 slots under this scheme per year.

Minimum qualifications are a master's degree in engineering/ technology/pharmacy, with 55 per cent marks. GATE is not a mandatory condition for getting a research fellowship to pursue Ph.D. Candidates need to hold an M.E./M.Tech. degree. The age limit is 40 years as on July 1 of the year of the award, extendable by five years for women and SC/ST candidates.

Scheme of Professors of Eminence

A new scheme-'Professors of Eminence' is being launched from 2004-2005, with the objective of recognising outstanding professors in the higher education system in the country and encourage academic excellence. The recognition will be on the basis of their proven competence in teaching, research

and educational management. Directly recruited professors with 10 years of service, having Ph.D. or equivalent, and 28 years of service as a teacher in the university or in an equivalent position, are eligible for consideration. Those who are selected under this scheme will be placed in a super time scale of pay of Rs. 22,000-24,500 and admissible allowances. No permanent position or post shall be created for the purpose of recognising Professors of Eminence in the institutions. They shall continue to perform such duties relating to teaching and research as assigned by the respective institutes. Higher scale of pay under this scheme shall be personal to the individual concerned. The incremental cost associated with the position of Professor of Eminence shall be borne by the institution where the Professor of Eminence is serving.

The professors shall be considered under the scheme from all the universities eligible to receive financial assistance from the UGC (excluding agricultural/ medical/ veterinary science universities) and fully Centrally-funded, deemed-to-be-universities and premier non-technical institutions of national importance. After screening the nominations of the eligible scholars with the help of a committee, the

universities shall send their recommendations to the UGC. The UGC shall forward the recommendations of the selection committee to the Government. Final selection would be made by a high-powered committee to be chaired by Hon'ble HRM.

A parallel scheme is also operative in premier technical institutions of national importance : IITs, IIMs, NITs, IISc (Bangalore), ISM (Dhanbad), NITIE (Mumbai), IIIT (Gwalior) and other Centrally-funded technical Deemed Universities through the All India Council of Technical Education (AICTE).

New Initiatives of the UGC

Promotion of Entrepreneurship and Knowledge-based Enterprises

Higher education institutions have to play a more proactive role in promoting entrepreneurship and enterprises. In this context, the UGC has partnered with National Science and Technology Entrepreneurship Development Board (NSTEDB) under the Department of Science and Technology (DST), Government of India, to promote entrepreneurship, technology commercialisation, technology business incubation and knowledge processing parks in the country.

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 host Assistance	@ 10,000 p.a.	Five years 10 per cent of the associateship to the institution for providing infrastructure (stores, purchase, technical and clerical assistance, repair and supply of electricity, water, gas etc.)
Escorts/readers Allowances	@ Rs. 1,000 p.m. (fixed)	For physically handicapped/blind candidates.

As a part of this initiative, the UGC shall create awareness and build capacity amongst students of entrepreneurship skills and provide forward and backward linkages through an organised institutional support for converting their aspirations to real enterprises. This would be done through a 'hub and spoke' model, wherein existing Entrepreneurship Development Cells (EDCs) and other institutions related with entrepreneurship shall be linked to a number of network institutions in universities/colleges throughout the country. Other activities under this shall be: learning material development, faculty training and development, providing space in curriculum in higher education programs, organising awareness camps, etc., with the focus on entrepreneurship. A large number of institutions would be covered through this approach.

The UGC will also facilitate the DST in setting up of more of the EDCs on an accelerated basis. A new model of EDC with a component for providing training and hands on experience to students in the area of Business Process Outsourcing (BPO) shall also be evolved in partnership with NASSCOM and supported jointly with the DST. The UGC will also help the DST in setting up of new Technology Business Incubators and Science and Technology Entrepreneurship Parks (STEPs) in higher education institutions. In view of huge business opportunities in the area of e-content development, content development industry incubators are also proposed with private partners having expertise in this field. Promoting entrepreneurship through institutions of higher learning is the only way to ease pressure on the already tight job markets and create new opportunities for the large population in this country.

Protection of Intellectual Property Rights (IPRs)

The university system plays an important role in creation of new knowledge. Earlier knowledge produced in universities used to be in the public domain. Publication in scholarly journals was the norm. Now that knowledge is the new currency of economic power. It is the source of primary competitive advantage, universities zealously guard their knowledge base. The economic returns from protected knowledge motivates new knowledge creation and therefore fuels innovation.

This is a paradigm shift in knowledge creation through universities. The trend world over is to protect new knowledge as intellectual property (IP) with private ownership. IP takes various forms such as patents, designs, trade marks copyrights, geographical indications, integrated circuits and trade secrets. Now, there is a framework for protection of rights emanating from intellectual property both globally and at the national level.

It is now important that higher education institutions protect their intellectual property properly. This being a new development, most universities do not have expertise and processes in place to enable their researchers to protect their IPRs. Therefore, there is a need for creating an awareness, putting in place an enabling policy environment, proper structures and processes and also provide financial support to enable researchers to protect their IPRs. Under this initiative, the UGC intends to set up a standing committee and establish four regional centres with full time expert staff/panel of experts to facilitate protection and management of IPRs from the university system. This initiative of the UGC shall dovetail with all existing initiative/ongoing activities of various agencies and shall have strong linkages with patent/copyright offices.

Promotion of Indian Higher Education Abroad

Promoting Indian education abroad is regarded as a strategy to promote quality of our education by the UGC, as a means of creating multi-cultural ambience on Indian campuses that promotes diversity and international goodwill. With the cost advantage in our favour, there is a distinct possibility of getting larger number of international students to India. This would require positioning of Indian higher education as a distinct brand backed by proper strategy and action plan.

This would involve four distinct steps:

- Evolving country-specific strategies with a view to create a fit between what is required in a particular country's context and what we are able to offer;
- Information dissemination and promotion to bring credible and up-to-date information to

international students and evolve a communication strategy with focus on uniqueness of Indian education;

- ❑ Simplification and harmonisation of procedures for admission and visa, etc.; and
- ❑ Managing expectations with a view to provide good experience to students already here.

Under the PIHEAD Initiative, the UGC has embarked upon a focused nationally coordinated programme to attract international students and to promote Indian institutions to offer programmes abroad. The UGC has constituted a standing committee to advise and steer the PIHEAD Initiative.

Under its PIHEAD Initiative, the UGC participated in NAFSA Conference at Baltimore, Maryland, USA in May 2004 to promote short-term India-centric programmes for students in the developing countries. The UGC also organised education fairs in East Africa (Ethiopia, Tanzania, Kenya) in June 2004 with the assistance of FICCI to attract students in regular programmes from developing countries. Not only were both events hugely successful – these also gave the UGC invaluable experience in promoting Indian education abroad. Based on this experience, several activities and events are now planned by the UGC.

Training and Development of Academic Administrators

Within the context of globalisation and developments

in technology, higher education is undergoing unprecedented changes. In addition to questions of access and equity, institutions of higher education are called upon to cut costs, improve quality and compete in an environment of cross-border educational provision. Academic administrators have to respond to these challenges and steer the course of their institutions to provide world class education and training to their students. The UGC proposes to address this issue by – creation of a structured system to impart training and development opportunities to the staff, administrators and senior functionaries in the various universities and colleges with the broad goal of attaining excellence in academic governance. For this, detailed planning is being done for launching a centrally-coordinated decentralised scheme of training of academic administrators involving a large number training institutions (including management schools), selected academic staff colleges and even private training providers on the pattern of training of civil servants handled by the Training Division of the Department of Personnel and Training (DOPT), Government of India.

Meanwhile, we have initiated several training programmes ourselves – each with specific focus area. Five-day training was conducted at the Institute of Government Accounts and Finance (IGAF), New Delhi, in August 2004 on Accounting Practices and Procedures for senior finance and accounts officials of Central/Deemed Universities. A two-day workshop for registrars, finance officers and controller of examinations of Central Universities, with focus on experience sharing is planned at Hyderabad in October this year. The UGC also plans to extend support for training/workshops for academic administrators being organised by other institutions/agencies on their own. Further, a five-day Institute for vice-chancellors of universities on ‘Managing Change – Leadership and Strategic Change in Higher Education’ in partnership with the Commonwealth of Learning (CoL) and Association of International Universities (AIU) is also planned. UGC is partnering with FICCI to organise a higher education summit: ‘Roadmap for the Future’ in December 2004. This event would give an opportunity

to leaders from the university system to interact and learn from the counterparts in other countries and from the private sector.

Comprehensive Computerisation Initiative

With a view to enhance its efficiency and bring transparency in its working, the UGC has undertaken a Comprehensive Computerisation Initiative. Under this Initiative, computing and networking infrastructure in UGC offices is being strengthened. A new and comprehensive website – www.ugc.ac.in has been launched. This content rich, aesthetically designed and interactive website would bring a new culture of working both within the UGC and in its interface with higher education institutions.

For sharing information internally, an intranet is being put in place. The UGC has taken up digitisation of all Commission agenda and minutes. The same would be available on its Intranet. Work on modernisation and automation of the UGC Library has been initiated to transform it into a knowledge resource centre on higher education. Work on creation of a National Doctoral Thesis Database has also been initiated with a view to promote quality research in the country. With a view to address the problem of malpractices – such as fake certificates- and to facilitate statistics collection and compilation, as also the planned development of manpower, a committee is exploring possibility of providing a framework of assigning unique enrolment numbers that could specifically identify students in the higher education system.

Finally, a very comprehensive Higher Education Information System Project (HISP) has been conceived. Details of this are on the UGC website: www.ugc.ac.in.

Indira Gandhi National Open University (IGNOU)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 for enhancing access and equity to higher education through distance mode and promotion, coordination and determination of standards in such systems. The major objectives of IGNOU include

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, physically challenged, people living in educationally backward regions and hilly areas etc. IGNOU provides an innovative, flexible and open system of education with 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 counseling sessions at study centres throughout the country and teleconferencing. The evaluation system followed by the university consists of continuous evaluation and term end examinations.

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 (c) School of Agriculture and (d) School of Law. It has developed a large number of programmes ranging from the purely academic to predominantly vocational, from doctoral degree to the competence certificates, and from complex professional programmes to general awareness. Many of these programmes are modular. 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. Recently, the University added 12 new programmes at graduation and PG levels. The University is offering 101 programmes consisting of 10 doctoral programmes, 14 master's degree programmes, 15 bachelor's degree programmes, three advanced diplomas, 20 advanced/PG diplomas, 11 diploma programmes, 31 certificate and awareness programmes. The total number of students registered during 2004 was 3,66,169. The cumulative enrolment of students at IGNOU is 1.3 million. The student support system network of IGNOU consists of 48 regional centres, six sub-regional centres and 1200 study centres. The teaching and non-teaching staff strength in IGNOU is 307 and 1,064, respectively.

The Distance Education Council (DEC) is responsible for promotion of the 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. The Council has extended technical and financial support for development of technological infrastructure, institutional reforms, professional development and training student support, services, computerisation and networking for improvement of quality of education. Research grants on topics of contemporary relevance, travel grants to individuals to attend international conferences and funds for organising seminar to institutions were also released. With the recent initiatives of DEC, about 40 conventional universities have established new Distance Education Institutions (DEIs). The number of dual universities in the country now is 106.

Academic programmes of IGNOU at the international level are currently offered in 30 countries. These include UAE, Sultanate of Oman, Bahrain and Doha, Mauritius, Maldives, Nepal, Kenya, Fiji, Caribbean, Samoa, Malaysia, Krgystan, and Singapore, among others. Attempts are on to establish a partnership with International Education Programme College (IEPC) in Indonesia. In collaboration with UNESCO and International Institute for Capacity Building in Africa (IICRA), distance education programmes are offered in Ethiopia, Liberia, Madagascar, Ghana. Through an agreement signed with Commonwealth of Learning (CoL), Canada, distance education 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 collaborative venture of various government agencies. It has potential to offer a bouquet of six channels. Under this, Gyan Darshan-1 is the 24-hour exclusive Educational TV channel of the country, with IGNOU as the nodal agency. This channel provides educational programmes on a variety of

subjects. Gyan Darshan-2 is being utilised as interactive channel through tele-counselling, tele-lecturing, tele-training of coordinators, counselors, special seminars with functionaries of the University and virtual convocations. Gyan Darshan-3 ‘Eklavya’ Technology Channel is exclusively devoted to technical education for the benefit of engineering students in the country. Transmission of this channel would be fully automated through a video server, which is currently under test. Vyas Channel – is a joint venture of IGNOU and UGC. This is a curriculum-based higher education channel that was inaugurated on January 26, 2004.

Gyan Vani – IGNOU is the nodal agency for the implementation of a radio cooperative of 40 FM channels dedicated to educational and development. Sixteen FM stations are operational. These stations are located at Allahabad, Bhopal, Coimbatore, Bangalore, Mumbai, Lucknow, Vishakhapatnam, Delhi, Kolkata, Chennai Varanasi, Guwahati, Jabalpur, Mysore, Rajkot and Raipur. In addition, every Sunday, radio counselling is provided for 1 hour from 186 radio stations of AIR. Toll-free conferencing facility is also available to learners in 80 cities who interact freely with the experts.

The Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) in IGNOU is a national centre for training of in-service teachers and other functionaries such as SCERT and DIET faculty, Block Resource Centre Coordinators (BRCCs), Cluster Resource Centre Coordinators (CRCCs), village educational committees, etc., involved in elementary educational programmes through distance mode under SSA. Under the DEP-SSA project, the State Resource Groups (SRGs) have been instituted to advise the State Project officers identify training needs and address them through the distance mode. The Awareness Series in Disability is a pilot project under SSA designed and developed for the parents and caregivers of children with disabilities. The pilot project was conducted in the states of Uttar Pradesh and Jharkhand through 20 NGOs working in the area of disability.

The North-East Project (NEP) undertaken by IGNOU for the educational development of the North-Eastern States and funded by Prime Minister’s non-lapsable funds had contributed significantly for the establishment

for the network of open and distance learning. All the academic programmes of IGNOU are being offered through the network to enhance access to the people in rural and remote areas of the Region. The University has now earmarked 10 per cent of its Plan funds for new initiatives and supporting on-going projects. The total enrolment has increased by 46 per cent in the first year of Tenth Plan.

Distance and open learning through the use of information and communication technologies helps in overcoming the problems of equity, access and quality in secondary and higher education in the North-Eastern Region. Indeed, activities of the Indira Gandhi National Open University (IGNOU) in the North-East not only supplement the conventional forms of education, but also add value and social purpose through various training programmes.

During the year 2004-05, 29 Learner Support Centres (LSC)s were established taking the number of such centres to 163 in the region, including 30 LSCs for Assam Rifles personnel. IGNOU's Regional Centre at Agartala recently shifted to its permanent accommodation given by the State Government. During the year 2004, the total enrolment in various academic programmes relating to the University was 20,122, thereby registering an increase of 11 per cent in enrolment from the previous year.

Various certificate, diploma, graduate and postgraduate programmes of the University were activated in study centres of the region and found to be extremely popular as per student feedback.

In addition to the academic programmes, the University through its Regional Centre at Agartala also conducted short-term entrepreneurship programmes in PC hardware maintenance, handicrafts (design, production and marketing of cane and bamboo products) and fruit processing in the state of Tripura.

As part of its commitment towards development and welfare in NER, the University through its Special Study Centre in Central Jail, Shillong, is also imparting short-term vocational training programmes to women inmates.

As a part of the North-Eastern educational development activity, the Computer Literacy Programme was launched on November 1, 2002, in the North-Eastern States as a collaborative initiative with Ministry of Communications and Information Technology through the Community Information Centres established by the Ministry in the North-East. This scheme is being integrated and reinforced through the intervention of the University. Nearly 203 Community Information Centres were utilised during the year leading to 2,412 students benefiting from the programme in 2004-05.

In order to improve the outreach of Distance Learning Programmes, the University is strengthening the infrastructure of FM channels (Gyan Vani) in the North-East. FM radio stations and ground facilities at Guwahati and Shillong are under construction and are expected to be operational soon.

The University associated itself with the training of teachers belonging to the North-East States as part of its efforts to contribute to the skill upgradation of teachers through the distance mode. In this regard, the University has developed the certificate in primary education and certificate in elementary teacher education programmes, which are being offered exclusively for the North-East.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research (ICPR) was set up 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, organises 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, the Council offers senior fellowships, general fellowships, junior research fellowships, short-duration projects and residential fellowships. In all, 63 fellowships have been sanctioned during the period under report. In addition, 50 fellowships awarded to national fellows, senior fellows, general fellows, junior research fellows, short-term fellows, residential fellows and fellows for preparing learning material by the Council in previous year were continued either for part of the year or throughout the year.

Under its Publication Programme, the Council published following books and issues of the JICPR.

Books

- ❑ Debates and Discussion edited by Daya Krishna
- ❑ Prakaranapancika by K.T. Pandurangi
- ❑ Mystery and Excellence of Human Body edited by Kireet Joshi
- ❑ Heteroclitic and Heretical Fragments by A.P. Rao

Journals

- ❑ JICPR Vol. XXI No. 1
- ❑ JICPR Vol. XXI No. 2
- ❑ JICPR Vol. XXI No. 3

Projects

The Council has undertaken the following important projects:

- a) Philosophy of Value-Oriented Education
- b) Comprehensive History of Indian Philosophy (in 15 volumes)
- c) Translation of Classical Sanskrit Texts
- d) Monographs on themes of Indian Philosophy.

Under the scheme for organising seminars/ conferences,

etc., the Council extended financial support to about 37 seminars/ workshops. The Council organised an Indo-Japan seminar on “Buddhist Philosophy with Special Reference to the Thoughts and Works of Professor Hajime Nakamura” at ICSSR, New Delhi.

Under the Annual National Lecture Programme of the Council, four scholars, namely Professor Richard Sorobji, Professor Geo-lyong Lee (Overseas) and Professor S.K. Ookerjee, Professor Kalyan K. Bagchi (Indian) were invited to deliver lectures at selected universities in the country for the year 2004-05.

Project of the History of Indian Science, Philosophy and Culture

The Project of History of Indian Science, Philosophy and Culture (PHISPC) was launched in the year 1990-1991 under the aegis of Indian Council of Philosophical Research (ICPR) with the basic aim to undertake a comprehensive and interdisciplinary study of the scientific, philosophical and cultural heritage of Indian civilisation as it developed in the past and as it interacts in our own times with the modernity, which is crystallising in our midst and to publish 50 volumes and monographs. Later on, in the year 1996-97, this project was made independent of ICPR and started receiving funds directly from Ministry of Human Resource Development. At this stage, the scope of the project was enlarged with a revised objective of providing a greater autonomy for the completion of the project in time.

PHISPC had set a target of organising 19 seminars in the year 2004-2005 on its proposed volumes. Out of this, 13 seminars have already been organised till the preparation of this report.

Against the target to publish seven volumes till March 31, 2005, the following four volumes have already been published during the year under report:

- ❑ Volume IV Part 3 Indian Perspectives on the Physical World edited B.V. Subbarayappa
- ❑ Volume XI Part 3 Consciousness, Indian Psychology and Yoga edited by Kireet Joshi and Matthijs Cornelissen

- ❑ Volume XII Part 3 Vedic Vision of Consciousness and Reality by S.P. Singh
- ❑ Volume III Part six India and China: Twenty Centuries of Civilisational Interaction and Vibrations edited by Tan Chung and Geng Yinze.
- ❑ Three more volumes are expected to be brought out by March 2005.

The Director General of Audit, Central Revenues, in its report for the year 2002-2003, has objected to the expenditure incurred by PHISPC on payment of 15 per cent overhead charges to Centre for Studies in Civilisation (CSC) without the approval of the Government. The Government took a serious view of it and asked PHISPC to recover the unauthorised payment, as reported in the audit report, from the grants released by PHISPC in instalments.

Deemed Universities

Section 3 of the University Grants Commission (UGC) Act empowers the Government of India to declare an institution of higher education as a deemed-to-be-university on the advice of the UGC. At present, there are 92 Deemed Universities, which offer education and research facilities in various disciplines such as medical education, physical education, fisheries education, languages, social sciences, population sciences, dairy research, forest research, armament technology, yoga, music and information technology, etc. During the year under report (from April 1, 2004), following seven institutions have been granted the status of deemed-to-be-university:

- ❑ Kalinga Institute of Industrial Technology, Bhubaneswar
- ❑ Mody Institute of Technology and Science, Lakshmanagarh, Rajasthan
- ❑ Meenakshi Academy of Higher Education and Research, Chennai
- ❑ Karunya Institute of Science and Technology, Coimbatore
- ❑ Indian Law Institute, New Delhi
- ❑ Jaypee Institute of Information Technology, NOIDA

- ❑ Ramakrishna Mission Vivekananda Educational and Research Institute, Belur Math, Hawrah

Association Of Indian universities

The Association of Indian Universities (AIU) is a registered society under the Societies Registration Act, 1860, with membership of Indian universities. It provides 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 (including "Universities Handbook"), research papers and a weekly journal titled "University News". Membership of the Association is 279 (including two Associate Members viz. Kathmandu University, Kathmandu, and Mauritius University, Mauritius).

The Association is substantially financed from the annual subscription by member universities. The Government of India, Ministry of Human Resource Development sanctions grants for meeting a part of the maintenance and development expenditure, including research studies, workshops, training programmes for university administrators, orientation programme for newly-appointed vice chancellors/ directors, question banks and database. The inter-university sports events and inter-university youth festivals are being organised at zonal and national level with the financial grant received from the Ministry of Youth Affairs and Sports, Government of India. The Association has taken initiative to create an interface of university youth activities with the non-university youth.

The Evaluation Division of the AIU continued its work related to the grant of equivalence to degrees obtained from institutions of higher learning of foreign countries and India. A total of 355 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 Government agencies.

Scheme of Assistance to the Institutions of Higher Learning of All India Importance

There is a Centrally-sponsored plan 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 a visiting committee constituted by the Government of India.

Some voluntary organisations and educational institutions which were given assistance by the Central Government during the year under report are:

- ❑ Sri Aurobindo International Institute of Educational Research (SAIIER), Auroville, Tamil Nadu;
- ❑ Sri Aurobindo International Centre of Education, Pondicherry;
- ❑ Mitraniketan, Kerala;
- ❑ The Mother's Institute of Research, New Delhi.

Dr. Zakir Hussain Memorial College Trust

Dr. Zakir Husain Memorial College Trust, Delhi, was established in 1973 to manage and maintain Zakir Husain 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 share of Trust towards expenditure on maintenance of Zakir Husain College. The Government of India also provides financial assistance to the Trust for meeting its administrative expenditure. A meeting of Dr. Zakir Husain Memorial College Trust was held on August 12, 2004, under the chairmanship of Hon'ble Minister of Human Resource Development wherein it had *inter alia* approved a panel of 18 persons for appointment of nominees on the governing body of the college.

Indian Institute of Advanced Study, Shimla

The Indian Institute of Advanced Study, Shimla, was set up in 1965, with the objective to promote free and creative thoughts into the fundamental areas of life. It is a residential centre for research and encourages creative thinking 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 Institute is implementing a project on study of Indian civilisation with the following objectives:-

- (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 Civilisation.

This project was sanctioned to IAS by the Ministry of Human Resource Development in the year 2001 for a period of four years. The Ministry of Human Resource Development also received certain information and views of scholars on the progress and objectives of the project. Considering this, the Government of India appointed a one-man Review Committee of Shri D. Bandyopadhyay, Executive Chairperson, Council for

Social Development, and former Secretary to Government of India to review the work of IAS, to hold enquiry into the affairs thereof and to report thereon. The Terms of Reference of the Review Committee are as follows:

- (i) review the administrative and financial functioning of the Institute in relation to aims and objectives as laid down in its MOA and rules and bye-laws
- (ii) probe into sanctioning of fellowships during the last three years and in particular, the sudden and unusual increase in the number of fellowships sanctioned
- (iii) probe into seminars organised/subsidised by the Institute during the last three years
- (iv) probe into complaints/issues which are pending or could be retrieved or referred by the Ministry about the functioning of the Institute
- (v) consult eminent academicians on any matter under review, if need be; and
- (vi) make such recommendations and suggest remedial measures as are necessary to improve the functioning of the Institute and ensure its autonomy.

The Review Committee has submitted its interim report in December, 2004, on the Project on Study of Indian Civilisation along with its recommendations. The Committee also reported the instance of non-cooperation by officials of IAS in conduct of the review/enquiry. The Ministry of Human Resource Development has forwarded the Interim Report and communicated its acceptance of the Committee's recommendations to IAS for necessary action. During the year, the Government reconstituted the society of the IAS, Shimla and its Governing Board.

The IAS 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.

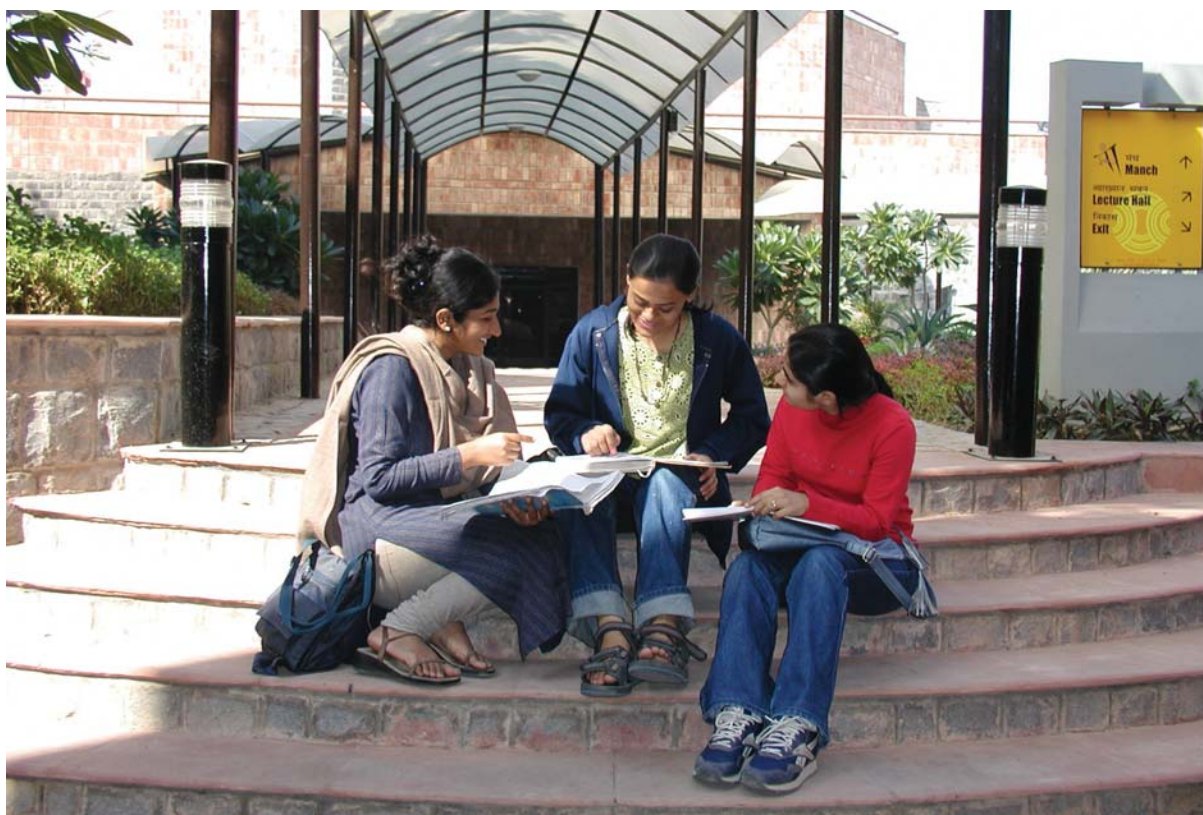
The Institute organised the following national seminars during the year:

1. Akhila Bhartiya Vedic Sammelan from April 3-4, 2004, at Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi;
2. A National Seminar on "Tribal Culture and Sustainable Development" from April 7-8, 2004 at Bhopal;
3. Colloquium on "Women in Media and India Culture" on May 6, 2004 at IAS, Shimla;
4. An International Conference on Vitality of India from June 23-27 at IAS, Shimla;
5. A Symposium on "Varna Vyavastha and its Contemporary Relevance: with special reference to Philosophical Thought of Dr. B.R. Ambedkar" on September 15, 2004 at Shimla.
6. National Seminar on "Sri Aurobindo Vision of future Humanity" from September 18-19, 2004, at Chandigarh;
7. National Seminar on "India and Asia: Glimpses of Aesthetic Discourse" from October 25-27, 2004 at IAS, Shimla;
8. A National Seminar on "India in the Twenty-First Century and the Ideal of Peace: with special reference to Gandhi, Nehru and Marx" from October 27-29, 2004, at IAS, Shimla.

Three national fellow and seven other fellows joined the Institute during the year.

Under the auspices of the University Grants Commission, the Inter-University Centre for Humanities and Social Sciences located in the Institute was visited by university and college teachers from all over the country to spend between one and 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.

During the year under report, 16 publications were brought out by IAS and 19 publications are in the pipeline.



The Institute's library has acquired 4260 books so far during the current year and has subscribed to about 449 periodicals. The Institute has proposed to acquire around 2,400 books by the end of the financial year 2004-2005.

Hon'ble Supreme Court vide its order dated July 5, 2004, has clarified its earlier order dated March 27, 1997, on the issue of vacation of Rashtrapati Niwas by IAS, Shimla. This enabled the Institute to continue in its present building, i.e. Rashtrapati Niwas.

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 Ministry of Human Resource Development, in addition to proposals received from

American Institute of Indian Studies (AIIS), United States Educational Foundation in India (USEFI) and Shastri Indo-Canadian Institute (SICI) for research.

During the year 2004-2005, 615 research projects have so far been received. Of them, the Government of India has already approved 430. Most of the remaining proposals are under various stages of consideration. In addition, 43 proposals for holding international seminars / symposia / conferences and 18 proposals of foreign scholars for engagements as visiting lecturers in Indian universities have been approved so far.

American Institute of Indian Studies

American Institute of Indian Studies (AIIS), a consortium of 60 major American universities and colleges, was set up in 1962 to promote the study of Indian civilisation and culture in the United States. The Institute promotes such studies through award of fellowships, teaching Indian languages to students studying in American universities, establishing research

and archival facilities in art, music, history, archeology and supporting group projects involving cooperative research by Indian and American scholars.

During the year 2004-2005, AIIS submitted 88 projects for research. The Institute also awarded 66 fellowships under its language programme. Tibetan and Pali languages were introduced in the AIIS Language Programme from 2004. Sixty-six students participated in the Language Programme of AIIS.

A few students from the School of Oriental and African Studies (SOAS) in London University and University of Cambridge and the Institute of Oriental Studies, Moscow, also participated in the AIIS Language Programme.

The Institute organised a workshop on 'Study Abroad Programmes in India and the role of Indian Universities'. The participants included GOI representatives, vice-chancellors, registrars and administrators from 11 universities. The Institute also organised AIIS Language Teachers' Workshop in December 2004 in which its Language Programme Teachers participated.

The Centre for Art and Archaeology of AIIS designed a series of mobile photo-exhibitions to generate interest in the visual traditions of South Asia. The visual exhibits, mounted on a portable modular structure, traveled across several educational institutions.

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 2004-2005, 24 visiting lecturers and 78 research scholars/students were given Fulbright grants, ranging from 3 months to a year.

The Foundation also administers on behalf of the US Department of Education, 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 of America.

Babasaheb Bhimrao Ambedkar University, Lucknow

The Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, was established in 1996 as a Central University (by an Act of Parliament) with the objects of promoting advanced knowledge by instructional and research facilities in science, key and frontier areas of technology and other allied disciplines such as agricultural technology and rural crafts relevant for the development of the socially and economically depressed sections of the people and to promote the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his lifetime, i.e. national integration, social justice, democratic way of life and to promote inter-disciplinary studies and research while paying special attention to the promotion of educational and economic interests and welfare of the people in general and SC/ST people in particular.

Academic programmes of BBAU have employment potential and are particularly relevant for weaker sections of the society. At present, BBAU has established five schools comprising eight departments viz., (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. Besides these, opening of two new departments, i.e. Department of Bio-technology and Department of Law is under process. These schools offer postgraduate



courses, including Ph.D. programmes, and have an intake capacity of 20 students each. The total enrolment of students was 255, including 35 Ph.D. scholars, during the year 2004-05 out of which 95 (i.e. 37.25 per cent) belong to the SC/ST category. The teaching is conducted by 13 regular teachers alongwith sufficient number of guest faculties. Recruitment process of 31 teachers is under finalisation. Non-teaching staff strength is 69. The University has since built-up necessary physical infrastructure and is endeavouring to develop itself into a centre of academic excellence contributing to the growth of higher education relevant to the development of society.

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 eight schools, 24 departments and nine centres, and it offers certificate course in one discipline, postgraduate programme in 26 disciplines, M.Tech. in one discipline, M. Phil programme in 23 disciplines, Ph.D. programme in 26 disciplines and PG

diploma programme in six disciplines. The University has 41 affiliated institutions of which 27 are located in Pondicherry, five in Karaikal, two in Mahe, two in Yanam and five in Andaman and Nicobar Islands. The total students strength in these institutions is 21,034. The students enrolment in the University is 1,538, out of which 312 students belong to SC/ST and women students are 536. The University has a faculty strength of 136 teachers and 523 non-teaching staff. Thirty-five research scholars have registered for the Ph.D. programme and 68 sponsored research projects of topical relevance are in progress. The University has also decided to institute the Best Teacher Award for University Teachers.

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 the exchange scheme 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. Due reservation for SC/ST and P.H. candidates were given in admission as per Government of India policy.

North Eastern Hill University

The North Eastern Hill University (NEHU) was set up as a Central University, with objectives to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit, to pay special attention to the improvement of the social and economic conditions and welfare of the people of the hill areas of the North-Eastern region and in particular, their intellectual, academic and cultural advancement. The present jurisdiction of the university covers the State of Meghalaya only, with campuses at Shillong and Tura.

NEHU is a post graduate teaching university. It has 24 departments and four centres of studies under six 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 2004-2005, the total number of students enrolled for postgraduate courses was 1,530 of which 878 were female. Besides, the number of research scholars enrolled was 500. The enrolment of students at the undergraduate level was 19,700 out of which 10,300 were males and 9,400 were females. The total number of sanctioned teaching staff is 345.

During the year under report, the faculty members of the University received various national/ international awards. Besides, the University also organised various seminars/ workshops which include the national seminars --“National Symposium on Environment”, 25th Session of North East India History Association, 1st Indian Anthropological Congress under the theme “Anthropology in the 21st Century”, etc. The University has also been sanctioned several new science/ technical based departments. It has also initiated steps for setting up of a faculty of engineering.

The 14th convocation of the University was held on November 6, 2004. An amount of Rs. 26.75 crore was sanctioned to NEHU under the Non-Lapsable Pool of Central Resources for infrastructural development of

the Shillong Campus against which an amount of Rs. 22.44 crore has already been released by UGC and there has been considerable progress in most of these projects.

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 study viz., the School of Mathematics and Computer/ Information Sciences, School of Physics, School of Chemistry, School of Life Sciences, School of Humanities, School of Social Sciences, S.N.School of Arts, Fine Arts and Communication and the School of Management Studies.

The enrolment of students in different courses of the University during the year was 2,477. There were 780 women students (31 per cent) on the rolls of the University. During the year, 281 candidates qualified for the award of research degrees, which include 72 for the Ph.D. 130 for M.Phil and 79 for M.Tech. Besides, 519 candidates qualified for the award of postgraduate degrees in various subjects. Also, 212 students received UGC and CSIR fellowships. Besides, the Centre for Distance Education of the University offers about 14 postgraduate diploma courses, enrolling 3,148 students, in various emerging areas such as environmental education and management, library automation and networking, business ethics and cyber laws and legal information systems, environmental economics, communicative english and mass communication, and translation studies in Urdu.

During the year under report, the University had a faculty strength of 229 consisting of 92 professors, 75 readers and 62 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. A number of official delegations and teachers visited from abroad the

University under research programmes. The faculty brought out over 500 research publications, including books and various journals of national and international repute, and many of them were selected for national and international honours. Faculty members also obtained research project with an outlay of Rs. 34.05 crore from UGC, CSIR, ICMR, DAE, DBT, etc. Also, 34 consultancy projects worth Rs. 1.25 crore have been undertaken from various public and private enterprises.

Nagaland University

The Nagaland University was established by the Nagaland University Act, 1989, on September 6, 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 1,300 students and 150 Ph.D scholars. The University has at present 46 affiliated colleges with over 16,000 students at the undergraduate level. The University has also been graded by the National Assessment and Accreditation Council.

Socially relevant research work have been undertaken and quality publications by faculty members are indicators of excellence of the University. The University, in collaboration with the Government and other organisations, has organised various workshops, seminars and training programmes, which include, *inter-alia*, seminars on total quality, institutional barriers in development, national seminar on horticulture, etc. Some departments have also undertaken inter-institutional collaboration. Under the Tenth Plan, the University Grants Commission has approved two new Departments, viz. Information Technology and Mass Communication, besides Centre of Bio-diversity and Tribal Studies. The University Grants Commission has selected the Department of Botany for the Special Assistance Programme. Nearly 42 research projects have been undertaken by the University during the year, with funding from DST, ICAR, ISRO, DBT, NEC, ICHR, ICSSR, and CSIR.

During the year, the ERNET networking has been completed in Lumami Headquarters. Besides, internet

connectivity has been provided to the students. The automation of examination has also been completed. The University has undertaken construction activities such as Officers quarters, PG Men's Hostel, etc., under the Non-lapsable Pool of Central Resources and also at Medziphema Campus of the University.

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 were of special and direct relevance to the region in emerging areas of science and technology.

During the year under report, the University has established a new department of environmental sciences. This department conducts M.Sc and PhD programmes. The University has presently 13 departments and two Centres under four Schools of Studies. The Department of Electronics has started a new M.Tech programme in Bio-electronics during the year.

The present strength of faculty members of the University is 90 and that of non-teaching staff is 164. There are six SC and five ST members in teaching staff whereas there are 32 SC and nine ST members in non-teaching staff. The enrolment of students was 573, which included 369 male and 204 female students and 71 SC and 55 ST students. During the year, major work was undertaken by the University for developing the infrastructural facilities and the University library was strengthened with the addition of books and journals. The construction work relating to the Central Water Supply Scheme with the distribution network in the 4.80 km area, first floors of Two academic buildings, two hostel buildings, one each for men and women, 38 units of residential quarters, health centre complex and electrification of the campus have since been completed.

The University received maintenance grant of Rs. 348.25 lakh from UGC. During the Tenth Plan, the University has so far received plan grants of Rs. 1,132.50 lakh. Besides, the University also received financial assistance under the Non-lapsable Pool of Central Resources.

Mahatma Gandhi Antarrashtriya Hindi Viswavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act, 1996, seeking to establish a University at Wardha was passed by 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.

During the year, the University is conducting courses leading to PhD, M.Phil, M.A., diplomas and certificates. Presently, there are three teachers and 69 nine non-teaching staff working on an ad hoc basis in the University. The University has initiated steps for filling up of 18 teaching posts recently sanctioned by the UGC. It is also creating functional relationship with different regions, language groups and institutions across the country and has documented some of the rare and extinct literary materials in Hindi for future use. Some useful books, profiles and anthologies have also been published which include three innovative library magazines conceived to publish every quarter viz. Bahuvachan, Hindi and Pustan Varta, etc. Besides,

some journals have been reviewed and redesigned by the University during the year.

A number of seminars/ workshops have been organised by the University. These, **inter-alia**, include seminar on “Experiments in Development of Translation”, “Comparative Education and Teaching of Hindi Literature” Seminar on the occasion of the 125th birth anniversary of Munshi Premchand, etc.

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. During the year the University is offering master’s level programmes in urdu, english, mass communication and journalism, and business administration. The two-year Bachelor of Education (B.Ed) in distance mode as a joint degree of IGNOU and Urdu University and one-year B.Ed programme on Campus have also been started during the year.

The number of students admitted during the year was 16,656 out of which 16,341 are in the distance mode and 315 are on campus. The University now has a full-time teaching faculty of 29 Members and 51 non-teaching staff. During the year, the University library had 11,010 books, 54 journals, 75 bound volumes, 18 magazines and was subscribing to newspapers in different languages. The University library is a member of the INFLIBNET Consortium and is a recipient of the UGC info net facility. During the year, the University also decided to establish an education college, urdu museum, multimedia centre, women centre and new regional centres.

Assam University

Assam University was established on January 21, 1994, in Silchar. It is a teaching cum affiliating university and having its jurisdiction over the district of Cachar, Karimganj, Hailakandi, Karbi Anglong and North Cachar Hills in the State of Assam. The University has granted affiliation/ permission to over 50 colleges in five districts.

During the year, 1,446 students were enrolled in various programmes and courses in the Assam University. These include postgraduate and five-year integrated courses leading to PG course, M.Phil and PhD scholars. The number of male and female students was 960 and 486, respectively. The total number of faculty at the University is 135 and non-teaching staff 219.

The University has total collection of 60,562 books in its library, which also subscribes to 317 periodicals, 21 daily newspapers, 60 news magazines and 63 foreign journals. A number of national/ regional seminars were organised by the University during the period under report. Faculty members also took part in other educational institutions as resource persons and participants in seminars and symposiums organised by them. Research activities undertaken by the faculty are on the rise and many research projects of the University are funded by DST/ ISRO/ Ministry of Defence, etc.

Various constructions at the University have since been completed and these include the Vice-Chancellor's bungalow, electrical sub-station building, etc. In addition, infrastructure development under NLCPR was taken up and a large number of work, including external electrification, construction of pump house, laying of waters supply distribution line, construction of link road including retaining walls and culverts along the road have been completed. Similarly, construction of guest house building and administrative building Phase I have been completed and made operational.

Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU), New Delhi, came into existence in 1989. The University has nine

schools consisting of 27 centres of studies. In addition, it has another four independent centres of studies. The strength of its teaching and non-teaching staff is 420 and 1,297, respectively. The total enrolment in the University was 4,890 students with adequate representation of SCs, STs, other backward classes and physically challenged students. The University has extended its network for conducting entrance examination over 60 centres and two overseas Centres at Colombo and Kathmandu.

The faculty of the University published 70 books, contributed 186 chapters to books and published 477 research papers/ 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. The JNU Academic Staff College has since shifted in its own building. The college also conducted nine refresher courses and three orientation programmes during the year.

The Library has acquired 6,320 new volumes during the year under report and the total collection of books and periodicals now stands at 51,31,986. A new book bank for poor students has also been established in JNU library. An MoU between JNU and Yale University, USA, was signed during the year and under this programme there will be exchange of students at M.Phil and Ph.D. level. The University has initiated construction of several new building projects under the Tenth Plan allocations during the year which, *inter-alia*, include construction and expansion of academic buildings, archive centre, animal house and a shopping centre.



The JNU Library has acquired 6,320 new volumes during the year under report and the total collection of books and periodicals now stands at 51,31,986. A new book bank for poor students has also been established in the library.



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. 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.

Three new courses, namely, (i) two-year degree course, "Master of Museum Studies", (ii) three-year diploma course in "Mech-Refrigeration and Air-conditioning and Interior Design" and (iii) three-semester diploma course, "Advance Diploma in Multimedia System Management and Applications", have been introduced during the period under report.

The University has on its rolls a total of 19,703 students (excluding its secondary schools' strength) drawn from 25 states. There were 204 foreign students belonging to 16 countries. The University is open to all, irrespective of caste, creed and sex. The total strength of the teaching staff of AMU is 1,232 and that of non-teaching staff is 5,501. During the period under report, 9,516 books have been added to the Central and Departmental Libraries of the University, thereby raising the total collection of books to 10,37,324. Certain colleges maintain separate libraries.

To sum up the significant contributions of the faculty members during the period under report, 70 national/international conferences/ seminars, etc., have been organised; 147 research projects have been undertaken; 527 teachers have participated in various conferences/seminars organised in India and abroad. 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 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 six faculties. It also maintains 15 Centres and six schools. The University has on its rolls a total of 14,000 students, including 97 foreign students from 38 countries. The total strength of the teaching staff of JMI is 612 (including 120 for School Sector) and that of the non-teaching staff is 997.

The new initiatives taken in the areas of academics include setting up of five new Centres, namely, (i) Centre for Jawaharlal Nehru Studies, (ii) Centre for West Asian Studies, (iii) Centre for Dalit and Minorities Studies, (iv) Centre for Spanish and Latin American Studies and (v) Centre for Comparative Religion. Besides, four new courses, namely, M.Sc. in Bio-Informatics, PG Diploma in NGOs Management and two Certificate Courses in (i) Peace Studies and Conflict

Resolution and (ii) Uzbek Language have been introduced during the period under report. The University is offering a total of 121 courses at the undergraduate and postgraduate levels, in addition to Ph.D Programmes.

During the period under report, the Academic Staff College of the University has organised five orientation courses and 10 refresher courses for a total of 589 teachers from all over India. 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, 120 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.



The University held a Special Convocation on December 21, 2004, to confer an honorary degree on Dato' Seri Abdullah Ahmed Badawi, Hon'ble Prime Minister of Malaysia.

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 12 institutes – eight at Santiniketan, three at Sriniketan and one at Kolkata.. The University has on its rolls a total of 6,227 students, including its school strength. The total strength of teaching and non-teaching staff is 550 and 1,400, respectively. Apart from the Central Library, the University has 12 Sectional Libraries.

The University is in the process of preparing a perspective plan to implement Tagore's vision of education, keeping in view the recommendations in this behalf made by the Seshan Committee constituted by the UGC to suggest measures aimed at rejuvenating Visva Bharati as also by the President of India during his visit to the University, in his capacity as its Visitor, on October 1, 2004.

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 three institutes, 14 faculties, 123 departments, four inter-disciplinary schools, one college, four affiliated colleges and three schools. There are also seven Centres for Advance Studies (CAS), 16 Fund for Improvement of Science and Technology Infrastructure (FIST) Programmes and seven Special Assistance Programmes (SAP) in various departments of the University.

Presently, the University is offering 29 undergraduate,



The Jamia Millia Islamia University has on its rolls a total of 14,000 students, including 97 foreign students from 38 countries. The total strength of the teaching staff of JMI is 612 (including 120 for school sector) and that of the non-teaching staff is 997.

148 postgraduate, 30 diploma and nine certificate courses. The total number of students on rolls of the University is 14,668 and the teaching and non-teaching staff during the year was 1,045 and 5,368, respectively.

Annual convocations of the Institute of Technology and the Faculties of Commerce and Management Studies, Science and Law were organised during the period under report.

University of Delhi

The University of Delhi, one of the premier institutions of higher learning in the country, 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, 85 departments and 78 colleges.

During the year under report, the total number of students enrolled in the University was 3,19,816 of which 1,31,013 were regular students and the remaining enrolled in the School of Open Learning, the Non-Collegiate Women's 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 4,361.

The University has faculty strength of 650, consisting of 255 professors, 236 readers, 128 lecturers and 31 research associates. The total non-teaching staff strength of the University is 2,742. Several prestigious awards and distinctions were conferred on the faculty members in different disciplines during the year under report. These included Vice-Presidency of the International Association of universities in Paris, Fellowship of Balliol College, Oxford, Nehru Fellowship and the Fellowships of National Science Academies.

During the year under report, all undergraduate programmes were restructured and the course contents of most of the undergraduate and postgraduate courses were revised; the infrastructure for teaching and learning was strengthened; and new interdisciplinary courses were introduced. The campus-wide computer networking of the University was extended to cover about 20 colleges and the restoration/renovation of old

and heritage buildings like the Vice-Regal Lodge, the Arts Faculty and the Shankar Lal Hall was completed. Besides, an international guest house, a convention centre and a students' centre were built during the year and construction of three new academic complexes was underway.

Mizoram University

The Mizoram University, with its headquarters at Aizawl, was established as a teaching and affiliating university with effect from the July 2, 2001.

The academic activities of the University are presently carried out through its 16 teaching departments and one constituent college. 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 124 and 234 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.

National Council of Rural Institutes (NCRI), Hyderabad

The National Council of Rural Institutes (NCRI) is established in pursuance of New Education Policy, 1986, and Programme of Action (POA), 1992, with the major objective of promoting rural higher education based on the lines of Mahatma Gandhiji's revolutionary concept of 'Nai Talim', where practice is imbibed and made a part of the teaching process. Education, research, training, extension and information technology are within the basic objectives of rural education, which have been identified by NCRI in its MoA and Rules. NCRI is striving to promote rural higher education by focusing on five prime areas of rural development, namely, (i) Health, (ii) Rural Water Supply, (iii) Communication and IT, (iv) Non-Conventional Energy, (v) Post-Harvest and Seed Technology. These are in service sector which have the highest employment opportunity and potential which will further advance rural livelihoods and their economic well-being. The objectives are to be achieved by NCRI through networking and coordinating with policy making bodies like UGC, AICTE on one side and the R&D laboratories of CSIR, ICAR, etc., on the other side.

During the year, the Government has approved the creation of a full time post of chairperson for the NCRI. The Council has been advised to draw up an action plan for strengthening the three 'Vidyapeethas' established by Mahatma Gandhi at Banaras, Ahmedabad and Pune, in addition to other programmes.

Projects Sanctioned at a Glance

A total of 27 projects have been sanctioned so far by the Council, with varying project durations of 3 to 5 years, covering an amount of Rs. 1,018.69 Lakhs. The total amount released on the sanctioned projects (to end of March 31, 2004) is Rs. 440.89 lakh, leaving a balance of Rs. 577.80 Lakh yet to be released in the coming financial years. The projects sanctioned would cover the States like Andhra Pradesh, Tamil Nadu, Karnataka, Gujarat, West Bengal, Maharashtra, Himachal Pradesh, U.P, Rajasthan, Assam, Madhya Pradesh and New Delhi.

In addition to these projects, seven workshops were also supported for an amount of Rs.18.34 Lakhs on topics related to the development of rural skills, education, training and research towards sustainable development, gram swaraj and nai talim.

Highlights

Nine projects have been completed and the project reports have also been received from the respective organisations.

Grants to the extent of Rs.73.62 lakh have been released to various programmes which included (1) Magan Sangrahalaya, Wardha for "a project for collective effort to enrich artisan through education" (2) Concerned for Working Children, Bangalore "for the project CWC appropriate education programme" (3) Gandhiniketan Ashram, T. Kallupatti, Madurai Dist, Tamil Nadu "for taking up project for non-formal application of Nai Talim at Community School Level" (4) Indian Institute of Education, Pune "for setting up of rural institutes for basic education and Nai Talim" (5) Vidyabhavan Society, Udaipur, Rajasthan "for developing and consolidating and action research centre for extending the meaning of school education" (6) Govind Ballabh Pant Social Science Institute, Jhushi, U.P. "for starting a P.G. course in Rural Development and Management" (7) Gandhi Seva Sangh, Wardha "for the project to preserve and publish basic historical material on Nai Talim" (8) Gandhi Peace Foundation, New Delhi "for compiling a dictionary of Nai Talim institutions in the country" and (9) Deen Dayal Research Institute, New Delhi "for establishment of resource centre for running of Samaj Swasthya Shilpi Scheme.

The Council has undertaken a review of the existing procedures and the guidelines for release of grants and also a comprehensive review of all the ongoing projects which are funded by the Council.

In the emerging concept of PURA (Providing Urban Amenities in Rural Areas) envisioned by the Hon'ble President of India, Dr.A.P.J. Abdul Kalam, action has also been initiated for NCRI to play an active role in providing 'knowledge connectivity'. As a part of this, a feeder workshop on 'knowledge connectivity' for PURA

was organised through National Institute of Educational Planning and Administration (NIEPA) to provide a clear vision for implementation of 'knowledge connectivity'.

NCRI has further launched its own website covering extensive information on different functional aspects of the Council, such as its objectives, projects sanctioned, grants released, project reports, etc., so as to make the requisite information available to needy organisations.

Auditing of accounts of the Council by C and AG for the year 2002-2003 has been completed and made up to date. Utilisation Certificates, Annual Reports, C and AG statement of accounts, C & AG audit certificates have been submitted to the Government for placing before the Houses of Parliament.

During the year, the Committee on papers laid on table of Lok Sabha visited Hyderabad and held informal discussions with the Council.

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 scholars working for their research pursuits in history and to encourage the writing of history with scientific approach.

ICHR is implementing 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 in order to fulfil its mandate.

In the year under report, ICHR has awarded 355 junior research fellowships; 47 general/ post doctoral fellowships; 19 senior research fellowships; 26 research projects; 186 travel-cum-contingent grants; 52 foreign travel grants; 78 publication subsidies and 157

professional organisations were in receipt of financial assistance.

The Comptroller and Auditor General of India (C&AG), in its report for the year 2002-2003 has observed that the 41 fellows who had been paid grants totalling Rs. 21.77 lakh by the Council between 1995-96 and 2000-01 had neither submitted their manuscripts nor refunded the amount of grant received by them. The Government of India took a serious view on to it and appointed the one-man Committee of Shri D. Bandyopadhyay, Executive Chairperson, Council for Social Development, and former Secretary to the Government of India to review the work of ICHR, to hold enquiry into the affairs thereof and to report thereon. One of the Terms of Reference of the one-man Committee was "probe into non-publication / stoppage of volumes of 'Towards the Freedom' Project". The Council failed to implement this project satisfactorily and adhere to the stipulated time limit. With the efforts and initiations of Ministry of Human Resource Development, three projects namely "Towards Freedom Project (1937-47)"; Dictionary of Social, Economic and Administrative Terms in Indian / Asian inscriptions" and the "Documents on Economic History of British Rule in India 1858-1947" have been revived by the Council.

Three double issues of the Journal – The Indian Historical Review (Vol. XXIX, Nos. 1-2; Vol. XXX Nos. 1-2; Vol. XXXI Nos. 102; and one issue of the Itihas (Hindi), Vol. I (New Series) have been published. One issue of the Journal Vol. XXXII has been sent to the press for printing.

Eight books/source books in English, Hindi and Malayalam have been brought out, including the inscriptions of the Vijayanagar Rules (in five parts). Also, 20 manuscripts have been processed for publication. The Annual Report 2002-03 and the newsletter have also been brought out.

One of the activities of the ICHR is to sponsor on its own, national and international seminars. The themes approved for such seminars include "Agriculture in South Asia's History: Issues and paradigms; "Tribals,

Peasants and Modern Identity in Eastern India (1800-200 A.D); "Historiography of the National Movement"; "Social Background of the Nationalism Movement"; "National Movement and Culture"; Evolution of Ancient Society"; "Culture in Medieval India" and "Economic History under Colonial Rule". The international seminars are "Turkish and Indian Studies: An appraisal"; "Intellectual History of India and France during the Eighteenth and nineteenth centuries" and "Ideas in History: A Comparative Study of Indian and French Social Formations".

The ICHR library has added about 700 copies of latest publications largely on Indian history and allied subjects. The libraries of two regional centres in Bangalore and Guwahati have also added 700 and 430 new books respectively to their collection. The southern regional centre has organised two regional seminars and conducted five special lectures. The North-East Regional Centre, Guwahati, has organised four special lectures.

The 'Hindi Mah' was organised by the ICHR in collaboration with the Ministry of Human Resource Development in which 22 autonomous organisations based in Delhi participated.

Indian Council of Social Science Research (ICSSR)

The Indian Council of Social Science Research (ICSSR) was established in the year 1969 with the objective to promote research in social sciences by strengthening the academic disciplines, improving the quality and quantum of research and its utilisation in formulation of national policy. To achieve its goals, ICSSR strived for the development of institutional infrastructure, identification of research talents, supporting research programmes and establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to 27 research institutes and six regional centres across the country.

ICSSR in the year 2004 could not meet the expectation for fulfilling its objectives and mandate, partly because of the absence of a regular Member Secretary. The

Council fails to select a suitable person for the post of Member Secretary even after six month from the date the earlier incumbent demitted the office, and therefore, the government has to initiate process for appointment of a regular Member Secretary at its own.

It was found that the Gandhian Institute of Studies, Varanasi, a premier institute of research established by the late Jai Prakash Narayanji and also a grantee institution of ICSSR, was denied grants by the Council and the ICSSR had become a party to disputes within the Institute. Government appointed a one-man Committee of Shri S. Sathyam, former Secretary to Government of India, to enquire into the circumstances leading to the current State of Affairs in the Gandhian Institute of Studies (GIS), Varanasi, and initiated steps for raising this institute of historical and social significance to its past glory.

In the year 2004, ICSSR sanctioned 130 new research projects and received reports from 62 research projects sanctioned earlier. Council has also awarded 210 fellowships for undertaking research in various disciplines of social sciences.

The Council sponsored 20 training programmes on data processing and computer application in social science as targeted during the year under report. About 120 seminars/conferences were sponsored during the year under review.

The first series of surveys in all the disciplines carried out by ICSSR has been published. The research surveys in economics, political science (including public administration), psychology, sociology (including social anthropology), geography and education have been taken up. The Council during the year published 28 reports alongwith publication of regular half-yearly journal of Abstracts and Reviews in various disciplines, Quarterly Journal of Documentations of Public Administration and Indian Social Science Review.

National Social Science Documentation Centre (NASSDOC) of ICSSR has developed machine readable databases like Social Science Research and Training Institutes in India; lists of CD-ROM Data bases in India, and Social Science Libraries and Information

Centres in India. NASSDOC provided study grant to 40 scholars acquired 30 social science databases and grants to 15 persons for preparing bibliographic studies.

International collaboration programmes aiming to promote academic links among social scientists of India and other countries of the world were strengthened. Financial assistance to Indian scholars to participate in international conferences and collecting data abroad was also provided.

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 in North-East Region, separate grants have been provided to North-Eastern cell during the year under review.



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 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; 18 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 Institutes 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-assisted Project for Improvement of Polytechnic Education and Technical Education Quality Improvement (TEQIP), polytechnic for disabled persons; payment for professional and special services; direct Central assistance to 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 (INDEST) 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 of the Ministry.

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 (NPTEL) is being implemented. This provides content support in the form of digital video-based courses/enrichment programmes to technology channel on a sustained basis. This 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 like UGC and AICTE and education institutions have taken steps towards implementation of strategies laid down in the policy framework.

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 is being drawn up.

The Government has taken a number of steps by improving the academic environment in the country. As a part of the Government's commitment to respect the autonomy of all technical institutes of learning, in particular those which have attained excellence, such institutes, as a measure towards enhancement of their autonomy, are being empowered to take all relevant decisions and allow them to develop further. A number of measures have been initiated to strengthen the autonomy of the institutions like IITs and IIMs, Indian School of Mines, Sant Longowal Institute of Engineering and Technology, etc.



It has been decided that all admissions to the undergraduate programmes in engineering, architecture and planning in all the National Institutes of Technology (NITs), Indian Institute of Information technology (IITs), Allahabad and Gwalior, National Institute of Forge and Foundry Technology (NIFFT), Ranchi, School of Planning (SPA), New Delhi and other Institutes of Central Government as specified shall be made through the All India Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education (CBSE). All the other Deemed and Central Universities will have the option to participate in the AIEEE or conduct their own entrance examinations and admit students in a fair and transparent manner. The State Governments shall continue to hold their own common entrance tests for admission in institutions within their States as before. However, States willing to participate in the AIEEE for all or a part of the total seats can participate in AIEEE by giving the option to the CBSE. A similar decision has also been taken in regard to admissions in MBA/PGDM (or equivalent) programmes in the country. The All India Master of

Computer Application Test (AIMCAT) has been dispensed with.

It is proposed to provide enhanced funding to the IITs for introducing certain new integrated programmes with multi-disciplinary orientation and for strengthening of the infrastructure. Dual degree programmes in engineering physics with specialisation in nanoscience, five-year integrated B.Tech. and MBA, M.Tech. in financial engineering are some of the courses at advanced stages of finalisation. Proposals are also underway to revive the Block Grant Scheme of non-Plan funding to IITs and IIMs. This is intended to bring about greater autonomy in these institutions and also to develop a certain degree of resilience in these institutions.

The issue of fees to be charged by the Indian Institute of Managements (IIMs) has been resolved as also has the provision of freeships for meritorious students. It has been decided that all admitted students, 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. All the six IIMs have provided need-based financial assistance of Rs. 2.34 crore during the academic year 2004-05 to their 373 students having parental income below Rs. 2 lakh per annum. Three Indian Institutes of Management (IIMs) at Lucknow, Indore, and Kozhikode have been provided additional funding for infrastructure development.

Under National Common Minimum Programme, new polytechnics are being established in special focus districts. Existing polytechnics in the special focus districts will be assisted to strengthen their infrastructural capabilities (laboratory equipment / machinery). The special focus districts comprise areas of concentration of educationally backward minorities, Schedule V and VI areas and areas with SC female literacy of less than 10 per cent. Community Polytechnics Scheme run through 669 existing polytechnics is being revised to increase its scope of coverage, expansion, improvement in quality of training (competency based), skill development of the trainees, etc.

An Indian Institute of Information Technology, Design and Manufacturing has been set up at Jabalpur in MP. The Institute was inaugurated on February 7, 2005. This institute is expected to meet the ever increasing demand of information technology in the country.

As regards special attention to the North-Eastern States, action for opening an IIM in the North-Eastern Region is being taken. A proposal for setting up faculties of engineering and management in selected institutions in each state of NER is being considered. Also, there is proposal for setting up of Central Institute of Technology at Kokrajhar in Assam, with an estimated project cost of Rs. 25 crore. The institute is expected to start functioning from 2005-06 and will offer diploma and vocational level courses.

A Committee of CAGE has been set up on the subject of "Financing of Higher and Technical Education" under the Chairmanship of Prof. Bhalchandra Mungekar, Member, Planning Commission. It, *inter alia*, expects to address the commitment of the Government in the National Common Minimum Programme that nobody will be denied professional education because he or she is poor.

Indian Institutes Of Technology (IITs)

The IITs 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 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:

- 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 Memorandums of Understanding (MoUs) with a large number of industries.

- ❑ Contributing to updating the knowledge of faculty of other engineering colleges through Quality Improvement Programmes (QIPs) and as host institutions under the Early Faculty Induction Programme, IITs act as the nuclei to cater to the technical requirements of the respective regions.
- ❑ Updating continuously the knowledge base and skills of working professionals in industry through the Continuing Education Programme (CEP) and enhancing the interaction between the institute and industry.

In recent years, there has been a substantial increase in the intake of students to meet the growing demand for quality technical manpower, especially in the field of IT. Strength of students in the IITs has increased by nearly 50 per cent in the last 7-8 years. Computing and networking facilities have been upgraded. Electronic classrooms and videoconferencing are being increasingly used. There is greater use of technology in teaching-learning processes in the IITs, resulting in pedagogical transformation.

The IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. They have distinguished themselves by the excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private 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 (IITB), 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

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Electronic classrooms and videoconferencing are being increasingly used. There is greater use of technology in teaching-learning processes in the IITs, resulting in pedagogical transformation.

high quality manpower for industry, and promote state-of-the-art technology application.

IITB's 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 institute receives impressive support from its alumni and well wishers, and IITB 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, IITB has increased the student intake over the last five years. Thus, 1,409 students were admitted during 2004 of which 152 belong to SC, 48 belong to ST and 152 are women. IITBs' total student strength has gone up

to more than 4,619. The increased emphasis on research has favourably impacted the UG to PG students' ratio, which currently stands at about 1:1.6.

Major reforms in existing programmes, new specialisations and programmes with inter-disciplinary inputs are a common feature at IIT Bombay. IITB also enhanced opportunities to the students to partake in research, encouraging them to take to business incubation and represent recent initiatives in pursuit of this strategy. The undergraduate research opportunities programme (UROP) implemented last year, exposes undergraduate students to the world of research early in their academic life.

The Institute has signed seven MoUs with foreign agencies and 21 with institutions within India. The MoU with University of Goa for providing infrastructure and academic support to distance education programme at Goa University campus has commenced operation from the second week of January 2004.

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 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 its 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 of Human Resource Development.

IIT-Bombay and Khadi and Village Industries Commission (KVIC, Government of India) 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.

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.

The Continuing Education Programme Cell at the Institute has achieved remarkable growth. 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.

As a further step in creating a decentralised system of governance, IITB have established two new positions at the level of Deans – 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. Also, 36 staff members in the Institute have passed the Hindi typing examination conducted by the Hindi Teaching Scheme. A computer training programme for the use of Hindi in Linux platform was organised for Hindi officers, and this was attended by 27 officers from different organisations.

Indian Institute of Technology, Delhi (IITD)

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 a four-year B.Tech. programmes in nine disciplines of engineering and technology, five-year dual degree programmes in five areas, five-year integrated M.Tech Programme, two-year M.Sc. programme in three disciplines, 36 M.Tech. programmes in engineering technology, management, humanities and social sciences, a two-year M.Des. programme in industrial design, two MBA programmes, MS (Research) programmes in six areas. The Institute also offers opportunities for doctoral research in its 13 departments and nine research centres.

The Institute plans to take the student strength to 5,000 in next few years to meet the increasing demand of quality technical manpower.

The Institute is playing a significant role in upgrading the quality and fostering awareness among 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 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 and abroad.



The Institute is actively developing infrastructure of distance education using modern means of communication such as television, satellite and internet technology. For the Chhatisgarh, 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 on priority basis.

Indian Institute of Technology, Kanpur (IITK)

The launching of a new facility for the emerging discipline of biological sciences and bio-engineering was the significant event of IIT Kanpur, which has 16 research labs, two teaching labs, two classrooms, one lecture theatre and one library room. The facility also houses 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 as also the B.Tech programme.

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 (MSc-Ph.D.) has been started in the Department of Physics. A new academic programme entitled Master of Design Programme has also been started in a successful manner. The overall strength of students is now above 4,600 while the strength of faculty members stands at 350. The percentage of SC/ST and women with annual intake in the Institute is 13.6 per cent, 3 per cent and 24 per cent, respectively. 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 for distance education using modern means of communication such as television, satellite and internet technology. For the State of Chhatisgarh, an educational programme of teaching basic engineering courses using satellite technology has been undertaken. An electronic classroom has been set up on the campus. The internet unicast and multicast technologies have been experimented on priority basis. 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 into an outreach education programme that will offer credit-based flexible courses.

IIT Kanpur has developed an anaesthesia monitor for measuring the depth of anaesthesia. This device is capable of detecting the effect of a light dose of anaesthesia on the level of consciousness and overall muscle relaxation. Under the IIT Kanpur – Sanjay Gandhi Post Graduate Institute of Medical Science (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 anaesthetist 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 equipment have been made available to the students and faculty. A unique facility called SQUID (Super conducting 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 and 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.

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. A 480-bed hostel, Hall of Residence 7, has been completed. The construction of another hostel, Hall of Residence 8, is in progress. The first phase of this hostel consisting of 240 rooms has been completed. A modern, fully-furnished complex of 12 apartments has been completed for visiting faculty members. For promoting the activities of innovation, incubation and entrepreneurship, a facility – Small Industries Development Bank of India (SIDBI) Centre for Innovation and Incubation – has been built on 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 I and II – have been modernised. These facelift efforts have given a new look to the academic as well as residential areas of IIT Kanpur.

Indian Institute of Technology, Kharagpur (IITKgp)

The Indian Institute of Technology at Kharagpur (IITKgp) 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.

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. With generous donations from the alumni, each student of the institute has been provided with a computer (PC) 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 the modernisation efforts, central research facilities have been expanded and the budget for the central library enhanced. Also, 25 km 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 sessions 2001-2002. The institute is the first in the country to introduce a three-year Master's in Medical Science and Technology (MMST) programme. The Postgraduate Programme in Information Technology (PGDIT) started from the session 1999-2000 in a hybrid mode in the 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. The percentage of SC/ST and women with annual intake in the institute is 12.45 per cent, 3.4 per cent and 10.30 per cent, respectively.

VLSI design by the Computer Science and Engineering Department is of pioneering nature and VLSI group is designing 0.18 μ m chips, which are being cast in the foundry of National Semiconductor USA and brought here for testing. The institute emphasises 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 chips, etc.

The faculty and students of the institute received laurels and distinctions, including the prestigious Shanti Swarup Bhatnagar Prize and Fellowship of National Academy of Science and Engineering. The institute received numerous sponsored research and industrial consultancy projects from India and abroad and made substantial earnings 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 from 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. Some of them are highlighted below.

IIT Kharagpur aims at attracting and nurturing the best talent available in the country. Several initiatives have been taken in this direction which 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 the 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.

A number of academic programmes are undertaken that include M. Tech in Information Technology, M. Sc. in Biosciences and PG 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.

In order to become one of the topmost institutions in research and development in the world, IIT Kharagpur has chalked out its priorities consisting of a set of policies and principles along with concrete, time-bound plans to translate them into action. Efforts are being made to induct excellent faculty and students, retain them and give them ample academic freedom. Along with the acquisition of state-of-the-art equipment and renovation of existing laboratories, they plan to introduce faculty exchange programmes. Publication in international journals, filing of patents and work in futuristic areas are being strongly encouraged. They are also trying to generate sufficient funds for implementing these ideas. The institute wants to involve distinguished alumni in the advisory committees of departments by organising periodic meetings of the alumni with students and faculty.

Indian Institute of Technology, Madras(IITM)

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. The institute offers seven 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 the students. The percentage of SC/ST and women students with annual intake of the Institute was 11 per cent, 3 per cent and 23 per cent, respectively.

Apart from Ph.D and M.S theses, the faculty and research scholars have published 368 research papers in refereed international and national journals and 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. The ISRO-IITM Space Technology Cell has renewed 17 projects and sanctioned seven new projects during the 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. The 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 materials, which includes 23 semester lecture based programme, one documentary for Gyan Darshan telecast and six lecture series for Gyan Darshan. CCE also 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. As many as 127 teachers of 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 amounts to 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. scholars from Germany to undertake their projects in IITM's research laboratories. The institute also deputed two M. Tech. students in industrial mathematics to the 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 12 units. Continuous improvement being the hallmark of a learning organisation, several 5-S programmes have been conducted. Quality Circles have been initiated in 12 administrative units covering nearly the whole of support services of IITM.

An ATM-based high-speed campus-wide network has been operational for the past five 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.

The campus infrastructure has been improved in a substantial way. The old library building has been remodeled 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 biotechnology. 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. Augmentation of the Lecture Hall Complex has been completed. Three additional floors in the New Millennium Library building have also been completed.

Indian Institute of Technology, Roorkee(IITR)

The University of Roorkee was converted into the Indian Institute of Technology, Roorkee, with effect from September 21, 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 1,469 students admitted during 2004-05 there were 487 through JEE in B. Tech./B. Arch, 842 through GATE in M. Tech./M. Arch., and other PG programmes and 140 students in Ph.D. The percentage of SC/ST and women students with annual intake during 2004-05 was 8 per cent, 3 per cent and 10 per cent, respectively. The total enrolment in the institute reached 3,913. IITR had about 640 Ph.D. scholars on rolls in July 2004, 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) has been conducted with effect from the 2004-05 academic session for admission to all post- B.Sc. programmes in all IITs.

During the year 2002-03, the on-campus placement was 85 per cent for UG and 38 per cent for PG students having CGPA above 6.75 while in the current year 217

UG and 118 PG students have been offered placements.

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 with effect from July 2003
2. Five year integrated dual degree programme B. Tech. (Electronics and Communications) and M. Tech. (Wireless Communication) was started with effect from July 2003.
3. Five year integrated dual degree programme B. Tech. (Computer Science and Engineering) and M. Tech. (Information Technology) was started with effect from 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 6 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 to be started from 2005 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. The institute received 569 new consultancy projects and 91 new sponsored research projects with outlay of Rs. 9.03 crore and Rs. 15.11 crore, respectively.

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 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 Viduyt Nigam.
- Conservation and management of Nainital lake and four other lakes.
- R&D and consultancy related to earthquake studies through instrumenting multi-storeyed buildings in Peninsular India for their seismic performance, network of digital accelrographs in Bihar region, strong motion studies in Himalayas and attenuation studies in a small window of Garhwal Himalayas.

It signed eight MoUs with various national and international organisations. These include Khadi and Village Industries Commission (KVIC) Mumbai; Punjab 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 were 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 the 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 Ionisation 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 m²)
- ❑ Addition of 421 seats in boys hostel and 48 seats in girls hostel
- ❑ Construction of 24 *C* Category and 48 *D* category residences.

Several national/international conferences/seminars/workshops were organised during the year by various departments of the institute. IITR 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 (IITG)

The Indian Institute of Technology (IIT) Guwahati with its headquarter at Guwahati was established under the Institute of Technology Act (Amendment) 1994, an Act further to amend the Institutes of Technology Act, 1961. The IIT Guwahati started functioning with effect from September 1, 1994. With the opening of the Departments of Biotechnology and Chemical Engineering, all academic departments, as per the targets set, have been opened. The process of opening up inter-disciplinary centres has been initiated, and four such centres have already started to operate. This has given 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 1,317. The percentage of SC/ST and women students with annual intake in the institute was 14 per cent, 7.3 per cent and 8.3 per cent, respectively. The faculty strength was 111, while 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.

The academic complex consists of a total area of approximately 74,000 sq.m, having 16 blocks and four core buildings. The work commenced in March 2000 and the entire complex was completed by August 2004. The construction of four hostels has also been completed and occupied by students. The construction of the administrative building with an area of 9,299 sq.m was also completed. The air-conditioning and partitioning works in the administrative building are also completed. The institute guest house and most of the residential quarters have been completed. Development work of the sports complex has also been completed. 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 on this head.

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. Value: US\$ 45,366.69, (2) Laser Particle Size Analyser (Value: UK£ 29,356.45), (3) Variable Pressure Digital Scanning Electron Microscope

(Value: UK£ 114,109.00), (4) Microtest 5000 High Load Tension, Compression, Bending Modules with Accessories, etc. (Value: US\$ 72,720.00), (5) Programmable Logic Controller (Value: UK£ 26,663.04), (6) Stress Path Testing System for 38 and 100 mm Samples (Value: UK£ 27,616.31), (7) Model SPEX Fluoro Max-3 Compact Spectrofluorometer with accessories, etc. (Value: US\$ 34,350.00.)

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, the 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 1,900 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 180 Ph.D degrees, 425 M.Sc (Engg) and 270 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 470 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 Science and Technology, etc., and contributes to several national initiatives. Faculty members have taken up many 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 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-year programme open to electronics / electrical and computer science graduates and five-year integrated postgraduate programme with 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. Currently, the institute is operating from its own campus, which is coming up in 61.67 hectares

of land in Gwalior-Agra-Delhi Highway with fully networked hostels, faculty houses, academic departments and guest house equipped with all modern facilities. Two departmental blocks and lecture theatre complex are ready. Also available are two hostels. Tree plantation and campus greening is on, and the institute also initiated the effort to create facilities for games.

The admission to the five-year integrated programme from the academic session July 2003 has been through AIEEE(CBSE). 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 is conducted through JMET followed by GD and interview. The institute has earned the status of Deemed University and is currently emerging as a leading institution in the area of information technology and management.

The following new academic programmes have been initiated by the institute:

- i. A course on Quantum Computing (including Nano materials) has been offered in M. Tech.
- ii. Two specialised programmes on MBA (ITES) and MBA (IFS) are being offered.
- iii. The institute has started two specialised programme namely MBA Non formal Sector and MBA Public Service Management from the academic session July 2003.

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 information technology (IT) and related areas. It was conferred the status of Deemed University in August 2000. Within a short span of time, it has earned a reputation of being as an important centre for education and research in IT. Programmes being offered currently are the Undergraduate Programme (B.Tech. in IT), Post-Graduate 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 coordinates 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 the institute's interest like genomics, computer aided molecular modeling, drug design, computational neuroscience, phylogenetic tree, computer aided immunology, etc.

Currently, the institute has a number of projects from various Government of India sponsoring agencies viz., DSIR, MHRD, DST, DBT and others.

The institute has been assigned the prestigious task of working towards an 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. Through this project, it is aimed that 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 institute, in collaboration with Indira Gandhi National Open University (IGNOU) is organising activities to popularise various aspects of information technology, formal courses, career counseling 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.

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 ports switch with 100 Mbps data transfer rate.

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 Junction 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 pattern developed by the world-famed geometrician Prof. Roger Penrose to adopt latest understanding of nature and information.

During the year 2004-2005, Phase-II construction work of the institute is in progress.

Indian Institute Of Information Technology, Design And Manufacturing, Jabalpur

The then Prime Minister, in his Independence day 2003 address to the Nation, had made an announcement of setting up of another national level institute at the Indian Institute of Information Technology, Design and Manufacturing at Jabalpur. Accordingly, necessary proposals have been finalised. This is expected to be a 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 the institution the 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 the 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 build manufacturing, India could emerge as leader in brain-intensive manufacturing. Present system of technical education though huge and diverse focuses 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 at Jabalpur has been initiated.

The Institute has been registered at Jabalpur as a Society under M.P. Societies Registration Act, 1973 on January 24, 2005. The institute was inaugurated by the Hon'ble

Human Resource Development Minister on February 7, 2005.

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 scheme –*Programme(s) for Quality Improvement in Technical Education (PQITE)*.

Whereas, some of the programmes namely *National Programme for Earthquake Engineering Education (NPEEE)* with an outlay of Rs. 13.76 crore under the scheme *Support to New and Emerging Technology Areas*, *National Programme for Technology Enhanced Learning (NPTEL)* with an outlay of Rs.15 crore under the scheme *Support for Distance Education and Web-based Learning*, *INDEST Consortium and Eklavya Technology Channel* have already been launched. Others are in approval

stages. Brief description of each of these ongoing programmes is given below:

Ongoing Programmes

National Programme on Earthquake Engineering Education (NPEEE)

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- to 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 modest teaching laboratories in about 10 engineering colleges and strengthening of more advanced teaching/research laboratories in the eight premier institutions.
- f) Providing library resources in earthquake engineering to about 100 engineering colleges.
- g) Organising 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 in 2002 initially for three years with a budget of Rs. 13.76 crore. The NPEEE is being monitored and administered

by a National Level Committee on Earthquake Engineering Education (NCEEE) under the Chairmanship of Joint Secretary (Technical). NCEEE, depending on the need and level of participation of different institutions, recommends allocation of funds to various resource institutions. A Programme Implementation Committee (PIC) has also been constituted for the purpose of ensuring timely implementation of the programme.

EKLAVYA Technology Channel

Eklavya Technology Channel was launched on January 26, 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 are 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, it 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 8 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 a 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 its open-ended proposition. As many as 64 Government / Government-aided engineering colleges are getting access to selected electronic resources with support from the AICTE and 37 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 under a new MHRD initiative that may be named as "INDEST Extended". The need for establishing archival centres for electronic resources subscribed through the Consortium was identified as one of the most important activities. 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)

With the expansion of technical education in the country, there was a felt need to supply quality learning materials to the students. As the shortage of good quality teachers in the field of technical education was not likely to be met in the immediate future, the MHRD felt that technology could be utilised in the learning of the students. The National Programme for Technology Enhanced Learning (NPTEL) has been mooted to make

a coordinated effort to enhance learning effectiveness in the field of technical education by using technology. NPTEL was approved by the Standing Finance Committee on December 18, 2002, with a total outlay of Rs. 15 crore for the Tenth Five Year Plan. The programme is on the development of course materials, both video as well as web-based, to supplement the efforts of the faculty on the campuses. The main objective of the programme is to enhance the quality of engineering education in the country by developing curriculum based video courses (at least 100+100) and web-based e.course (at least 115) to be done by seven IITs and IISc, Bangalore and other premier institutions through collaborative efforts. IIT Madras is the coordinating institute.

- Under the TEL Initiative, premier institutions of science and technology would work together to build educational tools, methods, and courses to create new learning environments countrywide.
- Primary objective being to enhance learning effectiveness through Technology Enhanced Learning (TEL) to supplement classroom teaching. A high quality learning environment would be created irrespective of the institution so as to overcome acute faculty shortages.

Under the National Programme for Technology Enhanced Learning, there is a National Programme Committee headed by Joint Secretary (Technical). The National Programme Committee oversees the management of the programme and functions as a Grants-in-aid Committee to recommend release of funds under NPTEL.

Initial focus shall be on main disciplines in undergraduate engineering programmes offered in 1200 + engineering institutions in the country. The focus during Phase I, which is of a two-year duration, is on content development. The content development is in the form of video lectures, e-courses, and lecture notes. This would also provide content support in the form of digital video-based courses / enrichment programmes to the 24-hour technology channel called the Eklavya Technology Channel on a sustained basis. Joint academic programmes would be offered through distance education in Phase II.

Seven IITs and IISc are the Partner Institutions (PIs) responsible for developing course content. Some of the centrally funded and selected private institutions will be identified as Associated Partner Institutions (API). Selected faculty of these APIs would also participate in content development. Management institutions would also join in Phase II.

All Partner Institutions would be supported to have state-of-the-art production facilities for high quality digital video and web-based courses. The high quality faculty of these institutions would be responsible for content development. Partner and Associate Partner Institutions would be able to leverage technology to use their faculty resources more efficiently and effectively. This would help them to overcome shortages of quality faculty.

All India Council for Technical Education

The All India Council for Technical Education (AICTE) was set up in 1945 later given statutory status in 1987 by an Act of Parliament to coordinate development of technical education, promotion of qualitative improvement in relation to quantitative growth, and maintenance of norms and standards. The Council performs its function in the areas of 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 has an Executive Committee, All India Boards of Studies (AIBs), Advisory Boards and Regional Committees to assist in its activities.

The AICTE has further set up a National Board of Accreditation (NBA) a quality arm 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 so far about 1,645 programmes have been considered for accreditation. The manual of accreditation was revised in January 2004 after detailed deliberations with stakeholders.

AICTE applied for provisional membership to the Washington Accord Secretariat on February 3, 2003. The proposal of AICTE was discussed in the 6th Biennial Conference of Washington Accord held at Rotorua, New Zealand on June 8, 2003. Three member-countries of the Washington Accord visited India for understanding the process of accreditation being undertaken by NBA. The committee visited three technical institutions of their choice and participated in the decision-making process.

AICTE has become the member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) in 2004.

The year 2003-2004 was declared as the Quality Education Year by MHRD. To mark this year with specific goals, a series of comprehensive Quality Initiatives were launched by AICTE. Performance Appraisal System for assessing the performance of technical institutions, which are not yet eligible for accreditation, is one initiative in this direction.

In the undergraduate and postgraduate levels, in consultation with the concerned state government agencies the AICTE grants approvals for starting of new technical institutions, for introducing new courses or programmes, and for variation in intake capacity in technical institutions. The AICTE has delegated to the concerned state governments powers to process of approval of new institutions, starting new courses and variations in the intake capacity at diploma level technical institutions.

Process of granting approvals has been reviewed this year to make it more transparent, responsible and hustle free. The concerned agencies i.e. State governments and universities are being consulted at all important stages of decision-making. Stakeholders have been empowered to voice their views.

The process of approval for new institutions has been streamlined to minimise hardship to stakeholders.

The Research and Institutional Development (RID) Bureau is a critical wing of the Council, which financially supports technical institutions for growth in original research, industry interaction and impart the

zeal in the young teachers. To meet this huge mission, the Council has several schemes to attract stakeholders. During this year the Council received many proposals under the following categories:

- ❑ Research Promotion Scheme (RPS)
- ❑ Modernisation and Removal of Obsolescence (MODROBS)
- ❑ National Facilities in Engineering and Technology with Industrial Collaboration (NAFETIC)
- ❑ Entrepreneurship Management and Development (EMD)
- ❑ Nationally Coordinated Project (NCP)
- ❑ Industry-Institute Partnership Cell (IIPC)

To review the earlier scheme and funding strategies of IIPC and EMD, a detailed study has been carried out during the current year.

The Council further awarded Best Project Award to two projects on Technology Day.

Four Awareness Workshops on the funding schemes were conducted across the country to disseminate the information to the stakeholders.

AICTE has further spawned a set of National Initiatives around selected themes. One of the initiatives on “Institutional Competitiveness” has been launched. A working group has been constituted for the purpose and two meetings of the working group have been convened.

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 teachers working in other disciplines of technical education like pharmacy, architecture and town planning, management and applied arts and crafts for pursuing Masters/Ph.D degrees. Further, the scheme of QIP has been extended

to polytechnic teachers also. 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. AICTE is also operating a scheme of Early Faculty Induction Programme [EFIP] to attract young students towards the teaching career.

The AICTE funds a scheme of National Technical Manpower Information System (NTMIS) for estimation of short term and long term requirement of technical manpower in different fields, for assessment of anticipated gaps in demand and supply and scientific analysis for forward modeling of activities. This NTMIS Scheme presently works from 20 nodal centres all over the country.

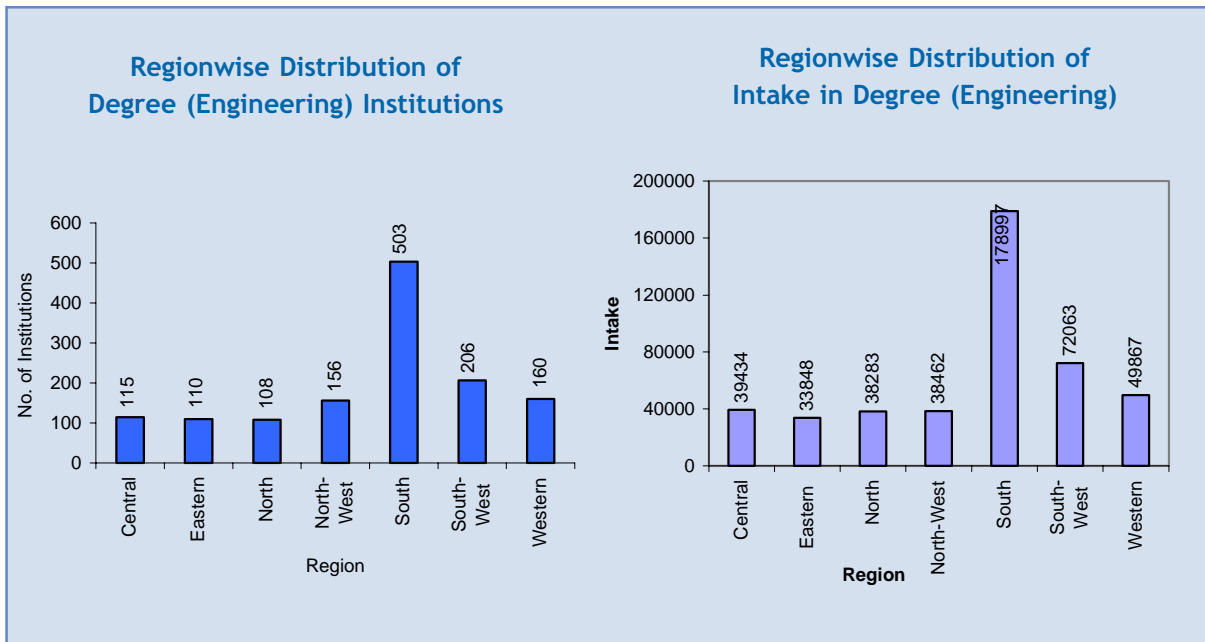
The Council has initiated to set up 100 virtual classrooms in identified technical institutions under EDUSAT scheme to share the knowledge of premier and well-established institutions to the other institutions. The scheme will be extended to some institutions in phased a manner.

Under the AICTE-INDEST Scheme, AICTE has provided a grant of Rs. 2.38 crore to IIT Delhi for subscription to electronic resources to 66 Government/ Government aided institutions having programmes in engineering and technology at postgraduate level.

As part of its endeavor for qualitative improvement of the technical education system, AICTE continues its efforts for development of model curricula too.

The AICTE has also constituted a Review Committee to review undergraduate education in engineering and technology in the country. The Review Committee has submitted its report “**Undergraduate Engineering Education: New Directions for Excellence**” in October 2004. For the promotion and welfare of women, challenged and weaker sections of the society, AICTE intends to formulate various schemes through a Committee set up for the purpose.

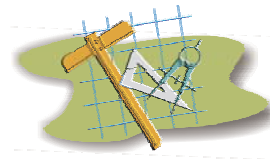
To provide information to its stakeholders, and to improve transparency in its activities, the AICTE maintains its website <http://www.aicte.ernet.in> and Information Kiosk.



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, Electronics Engineering and Computer Science and Engineering; 3 year M.Sc. Tech programmes in Applied Geology and Applied Geophysics; 2 year M.Sc. programmes in Applied Geology, and Mathematics and Computing; 2 year M.Tech programmes in Computer Applications, Drilling Engineering, Engineering Geology, Environmental Science and Engineering, Fuel Engineering, Geophysical, Instrumentation, Industrial Engineering and Management, Longwall Mines Mechanisation, Maintenance Engineering and



Expansion of Technical Institutions

- The total number of approved engineering colleges is now 1,358 with intake capacity of 4,50,954.
- The number of institutions providing MCA courses is 967 with an intake of 54,807.
- Accreditation process of institutions was expedited by the AICTE. During 2001-2002, the number of programmes accredited by the National Board of Accreditation was 202, whereas during 2003-2004, 409 programmes were accredited.

Tribology, Mine Planning and Design, Mineral Engineering, Mining Machinery, Opencast Mining, Petroleum Engineering, Petroleum Exploration and Rock Excavation Engineering; 1 year M.Phil programme in Applied Chemistry, Applied Mathematics and Applied Physics. ISM also offers 2 year MBA programme and Ph.D programmes in all branches of Science and Engineering. Admission to 4 year programmes is made through IIT-JEE examination and all other 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. It 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, and electronics and instrumentation, mechanical engineering and plans to start electrical engineering from the next academic year. The school also gradually increasing its intake and has an ambitious plan to double the student strength in few years.

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 Union Education Secretary, these college were granted Deemed University status with a professional management structure. The RECs were rechristened as National Institutes of Technology (NITs). On May 14, 2003, all these 17 institutions were taken over as fully funded institutes of the Central Government. To add to the family of NITs, the Government had also approved taking over Bihar Engineering College, 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 fulfill the demand of high quality undergraduate and postgraduate level of education in engineering and technology. The total budget estimates for all NITs for the year 2004-2005 was Rs. 80.00 crore under Plan and Rs. 156.42 crore under Non-Plan. During the year under report, first meeting of the Council of NITs was held on August 14, 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 June 26, 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 June 26, 2002. The college has eight departments. The college offers four years 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. courses in 13 different specialisations under regular and part-time mode with an intake of 115. The college admitted 163 students in MCA, MBA and other courses during the year. 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 granted 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 national 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 June 26, 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 specialisations 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 an Archives- the library started to provide latest information of users. The latest information both at Internet and Internet are made available through NALANDA. More than 100 full-text electronics 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 July 3, 2003. The institute has 15 departments. The college offers four-year undergraduate courses in the discipline of civil, electrical, mechanical, chemical, metallurgical, and electronics and communication, computer science and engineering and information technology. The college also offers M. Tech. courses. During the current year, a 120-bed boys hostel for foreign students, three 120-seater lecturer galleries, computer centre extension, electrical machine lab, head power lab were constructed. Further, two separate course 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

The Regional Engineering College, Hamirpur,

established in 1985, was converted into a National Institute of Technology, Hamirpur on June 26, 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. courses 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.

Malaviya National Institute Of Technology, Jaipur

Malaviya Regional Engineering College, Jaipur, established in 1963, was converted into Malaviya National Institute of Technology, Jaipur, on June 26, 2002. The institute offers nine undergraduate courses and nine full-time and five part-time postgraduate courses. During the session 2004-2005, 559 students were admitted to B.E. courses taking the total strength of postgraduate students to 466; of them, 93 are pursuing postgraduate programme in management studies. The institute has at present 151 faculty members 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. As many as 30 organisations conducted campus interviews and 95 candidates have been offered appointments, with average salary package of Rs 5.5 lakh. The central library is equipped with 1,12,000 books, 12,700 journals, more than 1,000 videocassettes with video-viewing facilities, BIS standards and CD-ROM database for its eight departments. The college offers four-year undergraduate, 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

Dr. B.R. Ambedkar Regional Engineering College, Jalandhar, established in 1986, was converted into Dr. B.R. Ambedkar National Institute of Technology, Jalandhar on October 17, 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 1,019. There are five boys and one girls hostel. The college has a well-equipped library. The funds from Department of Science and Technology and National Science and Technology 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 December 27, 2002. The college has 13 departments. The college offers four-year undergraduate courses, in the disciplines of civil, mechanical, electrical, metallurgical and computer science and engineering with an intake of 285 students. The college also offers postgraduate courses with an intake of 61 and MCA with 80 seats. There are nine boys

and one girls hostel. The college has a well-equipped library.

National Institute of Technology, Kurukshetra

The Regional Engineering College, Kurukshetra, established in 1963 was converted into National Institute of Technology, Kurukshetra on June 26, 2002. The institute is running five undergraduate courses in discipline of civil engineering, electrical engineering, mechanical engineering, electronics and communication engineering and computer engineering with an annual intake of 1,010 students. The institute also runs a postgraduate course in these subjects with an annual intake of 86 students. The total students' 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 a 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 Engineering College, Nagpur, established in 1960 was converted into Visvesvaraya National Institute of Technology, Nagpur on June 26, 2002. The college has 13 departments. The college offers four-years B.E. courses in the disciplines of civil, mechanical, electrical, metallurgical, mining, electronics, computer science, structural engineering and 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, Patna

Bihar Engineering College, Patna, has been taken over as a fully funded institute of the Central Government and made the National Institute of Technology, Patna, with effect from January 28, 2004. The institute would be further strengthened during the coming years. The institute has been provided with required funding under both Plan and Non-Plan Scheme for its development. During the year 2004-05, 183 students in undergraduate and 67 in postgraduate courses have been admitted.

National Institute of Technology, Rourkela

Regional Engineering College, Rourkela, started in 1961, was converted into National Institute of Technology, Rourkela, on June 26, 2002. The college has 15 departments and offers four-year undergraduate course in the disciplines of chemical, civil, electrical, mechanical, metallurgical, mining, applied electronics and instrumentations 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. During 2004-05, 1,384 students were admitted in undergraduate courses and 217 in postgraduate courses.

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 2004-2005. 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 1976, was converted into National Institute of Technology, Silchar, on June 28, 2002. After transformation into National Institute of Technology, the institute is reorganising itself on the pattern of the IITs. As a part of this reorganisation the Senate, Board of Undergraduate Studies and Department Undergraduate Programme Committees have been constituted.

The institute is offering undergraduate courses leading to B.E./B.Tech. degree in various engineering disciplines like civil, electrical, mechanical, electronics and telecommunication and computer science and engineering, etc. During this year, the institute admitted 209 fresh students. With new admission, the total student strength of the institute is around 900.

National Institute of Technology, Srinagar

Regional Engineering College, Srinagar, established in 1960, was converted as NIT with Deemed University status on August 7, 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. The T&P Department was able to attract reputed government and private sector enterprises, like DRDO, WIPRO, Future System, Quark Media House, ITI, PCS Systems Ltd, Future Techno Design Pvt. Ltd., Global Tech. Ltd and a good number of students are being selected.

Sardar Vallabhbhai National Institute of Technology, Surat

Sardar Vallabhbhai Regional Engineering College, Surat, established in 1961, was converted into Sardar Vallabhbhai National Institute of Technology, Surat, on October 4, 2002. The college has seven departments and offers four year B.E. course 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 an 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 June 26, 2002. The college has eight departments and offers four-year undergraduate courses in the disciplines of civil, mechanical, electrical, 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 and 18 students were admitted in the Ph.D programme. The college has a 1,00,000 books in a library.

There are 15 M.Tech. courses running in the institute. A total number of 213 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 university examinations, both in undergraduate and postgraduate degree courses and 432 students were placed in different companies. 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 July 28, 2003. The college has 13 departments offering 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 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 has also included this institution as host institution for their Early Faculty Induction programme. Final year undergraduate students 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 Rs. 3.0 lakh. The Institute Interaction Scheme entailed a one-week orientation. 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 September 10, 2002. The institute was the first among the chain of RECs. The institute offers seven undergraduate programmes in engineering and 24 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. This year 60 companies from different parts of the countries are registered for placement.

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 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 set up at a cost of Rs. 2.5 crore is considered to be one of the best among the technical libraries in Andhra Pradesh. The World Bank has granted Rs. 11.41 crore for TEQIP this year.

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.nic.

Scheme of Community Polytechnics

The polytechnic, as an institution, is well equipped with physical facilities (lecture rooms, workshops, hostels, equipments) which could be used for linking rural communities with centres of knowledge and skills development. It has qualified and trained faculty with the capability to scientifically formulate, implement and monitor rural oriented programmes and projects for skill development and rapid adoption of the latest technology by the community. The large body of student community can also be of tremendous help in making meaningful contributions to rural development, given proper leadership.

The *Scheme of Community Polytechnics* was started during the year 1978-79 as a Direct Central Assistance Scheme of the Government of India (Ministry of Human Resource Development) with the aim of harnessing the scientific/technical knowledge available with polytechnics to secure community/rural development.

A *Community Polytechnic* is not a separate institution. It is a wing of an existing AICTE approved polytechnic, entrusted to undertake rural/community development activities in its proximity through the application of science and technology, making use of infrastructure available in polytechnics. Under the existing norms of the scheme, a one time Non-recurring Grants-in-aid of Rs. 7.25 lakh and annual Recurring Grants-in-aid up to a maximum of Rs. 7.00 lakh is released to the selected AICTE approved diploma level institutions.

As on date, 669 diploma level Institutions are implementing the *Scheme of Community Polytechnics*. The region-wise distribution of *Community Polytechnics* is given below:

Northern Region	:	187
Eastern Region	:	97
Western Region	:	145
Southern Region	:	240
Total	:	669

The scheme was reviewed twice by a national level committee in 1987 and 1996. Both the committees opined that the scheme is cost effective in imparting qualitative and need based training to the deprived section of the society in employable, job oriented skills and recommended further expansion and continuation of the scheme.

The main activities of *Community Polytechnics* are:

- a) To provide manpower training in need based, non-formal skills/trades to unemployed youth, women, SCs/STs, minorities, school dropouts and other disadvantaged sections of the community to enable them to obtain gainful self/wage employment ;
 - b) To develop and implement innovative and economical ideas for rapid adoption of the latest technology by the community in and around the community polytechnic (*Technology Transfer*);
 - c) To provide technical/support services to the rural community;
 - d) To disseminate information and create awareness regarding latest technology and its applications among the community; and
 - e) To undertake survey for ascertaining the felt needs of the community with regard to manpower training and adoption of affordable technology by the community.;
7. A *Community Polytechnic* works through its *five (05) Extension Centres* established in the villages and *one Main Centre* in the premises of the polytechnic. Each Extension Centre covers 10-12 villages in its surroundings. Each *Community Polytechnic* trains about 500 trainees on an average, in different need based non-formal skills/trades. There is no age and qualification bar for the trainees under the scheme. The skill development under manpower training is

imparted through short term training courses of 3-6 months duration. However, no course fees are charged from the trainees.

The coverage of the scheme has been extended to 364 districts in the country. Out of this, 156 community polytechnics have been established in 79 (out of the 91 identified) Educationally Backward Minority Concentration Districts in the country. During the Ninth Plan period about 11 lakh persons were trained in various job oriented non-formal skills/trades. In the first two years of the Tenth Plan (i.e.2002-03 and 2003-04), 2.94 lakh and 3.31 lakh persons, respectively, availed of training programmes under the scheme. On an average, some 36 per cent of the trainees have obtained self/wage employment. The beneficiaries under manpower training include 15 per cent SCs, 06 per cent STs and 16 per cent minorities. Overall, women beneficiaries are about 52.10 per cent. About 25,000 villages have been covered under various activities of the scheme.

Scheme for Upgrading Existing Polytechnics to Integrate the Physically Disabled in the Mainstream of Technical and Vocational Education

This scheme has been formulated with the aim of integrating the physically disabled into the mainstream of technical and vocational education in the country.

Under the Scheme, 50 existing polytechnics at different locations in the country have been selected for upgradation so as to enable them to introduce technical / vocational and continuing educational programmes for the persons with disabilities. The scheme is targeted to benefit around 1,250 disabled students every year in the formal diploma level courses and 5,000 students in short duration technical / vocational courses. The selected polytechnics 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 of technical and vocational education. At initial stages, the polytechnics had some problems in running the formal

and non-formal courses. However, with great persuasion by resource institutions (four National Institutes of Technical Teachers Training and Research located at Chandigarh, Bhopal, Chennai and Kolkata) and Ministry of Human Resource Development, all the institutions are fully operational now and are expected to achieve the desired targets fixed as per norms and guidelines of the scheme.

Since inception, 2,187 students and 4,400 persons of disabled category have been enrolled in formal and non-formal programmes of the scheme.

National Institutes of Technical Teachers' Training and Research (NITTTRs)

The four National Institute of Technical Teachers Training and Research (NITTTRs - earlier TTTIs) at Bhopal, Calcutta, Chandigarh and Chennai were established during the mid-1960s as key catalyst institutions for ensuring quality in technical 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 to 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. NITTTRs have developed strong linkages with the business and industries, and also professional relationship with educational institutions to work in areas of common interest.

The scheme of NITTTRs has 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, NITTTRs should coordinate training of teachers of engineering degree colleges, architecture and management institutions. For this purpose, NITTTRs 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.

Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Sangrur, Punjab.

The Sant Longowal Institute of Engineering and Technology (SLIET), Village Longowal, District Sangrur, Punjab, was established in 1989 and is registered under the Societies Registration Act 1860 to work as a model institution to generate skilled manpower in the field of engineering and technology as well as applied sciences streams. The courses provided are modular and terminal in nature and of two years duration each and have bridge courses at appropriate levels. The institute is fully funded by the Department of Secondary and Higher Education (MHRD).

The institute offers 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.

Since its inception, the institute has trained approximately 28,150 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 the North-Eastern Region. The institute is registered under Societies Registration Act 1860. While the Department of Secondary Education and Higher Education is giving the necessary technical guidance to NERIST, it was earlier being funded through the North Eastern Council. With effect from 1994-95, the institute is being fully funded by the Department of Secondary and Higher Education. NERIST is a unique institute offering a sequence of modular programmes, 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 get siphoned out either voluntarily or compulsorily at the end of each module. The thrust of this modular approach enables innovative students to go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skills.

The institute has been accorded provisional affiliation by the North Eastern Hill University (NEHU), Shillong. During last 16 years the institute has trained more than 19,000 students in various disciplines.

Scheme of Apprenticeship Training

Implementation of the Scheme of Apprenticeship Training is a statutory requirement under Apprentices Act 1961. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (technicians) and 10+2 vocational passouts in about 8,000 industrial establishments/organisations as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC) a Statutory Body.

The four Regional Boards of Apprenticeship/Practical

Training located at Mumbai, Calcutta, 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 Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time.

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 existing rates of stipend payable to engineering graduates, technicians and 10+2 vocational passouts as apprentices is Rs. 1,970, Rs. 1,400 and Rs. 1,090 per month, respectively. These rates are effective from May 18, 2001.

The Board of Apprenticeship Training make special efforts to provide training facilities to all the applicants belonging to SC/ST even in excess of the quota earmarked for these communities. The candidates under the Apprenticeship Training Scheme are selected by the industrial organisations/establishments and necessary instructions are given to them to ensure selection of all the SC/ST candidates who apply for training under the scheme.

Under the Scheme during Ninth Five Year Plan, about 1,92,000 apprentices were trained against the target of 1,80,000 apprentices. The target fixed for the Tenth Five Year Plan is to train about 3,00,000 apprentices. During the first two years of the Tenth Plan, about 1,01,000 apprentices were trained in different establishments all over the country. During the current financial year 2004-05 (as on December 31, 2004) about 52,000 apprentices are undergoing apprenticeship training in different industries/establishments.

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.

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 (PGP-ABM), Fellowship Programme in Management (FPM) and Faculty Development Programme (FDP). The institute also undertakes research and consultancy projects.

The Postgraduate Programme in Agri-Business Management (PGP-ABM) is an innovative programme to prepare managers, decision-makers, leaders, and

entrepreneurs in the food and agri-business sector. The area offers a new market research course with emphasis on data analysis for strategic decisions. During the year 2004-05, the intake in the institute has been as under:

Courses	Intake 2004-2005
PGP	250
PGP-ABM	30
FPM	15
FDP	30

Indian Institute of Management, Calcutta

Indian Institute of Management, Calcutta, was set up in 1961 to fulfill the growing needs of private and public sector enterprises for managerial manpower through the provision of well-designed programmes of professional management through research, consultancy and publications.

The institute offers Postgraduate Programme in Management (PGP), Postgraduate Programme in Computer Aided Management (PGDCM) and Post Graduate Diploma in Business Management (PGDBM). The institute also conducts management development programmes, extension programmes, in-company training programmes, and training programmes sponsored by Government. The institute also undertakes research and consultancy projects.

The institute has various activity centres such as Centre for Rural Development Management, Centre for Development and Environment Policy, Centre for Project Management, Centre for Studies and Research in Environment Management and Management Centre for Human Values.

The institute is equipped with state-of-the-art hardware and software resources capable of providing support for diverse computing requirements.

During the year 2004-05, the Intake in the Institute has been as under:

Courses	Intake 2004-2005
PGDM	215
PGDCM	50
PGDBM 3 Year	45
Part Time evening programme	
FPM	19

During the year 2004-05, the intake in the institute has been as under:

Courses	Intake 2004-2005
PGP	180
PGSEM	120
FPM	15
PGPPM	30

Indian Institute of Management, Bangalore

Indian Institute of Management, Bangalore, was established by the Government of India in 1973, with the objectives to augment the management resources of the nation through programmes of teaching, training, consultancy and other professional services.

The institute offers Fellowship Programme in Management (FPM), Postgraduate Programme in Management (PGP), Postgraduate Programme in Software Enterprise Management (PGSM), executive education programmes, research and consultancy services. The curriculum of the flagship programme-PGP is being constantly updated to make it more relevant to the changing environment. Under the Students' Exchange Programme, 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 No. 1, among the Indian business schools.

The institute offers Postgraduate Programme (PGP), Management Development Programme, Fellow Programme in Management (FPM), 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.

During the year 2004-05, the intake in the institute has been as under:

Courses	Intake 2004-2005
PGP	240
PGP-ABM	30
FPM	10

Indian Institute of Management, Kozhikode

Indian Institute of Management, Kozhikode, is the fifth of its kind established by the the Government of India. The institute came into existence in September 1997.

The institute offers Postgraduate Diploma in Management (PGP – equivalent to MBA). In addition, 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 resource centres in the country.

During the year 2004-05, the intake in the institute has been as under:

Courses	Intake 2004-2005
PGP	120

Indian Institute of Management, Indore

Indian Institute of Management, Indore, came into existence in September 1997. It primarily offers two years Postgraduate Programme in Management (equivalent to MBA), apart from orientation programmes.

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.

The institute started conducting Management Development Programmes (PGP) 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.

During the year 2004-05, the intake in the institute has been as under:

Courses	Intake 2004-2005
PGP	120
Executive PGP	20

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 will be up to three participating institutes, apart from the participation of industries.

The first phase of the Technology Development Mission has been completed and reviewed by the National Steering Committee. A large number of projects with direct involvement of industry were undertaken under

the different mission programmes. The various technologies developed under various missions have been transferred to the industry. Based on the experience gained in the Phase I, action is afoot to launch Phase II.

Modernisation and Removal of Obsolescence

High priority has been accorded to modernisation and removal of obsolescence in library /laboratories/ workshops/computing facilities in engineering and technological, management, pharmacy, architecture institutions in the country. Modernisation is undertaken to enhance functional efficiency of these institutes for teaching, training and research purposes.

- ❑ Removal of obsolescence in working machinery and equipment of laboratories for engineering and technological, management, pharmacy, architecture courses in Central institutions including Regional Engineering Colleges.
- ❑ Modernisation of laboratories and workshops by addition of new equipment;
- ❑ Augmentation of the library facilities;
- p 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 the 2004-2005, 46 projects of the value of Rs. 500 lakh are being funded which include five projects of the value of Rs. 50 lakh pertaining to institutes falling under the North Eastern Region.

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 the 2004-2005, 42 projects of the value of Rs. 500 lakh are being funded which include five projects of the value of Rs. 50 lakh pertaining to institutes falling under the North Eastern Region.

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. Joint research projects with other technological institutions, research laboratories and industries of repute would be valuable.

During the 2004-2005, 169 projects of the value of Rs. 2,345.50 lakh are being funded which include nine projects of the value of Rs. 195.50 lakh pertaining to institutes falling under the North Eastern Region.

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 Nations

Activities of the current year (2004-2005):

Current year intake and fees received from the students in the following diploma/ programmes are as under:

Name of the Programme	Intake / programmes
Two year Postgraduate Diploma in Industrial Engineering (PGDIE)	66 students
Two year Postgraduate Diploma in Industrial Management (PGDIM)	101 students
Two year Postgraduate Diploma in Industrial Safety and Environmental Management (PGDISEM)	4 students
Fellowship Programmes on Industrial Engineering	5 students
Short term Programmes known as Management Development Programmes (MDPs)	58 programmes
Unit Based Programmes (UBPs)	9 programmes
Consultancy Assignments	5 assignments
Seminars /Workshops for the benefit of Senior Level Executives	3 workshops

Development Programme (UNDP) through the International Labour Organisation (ILO). Fully funded by the Government of India and registered as a society under the Societies Registration Act 1860, NITIE is an autonomous body and is governed by a Board of Governors comprising of eminent personalities from the government, industry and academics. Since its inception in 1963, National Institute of Industrial Engineering (NITIE), has been providing solutions 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), Post-graduate 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 the core sector in the country. NIFFT is an autonomous body, fully funded by the Government of India and registered as a society under the Societies Registration Act 1860. The institute's mission is to provide highly specialised training to personnel for operation and management of the industries. The institute offers courses at different levels to achieve this goal. These are M. Tech. course in Foundry and Forge Technology and Manufacturing Engineering; B. Tech. Course in Manufacturing Engineering and Metallurgy and Material Engineering; Advanced Diploma Courses in Foundry and Forge Technology; Short Term Refresher Courses in specified areas for participants sponsored by the Industries and Unit Based Programme of short duration on request from industries, R&D organisations and institutions.

The NIFFT also offers consultancy services to the industry in the form of preparation of feasibility report; evaluation of equipment and machinery; testing of raw materials and quality control products.

Activities of the current year (2004-2005):

- Permanent affiliation of B. Tech. and M. Tech. Programmes with Ranchi University,

- ❑ All courses -B. Tech., M. Tech, A.D.C. -were accredited by AICTE,
- ❑ Campus-wide networking established,
- ❑ The institute obtained lead category under TEQIP
- ❑ International research collaboration and high quality research papers published in peer reviewed journals.
- ❑ Institute-industry interactions has taken a good shape leading to 100 per cent placement and,
- ❑ Research and development programmes are continued.

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 field of rural, urban and regional planning. The institute was renamed as the School of Planning and Architecture (SPA), New Delhi, in 1959 after the Department of Architecture was included. The institute was conferred the status of Deemed University 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 offer two undergraduate courses, namely Bachelor of Architecture and Bachelors of Planning; and 10 postgraduate courses, namely (i) Architecture Conservation; (ii) Urban Design; (iii) Industrial Design; (iv) Landscape Architecture; (v) Environmental Planning; (vi) Housing; (vii) Regional Planning; (viii) Transport Planning; (ix) Urban Planning; and (x) Building Engineering and Management. Doctoral programmes are also offered leading to Ph.D. degree 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, workshops, exhibitions, etc. As a premier institute in the

SAARC region, the 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 programme and is the national nodal centre for conducting Quality Improvement Programmes for teachers and professionals.

The faculty of the School also undertook professional/institutional consultancy projects entrusted by 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.

Activities of the current year (2004-2005):

- ❑ One of the faculty members of the school participated in the Landscape Design Competition of Construction of Botanical Garden of Indian Republic at NOIDA. The competition was organised by the Ministry of Environment and Forests, Government of India. The Board of Assessors has adjudged his entry as the First Prize winning entry and has therefore, recommended his name for appointment as Landscape Architect for the project. He has also won a prize of Rs. 6.00 lakh.
- ❑ Prof. Subir Saha, Director and Head of the Department of Housing, was presented the 'Life Time Achievement Award' by the World Institution Building Programme for his contribution in the field of tertiary education in a ceremony held in the Indian International Centre on December 31, 2004.

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. 25.00 lakh exists under the scheme. Out of this amount the Government of India contributes Rs. 3 lakh annually to the AIT, Bangkok, for purchase of Indian equipment, books, journals, etc. The balance amount of Rs. 22.00 lakh is for secondment of Indian faculty to AIT, Bangkok.

Technician Education Project - III

Payment for professional and special services

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 a 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 seven 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 January 17, 2001 for duration of five and a half years.

Capacity expansion

- Establishing seven 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.

- Introducing continuing education, transfer of technology and community service in every project institution to benefit about 8,000 rural unemployed youth.

Quality improvement

- The training of all teachers in the project polytechnics for at least four weeks each year in the new technologies, education technology and industry. A batch of 39 polytechnic faculties was sent to Germany on foreign fellowship training for a period of three months from September to December 2004.
- The setting up of learning resources utilisation centres in all polytechnics and the use of media in teaching.
- Computer education for all students.
- The introduction of hi-tech courses and subjects specially in information technology, computer sciences, production technology, textile and garment technology and automobile maintenance.
- Introduction of course flexibility through MPECS.
- Industrial training provisions for every regular student.

Efficiency Improvement

- Enabling institutions to improve cost recovery.
- Providing a reasonable degree of academic, administrative and financial autonomy to each project institution
- Setting up or strengthening Directorates and Boards of Technical Education in each state.
- Encouraging industries and community to cooperate in institutional governance, academic activities and resources mobilisation.

Educational Consultants India Limited (Ed.CIL)

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 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 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.

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:

- ❑ 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.
- ❑ To support development plans including synergistic networking and services to community and economy of competitively selected institutions for achieving higher standards.
- ❑ To improve the efficiency and effectiveness of the technical education management system in the States and institutions selected under the programme.

The TEQIP is being 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 was held in September 2002. The programme became effective from March 12, 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 (NITs), and 26 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. From these States, 81 institutions -17 lead and 64 network institutions- have been selected, Further, in the Second Cycle, 11 Centrally-funded institutions -10 lead and 1 network- have been selected.

Canada-India Institute Industry Linkage Project (CIILP)

- ❑ The Canada-India Institute Industry Linkage Project was 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 was the Association of Canadian Community Colleges (ACCC). On the Indian side, the major stakeholders were the Union Ministry of HRD and Directorate of Technical Education of the project states.
- ❑ The project was implemented in five States -

Madhya Pradesh, Maharashtra, Goa, Gujarat and Chhatisgarh.

- ❑ The project was 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 sustainability and promoting replication of the project initiatives and (iii) promoting private sector participation in human resource development issues.
- ❑ The project goal was 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 was 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 and the project concluded on December 31, 2004.
- ❑ The project was 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) was responsible for the monitoring of day-to-day activities of project implementation. Joint Secretary (T) in the Ministry of Human Resource Development, Department of Secondary and Higher Education was designated as the National Project Director, as well as the Chairman of the In-India Working Group. The project implementation office was located in Pune, Maharashtra.
- ❑ The project was implemented in 20 institutions and replicated in 25 institutions of the five States under the project.
- ❑ The 3rd Showcase Conference to focus on Industry Linkage activities was held at Goa from October 8-10, 2004. In addition, the Joint Project Steering

Committee meeting was held on October 9, 2004, at Goa.

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 December 5, 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 12 years. In 1986, the 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 regional programmes, in-country programmes are also carried out by CPSC, Manila. Some programmes undertaken in 2004-2005 are as given table below

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. Fifteen 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. 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 this 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.

A Memorandum of Understanding (MoU) between Ministry of Human Resource Development and the Ministry for Youth, National Education and for Research for the Government of the French Republic on establishing a Cyber University has been signed. The activities carried out at the Indian Institute of Science, Bangalore, in applied mathematics, etc., and Toulouse University Network, France, will be treated as activities of the Cyber University.

The main objectives are that the Cyber University will be devoted to information exchanges between India and France in the fields of education, training, transfer to

technology and research and the learning resource material will be developed jointly by Indian and French institutions. The parties shall mutually decide the question of ownership of copyrights of the above-said material and its publication.

During the current financial year, the Indian Institute of Science, Bangalore, would be offering four additional Cyber University courses which are as follows:

- a. Combustion and shock waves
- b. Homogenisation
- c. Cryptography
- d. Variation Methods

In addition, research seminars between India and France have also been organised

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 institutions in approved cultural exchange programme/educational exchange S&T programme with science cooperation, expenditure on visit of foreign delegation, for sending delegations abroad, organising international seminar/conference on collaboration in technical assistance.

The following aspects of International Technical Cooperation are to be implemented: -

Regional Programme	Month/Year	Venue
Business Process Reengineering (BPR) and TQM in TET System	22.11.2004 to 3.12.2004	SIVAT Rep. Of Korea
In-Country Programme		
Information Technology Based Education & Training	12.4.2004 to 13.4.2004	NITTTR, Chennai
Knowledge Management System for Teaching & Learning	13.9.2004 to 24.9.2004	NITTTR, Kolkata

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.

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 books, work books, 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. However, the performance of some of the NGOs in implementation of the scheme has not been found satisfactory and necessary action such as blacklisting has been initiated against. As such, no further grants are being released to NGOs without the receipt of UCs. A list of NGOs against whom the UCs are pending for the last three years is enclosed in Appendix. A list of NGOs which have been released grants-in-aid of more than Rs. 1 lakh during 2002-2003 is also enclosed. 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 Center 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 considered for further revision and amplification.





Language Development, Book Promotion, Copyright and Scholarships

- Language-on-line courses launched.
- The scheme for Education in Culture and Human Values strengthened for wider coverage.
- The scholarship scheme modified to enable meritorious children avail the scholarship.
- Government delegates authentication of educational certificate work to State governments.

Language Development

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 VIIIth 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 scholarship for students of non-Hindi speaking States for study of Hindi; Book fairs and book promotion activities, workshops on Intellectual Property Rights through educational institutions and other institutions, management of Copy Right Act and strengthening of cultural and human values in education in schools and non-formal

education centres with the help of reputed organisations.

All these schemes will be continued in the next financial year. The scheme for Education in Culture and Human Values has been strengthened for wider coverage and the scholarship scheme has been modified to enable meritorious children avail of the scholarship. Similarly, the scheme for development of Sanskrit language is also being modified and further strengthened.

Central Hindi Directorate

The Central Hindi Directorate was established on March 1, 1960, by Government of India under the then Ministry of Education (now Ministry of Human Resource Development, Department of Secondary and Higher Education) to promote and propagate Hindi and



Language Development, Book Promotion, Copyright and Scholarships

to develop it as a link language throughout India in pursuance of Article 351 of the Constitution of India. The Headquarters of the Central Hindi Directorate is located in New Delhi and its four Regional Offices are situated in Chennai, Kolkata, Hyderabad and Guwahati. Ever since its inception, the Directorate has been implementing various schemes for the promotion and development of Hindi.

Under its Scheme of Preparation and Publication of Dictionaries, the Directorate has published 15 practical bilingual, 19 foreign bilingual, 14 trilingual and 3 multilingual dictionaries till now. Also, 22 conversational guides have also been brought out by it. The publication of Hindi-Nepali Conversation Guide; Hindi-Czech Conversation Guide; Hindi Romanian Conversation Guide, Hindi-Nepali Dictionary and Russian Hindi Dictionary are the major achievements of the year. The preparation work on two trilingual and 12 bilingual dictionaries is in progress.

The Department of Correspondence Courses of Central Hindi Directorate conducts various courses to teach Hindi as a second language to the non-Hindi-speaking Indians and foreigners through the medium of English, Tamil, Malayalam and Bangla languages. Approximately, 4.10 lakh Indian and foreign students have benefitted through these courses till date. During the preceding year, 9,575 students were enrolled for various Hindi courses. During the current year, 6,417 students have already been enrolled in various courses. This figure is likely to touch 10,000 by the end of the financial year. The Department also conducted examinations of its various Hindi courses at 66 centres in India and seven centres abroad.

Under the Directorate's various schemes of Extension Programme, eight workshops for neo-Hindi Writers of non-Hindi-speaking states of eight days duration each are organised every year. Two study tours of students of graduate and postgraduate levels of non-Hindi-speaking states are also organised to acquaint them properly with the Hindi mainstream. The other schemes of the Extension Programme are the Pradhypak Vyakhyan Mala, National Symposia and Financial Assistance to Hindi Research Scholars of non-Hindi-Speaking States.

Eight Pradhypak Vyakhyan Mala and two National Symposia shall be organised by the end of the financial year whereas 20 scholars shall be provided travel grants.

The Directorate also implements the Scheme of Awards to Hindi Writers of non-Hindi-speaking states and Shiksha Puraskar under which 19 and 5 awards of Rs. 1 lakh each are given, respectively, for the best manuscripts / books presented for the purpose. During the preceding year, 18 and 01 authors, respectively, were selected under the scheme of Hindi Writers of Non-Hindi-Speaking States and Shiksha Puraskar.

For the promotion and development of Hindi and to teach Hindi in the non-Hindi-speaking states, the Directorate also implements the Scheme of Financial Assistance to Voluntary Hindi Organisations. Under this scheme, financial assistance is provided to VHOs for organising Hindi classes, Hindi Shorthand and typing classes and for running Hindi Libraries/ Reading Rooms, etc., During the previous financial years, 176 VHOs were provided financial assistance. During the current financial year, 176 VHOs have already been approved financial assistance including about 25 VHOs of the North-Eastern States.

Under the Scheme of Free Distribution of Hindi Books, about 600 institutions have already been supplied with Hindi books during the current financial year. Under the Scheme of Exhibition of the Publications of the Central Hindi Directorate, 11 exhibitions were organised during the preceding year. During the current financial year, eight exhibitions have already been organised whereas four more are expected to be held by the end of the financial year.

Under the Scheme of Workshops for Neo-Hindi Writers of non-Hindi-speaking States, two workshops of eight-days duration each were organised at North Lakhimpur (Assam) and Jorhat (Assam) with effect from November 23-30, 2004, and January 20-27, 2005, respectively. Another workshop at Shillong (Meghalaya) is scheduled to be held with effect from February 20-27, 2005.

Under its scheme of Travel Grant to Research Scholars of Hindi, the following three scholars have been selected for the travel grant:

- ❑ Shri Techi Upen Tara, Arunachal University, Eta Nagar 'Bharatiyata Aur Naresh Mehta Ka Kavya'
- ❑ Shri Oken Logo, Arunachal University, Eta Nagar, 'Dadu Pant Aur Uska Janadhar'
- ❑ Smt. Maunmi Gyan, North-Eastern Hill University, Shillong, 'Bharatendu Sahitya Mein Lok Tatva'

The Central Hindi Directorate has published a Special Issue of 'Bhasha – November-December 2004' on the literature of North-Eastern States under its scheme of 'Bhasha, Varshiki Aur Sahityamala'.

Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical Terminology (CSTT) was set up in 1961 for the purpose of evolving uniform terminology in Hindi and other Modern Indian languages and for production of text books, supplementary reading material and reference literature in all disciplines of learning so as to facilitate the smooth change over of the medium of instruction at university level.

The evolution and development of technical terminology in Hindi and other Modern Indian languages is one of the most important responsibilities assigned to this Commission. Till now, 8.5 lakh technical Hindi equivalents belonging to all major disciplines have been evolved and finalised.

A Comprehensive Glossary of Administrative Terms containing 20,000 terms has been published in the new edition of 2004. Till now, around two lakh terms have been put on CD and the same will be put on website in near future.

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 Text Book 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 14,200 books have been

published, of which about 3,100 books are in Hindi and about 11,100 books in other Modern Indian languages. Book production in agriculture, medicine and engineering is undertaken by the CSTT itself. About 510 books have been published in these subjects.

Scientific and technical terms are best understood in the context of their definitions. Therefore, the CSTT has undertaken to produce definitional dictionaries in all subjects. So far, 65 definitional dictionaries covering almost all the basic sciences, humanities, social sciences and many other specialised subjects have been published.

The Commission has organised 20 workshops in the year 2004-2005 in which around 4,000 participants have been trained in technical terminology. Besides this, the Commission has organised 10 exhibitions in various parts of the country.

Besides terminology in Hindi, the Commission has evolved around 50,000 terms in Indian languages like Oriya, Punjabi, Bodo, Assamese, Manipuri, etc.,

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, the 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 Government Press for publication. Editing work of 45th, 46th and 47th issues were completed.

Besides Hindi, the Commission proposes to develop the terminology of almost all subjects in other modern India languages. Under the scheme of terminology development for NER languages, trilingual dictionary on administrative words and biology (English – Hindi – Bodo) is being prepared. Around 17,000 words are being incorporated in the administrative terminology and Bodo synonyms of 15,000 words have been finalised.

For biologic glossary (English – Hindi – Bodo), Bodo synonyms of around 3500 English words have been



decided so far. This task was carried out by organising of meetings of Expert Committee constituted for determination/approval of synonyms. An expenditure of Rs. 1,98,650 was incurred on the organisation of such meetings.

During the period, two glossaries of Bodo languages were published:

- ❑ Glossary of Maths (English – Bodo).
- ❑ Glossary of Commerce (English – Bodo).

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, Shillong and Dimapur.

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 for Hindi teachers of non-Hindi speaking States.

Besides at its own centres, the Sansthan also conducted during the year, **orientation courses for the Hindi teachers of non-Hindi-speaking States at remote places like Leh, Sikkim, Andaman and Nicobar and Diu.**

The institute has started post M.A. Diploma in Mass Communication and Journalism in Hindi to promote Hindi and 80 students are at present enrolled at Agra and Delhi. It also conducts post M.A. Diploma in Translation– Principles and Practices, at Delhi and Agra.

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 and Hindi Book for Class V revised as required by the State Government. 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.

In order to upgrade facilities at Agra to further attract foreign students, a girls hostel for foreign students is coming up which is likely to be completed this year.

The institute also published research-oriented material, namely six books and 17 magazines related to Hindi language and literature.

Under the Scheme “Hindi Sevi Samman Yojana”, 14 scholars, including one women scholar from Hungary and one NRI, were selected for the awards for the year 2002 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 on January 19, 2005 in a special function organised at Rashtrapati Bhawan, New Delhi.

Programmes conducted by the Institute for teaching-training and promotion of Hindi in the North Eastern Region (NER)

Central Institute of Hindi, Agra organises a number of programmes for teaching-training and promotion of Hindi in the North Eastern Region. Hindi Teachers Training College at Dimapur (Nagaland), Aizawl (Mizoram) and North Guwahati are affiliated to the institute. Their courses and syllabus are prepared by the Institute, which are revised and modified by the institute from time to time. The examinations of these colleges are also conducted by the institute. A Centre has also been set up in 2003 to boost the works to be done in this regard.

Preparation of Syllabus

The institute is engaged in the following activities for North Eastern States in 2004-05:

- Books for Class IV students learning Hindi were prepared for the State of Sikkim and preparation of books for Classes V, VI, VII and VIII is on. Preparational dictionary (based on text book) and Teachers Hindi Book (based on text book) are proposed under the ongoing scheme.
- General Studies Part – I, General Studies Part – II and Preliminary Linguistics (second year) were prepared for the students studying Hindi for the State of Nagaland and ‘Introductory Hindi

Literature Second Year’ is under preparation. Development of Learners Dictionary (based on text-book) and Teachers Hindi Book (also based on text book) is proposed to be carried out.

- For the Hindi learners of Mizoram, development and preparation of books for Classes IV to VI were carried out. Preparation of Learners Dictionary for Classes VII to X (based on text book) will be undertaken.
- For the Hindi learning students of Meghalaya, preparation of books for Classes V to VII will be undertaken.

Efforts are on to liaison with the State Government/voluntary agencies of Arunachal Pradesh, Assam, Tripura and Manipur.

The institute has already established its two centres at Shillong and Guwahati for teaching training and promotion of Hindi in NER. To accelerate the pace of work in this regard, a new centre at Dimapur has also been set up in 2003. It is involved in the following activities:

- a) **For the State of Assam:**
 - i) Organisation of Hindi workshop for the participants of Central Board of Silk, Guwahati.
 - ii) Organisation of Hindi workshop for the teachers of Assam Official Language Promotion Committee.
 - iii) Organisation of course renewal for Hindi teachers of Assam.
- b) **For Hindi teachers of Nagaland, Manipur and Mizoram:**
 - i) Organisation of course renewal programmes in Kohima, Dimapur, Imphal and Aizawl.
- c) **For the State of Meghalaya:**
 - i) Organisation of training workshop on ‘Official Hindi’ for the scientists, officers and staff of Anthropological Survey of India, North-East Regional Centre, Shillong.
 - ii) Organisation of course renewal programme for Hindi teachers of the State.

Centrally Sponsored Scheme of Financial Assistance for Appointment of Language Teachers in Tenth Plan

This scheme has three parts. It provides for the salaries of:

- (a) Hindi teachers in the government schools of non-Hindi speaking States. This programme has been continuing since the Second Five Year Plan. Under this component, the salaries will continue to be paid to the Hindi teachers in schools in non-Hindi speaking States.
- (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 2004-05 is Rs. 13.00 crore, and the additional allocation of Rs. 3.00 crore has been provided for Urdu Teachers under the NCMP Programme.

Central Institute of Indian Languages (CIIL), Mysore

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office, was set up to help in evolving and implementing 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 institute promotes Indian languages through three comprehensive schemes.

Scheme I

It seeks to develop Indian languages through research, development of human resources and the production of materials in modern Indian languages, including tribal languages. During April 1, 2004, to December 30, 2004,

Financial assistance being provided to individuals and voluntary organisations for different publications	
Aid to Voluntary Organisations : 11	
Bulk Purchase	: Assamese : 02, Bengali :03, Boro :01, Dogri : 04
Total: 204	: Kannada : 38, Konkani : 9, Maithili : 18, Malayalam : 02, Manipuri : 01, Marathi : 9, Nepali : 01, Oriya : 05, Punjabi : 27, Tamil : 71 and Telugu : 13.
Publications	: Assamese : 01, Kannada : 10, Maithili : 01
Total :23	: Manipuri : 01, Marathi : 01, Tamil : 05, Telugu : 04.
Little Magazine	: Assamese : 02, Bengali : 04, Gujarati : 04
Total: 30	: Kannada : 01, Kashmiri : 01, Maithili : 04, Nepali : 01, Punjabi : 01, Tamil : 05, Telugu : 01, Santhali : 05, Kuzhale : 01.

the institute has conducted: 21 Seminars, 90 Workshops, 16 Orientation Courses, 2 Refresher Courses, 27 Meetings, 2 Special Lectures, 4 National Integration Camps, 1 Field Study, 2 Field Work, 1 Contact Programme, 1 National Conference and 1 International Conference. The Institute also signed an intent of collaboration with the Kendriya Hindi Sansthan, Agra for enhancement of Hindi corpora. The following have been the important initiatives during the year:

- ❑ Bhasha Mandakini project to prepare 1,000 episodes each in Bengali, Kannada, Marathi, Tamil was initiated. Production of over 100 episodes is going on with producers including the in-house production team. Also the institute acquired digital audio-video archival solution (Exabyte), and audio-video mixer hardware and software.
- ❑ **Tamil Online course was inaugurated on January 4, 2005**, by Shri Sudeep Banerjee Additional Secretary, MHRD. Kannada Online course is ready for uploading and Hindi Online course is in progress.
- ❑ Bhasha-Bharathi and Library automation project

has completed the automation work and it is ready for inauguration. The institute's library will be the second completely automated library in India.

- ❑ Anukriti database has been revised and placed at the newly designed website and two issues of Translation Today have been published.
- ❑ Katha Bharati – over 35 books have been identified for translation and international copyright to bring them out in French, English, German, Italian and Spanish has been obtained from the original authors/copyright holders.
- ❑ LIPIKA – panels were prepared and exhibited at Wardha during ZICR-2 conference
- ❑ Corpora- Maithili work is going on and the Indian Languages Corpora site is ready for launching..
- ❑ LIS India work is in progress for both scheduled languages and non-scheduled languages.
- ❑ The institute has acquired Lotus Mail Server and Siemens Hipath 4300 EPABX system for effective communication and data transfer.

During July 15-17, 2004, Prof. Kapil Kapur of Jawaharlal Nehru University, Delhi gave three Foundation Day



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Lectures on: (i) Issues in Indian Linguistic Thought, (ii) A Model of Grammar Panini's Astâdhyâyi, (iii) Nature and Conception of Language Bhartrahari's Vâkyapadiya. Prof. Indrajith Mani from George Town University, USA delivered a series of lectures on Computational Tools for Linguists at Mysore from December 29-31, 2004.

The Prof. M.B. Emeneau Centenary International Conference On South Asian Linguistics was held in Mysore from January 1-4, 2005. On this occasion, an e-book 'From A Semiotic– Humanistic Point of View: Collected Essays and Studies', by Prof. Ashok R. Kelkar was released. Shri Sudeep Banerjee Additional Secretary, MHRD delivered the valedictory address of the conference.

During the rest of the year, the institute, in addition to conducting various training programmes, workshops and orientation programmes will conduct/collaborate the following national and international conferences. Some of them are:

- ❑ National Seminar on Subject and Topic in Indian Languages, Mysore
- ❑ National Seminar on Language Attrition
- ❑ National Seminar on the role of language in the teaching of science in collaboration with the JSS College, Mysore
- ❑ National Seminar on Revolt Literature
- ❑ International Seminar on Folk Literature
- ❑ National Seminar on Semiotics of Conceptual

Structures – Polity Praxis and Mahatma's Swaraj, Bhavanagar

- ❑ International Conference on Lexicography in collaboration with University of Madras, Chennai

The institute has brought out the following publications:

- ❑ Language, Society and Culture
- ❑ Kannada Madhurya – An Intermediate Course Reader in Kannada
- ❑ An Intensive Course Reader in Marathi
- ❑ Content Resources : Assessing Personality through Language – Kannada IV
- ❑ Content Resources : Assessing Personality through Literature – Kannada V
- ❑ Content Resources : Assessing Personality through Language – Tamil IV
- ❑ Content Resources : Assessing Personality through Literature - Tamil V
- ❑ Translation Today Volume 01
- ❑ Translation Today Volume 02
- ❑ Aspects of Translation
- ❑ The Ethnology of the Khezhas and the Khezha Grammar
- ❑ An Intensive Course Reader in Sanskrit
- ❑ Tests of Language Proficiency : Hindi
- ❑ Bharatiya Bhasha Jyothi : Assamese (Collaborative Publication)
- ❑ Bharatiya Bhasha Jyothi : Bengali (Collaborative Publication)

Details of Expenditure by the Grants-in-Aid From 1.4.2004 – 31.12.2004

Name of the Schemes	No. of Cases Cleared	Amount Spent Rs.
Maintenance	8	1,91,675.00
Bulk Purchase	249	52,74,017.00
Publication	32	5,79,557.00
Little Magazine	22	2,20,000.00
Total	311	62,65,249.00



Some more manuscripts are in press and they will be published before the end of March 2005.

Scheme II

This is to implement the three-language formula of the Government and prepare instructional materials. The secondary school teachers deputed by States and Union Territories are trained in languages other than their mother tongue. The seven Regional Language Centres conduct teacher-training programmes in different Indian languages. There are 436 teacher trainees undergoing 10 month Intensive Courses: Kannada: 44, Tamil: 40, Telugu: 28, Malayalam: 23, Assamese: 30, Bengali: 32, Oriya: 16, Kashmiri: 21, Punjabi: 21, Urdu: 17, Gujarati: 18, Marathi: 20, Sindhi: 24, Urdu: 27, Urdu: 32, Manipuri: 23, Nepali: 20. The course commenced in the month of July 2004 and concludes on April 30, 2005. In addition to teacher training, several workshops to prepare instructional materials and seminars in this connection are also planned in the year.

Scheme III

Under this 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).

The second meeting was held on January 11-12, 2005 at Mysore and the decisions taken are given in table below.

Central Institute of English and Foreign Languages (CIEFL), Hyderabad

The Central Institute of English and Foreign languages (CIEFL), Hyderabad with its Regional Centers at Shillong and Lucknow is a Deemed University under the administrative control of this Department funded by University Grants Commission. The following are its major academic concerns:

- Improving standards of teaching English and foreign languages in India.
- Training language teachers in methods and approaches appropriate to the Indian context.
- Evolving indigenous ways of testing language proficiency.
- Providing expertise in language and teacher education to foreign professionals.
- Implementing two English language teaching outreach programmes i.e. Schemes of Financial Assistance to **English Language Teaching Institutions (ELTI)/Regional Institutes of English (RIE) and District Centre Scheme** on behalf of this department under which in-service training to 35,000 secondary school English teachers in the government sector has been provided. There are nine ELTIs and 29 District Centres currently in operation.
- Giving financial assistance to individuals and voluntary organisations for **Publication in English** books of reference like encyclopedias, descriptive

catalogues of rare manuscripts, publication of old manuscripts with or without translation, original writing on linguistic, literary (excluding fiction, drama and poetry) Ideological, social, anthropological and cultural themes.

National Council for Promotion of Urdu Language (NCPUL)

NCPUL is an autonomous body under this Ministry with the objectives to i) promote, develop and propagate the Urdu Language ii) for making available in Urdu the knowledge of scientific and technological development in the modern context and iii) to advise the Government of India on educational issues connected with Urdu.

One of the significant initiatives of the Council has been the transformation of the Urdu speaking population to an employable technological workforce in the emerging information technological scenario. The launch of Computer Application and Multilingual Diploma has enabled young Urdu speaking boys and girls to gain a respectful livelihood. Currently, **224 Computer Application and Multilingual DTP Centres have been set up in the country.**

Other major programmes/schemes of NCPUL are as under:

- ❑ Calligraphy and Graphic Design Training Centres
- ❑ Multilingual Type and Shorthand
- ❑ Diploma Course in Urdu
- ❑ Publications
- ❑ Book Promotion and Exhibitions
- ❑ Urdu Press Promotion
- ❑ Support to Voluntary Organisations

In pursuance of the objectives of the Council to transform Urdu-speaking population into part of the employable technological workforce in the emerging information technological scenario and the presentation of computer education to the grassroots level, the Council launched a one-year course, 'Diploma in Computer Applications and Multilingual DTP' across the country. So far, the Council has established nine

centres in Assam, one in Meghalaya, two in Manipur and two in Tripura in which 442 students are pursuing this course. Besides, one computer centre under Swawlamban (NORAD) Scheme in collaboration with Women and Child Development, MHRD, has been established in Meghalaya. This is a highly job oriented programme and on completion of one year diploma, the students can be employed as medium level IT professionals as junior programmer, web designer, DTP operators, visual designer, lab demonstrator, accounts assistant, office assistant, etc. As per information received from the centres, a large number of students have got employment locally in the private sector and in education institutions.

To popularise the Urdu script in non-Urdu areas of the country, a national programme of Urdu learning through distance mode has been launched by the Council. Thousands of learners pursue this course from across the country. NCPUL has opened three Urdu Study Centres in Assam. NCPUL has, in addition, launched a two-year 'Diploma in Functional Arabic' course to enrich instruction of Arabic and provide experience of modern and colloquial Arabic at spoken and written level to the students. NCPUL has so far established nine Arabic Study Centres in Manipur and Assam.

NCPUL has also been providing financial assistance to various NGOs working for promotion of Urdu language in the North East.

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.

The objectives of the NCPSL are:

- ❑ 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.

The main Schemes of the NCPSL are:

- ❑ 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.

Sanskrit Division

Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, a Deemed University with effect from May 7, 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.

1. 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.
2. 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 alongwith English and Hindi. Besides tutorial facility of one modern subject such as political science, history, economics, sociology, etc., is provided at the undergraduate level.
3. 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, 734 Voluntary Sanskrit Organisations have been assisted. Twenty-three 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.
4. 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 paid honorariums of Rs. 50,000 each per annum for their life-time. 321 awardees are presently getting grants from the Rashtriya Sanskrit Sansthan. From the year 2002 onwards, eight young scholars have also been elected for the Maharishi Badrayan Vyas Samman, under which the Sansthan will pay a one-time award of Rs. 1,00,000 to each scholar.
5. The Sansthan has started teaching of Non-Formal Sanskrit at 100 locations by providing necessary assistance. This has proved a great success. Sansthan is also conducting the third round of non-formal Sanskrit classes of three months duration in around 1,200 centers (100 in North East and 1,100

in the rest of the country) in two phases, one from October-December 2004 attended by 50,000 students and other from January-March 2005 attended by 30,000 students. Through this programme, a minimum of 80,000 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 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.

Financial assistance to eminent Sanskrit Pandits in indigent circumstances

Under this scheme, assistance is being given to eminent, traditional Sanskrit pandits who are not below the age of 55 are in indigent circumstances and are engaged in study/research in Sanskrit. Each selected scholar is given a maximum of Rs. 24,000 per annum, without deduction of income from other sources.

Modernisation of Sanskrit Pathshalas

To bring about a fusion between the traditional and modern systems of Sanskrit education, grants are provided to facilitate the appointment of teachers for teaching in traditional Sanskrit Pathshalas selected modern subjects, i.e. modern Indian languages (MIL), science, (including mathematics) and humanities.

In addition to the existing provision of grant of financial assistance for providing three teachers, a computer teacher on a 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 a lump sum grant of Rs. 10,000 as a one-time grant for installation and books may be provided to each Sanskrit Pathshala.

Providing facilities for teaching Sanskrit in High-Higher Secondary Schools

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 Sanskrit teacher on their rolls.

Scholarships to students studying Sanskrit in High and Higher Secondary Schools

In order to attract students towards Sanskrit in secondary and senior secondary schools, merit scholarships are given to Sanskrit students of Classes IX to XII, at the rate of Rs. 250 per month for students of classes IX and X and at the rate of Rs. 300 per month for students of Classes XI and XII.

Grants to State governments for various schemes for the promotion of Sanskrit

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 received more than Rs. 20,00,000 per institution per project, subject to a maximum of three projects in a financial year. This limit would not, however, apply to deemed Sanskrit universities.

Central Grant to Rashtriya Sanskrit Sansthan/Deemed universities/CBSE/NCERT, etc.

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 considered for assistance during 2004-05.

An amount of Rs. 1,800 lakh has been provided for the year 2004-05 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 2004-05 are:

- i Provision of financial assistance to : (a) 40 Veda Pathshalas/Vidyalayas and other Units for teaching Samhitas of various shakhas of Vedas, Sanskrit, English and Arithmetic and (b) 65 other units teaching only traditional oral recitation of Veda Samhitas,
- ii Research activity: (a) award of one senior and one general fellowships and (b) conduct of seminars, workshops, etc., for promotion of research in Vedas and Vedic literature,
- iii Conduct of one All India and six Regional Vedic Sammelans for propagation of Vedas;
- iv Provision of financial assistance to Nityagnihotries and aged Vedic Pandits,
- v Video/audio recording of Vedic recitation of various shakhas of Vedas;
- vi Publication of rare and out-of-print Veda Samhitas, Brahmanas and other Vedic literature, etc. Eight books have been printed and 12 other publications are underway.

vii A Vedic Research Centre also has started functioning in New Delhi from 2000-2001.

viii The quarterly journal 'Veda Vidya' has been published during 2003-2004.

An amount of Rs. 150 lakh has been released to Maharshi Sandipani Rashtriya Veda Vidya Prathisthan during 2004-2005 for additional expenditure on ongoing schemes and new programmes including the Development of the Campus at Ujjain. No UC is pending from the Prathisthan.

Deemed Universities

The two Deemed Universities-Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati-were established in 1987 with the objectives of preserving of learning of Shastras as well as propagation of Sanskrit language, literature, philosophy and Sanskrit Research. These universities have launched a number of programmes and activities for realising their objectives in a most effective manner. Both these universities are given 100 per cent annual grants by the Ministry through the University Grants Commission.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, provides courses of study from Shastri to Vidya Vachaspati (D.Litt.). Since 1997-98, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha has offered diplomas in vedic and refresher courses, and also two degrees, namely Vidya Varidhi (Ph.D.) and Manad Uppadhi (Honorary D.Litt.). The Vidyapeetha has four faculties namely: Asahitya, Sanskrit, Darshan, Veda Vedanga and sixteen Departments viz. Sahitya, Puranetihasa, Prakrit, Naya Vashaishik, Sankhya Yoga, Advaita Vedanta, Jain Darshan, Sarva Darshan, Mimamsa, Vishishtadvaita Vedanta, Veda, Dharam Shastra, Vyakaran, Paurohitya, Jyotish and Shiksha Shastra. **During the year 2004-05 (up to January, 05), 729 new students have been admitted to the various ongoing courses and 402 students admitted in the previous years completed their courses.**

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati, provides courses of study from Prak Shastri

(Intermediate) to Vidya Varidhi (Ph.D.). RSV, Tirupati has upgraded the Department of Pedagogy to an Institute of Advanced Studies in Education (IASE). A computer centre has been established and publication activities have been speeded up. The Vidyapeetha has ten Departments namely: **Sahitya, Vyakarna, Nyaya, Jyotish, Advaita, Vedanta, Dvaita Vedanta, Visistadvaita Vedanta, Research and Publication, Physical Education and Education.** During the year 2004-05 (up to January 2005), 964 students have been admitted in the various courses.

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. While spelling out the cultural perspective in education, the Policy has stressed to bridge the schism between the formal system of education and India's rich and varied cultural traditions.

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 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 education.

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. 10.00 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. 5.32 crore was spent towards 149 NGOs. An estimated outlay of Rs. 30 crore has been allocated in the Tenth Plan for the Scheme of Assistance for Strengthening of Culture and Values in Education. During the year 2002-2003, an amount of Rs. 2.00 crore was released towards to 50 NGOs. In the year 2003-2004, an amount of Rs. 3.00 crore has been spent covering 87 NGOs. during 2004-2005, against an allocation of Rs. 3.00 crore under the Scheme, an amount of Rs. 1.80 crore has been spent and 66 organisations have been assisted for implementing the projects for promoting cultural and value education (till January 15, 2005). Further an amount of Rs. 0.93 lakh is also in the process of being released. Thus, total expenditure comes to Rs. 2.73 crore and number of organisations to 98.

The allocated budget of Rs. 3.00 crore is likely to be spent fully. UCs have been issued wherever they have become due. Efforts are being made to obtain necessary data and documents for issue of the UCs in a few outstanding cases.

A Group of Experts under the Chairmanship of Secretary (S & HE) was set up at the 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 (S&HE). So far, three meetings of groups of experts and three meetings of Core Committee have been held.

A National Resource Centre on Value Education has been 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 incorporated. In addition, values of scientific temper and environmental values have also been highlighted.

The All India Council for Technical Education has also drafted the contents of human values as an open

elective for the 7th and 8th semester in the undergraduate programme in technical education.

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.

IIM Lucknow is organising teaching courses on value-based leadership. IIM Kolkata is also running optional courses on value education.

UGC has re-constituted 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. The National Institute of Open School 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 has also under taken 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.



Book Promotion

Scheme of Book Promotional Activities and Voluntary Agencies

In order to encourage book promotional activities, the Government engages NGOs to supplement its effort. A scheme of 'Book Promotional Activities and Voluntary Agencies' is operated directly by the Ministry. 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 promotional activities. Grants are also given to the reputed Voluntary Organisations for organising the Delhi Book Fair and National Book Fairs, etc. Care is taken to ensure that organisations from all over the country are provided financial assistance. It is the endeavor of the Government to give special emphasis to the organisations belonging to North-East Region. Grants are released up to a maximum of 75 per cent of the total expenditure approved.

Institutions for Book Promotion - National Book Trust

The National Book Trust, India, was set up by the Government of India in 1957 with the objective of encouraging production of reading material at moderate price and fostering book mindedness among people. The NBT provides financial assistance to authors and illustrators for bringing out reasonably priced textbooks and reference books for students of all levels and for publication of books for children and neo-literates. It also promotes book reading habit all over the country by (a) providing financial assistance for organising book fairs, festivals and exhibitions, (b) organising symposia and workshops, (c) sponsoring celebrations of National Book Week and (d) setting up of reading clubs in schools. To promote Indian books and Indian authorship abroad, it participates in various international book fairs. The annual Frankfurt Book Fair and Tokyo International Book Fair are two premier international events in which the NBT participates regularly.



Activities undertaken by the NBT during the period 2003-2004

- During the period 2003-2004, the NBT organised **book fairs** at Bareilly, Rajkot, Nalbari and Visakhapatnam. The 26th National Book Fair was organised in Kolkata from September 6-14, 2003.
- The NBT also participated in the following **international book fairs** : Bologna Children's Book Fair; Nigeria International Book Fair; Jerusalem International Book Fair; Zimbabwe International Book Fair; Beijing International Book Fair; Colombo International Book Fair; Frankfurt Book Fair; Exhibition of Children's Books, Singapore and Bangkok International Book Fairs. The NBT also organised exhibitions of Indian books at Paramaribo (Suriname), in London, Berlin and in Mauritius.
- The NBT organised **mobile book exhibitions** at around 1,084 stations in the following states: Uttar Pradesh, Goa, Madhya Pradesh, Tamil Nadu, Gujarat, Orissa, Delhi, Rajasthan, Himachal Pradesh, Bihar, Karnataka, Uttaranchal, Andhra Pradesh, Haryana, West Bengal, Assam and Kerala
- Five titles were published under the scheme of **subsidised publication of Books**.
 - Thirteen **seminars/workshops** and 10 **book release** functions were organised.
 - Approximately 1,800 **Readers' Clubs**, were established during the period. Besides, meet-the-author programmes, story-telling sessions, workshops, seminars and other children's activities were also organised by **NCCL**.
- Six hundred fifty five titles were **published** between April 2003 and March 2003.
 - Between April 2003 and March 2004, the NBT earned a **revenue** of Rs. 273. 27 lakh. The **sales** during the period had been to the tune of Rs. 434.94 lakh (in gross), while the net sales were Rs. 348.04 lakh.
- The NBT initiated and spearheaded countrywide celebrations of declaration of New Delhi as **World**

Book Capital for the year 2003-04 by UNESCO. The activities undertaken under this declaration included simultaneous book exhibitions in National Capital Region, Allahabad, Kolkata, Hoogly, Chandigarh and in various districts of Haryana and Punjab.

- **The 16th New Delhi World Book Fair** held from February 14-22, 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. m, through Hall nos. 8 to 14 and 18 of Pragati Maidan. An estimated seven lakh book lovers, including Ministers, MPs, other VIPs, authors and scholars visited the fair.

Raja Ram Mohan Roy National Agency For International Standard Book Numbering System (ISBN)

The Book Promotion and Copyright Division also hosts the Raja Ram Mohan Roy National Agency for International Standard Book Numbering System (ISBN), which has been making registrations of Indian publishers, authors, institutions, universities and government departments who are responsible for publishing books. Since its inception, the National Agency had allocated 9,200 prefixes to different publishers in different categories, which covers the period up to December 2004. About 55 per cent publishers are using ISBNs in India. To facilitate easy allotment of ISBN to publishers, the agency participated in the 29th Kolkata Book Fair 2004 organised by GUILD. The agency has also participated in the 16th New Delhi World Book Fair 2004 held from February 14-22, 2004 and in the Ranchi Book Fair, Ranchi, in November 2004.



Copyright and Related Rights

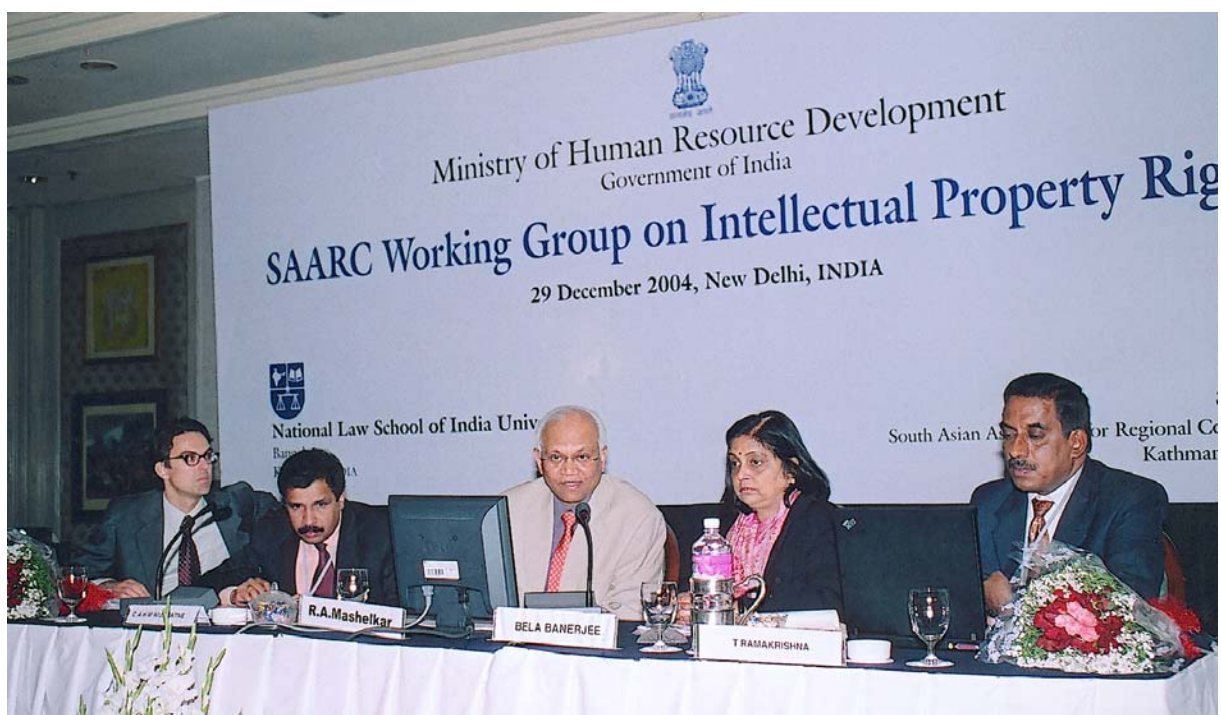
Copyright Enforcement in India

Chapter XIII of the Indian Copyright Act, 1957, provides penalties for 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 the 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 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 seminar/workshops, etc. for sensitising the public about Copyright Laws. (iv) collective administrative 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 Copyright Enforcement Advisory Committee is three years. The CEAC is reconstituted periodically after expiry of the term. The CEAC is being reconstituted very soon.



Special Cells for Copyright Enforcement

Most of the States/UTs have set up either separate copyright enforcement cells or special cells in the Crime Branch to look after copyright offence cases.

Nodal Officers

In order to facilitate proper co-ordination between the industry organisations and the enforcement agencies in the matter of enforcement of copyright law, the Ministry requested the State governments to designate nodal officers. As of now most of the States and UTs have designated nodal officers in their respective state governments. The Ministry of Human Resource Development organised a Nodal Officers' Conference on September 16, 2004, in New Delhi which was attended not only by the nodal officers but also by experts and representatives of the copyright industry.

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 for cinematograph films [Society for Copyright Regulation of Indian Producers of Films and Television (SCRIPT)], musical works [Indian Performing Right Society Limited (IPRS)] and sound recordings [Phonographic Performance Limited (PPL)] and the last one recently established is for books/literature/artistic photocopy rights [Indian Reprographic Rights Organisation (IRRO)]. These societies have been actively participating in generating awareness about copyright and IPR issues. 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. The Department of Secondary and Higher Education interacts frequently with these Copyright Societies and encourages them to be proactive in the field of copyright administration.

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 India participated in the following WIPO meetings and programmes:

Meetings

- ❑ WIPO - 11th Session of the Standing Committee on Copyright and Related Rights held in Geneva from June 7-9, 2004
- ❑ 40th Series of Meetings of Assemblies of Member States of WIPO held in Geneva from September 27-October 5, 2004
- ❑ WIPO-7th Inter-Governmental Committee for Intellectual Property, Genetic Resources, Traditional Knowledge and Folklore held in Geneva from November 1-5, 2004
- ❑ WIPO-12th Session of the Standing Committees of Copyright and Related Rights held in Geneva from November 17-19, 2004

Programmes

- ❑ Participated in WIPO-Sweden advanced Training Course on Copyright and Related Rights in Global Trade held in Stockholm from August 16-September 3, 2004
- ❑ Training Course on Creating Value from Copyright Works and related rights in Music Industry held in Singapore from August 16-24, 2004
- ❑ WIPO Asia Pacific Workshop on Information Technology and Automation of Intellectual Property Offices held in Philippines from November 16-17, 2004
- ❑ Study Visit on Collective Management of Musical Works held in Tokyo from December 6-10, 2004

International Seminars on Copyright-IPR Issues

International Seminars organised by India

- ❑ WIPO Asia Pacific Regional Symposium on Emerging Issues of Copyright Protection in the Digital Environment from October 13-15, 2004, at New Delhi in which delegates from 24 different countries participated.
- ❑ SAARC – First Meeting of the Working Group on IPRs (including Traditional Knowledge) on

December 29, 2004, at New Delhi in which delegates from SAARC Secretariat and SAARC countries participated.

- WIPO National Workshop to develop Intellectual Property (IP) Licensing and Negotiation Skills at Indian Institute of Technology, Mumbai, from November 15-17, 2004 and at Indian Institute of Science, Bangalore, from November 18-20, 2004, which was attended by delegates from World Intellectual Property Organisation, Germany, Singapore and India

These seminars provided participants with a platform to exchange national experiences as well as to learn from them. The seminars were widely appreciated for the organisation and the contents.

Scheme of Intellectual Property Education, Research and Public Outreach

The Scheme for Intellectual Property Education, Research and Public Outreach was operationalised in the Tenth Five Year Plan Period by a physical merging 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 schemes were co-related to each other and for effective implementation of the cause of promoting awareness/research on Copyright/IPRs and WTO matters. Under the Scheme, financial assistance is provided to UGC recognised universities, institutions affiliated to those universities, educational institutions, Copyright Societies and registered voluntary organisations for creating general awareness by way of organising seminars and workshops on copyright matters and carrying out activities on IPR related matters. The amount spent during the last three years under the schemes and expenditure incurred up to December 16, 2004 is given in the table.

IPR Chairs

Six IPR Chairs have been set up at the University of Allahabad, University of Delhi, University of Pune, University of Madras, National Law School of Indian University, Bangalore and Cochin University of Science

Year	Amount Spent (in Rupees lakh)
2001-2002	Rs.151.51
2002-2003	Rs.187.93
2003-2004	Rs.219.00
	(booked amount: Rs.243.00 lakh)
2004-05 (up to 16.12.2004)	Rs. 26.92

and Technology, Cochin-, to promote teaching and research in Intellectual Property Rights Studies. For this purpose, funds have been released by this Department under this scheme so far to four universities at Delhi, Madras, Cochin and Bangalore. The other two universities at Allahabad and Pune were funded by CSIR. Functioning of these chairs is reviewed by Secretary, Department of Secondary and Higher Education from time to time. In addition, a Monitoring Committee under the chairpersonship of Joint Secretary (Languages) has also been constituted for the purpose.

WIPO University Initiative

WIPO has recently launched a programme entitled, "WIPO University Initiative" which focuses on increasing awareness about intellectual property within universities and research and development (R&D) organisations through the creation of "University Intellectual Property Coordinators". On the request of WIPO, the matter was examined and two Indian universities, namely, University of Pune, Pune and Cochin University of Science and Technology have been selected to become part of the WIPO University Initiative. However, MHRD has written to include University of Allahabad and University of Delhi also in the said programme.

International Copyright Union - India's Contribution to World Intellectual Property Organisation (WIPO)

This is a scheme to meet India's annual contribution to the World Intellectual Property Organisation (WIPO) of which India is a member.

Copyright Law

Copyright and related rights are governed by the Copyright Act, 1957, the Copyright Rules, 1958 and the

International Copyright Order, 1999 as amended and updated from time to time. The Copyright Act has undergone five amendments since its inception, i.e. in the years 1983, 1984, 1992, 1994 and 1999, to make it more relevant and advanced international instrument to offer substantive solutions as regards copyright issues including the ones arising in the digital environment. In fact at present efforts are on to include the relevant provisions of the two WIPO Internet treaties namely, WIPO Copyright Treaty (WCT) and WIPO Performances and Phonograms Treaty (WPPT) (1996-2002) which offer a solution to increasingly difficult problems/ questions posed by technological advancements. These internet treaties takes the issue of copyright much further and provides protection even beyond what was envisaged in the TRIPS.

The Copyright Act provides for a Copyright Board to settle copyright disputes, Copyright Office for registration of copyright works and for setting up of copyright societies to do copyright business.

Copyright Board

The first Copyright Board, a quasi-judicial body was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. It hears cases regarding rectification of errors in copyright registration, disputes in respect of assignment of copyright and granting of licenses of published works withheld from public and unpublished Indian works, to produce and publish works for certain other specific purposes. It also hears cases in other miscellaneous matters instituted before it under Copyright Act, 1957

The present Copyright Board has been reconstituted for a period of five years with effect from February 22, 2001. Till December 2004, the Board heard 80 cases in 10 meetings held in different zones.

Copyright Office

The Copyright Office was established in 1958 in pursuance of Section 9 of the Copyright Act, 1957. Copyright comes into existence as soon as a work is created and its acquisition does not require any legal formality. Though registration is optional, the Copyright Act, 1957 as amended from time to time, provides for

registration of copyright of an original literary, dramatic, musical and artistic works; cinematograph films and sound recording.

In addition to this, the Copyright Office also registers the changes in the particulars of copyright entered in the Registers of Copyright in accordance with Rule 16 of the Copyright Rules, 1958. Moreover, the Copyright Office also issues certified copies of the extracts from the Register of Copyrights. Inspection of the Register of Copyright is also open to the interested persons at all reasonable times.

The Copyright Office has been computerised and all work particulars are being entered in computer. The Copyright Office will be modernised very soon and the draft plan for this is under preparation.

General Agreement on Trade in Services

With the emergence of World Trade Organisation (WTO) from January 1, 1995, there have been many rounds of negotiations leading to a comprehensive agreement on international trade in services with the objective of progressive liberalisation of trade in services. Education is identified as one of the 12 services, which are to be negotiated under the General Agreement on Trade in Services (GATS). Education has been divided into following five categories for the purposes of negotiations:

- Primary Education
- Secondary Education
- Higher Education
- Adult Education; and
- Other Education

GATS prescribes the following four modes of trade in services including Education Services:

- Cross-Border Supply
- Consumption Abroad
- Commercial Presence
- Movement of Natural Persons

The Department has held wide-ranging consultations to evolve the Indian position on the subject. It is expected that this position would crystallise very soon.



Scholarships

The National and External Scholarship Division of the Department of Secondary Education 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 2004-2005 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 2005-06. 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. 750 per month depending on the level of education and course of study and the scheme is implemented through the state governments. The budget allocated for 2004-05 is Rs. 7.00 crore. The funds released during the Tenth Plan under the existing schemes as given in Table 1.



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 has been revised from 2004-05. The revised rates of scholarships varies from Rs. 300 to Rs. 1,000 per month, depending upon the course of study. This scheme is implemented through the State governments. The budget allocated for the year 2004-05 is Rs. 1.50 crore. The funds released under the existing schemes are as given in Table 3.

Authentication of Educational Documents

The Department of Secondary and Higher Education has been authenticating the education qualification of people going abroad for employment for approximately the last one and half decades. This also includes foreign nationals who are completing their studies in India and returning to their country. This is a consular function to be performed by the Ministry of External Affairs, and this Department is assisting Ministry of External Affairs in accordance with their request.

The simplification of the procedure for authentication of educational documents had been under examination of this Ministry and the Ministry of External Affairs for quite some time. After due consideration, it was decided, with the approval of the Ministry of External Affairs, to **delegate the powers to authenticate educational qualifications to the authorised officials of the State Government also.** Accordingly, the State Government of Kerala and 12 other States, from which a large number of people are going abroad for employment, have already been authorised on July 1, 2004 and July 8, 2004, to authenticate the educational qualifications. In view of the steps taken above, all candidates who want to have their educational qualifications authenticated can get them authenticated by the State government authorised officials without the

trouble of traveling to Delhi for authentication of educational certificate by the Ministry of Human Resource Development.

As a result of efforts made, Regional Authentication Centres (RACs) have been set up by Government of Kerala at Thiruvanthapuram, Kochi and Kozhikode. Due to authentication being done by Kerala

Table 1 – No. of applicants whose certificates were authenticated

Month	No. of certificate authenticated
2002	39,791
2003	75,889
2004	1,97,708

Government, there has been a significant relief to the people coming for authentication since bulk of authentication seekers are from Kerala. Needless to mention, this has contributed to mitigation of hardships of authentication seekers to a great extent. The matter is also being pursued with other State governments for expediting the opening of RACs by them. Yearwise authentication data from 2002 to 2004 is given below:-

Commonwealth Scholarship/ Fellowship Plan offered by the Government of UK, Canada and New Zealand

Under the programme, scholarships/fellowships are awarded to Indian nationals for higher studies/research/training in UK, Canada and New Zealand. These are prestigious scholarships and benefit the country as well as the recipients for their educational and professional development. The scholarships are made available for study in about 25 disciplines, including cardiac surgery, gynaecology, medicine, dentistry, electronics, environment studies, remote sensing technology, communication engineering, biotechnology/

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biochemical engineering, robotics (including artificial intelligence), mathematics, molecular biology, physics, chemistry (including pharmaceutical/medicinal chemistry), agronomy/forestry, history, sociology, management studies, economics, philosophy, psychology, computer application, law, environmental studies and electronics and two disciplines in New Zealand such as soil science and dairy technology. The New Zealand scholarship could not be precised due to the New Zealand Vice Chancellor Committee's insistence for the ECE (Educational Credential Evaluator) certificate to Indian scholar which they have introduced from academic year 2002. The Commonwealth Scholarship Commission, UK awarded 26 scholarships during the year 2004-05 against 57 nominations sent by this Department. International

council for Canadian Studies (ICCS) awarded 11 scholarships during the year 2004-05 against 35 nominations sent. The Malaysian Government have offered scholarships for 2 nominations for the first time for the year 2004-05. The scholarships offered by the Government of Trinidad and Tobago for the year 2040-05 was processed and four nominations have been sent.

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 £24,536 per

Statement indicating details of Indian scholars sent to different Countries					
Sl. No.	Country	Nominated	Utilised	Nominated	Utilised
1.	Japan	54	22	37	24
2.	China	31	8	23	11
3.	Israel	14	4	09	2
4.	Mexico	06	2	08	2
5.	Ireland	14	2	—	—
6.	Gemany	20	8	—	—
7.	Slovak	—	—	-3	2
8.	Czech	06	2	-5	1
9.	Iran	—	—	—	8
10.	UK	58	24	57	22
11.	Canada	20	3	35	6
12.	Malaysia	—	—	02	—
13.	Belgium	7	3	08	4
14.	Italy	28	21	28	9
15.	Purtgal	04	4	—	—
16.	Norway	08	2	08	7
17.	Greece	—	—	04	—
18.	Trinidad and Tobago	—	—	04	—
	Grant Total	270	105	231	98

annum is paid by the Government of India to St. Antony's College, Oxford (UK) through the High Commission of India in UK. Under the scheme, the scholar is paid economy class air passage for both ways 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.

British Visitorship Programme

The above programme is directly handled by British Council Division/British Deputy High Commission in India and sponsors candidates for short term courses in UK to project better appreciation of British 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. The British Council does not cover international travel.

However, the British Council Division seeks clearance from the Government of India before finalising the programme in this regard. The Department of

Secondary and Higher Education gives clearances after consulting the Ministry of External Affairs and Ministry of Home Affairs.

No Obligation to Return to India Certificate (NORI)

This certificate, also referred to as Waiver Certificate, is required by a person who has gone to USA on J1 and J2 Visa, some of which require that the person return to his country for at least 2 years. This requirement is, however, waived by the US Immigration Authorities if the country to which the person has to return issues a Waiver Certificate stating that the person is under no obligation to return to that country.

In case of Indian nationals, this certificate is issued by the Embassy of India/Consulate General of India (CGI) concerned in 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 out an application and furnish an affidavit (in triplicate), which have to be notarised and sent to the embassy/consulate for authentication, with the 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. In the Department of Secondary and Higher Education, the External Scholarship Division handles this work.



Annexure I

STATEMENT 1: Total Number of Recognised Institutions in India 2002-2003

S.No.	States/UTs	Primary/ Junior Basic Schools	Middle/ Senior Basic Schools	High Shools/ Hr. Secondary Intermediate/ Pre-Degree/Jr. Colleges	Degree and above levels		Universities/ Deemed Univ./ Institution of National Importance
					Colleges for General Education	Colleges for Professional Education	
1	2	3	4	5	6	7	8
1	Andhra Pradesh	61167	15054	15232	1197	432	23
2	Arunachal Pradesh	1337	360	204	8	1	1
3	Assam	30045	7704	4736	309	70	7
4	Bihar	40511	9783	3826	743	110	12
5	Chhattisgarh	23951	6293	2771	213	37	9
6	Goa	1037	75	425	24	20	1
7	Gujarat	7245	30646	7081	422	230	12
8	Haryana	9619	2263	5082	155	105	7
9	Himachal Pradesh	10868	1902	2139	69	37	5
10	Jammu & Kashmir	10488	3976	1893	73	52	5
11	Jharkhand	17059	4270	1492	132	27	6
12	Karnataka	26254	23643	9588	923	570	19
13	Kerala	6697	2988	3015	186	209	9
14	Madhya Pradesh	54233	27643	8087	513	288	17
15	Maharashtra	40850	25775	17257	1208	653	33
16	Manipur	2552	794	687	58	6	2
17	Meghalaya	5807	1083	641	44	2	1
18	Mizoram	1253	848	388	27	2	1
19	Nagaland	1352	427	279	35	19	1
20	Orissa	36677	11515	7391	567	204	9
21	Punjab	13340	2546	4151	209	135	8
22	Rajasthan	32953	23181	8531	334	172	15
23	Sikkim	497	129	138	2	4	1
24	Tamil Nadu	33394	6544	8421	478	399	27
25	Tripura	2054	435	643	14	8	1
26	Uttar Pradesh	113546	28936	11477	733	497	30
27	Uttaranchal	13902	3471	1827	47	32	7
28	West Bengal	49851	2003	7697	354	134	17
29	A&N Islands	207	56	93	2	2	0
30	Chandigarh	26	7	129	12	12	2
31	D&N Haveli	126	86	24	0	0	0
32	Daman & Diu	50	24	26	1	1	0
33	Delhi	2111	661	1619	63	100	15
34	Lakshadweep	4	20	12	0	0	0
35	Pondicherry	319	133	205	11	22	1
	INDIA	651382	245274	137207	9166	4592	304

STATEMENT 2: Enrolment by Stages 2002-2003 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 (Classes IX-XI)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	4364178	4251430	8615608	1805755	1561195	3366950	1487217	1081706	2568923	480780	288897	769677
2	Arunachal Pradesh	93529	78263	171792	31560	26857	58417	22394	15573	37967	4556	2099	6655
3	Assam	1620771	1508215	3128986	551884	506411	1058295	372652	317434	690086	145803	96948	242751
4	Bihar	5413929	3999717	9413646	1143570	613328	1756898	871139	597771	1230910	375856	184493	560349
5	Chhattisgarh	1428168	1323405	2751573	650179	495966	1146145	351013	207131	558144	96503	54092	150595
6	Goa	58416	53510	111926	39370	35185	74555	30883	29441	60324	8056	11021	19077
7	Gujarat	3433573	2901825	6335398	1507636	1094973	2602609	1018795	698373	1717168	298270	239463	537733
8	Haryana	1154838	969346	2124184	611170	488240	1099410	549989	380174	930163	146758	100508	247266
9	Himachal Pradesh	376554	344288	720842	231185	208428	439613	195935	169727	365662	51422	38292	89714
10	Jammu & Kashmir	597470	493469	1090939	285779	217136	502915	196071	138602	334673	31472	26769	58241
11	Jharkhand	1627236	1292554	2919790	418192	279893	698085	313831	174684	488515	137240	79236	216476
12	Karnataka	3244476	3041979	6286455	1481007	1306652	2787659	966266	784370	1750636	328556	215799	544355
13	Kerala	1275926	1220174	2496100	891897	813094	1704991	718385	758151	1476536	101226	143720	244946
14	Madhya Pradesh	4140536	3569822	7710358	1855784	1212433	3068217	1053263	562489	1615752	297166	175007	472173
15	Maharashtra	5712842	5187191	10900033	3192121	2765087	5957208	2472904	1939987	4412891	738905	503366	1242271
16	Manipur	184559	172240	356799	64218	60692	124910	52299	48448	100747	20161	15399	35560
17	Meghalaya	193920	197810	391730	50017	54403	104420	36720	36792	73512	15075	12966	28041
18	Mizoram	69895	64255	134150	26210	25139	51349	16367	16652	33219	5928	4538	10466
19	Nagaland	88165	79807	167972	30679	28565	59244	15661	14157	29818	7515	4645	12160
20	Orissa	2377943	2131750	4509693	815766	657479	1473245	545313	406630	951943	221608	119188	340796
21	Punjab	1000055	889958	1890013	530196	477190	1007386	439435	394826	834261	115031	123694	238725
22	Rajasthan	4310352	3536149	7846501	1646341	867004	2513345	1028990	427915	1456905	320489	192315	512804
23	Sikkim	39337	39721	79058	13611	14472	28083	8958	8727	17685	2457	1787	4244
24	Tamil Nadu	3352919	3115338	6468257	1828718	1688321	3517039	1365165	1300098	2665263	389532	303420	692952
25	Tripura	234945	214520	449465	94965	85548	180513	61708	50790	112498	12014	8349	20363
26	Uttar Pradesh	12227344	10484963	22712307	3950652	2702510	6553162	3480039	1999059	5479098	724335	446093	1170428
27	Uttaranchal	596198	559519	1155717	279872	243511	523383	259325	194431	453756	73903	46575	120478
28	West Bengal	4977016	4797527	9774543	1809940	1588514	3398454	1188197	864753	2052950	436757	257304	694061
29	A&N Islands	20603	19022	39625	11545	10290	21835	8885	8440	17325	1222	1174	2396
30	Chandigarh	35828	29655	65483	21921	19009	40930	24050	21988	46038	14049	18383	32432
31	D & N Haveli	17649	14827	32476	6889	4192	11081	3349	2298	5647	0	0	0
32	Daman Diu	8590	7668	16258	4478	3896	8374	3149	2423	5572	311	273	584
33	Delhi	752471	673037	1425508	444895	390013	834908	308205	274036	582241	92658	86422	179080
34	Lakshadweep	4033	3320	7353	2712	2155	4867	1829	1687	3516	0	0	0
35	Pondicherry	50115	47062	97177	34753	31959	66712	27012	26744	53756	9691	9233	18924
	INDIA	65084379	57313336	122397715	26265467	20579740	46845207	19495593	13718507	33214100	5705305	3811468	9516773

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)			Classes I-VIII (6-14 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	95.47	96.41	95.93	65.81	60.27	63.12	84.35	83.04	83.71
2	Arunachal Pradesh	112.36	99.15	105.93	69.76	61.48	65.69	97.36	85.73	91.68
3	Assam	88.17	85.43	86.83	52.00	50.39	51.22	74.93	72.72	73.85
4	Bihar	80.74	65.58	73.52	30.36	18.77	24.98	62.62	49.25	56.31
5	Chhattisgarh	107.30	101.54	104.45	79.18	62.75	71.12	96.57	86.89	91.80
6	Goa	106.22	102.13	104.22	109.08	101.45	105.34	107.35	101.86	104.67
7	Gujarat	114.06	108.61	111.50	82.85	68.12	75.94	102.30	93.40	98.12
8	Haryana	80.78	81.23	80.98	70.28	63.97	67.33	76.81	74.50	73.74
9	Himachal Pradesh	116.56	116.27	116.42	106.83	101.15	104.06	112.66	110.07	111.41
10	J&K	89.92	78.54	84.39	67.02	54.42	60.93	80.97	69.17	75.25
11	Jharkhand	81.31	67.93	74.79	36.19	26.32	31.46	64.79	53.01	59.09
12	Karnataka	112.13	109.11	110.65	77.34	71.09	74.28	98.27	94.01	96.18
13	Kerala	98.48	97.73	98.11	99.27	94.77	97.07	98.80	96.52	97.69
14	Madhya Pradesh	98.62	91.15	95.02	72.94	53.01	63.50	88.93	77.09	83.26
15	Maharashtra	107.74	105.27	106.55	89.51	84.22	86.97	100.41	96.85	98.70
16	Manipur	148.83	144.85	146.88	80.76	80.14	80.46	122.24	119.67	120.98
17	Meghalaya	113.59	118.85	116.19	50.25	55.97	53.08	90.26	95.67	92.93
18	Mizoram	131.38	125.91	128.70	78.70	78.23	78.47	111.10	107.49	109.33
19	Nagaland	66.00	64.39	65.22	34.89	35.32	35.10	53.65	52.91	53.30
20	Orissa	106.12	99.77	103.02	61.07	51.57	56.43	89.29	81.75	85.61
21	Punjab	68.55	74.26	71.12	57.84	60.53	59.09	64.42	68.81	66.42
22	Rajasthan	101.60	92.43	97.25	68.93	40.78	55.67	89.83	73.98	82.33
23	Sikkim	120.46	122.92	121.68	62.13	68.36	65.19	97.04	101.32	99.16
24	Tamil Nadu	116.61	114.34	115.50	100.21	97.88	99.08	110.24	107.96	109.13
25	Tripura	126.98	120.58	123.85	73.51	69.24	71.42	105.00	99.54	102.33
26	Uttar Pradesh	93.02	89.26	91.25	51.57	41.43	46.84	78.01	72.18	75.27
27	Uttaranchal	106.95	108.87	107.87	81.53	75.96	78.84	97.26	96.23	96.76
28	West Bengal	102.60	103.41	102.99	60.28	55.60	58.00	86.42	85.19	85.82
29	A&N Islands	119.02	113.64	116.38	98.81	91.64	95.30	110.88	104.81	107.90
30	Chandigarh	73.25	71.85	72.61	74.45	74.95	74.68	73.70	73.03	73.39
31	D&N Haveli	136.77	117.03	126.99	94.43	62.00	78.83	121.48	97.88	109.91
32	Daman & Diu	116.46	111.37	114.00	107.74	97.67	102.81	113.32	106.35	109.93
33	Delhi	90.73	93.10	91.83	88.75	87.87	88.34	89.98	91.11	90.51
34	Lakshadweep	118.10	103.43	110.99	112.72	97.52	105.44	115.88	101.02	108.71
35	Pondicherry	117.26	115.03	116.17	122.92	117.52	120.27	119.51	116.02	117.80
	INDIA	97.53	93.07	95.39	65.34	56.22	60.99	85.43	79.33	82.51

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 (Classes IX-XII)			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	71618	32190	103808
2	Arunachal Pradesh												
3	Assam	132759	121898	254657	47168	41261	88429	60721	47447	108168	13209	6651	19859
4	Bihar	890722	503941	1394663	151979	69548	221527	62073	26602	88675	48093	3737	51830
5	Chhattisgarh	199607	183053	382660	99005	69348	168353	51603	26200	77803	11193	4187	15380
6	Goa	1267	1261	2528	561	434	995	293	285	578	107	80	188
7	Gujarat	220741	200065	420806	141486	112795	254281	99647	62445	162092	37068	17528	54596
8	Haryana	302388	274974	577362	114217	82191	196408	73594	42864	116458	14027	5863	19891
9	Himachal Pradesh	111238	104110	215348	55602	49551	105153	41159	35194	76353	6445	3877	10322
10	J&K	39407	35226	74633	22687	17378	40065	13049	6804	19853	0	0	0
11	Jharkhand	211673	142039	353712	56013	29620	85633	22416	10340	32756	8804	2556	11360
12	Karnataka	658612	619066	1277678	273929	239197	513126	167824	128139	295963	31120	16989	48109
13	Kerala	132058	124908	256966	91964	82495	174459	67229	74567	141796	8978	12093	21071
14	Madhya Pradesh	816849	672169	1489018	315648	182512	498160	154522	71255	225777	41787	15791	57577
15	Maharashtra	684344	630231	1314575	427551	385283	812834	331814	257188	589002	95295	42837	138132
16	Manipur	3284	3074	6358	1267	1087	2354	1318	965	2283	630	445	1075
17	Meghalaya	803	817	1620	545	544	1089	586	508	1094	320	201	521
18	Mizoram	417	408	825	199	184	383	454	340	794	0	0	0
19	Nagaland			0	0	0	0	0	0	0	75	45	120
20	Orissa	442734	406653	849387	159019	115664	274683	121320	77664	198984	30579	10646	41226
21	Punjab	494886	447309	942195	179060	159460	338520	112502	93225	205727	12108	10226	22333
22	Rajasthan	1027788	799786	1827574	287993	133389	421382	195601	54449	250050	54757	17230	71987
23	Sikkim	2304	2305	4609	690	769	1459	442	421	863	90	96	186
24	Tamil Nadu	553136	589894	1143030	399358	371332	756490	90322	80331	170653	45163	28899	74063
25	Tripura	36565	33383	69948	18340	16225	34565	11157	8557	19714	2117	1429	3546
26	Uttar Pradesh	2557412	1509766	4067178	723717	265674	989391	423046	95532	518578	137044	48187	185231
27	Uttaranchal	122347	112207	234554	58444	50454	108898	33140	12043	45183	10925	3483	14408
28	West Bengal	1309353	1249787	2559140	394135	261619	655754	227469	133509	360978	58237	30960	89196
29	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
30	Chandigarh	6614	5997	12611	3245	2856	6101	1678	1456	3134	1458	964	2422
31	D&N Haveli	255	258	513	124	103	227	128	90	218	0	0	0
32	Daman & Diu	330	301	631	190	180	370	196	168	364	11	16	27
33	Delhi	105779	101732	207511	44410	42670	87080	22884	21985	44869	10063	5942	16005
34	Lakshadweep	0	0	0	2	2	4	4	3	7	0	0	0
35	Pondicherry	9394	8944	18338	5960	5486	11446	4907	4628	9535	1447	1009	2456
	INDIA	11942963	9725749	21668712	4430435	3061522	7491957	2776382	1624264	4400646	752838	324158	1076996

STATEMENT 5: Gross Enrolment Ratio (Scheduled Castes) in the age group (6-11), (11-14) and (6-14) 2002-2003 as on 30 September 2002

S. No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)			Classes I-VIII (6-14 years)			Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	11
1	Andhra Pradesh	108.52	108.30	108.41	71.48	62.10	66.97	94.31	91.07	92.73	92.73
2	Arunachal Pradesh	-	-	-	-	-	-	-	-	-	-
3	Assam	107.08	102.92	105.05	62.66	56.70	59.73	90.30	85.33	87.87	87.87
4	Bihar	78.02	48.69	64.08	24.94	13.84	19.93	59.55	37.30	49.15	49.15
5	Chhattisgarh	120.95	114.89	117.98	95.42	70.04	83.03	111.10	97.70	104.53	104.53
6	Goa	114.66	114.53	114.60	71.28	55.86	63.62	96.62	90.26	93.45	93.45
7	Gujarat	102.23	104.25	103.18	103.98	93.71	99.16	102.91	100.19	101.63	101.63
8	Haryana	99.40	104.63	101.82	61.74	50.10	56.27	85.16	83.67	84.47	84.47
9	Himachal Pradesh	130.53	128.43	129.51	97.46	89.20	93.39	117.27	112.48	114.92	114.92
10	J&K	80.60	78.80	79.74	71.68	58.92	65.53	77.09	70.90	74.12	74.12
11	Jharkhand	81.97	57.46	69.99	38.05	22.44	30.67	66.02	45.27	55.99	55.99
12	Karnataka	124.36	119.88	122.15	77.02	70.79	73.99	105.34	100.46	102.95	102.95
13	Kerala	112.78	110.18	111.50	110.32	103.35	106.91	111.76	107.36	109.60	109.60
14	Madhya Pradesh	119.90	107.77	114.11	76.33	50.99	64.57	103.45	87.07	95.70	95.70
15	Maharashtra	120.58	117.22	118.94	107.84	104.51	106.24	115.34	112.05	113.75	113.75
16	Manipur	98.89	96.33	97.64	62.17	55.74	59.03	84.92	80.94	82.97	82.97
17	Meghalaya	103.08	108.50	105.74	116.45	119.30	117.86	108.10	112.57	110.30	110.30
18	Mizoram	-	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-	-
20	Orissa	113.94	108.78	111.41	68.95	52.12	60.70	97.18	87.67	92.52	92.52
21	Punjab	103.04	107.10	104.93	61.45	61.31	61.38	87.33	89.53	88.36	88.36
22	Rajasthan	130.03	113.08	122.03	65.94	35.16	51.63	107.22	85.87	97.20	97.20
23	Sikkim	127.29	131.86	129.54	58.82	66.64	62.70	100.37	105.93	103.11	103.11
24	Tamil Nadu	90.93	100.88	95.81	102.01	94.90	98.53	95.27	98.54	96.87	96.87
25	Tripura	117.39	111.07	114.29	77.81	70.83	74.37	100.34	93.67	97.06	97.06
26	Uttar Pradesh	86.45	56.93	72.50	44.45	19.09	32.77	71.54	43.91	58.60	58.60
27	Uttaranchal	108.89	106.67	107.82	88.50	81.80	85.27	101.35	97.48	99.48	99.48
28	West Bengal	110.20	109.52	109.86	53.35	37.39	45.59	88.40	82.10	85.33	85.33
29	A&N Islands	-	-	-	-	-	-	-	-	-	-
30	Chandigarh	62.86	64.57	63.66	51.66	51.35	51.51	58.67	59.62	59.12	59.12
31	D&N Haveli	116.44	118.35	117.39	105.08	100.00	102.71	112.46	112.46	112.46	112.46
32	Daman & Diu	122.68	134.38	127.99	106.15	109.76	107.87	116.07	123.97	119.74	119.74
33	Delhi	67.70	72.20	69.84	45.35	47.98	46.60	59.09	62.83	60.86	60.86
34	Lakshadweep	-	-	-	-	-	-	-	-	-	-
35	Pondicherry	123.96	118.07	121.02	112.92	107.11	110.06	119.43	113.65	116.56	116.56
	INDIA	101.40	89.35	95.61	63.17	48.60	56.28	87.13	74.42	81.06	81.06

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 Pvy. (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	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	17684	6143	23827
2	Arunachal Pradesh	67840	58409	126249	22006	18902	40908	15653	10480	26133	3481	1746	5226
3	Assam	210901	199783	410684	65304	49998	115302	82795	57133	139928	18280	9611	27891
4	Bihar	37446	18918	56364	6279	2520	8799	2464	1063	3527	9570	3703	13273
5	Chhattisgarh	480194	413384	893578	186104	132712	318816	37261	48264	85525	7397	2910	10307
6	Goa	26	27	53	7	3	10	11	9	20	16	10	26
7	Gujarat	558586	512918	1071504	194298	153886	348184	118559	86318	204877	20560	14578	35138
8	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
9	Himachal Pradesh	17009	16111	33120	9361	6913	16274	8082	6019	14101	2207	1616	3823
10	J&K	43357	25697	69054	10408	6485	16893	6060	3067	9127	0	0	0
11	Jharkhand	520096	375890	895986	111588	67503	179091	42797	23128	65925	14474	8825	23299
12	Karnataka	263810	232913	496723	103600	84561	188161	59893	42473	102366	8165	4709	12874
13	Kerala	17923	16716	34639	9104	8088	17192	5295	5412	10707	1519	1679	3198
14	Madhya Pradesh	883277	667971	1551248	224598	121482	346080	105513	46469	151982	21369	7833	29203
15	Maharashtra	673492	581671	1255163	260973	206832	467805	150726	94677	245403	18784	6509	25293
16	Manipur	52436	49977	102413	18483	15649	34132	14323	12546	26869	2651	1850	4501
17	Meghalaya	135716	136676	272392	36430	44084	80514	24749	23770	48519	7463	6839	14302
18	Mizoram	60985	60467	121452	25304	24380	49684	18273	18384	36657	2895	2487	5382
19	Nagaland	88165	79807	167972	30679	28565	59244	9259	17729	26988	6293	3414	9708
20	Orissa	620402	497874	1118276	122108	79038	201166	100787	61819	162606	13339	5388	20727
21	Punjab	0	0	0	0	0	0	0	0	0	44	6	50
22	Rajasthan	688459	571930	1260389	194133	84898	279031	139318	35156	174474	33506	8745	42252
23	Sikkim	8833	8837	17670	2643	2948	5591	1693	1615	3308	366	331	697
24	Tamil Nadu	41603	41337	82940	18969	20056	39025	3261	2698	5959	9131	997	10128
25	Tripura	93550	80663	174213	23846	20385	46231	14579	9837	24416	1328	841	2169
26	Uttar Pradesh	11898	10919	22817	5143	4291	9434	6602	2493	9095	2131	1095	3226
27	Uttaranchal	19235	19512	38747	8611	8273	16884	7149	4393	11542	260	146	406
28	West Bengal	336940	284356	621296	109642	49502	159144	43304	22197	65501	6854	3288	10142
29	A&N Islands	1567	1448	3015	920	812	1732	487	557	1044	66	57	123
30	Chandigarh	7	2	9	4	2	6	0	0	0	275	219	494
31	D&N Haveli	10177	10210	20387	4995	2694	7689	2174	1238	3412	0	0	0
32	Daman & Diu	1026	919	1945	537	434	971	264	166	430	63	15	78
33	Delhi	875	841	1716	280	268	548	226	210	436	2156	1386	3542
34	Lakshadweep	3756	3013	6769	2637	2108	4745	1724	1619	3343	0	0	0
35	Pondicherry	0	0	0	0	0	0	0	0	0	20	5	26
INDIA		6422390	5408292	11830682	1929823	1320448	3250271	1104887	678488	1783375	234349	106981	341330

Statement 7: Gross Enrolment Ratio (ST Students) Age Group (6-11), (11-14) and (6-14) 2002-2003 as on 30 September 2002

S. No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)			Classes I-VIII (6-14 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	118.11	113.56	115.90	54.33	38.53	47.04	95.58	88.70	92.29
2	Arunachal Pradesh	120.75	108.24	114.62	72.65	62.86	67.77	103.90	92.00	98.04
3	Assam	91.39	90.18	90.80	47.84	38.32	43.19	75.20	70.96	73.13
4	Bihar	59.60	32.54	46.59	18.56	8.53	13.88	45.23	24.45	35.35
5	Chhattisgarh	108.82	94.42	101.65	71.29	52.99	62.33	94.87	79.35	87.19
6	Goa	92.86	96.43	94.64	38.89	13.04	24.39	71.74	58.82	64.95
7	Gujarat	111.59	107.87	109.78	67.82	58.18	63.19	95.66	90.11	92.97
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	126.51	122.14	124.34	100.62	75.92	88.40	115.92	103.26	109.65
10	J&K	50.93	31.50	41.42	20.47	13.98	17.37	39.54	25.15	32.56
11	Jharkhand	95.55	72.21	84.14	36.90	23.91	30.63	74.60	55.23	65.18
12	Karnataka	119.98	107.84	113.96	72.71	61.43	67.16	101.39	89.77	95.65
13	Kerala	112.94	107.71	110.35	84.62	80.77	82.76	101.50	97.14	99.37
14	Madhya Pradesh	91.93	71.77	82.01	41.65	24.57	33.48	73.85	55.39	64.86
15	Maharashtra	116.62	106.40	111.65	72.92	63.75	68.56	99.90	90.52	95.38
16	Manipur	116.72	116.85	116.78	62.62	56.52	59.67	95.27	93.14	94.24
17	Meghalaya	90.20	92.97	91.57	41.57	51.25	46.37	72.30	77.57	74.91
18	Mizoram	119.27	122.69	120.95	78.25	77.97	78.11	103.38	105.33	104.34
19	Nagaland	72.93	70.90	71.95	38.03	38.28	38.15	58.96	57.89	58.45
20	Orissa	103.38	87.33	95.56	38.37	26.59	32.68	80.86	66.51	73.89
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	118.72	106.39	112.79	64.80	31.79	49.24	100.36	81.63	91.41
23	Sikkim	129.94	129.92	129.93	57.32	64.00	60.66	100.59	103.30	101.95
24	Tamil Nadu	105.69	113.21	109.31	85.55	99.17	92.05	98.43	108.21	103.12
25	Tripura	130.14	116.50	123.45	56.37	47.51	52.09	101.41	90.10	95.89
26	Uttar Pradesh	130.36	124.59	127.53	108.57	99.26	104.13	122.92	116.22	119.67
27	Uttaranchal	107.56	112.58	110.03	81.17	81.81	81.49	97.74	101.25	99.46
28	West Bengal	108.07	94.55	101.43	60.48	29.76	45.78	90.57	71.47	81.28
29	A&N Islands	104.54	107.82	106.09	92.18	89.13	90.73	99.60	100.27	99.92
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	108.94	109.48	109.21	89.69	52.73	72.01	101.75	89.39	95.67
32	Daman & Diu	122.14	115.74	119.03	100.75	92.14	96.71	113.84	106.96	110.54
33	Delhi	-	-	-	-	-	-	-	-	-
34	Lakshadweep	111.89	95.77	104.09	111.97	97.14	104.86	111.92	96.33	104.41
35	Pondicherry	-	-	-	-	-	-	-	-	-
	INDIA	104.80	92.25	98.67	55.03	40.78	48.19	86.69	73.94	80.50

Statement-8: Gross Drop-out rates in Classes (I-V), (I-VIII) and (I-X) for the year 2002-2003 as on 30th September 2002.

S.No.	State/UTs	Classes I-V		Classes I-VIII		Classes I-X		Total	Total	
		Boys	Girls	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	41.66	41.76	41.71	58.10	62.00	59.94	67.36	70.78	68.95
2	Arunachal Pradesh	38.42	37.37	37.94	59.50	56.13	58.01	70.17	73.59	71.66
3	Assam	62.51	59.63	61.17	67.07	70.85	68.76	74.28	75.65	74.91
4	Bihar	62.74	61.66	62.31	77.91	80.78	79.01	82.27	85.83	83.60
5	Chhattisgarh*	-	-	-	-	-	-	-	-	-
6	Goa	0.08	5.45	2.69	2.28	9.01	5.54	40.18	39.14	39.68
7	Gujarat	26.02	23.14	24.77	43.09	48.76	45.48	59.21	67.13	62.82
8	Haryana	3.45	10.74	6.89	5.70	14.82	9.90	22.31	37.05	29.14
9	Himachal Pradesh	10.82	14.08	12.42	7.90	11.32	9.56	28.75	31.23	29.95
10	J&K	33.06	11.50	24.82	27.53	25.57	26.71	50.29	52.08	51.07
11	Jharkhand*	-	-	-	-	-	-	-	-	-
12	Karnataka	19.77	17.59	18.74	47.46	49.61	48.46	60.67	63.72	62.14
13	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	16.78	8.88	12.90
14	Madhya Pradesh	32.66	29.87	31.43	43.29	51.78	46.94	58.36	70.78	63.79
15	Maharashtra	14.40	16.80	15.55	29.51	35.98	32.59	48.98	55.42	52.05
16	Manipur	25.92	25.24	25.60	35.43	30.08	32.93	61.92	59.01	60.54
17	Meghalaya	58.19	54.81	56.51	73.13	70.21	71.67	81.40	80.45	80.93
18	Mizoram	56.25	56.52	56.38	60.05	56.39	58.31	77.11	74.11	75.68
19	Nagaland	49.16	54.49	51.80	53.79	52.93	53.38	77.08	77.90	77.47
20	Orissa	50.40	40.05	46.13	63.97	58.39	61.73	71.04	72.56	71.74
21	Punjab	26.37	24.07	25.29	33.71	31.67	32.75	48.81	47.10	48.01
22	Rajasthan	54.81	59.86	56.93	62.74	72.44	66.60	72.66	81.16	75.77
23	Sikkim	54.74	49.29	52.06	72.68	66.32	69.66	76.85	73.07	75.12
24	Tamil Nadu	14.56	16.22	15.37	46.06	39.00	42.85	47.31	46.26	46.80
25	Tripura	43.28	42.62	42.97	65.17	65.22	65.19	74.24	74.29	74.27
26	Uttar Pradesh	24.19	22.75	23.55	47.53	42.46	45.57	43.05	51.47	46.31
27	Uttaranchal*	-	-	-	-	-	-	-	-	-
28	West Bengal	37.39	35.32	36.41	67.26	69.30	68.23	77.08	80.61	78.74
29	A&N Islands	0.73	4.00	2.31	17.64	19.26	18.42	51.44	51.24	51.35
30	Chandigarh	32.32	28.05	30.44	0.00	0.00	0.00	23.28	20.29	21.90
31	D&N Haveli	16.99	33.96	24.82	39.87	58.14	48.00	72.69	71.86	72.34
32	Daman & Diu	0.00	0.00	0.00	9.57	20.44	14.83	43.81	46.93	45.24
33	Delhi	6.72	17.64	12.13	19.46	27.75	23.57	44.88	49.59	47.19
34	Lakshadweep	0.00	6.06	3.03	0.00	8.36	4.48	25.51	22.63	24.13
35	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00	22.97	20.32	21.69
	INDIA	35.85	33.72	34.89	52.28	53.45	52.79	60.72	64.97	62.58

* Drop-out rates are shown combined with the respective parent state.

Statement 9: Number of Teachers 2002-2003 as on 30th September 2002

S.No.	State/UTs	Primary		Middle		Sec./Hr. Sec.		Total		
		Male	Female	Male	Female	Male	Female			
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	104937	75024	179961	63896	44326	108222	111314	68106	179420
2	Arunachal Pradesh	2235	983	3218	2080	784	2864	3063	817	3880
3	Assam	56833	29279	86112	46299	12404	58703	48012	19464	67476
4	Bihar	63973	14231	78204	42608	13126	55734	29267	5582	34849
5	Chhattisgarh	43468	14880	58348	18648	7306	25934	21219	11446	32665
6	Goa	476	2047	2523	149	403	552	2747	4599	7346
7	Gujarat	7996	10212	18208	91522	104866	196388	54279	20187	74466
8	Haryana	19810	19219	39029	7639	5810	13449	39421	35917	75338
9	Himachal Pradesh	16231	12787	29018	6822	3078	9900	18463	12533	30996
10	J&K	16069	10270	26339	21272	15523	36795	20576	15291	35867
11	Jharkhand	23899	6294	30193	18174	8127	26301	11263	6822	18085
12	Karnataka	34958	26046	61004	79366	88085	167451	63864	38907	102771
13	Kerala	11582	30915	42497	14876	31668	46544	36037	76934	112971
14	Madhya Pradesh	100650	46116	146766	94113	54220	148333	65685	43176	108861
15	Maharashtra	65950	57442	123392	107457	82126	189583	174317	81981	256298
16	Manipur	5064	3181	8245	5224	3610	8834	7263	5016	12279
17	Meghalaya	7217	7180	14397	3301	2239	5540	3932	3302	7234
18	Mizoram	2417	2211	4628	4194	1976	6170	2534	1092	3626
19	Nagaland	4335	2676	7011	3043	1520	4563	3083	2016	5099
20	Orissa	59130	26630	85760	35845	12832	48677	47380	14074	61454
21	Punjab	14913	26611	41524	6403	7334	13737	29284	41737	71021
22	Rajasthan	63912	28802	92714	113153	44131	157284	79511	31169	110680
23	Sikkim	1703	1043	2746	1012	649	1661	1929	1700	3629
24	Tamil Nadu	36324	87045	123369	17071	39015	56086	71272	120816	192088
25	Tripura	7245	1706	8951	4355	1317	5672	13029	5669	18698
26	Uttar Pradesh	256786	127819	384605	105583	42812	148395	128895	48846	177741
27	Uttaranchal	16141	20782	36923	10463	4821	15284	20069	7781	27850
28	West Bengal	113473	37782	151255	8319	2956	11275	88877	39776	128653
29	A&N Islands	401	387	788	354	369	723	1403	1390	2793
30	Chandigarh	37	263	300	14	78	92	852	4395	5247
31	D&N Haveli	143	82	225	299	313	612	197	213	410
32	Daman & Diu	92	185	277	85	71	156	238	199	437
33	Delhi	7408	15203	22611	1911	6384	8295	19530	38485	58015
34	Lakshadweep	22	14	36	191	126	317	328	123	451
35	Pondicherry	745	1009	1754	727	866	1593	2263	2552	4815
	INDIA	11166575	7463556	1912931	9364668	645271	1581739	1221396	812113	2033509

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	(Phase-I) (Karimnagar, Kurnool, Nellore, Warangal, Vizianagaram, (Phase-II) Adilabad, Ananthapur, Chittoor, Cuddappah, Guntur, Khammam, Mahaboobnagar, Medak, Nalgonda, Nizamabad, Prakasham, Rangareddy, Srikakulam and Visakhapatnam
GUJARAT	6	Kutch, Sabarkantha and Surendranagar, (Bhavnagar, Jamnagar, Junagarh - Funded under State Sector)
ORISSA	8	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, Uttar Kashi.
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 Seraikela. (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, Swaimadhampur, Hanumangarh
Total districts covered	129	

Annexure IV

Position of External Assistance Tied up for DPEP

Funding Agency	Amount	Period	States and No. of Districts Covered
DFID (U.K.) (Grant)	£ 42.5 million (Rs. 220 crores)	August 1996 to March, 2003	DPEP Phase-II Andhra Pradesh (5)
	£ 37.71 million (Rs. 207 crores)	April, 1997 to March, 2004	DPEP Phase-III West Bengal (5)
World Bank(Soft Loan) +UNICEF (Grant)	US\$ 152.4 million (Rs. 530 crores)+ US\$ 10 Million (Rs. 36 crores)	February, 1998 to September, 2003	DPEP Phase-III Bihar (20), Jharkhand (7)
World Bank(IDA)	US\$ 137.4 million (Rs. 570 crores)	February, 1999 to 2002-03)	DPEP-APREP : Andhra Pradesh (14)
IDA (Soft loan)	US\$ 85.7 million (Rs. 360.00 crores)	July 1999 to 31.12.2004	DPEP-IV : Rajasthan (10)
WORLD BANK(IDA)	US\$ 182.4 million (About Rs. 800 crores)	February 1999 to 30.9.2005	UP=DPEP-III Uttar Pradesh (32), Uttaranchal (6)
DFID (UK)	£ 30.00 million (About Rs. 200 crores)	February, 1999 to September, 2006	DPEP-Expn.: West Bengal (5)
DFID (UK)	£ 41.21 million (About Rs. 300 crores)	January 2001 to January, 2008	DPEP-Expn.: Orissa (8)
IDA (Soft loan)	US\$ 74.34 million (About Rs. 370.00 crores)	July 2001 to 31.12.2006	DPEP-Expn. : Rajasthan (9)
Netherland (Grant)	Amount Rs. 125 crores (US\$ 26.47 million)	2001-02 to 2005-06	DPEP-Expn. Gujarat (6) Out of 6 districts 3 districts would be funded by State
Total External Assistance tied up for DPEP	Approx. Rs. 6938.00 crores		IDA Credit : Rs. 5137 crores Grant: Rs. 1801 crores

Annexure V

List of NGOs to whom more than Rs.1.00 lakh has been sanctioned during the year 2003-2004

S.No.	Name and Address of NGO	Amount Released
1.	Himalayan Budhist Cultural Association, Delhi.	1,00,000/-
2.	Dr.D.Swaminadhan Research Foundation, Hyderabad.	3,02,976/-
3.	Council of Boards for Secondary Education (COBSE), New Delhi.	2,55,850/-
4.	Institute for Rural Entrepreneurship, Development & Research, Unnao, UP	1,50,000/-
5.	Pathari Vocational Institute, Nagaon, Assam.	1,00,000/-
6.	Batagoswami Recreation Club, Bhubaneswar	1,50,000/-
7.	University of Kashmir, Srinagar	1,20,000/-
8.	Gandhi Hinustani Sahitya Sabha, New Delhi	1,00,000/-
9.	Indian Institute of Bio-Social Research & Development, Kolkata.	1,50,000/-
10.	Mitra Mandali Tarun Samaj Samiti, Bharatpur, Rajasthan.	3,00,000/-
11.	Indian Social Educational Farmers Association, Allahabad.	1,50,000/-
12.	Maharishi Bharadwaj Society & Vigyan Bharati, Andhra Pradesh.	1,50,000/-
13.	IIM, Lucknow.	3,07,500/-
14.	Jawaharlal Nehru University, New Delhi.	1,50,000/-
15.	Andhra University, Vishakaptnam.	1,50,000/-
16.	Nirbal Varga Gramodhyog Vikas Samiti, Ghazipur, UP.	1,14,400/-
17.	Vidyathi Nidhi, Mumbai.	1,50,000/-
18.	Central Tibetan Schools Administration, Delhi	2,37,500/-
19.	H.N.B Garhwal University, Srinagar.	1,19,412/-

Annexure VI

Statement of grants amounting to Rs.1.00 lakh and above released to various VHOs during the financial year 2003-04

S.No.	Name of the Organisation	Amount (in Rs.)
ASSAM		
1.	Subanshree Sewa Samiti, North Lakhimpur, Assam	3,08,288/-
2.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, North Lakhimpur, Assam	5,27,100/-
3.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	25,88,625/-
MANIPUR		
4.	Manipur Hindi Prachar Sabha, Akampat	2,31,000/-
5.	Manipur Hindi Parishad, Imphal	3,61,350/-
6.	Manipur Rashtrabhasha Prachar Samiti, Imphal	4,05,150/-
MEGHALAYA		
7.	Meghalay Rashtrabhasha Prachar Samiti, Shillong	1,76,400/-
8.	Hindi Prasar Mandal, Shillong	1,11,900/-
MIZORAM		
9.	Mizoram Hindi Prachar Sabha, Aizwal	3,89,625/-
KARNATAKA		
10.	Mysore Hindi Prachar Parishad, Bangalore	30,02,175/-
11.	Karnataka Hindi Prachar Samiti, Jayanagar, Bangalore	16,66,800/-
12.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	22,25,025/-
13.	Dakshin Bharat Hindi Prachar Sabha, (Karnataka), Dharwar	45,27,900/-
14.	Sri Jaya bharati Hindi Vidyalaya, Bangalore	1,17,325/-
15.	Hindi Vidyapeeth, Hubli	1,49,295/-
16.	Adarsh Hindi Vidyalaya, Bangalore	1,19,625/-
17.	Hindi Shaikshanik Sewa Samiti, Bijapur	1,90,320/-
18.	Janata Shikshan Samiti, Hubli	1,03,590/-
19.	Hindi Prachar Sangh, Mudhol	2,86,463/-
20.	Karnataka Hindi Prachar Samiti, Gulbarga	1,06,538/-
GUJRAT		
21.	Gujrat Vidyapeeth, Ahmedabad	3,44,400/-
22.	Bombay Hindi Vidyapeeth Uttar Poorva Gujarat	1,79,625/-
MAHARASHTRA		
23.	Mumbai Hindi Vidyapeeth, Mumbai	25,53,500/-
24.	Mumbai Prantiya Rashtrabhasha Prachar Sabha, Mumbai	5,18,475/-
25.	Mumbai Hindi Sabha, Mumbai	4,61,550/-
26.	Maharashtra Rashtrabhasha Sabha, Pune	5,09,625/-
27.	Rashtrabhasha Prachar Samiti, Vardha	4,80,075/-

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28.	Vidharbha Rashtrabhasha Prachar Samiti, Nagpur	3,09,750/-
29.	Maharashtra Hindi Prachar Sabha, Aurangabad	2,52,300/-
GOA		
30.	Gomantaka Rashtrabhasha Vidyapeeth, Madgaon, Goa	2,44,875/-
31.	Dakshin Bharat Hindi Prachar Sabha, Goa Branch	3,26,250/-
ANDHRA PRADESH		
32.	Dakshin Bharat Hindi Prachar Sabha, Hyderabad, Andhra Pradesh	33,62,096/-
33.	Hindi Prachar Sabha, Hyderabad	2,01,300/-
34.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	10,65,000/-
35.	Nagar Hindi Varga Sanchalaka Evam Adhyapak Sangh, Hyderabad	2,89,074/-
ORISSA		
36.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	4,49,865/-
37.	Orissa Rashtrabhasha Parishad, Jagannathdham	4,99,700/-
JHARKHAND		
38.	Hindi Vidyapeeth, Deoghar	4,77,363/-
TAMILNADU		
39.	Dakshin Bharat Hindi Prachar Sabha, Chennai, City Scheme	11,86,575/-
40.	Dakshin Bharat Hindi Prachar Sabha, Chennai (for P.G. Centres)	35,01,560/-
41.	Dakshin Bharat Hindi Prachar Sabha, Trichy	35,62,500/-
42.	Dakshin Bharat Hindi Prachar Sabha, Chennai (National Research Library)	1,26,600/-
43.	Punjab Association, Chennai	1,35,000/-
44.	Dakshin Bharat Hindi Prachar Sabha, Trichy (Pondicherry Branch)	1,43,850/-
KERALA		
45.	Dakshin Bharat Hindi Prachar Sabha (Kerala), Ernakulam	17,71,275/-
46.	Kerala Hindi Prachar Sabha, Thiruvananthapuram	14,87,025/-
47.	Gandhi Smarak Gram Sewa Kendram, Alpuza	1,45,725/-
48.	Hindi Vidyapeeth, Ambuja Vilasam Road	1,66,350/-
49.	Hindi Vidyapeeth, Payyanur	1,04,700/-
DELHI		
50.	Kendriya Sachivalaya Hindi Parishad, New Delhi	5,42,000/-
51.	Akhil Bhartiya Hindi Sanstha Sangha, New Delhi	9,55,000/-
52.	Bhartiya Anuwad Parishad, New Delh	1,61,250/-
53.	Nagari Lipi Parishad, New Delhi	3,00,000/-
UTTAR PRADESH		
54.	Hindi Sahitya Sammelan, Prayag, Allahabad	2,25,000/-
NAGALAND		
55.	Rashtrabhasha Hindi Prashikshan Sansthan, Nagaland	1,01,850/-

It is also stated that no utilization certificate is pending for the grants released to VHOs during the previous three years preceding 2003-2004.

Annexure VII

Statement showing the status of non submission of Utilisation Certificate (UCs) in respect of Grant in aid sanctioned to NGO/Voluntary Organisations for the last 3 years i.e. 2000-01, 2001-02 and 2002-03

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGO/ Voluntary Organisations (as in Col-I) without insisting for UC
2000-2001	Seva-in-action, Bangalore	140950	NGOs are being requested to furnish the Audited Accounts/UCs	No further grant have been released to the Agency
	Ramawati Prashikshan Kendra, Jamui	15000	-do-	-do-
	Jamia Educational Society, Wangjing	100000	-do-	-do-
	Integrated Rural Development, Imphal	77000	-do-	-do-
	Shishu Avam Mahila Kendra, Vaishali	157000	-do-	-do-
	Swamy Atmdev Gopalanand Shikshasans	60000	-do-	-do-
	Oriental Womaen Welfare Society, Dima	166000	-do-	-do-
	Indian Institute of Education, Pune	132000	-do-	-do-
	Indian Institute of Yoga, Patna	150000	-do-	-do-
	Jan Shikshan Sansthan, Gaya	304500	-do-	-do-
	Karpuri Thakur Gramin Vikas Sansthan	30000	-do-	-do-
	Faith Indian Ernakulam	217000	-do-	-do-
	Centre for Research Planning	50000	-do-	-do-
	Salesian Province of Calcutta, Kolkata	338000	-do-	-do-
	Noor Mohd, Memorial Charitable Society	172000	-do-	-do-

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2001-2002

Bhubaneshwar Science & Environment	166000	NGOs are being requested to furnish the Audited	No further grant have been released to the Agency
Jan Priya Sewa Sansthan, Pratapgarh	99000	-do-	-do-
Jan Shikshan Sansthan, Gaya.	304500	-do-	-do-
Don Bosco,Howrah	431000	-do-	-do-
Central English Academy, Patna	66000	-do-	-do-
Dr. B.R. Ambedkar Mission, Kamrup	166000	-do-	-do-
Jan Priya Sewa Sansthan, Pratapgarh	99000	-do-	-do-
Bhubaneswar Science & Environment	166000	-do-	-do-
Baba Haridas Shiksha Samiti Shivpur	166000	-do-	-do-
Saraswati Shiksha Prasar Samiti, Moren	166000	-do-	-do-
National Association for the Blind Mumbai	42000	-do-	-do-
Central English Academy, Patna	66000	-do-	-do-
NAB Workshop for the Blind Mumbai	159900	-do-	-do-
Bundel Khand Mahila Shaktimath, Sagar,	83000	-do-	-do-
Madras Centre for Research and Development	187500	-do-	-do-
NAB Workshop for the blind Mumbai	76090	-do-	-do-
Gramin Vikas Pratisthan Voctional	249000	-do-	-do-
Institute for Engg. & Rural Technology	400000	-do-	-do-

2002-2003

The NAB Workshop for the Blind, Mumbai	149831	NGOs are being requested to furnish the Audited	No further grant have been released to the Agency
Rural Reconstruction & Economic Development Organisation Tentha Manipur	139000	-do-	-do-
Vimochana Development Punarvasti Sanghathan, Karnataka	158000	-do-	-do-
Navya Educational Society, Secunderabad	249000	-do-	-do-
HMS Educational Society, Tumkur	166000	-do-	-do-
India Mime Theatre, Kolkatta	83000	-do-	-do-
Shri Gudibandi Somi Reddy Educational Society, Guntur	83000	-do-	-do-
Training Reconstruction Educational Environmental Society Nellore	166000	-do-	-do-
National Association for Blind, Mumbai	66000	-do-	-do-
The NAB Workshop for the Blind, Mumbai	66000	-do-	-do-
Orissa Media Centre, Bhubneshwar	166000	-do-	-do-
Dr. Ambedkar Missikon, Assam	132000	-do-	-do-
Distt. Agriculture & Rural Development Association, Assam	83000	-do-	-do-
Dhula Regional Physically Handicapped Organisation, Assam	166000	-do-	-do-
Bhartiya Gramin Mahila Sangh, Saharanpur	66000	-do-	-do-
Don Bosco Self Employment Research Institute, Howarah	431000	-do-	-do-

Annexure VIII

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/ 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 Mahavidyalaya, Daspur, 24- Parganas (W.B.) Hindi		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. (2000-01, 2001-02, 2002-03)

Year	Name of NGO/ Voluntary Organisation	Amount for which UCs have not been submitted by the NGO/Voluntary Organisation	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGO/ Voluntary Organisations (as in Col-I) without insisting for UC
2000-2001	Nil	Nil	Nil	Nil
2001-2002	The Institute of Peace Research and Action, Delhi.	1,00,000/-	Matter is under correspondence with the organisation.	No further grant has been released.
2002-2003	Nil	Nil	Nil	Nil

Statement showing the Grant in aid sanctioned to NGO/Voluntary Organisations more than one lakh for the year

S. NO.	Name of NGO/ Voluntary Organisation	Amount Released (In Rupees)
1.	The NAB Workshop for the Blind, Mumbai	149831
2.	Rural Reconstruction & Economic Development Organisation Tenta Manipur	139000
3.	Vimochana Development Punarvasti Sanghathan, Karnataka	158000
4.	Navya Educational Society, Secunderabad	249000
5.	HMS Educational Society, Tumkur	166000
6.	Training Reconstruction Educational Environmental Society Nellore	166000
7.	Orissa Media Centre, Bhubneshwar	166000
8.	Dr. Ambedkar Mission, Assam	132000
9.	Dhula Regional Physically Handicapped Organisation, Assam	166000
10.	Don Bosco Self Employment Research Institute, Howarah	431000

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	2003-2004	
1	Sadau Asom Gramya Puthibharal Santha, Nagaon	4.56
2	Kaivalyadhama SMYM Samiti, Lonavala, Pune	2.10
3	Sanmyak India Multipurpose Foundation, Distt. Gondia	2.40
4	Orissa Media Centre, Bhubaneshwar, Orissa	2.96
5	Banki Anchalika Adibasi Harijan Kalyan Parisad, P.O. Banki, Cuttuck	3.80
6	Kaivalyadhama SMYM Samiti, Lonavla (Pune)	7.10
7	Divya Jyothi Vidya Kendra, Bangalore Rural District, Neelamangala Town, Karnatka	1.35
8	Jagadguru Marularadhya Vidya Samsthe, Kambalihal, Bagalkot Distt. Karnataka	3.15
9	Vidyaranya Educational and Development Society, Bangalore	2.20
NON-PLAN GRANT		
	Kaivalyadhama SMYM Samiti, Lonavala, Pune	65.00

Funds allocated to voluntary organisations for Rs. One lakh and above under the centrally sponsored scheme 'Improvement of Science Education In Schools' during 2003-2004

S. No.	Name of the Voluntary Organisation	Amount released 2003-2004
1	Assam Science Society, Guwahati	8.36
2	Regional Research Laboratory, Jorhat	1.12
3	East & West Educational Society, Patna	10.80
4	Sahaj, Vadodara	4.99
5	Vikram A.Sarabhai community Science Centre, Ahmedabad	47.54
6.	Indian Academy of Sciences, Bangalore	12.25
7.	Bangalore Association for Science Education, Bangalore	2.00
8	Swadeshi Science Movement, Kochi	5.00
9.	Bhubaneshwar Science & Environment Forum, Bhubaneshwar	1.94
10.	Tamil Nadu State Council for Science & Technology, Chennai	20.00
11.	Jagdis Bose National Science Talent Search, Calcutta	5.71
12.	Sankalp, New Delhi	3.64

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)

S.No.	Name of the Organisation	Amount released
1	Assam Science Society, Guwahati	18.09
2	East & West Educational Society, Patna,	20.35
3.	Centre for Environment Education, Ahmedabad,	33.94
4.	Bhubaneswar Science and Environment Forum, Bhubaneswar	1.25
5.	CPR Environment Centre, Chennai	12.56
6.	CEE Himalaya, Lucknow	5.44
7.	Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora	129.06
8.	West Bengal Voluntary Health Organisation, Kolkata	2.17
9.	Indian Environmental Society, Delhi	22.89
10.	SANKALP, New Delhi	2.10
11.	CHINTAN Environment and Action Group, New Delhi	3.77

Annexure IX

Statement showing the Detail of the Grants Release Amounting to Rs.1.00 Lakh and above to NGOs/Voluntary Organisation during the year-2003-04 (Department of Elementary Education and Literacy)

S. No.	Grantee	Amount
1	A.B.Yuvak kalyankari Samiti Badaun, Badaun	309752
2	Adarash shishu shiksha vihar, Krishna nagar	288577
3	Adarsh Jan kalyan Sewa sansthan Lal Pul, Badaun	648069
4	Adarsh Jan Kalyan Sewa Sansthan, Badaun	402820
5	Adarsh Shishu Shiksha Vihar, Gorakhpur	139271
6	Adhikar, Bhubaneswar	355171
7	Agarnee Jana Kalyan Sansthan, Sambalpur	248576
8	Ajmer Adult Education Association, Ajmer	125876
9	Akhand Jyoti Foundation, Ahmedabad	989386
10	Akhil Bhartia Grmg. Sewa Sansthan, Hemria-Baharaich	946553
11	Akhil Bhartiya Gramodyog Sewa Sansthan, Bahraich	270325
12	Akhil Bhartiya Sewa Sansthan, Mharajganj	121553
13	Akhil Bhartiya Yuva Kalyankari Samiti, Badaun	125400
14	Ambadi Education And Social Welfare Society, Farrukhabad	130444
15	Anam Mahila Kalyan Samiti, Rampur	647418
16	ANKURAN, Narayanpatna Narayanpatna-Koraput	117251
17	Annai Indira Mandhar Sangam Ambavaram, Ambavaram-Malai	128343
18	Annapura Manava Samkshema Samithi, Hyderabad	224149
19	Arpit Sewa Sansthan, Badaun	1134326
20	Karmi, Kalahandi	227700
21	Association of Development of Rural People, Lucknow	1457290
22	Atma Rajgari Mahila Samiti, Munger	244598
23	Atodar Gramo. Sewa Mandal, Ahiran Jaita	290224
24	Avidya Vimukhti Sansthan, Gaya	312663
25	Banbasi Seva Samiti, Phulbani	792093
26	Banwasi Vikas Ashram, Giridh	320473
27	Basera Mahila Vikas Evam Jan Kalyan Sansthan, Gonda	1109304
28	Basera Mahila Vikas Evem Jan Kalyan Sansthan, Gonda	229482
29	Bharat Gyan Simiti, New Delhi	1052825
30	Bharat Gyan Vigan Simiti, New Delhi	286384
31	Bhartiya Jan Kalyan Kendra, Mayurrbhanj	116826
32	Bhawa Gramin Evem Nari Vikas Sansthan, Moradabad	164560
33	C.S.M.C.R.I., Bhavnagar	264000

34	Centre for Awakening of Rural Enviroment, Ganjam	325539
35	Centre for Women & Rural Devlp., Bolangir	245468
36	Centre for Youth & Social D B, Bhuneswar	120999
37	Education Consutants (India) Ltd., Noida	25640000
38	Friends Association for Rural, Rayagada	591300
39	Jan Shiksha Sansthan, Pilibhit	600000
40	Chetna Seva Sansthan Kamora, Rampur	1563482
41	Chetna Seva Sansthan, Rampur	165000
42	NARD Balangir Anachalik Gramya Bank, Charbhata	453600
43	Lok Yojana, Karpa	144900
44	J J Seva Sansthan, Balangir	132900
45	Antodaya-Kaniguma, Rampur-Kalahandi	654900
46	Jan Shiksha Sansthan, Kabra Madhapur- Dhekanal	1000000
47	Daraganj Grmg.Vikas Sansthan, Allahabad	681844
48	Darjaeling Gorkha Hills Council, Darjaeling	1726886
49	Dasrath Jankalyan Sangh, Puri	214245
50	Deccan Development Society, Hyderabad	492343
51	Deen Dayal Sodh Sansthan, Satna	618147
52	Jan Shiksha Sansthan, Kanas	600000
53	Jan Shikshan Sansthan, Ajmer	1266180
54	Jan Shiksha Sansthan, PATNA	821021
55	Jan Shikshan Sansthan, Bhind	276947
56	Jan Shikshan Sansthan, Ujjan	1119450
57	ITDWS, Koraput	104700
58	Jan Shikshan Sansthan, Hazaribagh	600000
59	Jan Shikshan Sansthan, Vishakhapatnam	800000
60	Jan Shikshan Sansthan, Narayanpur	1333861
61	Jan Shikshan Sansthan, Raipur	864669
62	Jan Shikshan Sansthan, Cuttack	1600000
63	Jan Shikshan Sansthan, Pratapgrah	1298128
64	Lok Jumbish Parishad, Jaipur	15000000
65	Dir Of public instrution, Thirvanthapuram	23531238
66	Paschim Banga Rajya Shikshasan, Salt Lake	19500000
67	Jan Shikshan Sansthan, Ramanathapuram	1210728
68	D.L.C.E., Gandhinagar	5563200
69	Jan Shikshan Sansthan, Datia	600000
70	Jan Shikshan Sansthan, Indore	600000
71	Jan Shikshan Sansthan, Datia	115368
72	Jan Shikshan Sansthan, Banda	600000

73	Jan Shikshan Sansthan, Anantapur	600000
74	Jan Shikshan Sansthan, Jauppur	600000
75	Jan Shikshan Sansthan, Barabanki	600000
76	Jan Shikshan Sansthan, Raichur	1183415
77	Jan Shikshan Sansthan, Calicut	1314324
78	Jan Shikshan Sansthan, Thrissur	1163325
79	Jan Shikshan Sansthan, Rangareddy	600000
80	Jan Shikshan Sansthan, Chennai	488459
81	Jan Shikshan Sansthan, Jodhpur	1456726
82	Jan Shikshan Sansthan, Tiruvanathapuram	1264571
83	Jan Shikshan Sansthan, Madurai	1263897
84	Jan Shikshan Sansthan, Kalol (N.G.)	606488
85	Jan Shikshan Sansthan, Jalpaiguri	1103732
86	Jan Shikshan Sansthan, Bharuch	1400000
87	Jan Shikshan Sansthan, Visakhapatnam	600000
88	Jan Shikshan Sansthan, Chholamedu	1000000
89	Jan Shikshan Sansthan, Indore	800000
90	Jan Shikshan Sansthan, Coimbatore	1600000
91	Jan Shikshan Sansthan, Washim	1000000
92	Jan Shikshan Sansthan, Cachar	1378200
93	Jan Shikshan Sansthan, Ambedkarnagar	1224500
94	Jan Shikshan Sansthan, Ujjan	276947
95	Jan Shikshan Sansthan, Vadodara	600000
96	Jan Shikshan Sansthan, Varanasi	276947
97	Jan Shikshan Sansthan, Varanasi	1308971
98	Jan Shikshan Sansthan, Allahabad	1400000
99	Jan Shikshan Sansthan, Farrukhabad	1306400
100	Jan Shikshan Sansthan, Thrissur	276947
101	Jan Shikshan Sansthan, Pilibhit	1062979
102	Jan Shikshan Sansthan, Lucknow	1278036
103	Jan Shikshan Sansthan, Mumbai	1800000
104	Jan Shikshan Sansthan, Viridunagar (Sivakasi)	1000000
105	Jan Shikshan Sansthan, Aurangabad	1600000
106	Jan Shikshan Sansthan, Lakshmipuram	1598986
107	Jan Shikshan Sansthan, Barabanki	999219
108	Jan Shikshan Sansthan, Idukki	1000000
109	Jan Shikshan Sansthan, Nashik	1382292
110	Jan Shikshan Sansthan, Karwar	276947
111	Jan Shikshan Sansthan, Gaya	1378321

112	Jan Shikshan Sansthan, Ghaziabad	1299820
113	Jan Shikshan Sansthan, Raichur	276947
114	Jan Shikshan Sansthan, Anantapur	1400000
115	Jan Shikshan Sansthan, Vsakhapatnam	1600000
116	Jan Shikshan Sansthan, Shimoga	1203895
117	Jan Shikshan Sansthan, Shimoga	276947
118	Jan Shikshan Sansthan, Sultanpur	1400000
119	Jan Shikshan Sansthan, Guwahati	1000000
120	Jan Shikshan Sansthan, Guna	1000000
121	Jan Shikshan Sansthan, Angul	1303741
122	Jan Shikshan Sansthan, Bikaner	473929
123	Jan Shikshan Sansthan, Datia	1195890
124	Jan Shikshan Sansthan, Ongole	1335542
125	Jan Shikshan Sansthan, Sindhudurg	760568
126	Jan Shikshan Sansthan, Mumbai	1800000
127	Jan Shikshan Sansthan, Tumkur	1111122
128	Jan Shikshan Sansthan, Tumkur	276947
129	Jan Shikshan Sansthan, Ahmedabad	800000
130	Jan Shikshan Sansthan, Jamshedpur	1263303
131	Jan Shikshan Sansthan, Ajmer	600000
132	Jan Shikshan Sansthan, Keonjhar	1344528
133	Jan Shikshan Sansthan, Bangalore	1395425
134	Jan Shikshan Sansthan, Delhi	276947
135	Jan Shikshan Sansthan, Ranchi	1000000
136	Jan Shikshan Sansthan, Vadodara	800000
137	Jan Shikshan Sansthan, Naharlagum	1000000
138	Jan Shikshan Sansthan, Varanasi	600000
138	Jan Shikshan Sansthan, Pune	1575881
139	Jan Shikshan Sansthan, Bhopal	1391185
140	Jan Shikshan Sansthan, Chandigarh	1499389
141	Jan Shikshan Sansthan, Chandigarh	600000
142	Jan Shikshan Sansthan, Surat	600000
143	Jan Shikshan Sansthan, Aurangabad	600000
144	Jan Shikshan Sansthan, Karwar	600000
145	Jan Shikshan Sansthan, Mohali	1352430
146	Jan Shikshan Sansthan, Jaipur	1516376
147	Jan Shikshan Sansthan, Johnpur	1045300
148	Jan Shikshan Sansthan, Raurkela	600000
149	Jan Shikshan Sansthan, Jalpaiguri	537573

150	Jan Shikshan Sansthan, Pune	800000
151	Jan Shikshan Sansthan, Pathanamthitta	600000
152	Jan Shikshan Sansthan, Thiruvanthapuram	800000
153	Jan Shikshan Sansthan, Kota	800000
154	Jan Shikshan Sansthan, Dhobhi Ghat Road	600000
155	Jan Shikshan Sansthan, Raichur	600000
156	Jan Shikshan Sansthan, Raipur	600000
157	Jan Shikshan Sansthan, Kollam	600000
158	Jan Shikshan Sansthan, Calicut	600000
159	Jan Shikshan Sansthan, Jammu	800000
160	Jan Shikshan Sansthan, Tiruchirapalli	388103
161	Jan Shikshan Sansthan, Guwahati	1000000
162	Jan Shikshan Sansthan, Bikaner	600000
163	Jan Shikshan Sansthan, Erode	600000
164	Jan Shikshan Sansthan, Ujjain	600000
165	Jan Shikshan Sansthan, Faizabad	600000
166	Jan Shikshan Sansthan, Jehanabad	600000
167	Jan Shikshan Sansthan, Kanpur	600000
168	Jan Shikshan Sansthan, Cuttack	600000
169	Jan Shikshan Sansthan, Kota	600000
170	Jan Shikshan Sansthan, Mysore	600000
171	Jan Shikshan Sansthan, Bhand	1400000
172	Jan Shikshan Sansthan, Mysore	1357018
173	Jan Shikshan Sansthan, Faizabad	1371736
174	Jan Shikshan Sansthan, Karwar	1398188
175	Jan Shikshan Sansthan, Jammu	620277
176	Jan Shikshan Sansthan, Kollam	727267
177	Jan Shikshan Sansthan, Lucknow	600000
178	Jan Shikshan Sansthan, Guntur	600000
179	Jan Shikshan Sansthan, Vidya Nagar Alto- Parvari	613500
180	Jan Shikshan Sansthan, Calicut	276947
181	Jan Shikshan Sansthan, Lucknow	800000
182	Jan Shikshan Sansthan, Gaya	600000
183	Jan Shikshan Sansthan, Gazibad	600000
184	Jan Shikshan Sansthan, banda	1072065
185	Jan Shikshan Sansthan, Dholpur	600000
186	Jan Shikshan Sansthan, Indraprastha(New Dudhai) -Kutch	1000000
187	Jan Shikshan Sansthan, Rourkela	1544823
188	Jan Shikshan Sansthan, Purulia	600000

189	Jan Shikshan Sansthan, Sailana	1233105
190	Jan Shikshan Sansthan, Gandhi Nagar	600000
191	Jan Shikshan Sansthan, Ujjain	600000
192	Lok Jumbish Parishad, Jaipur	550000000
193	Lok Jumbish parishad, Jaipur	200000000
194	Sarva Shiksha Abhiyan, Gangtok	18520000
195	Sarva Shikshan Abhiyan Mission, Gangtok	8452998
196	SEVA Bhawanipatna, Bhawanipatna- Kalahandi	142500
197	S,S.A., Banglore	195202000
198	An Shiksha Sansthan, Panaji	600000
199	D.L.C. Edu., Gandhinagar	4771800
200	Jan Shikshan Sansthan, Sonapat	1166377
201	Jan Shikshan Sansthan, Morena	1369587
202	Jan Shikshan Sansthan, Sonipat	600000
203	Jan Shikshan Sansthan, Unnao	600000
204	Jan Shikshan Sansthan, Bharuch	600000
205	Jan Shikshan Sansthan, Shimoga	600000
206	Jan Shikshan Sansthan, Sundarpur, Varanasi	600000
207	Jan Shikshan Sansthan, Rourkela	800000
208	Jan Shikshan Sansthan, Ramanathpuram	600000
209	Jan Shikshan Sansthan, Jaipur	800000
210	Jan Shikshan Sansthan, Bhopal	600000
211	Jan Shikshan Sansthan, Jamshedpur	800000
212	Jan Shikshan Sansthan, Kanpur	800000
213	Jan Shikshan Sansthan, Cuttack	800000
214	Jan Shikshan Sansthan Banglore	1000000
215	Jan Shikshan Sansthan, Bhind	600000
216	Jan Shikshan Sansthan, Gonda	600000
217	Jan Shikshan Sansthan, Allahabad	600000
218	Jan Shikshan Sansthan, Haldia	600000
219	Jan Shikshan Sansthan, Norena	600000
220	Jan Shikshan Sansthan, Delhi	1127558
221	Jan Shikshan Sansthan, Vadodara	1385313
222	Jan Shikshan Sansthan, Allahabad	1302299
223	Jan Shikshan Sansthan, Hyderabad	1600000
224	Jan Shikshan Sansthan, Surat	1440242
225	Jan Shikshan Sansthan, Hyderabad	1756839
226	Jan Shikshan Sansthan, Karaikudi	754597
227	Jan Shikshan Sansthan, Sirsa	600000

228	Jan Shikshan Sansthan, Vijayawada	1598772
229	Jan Shikshan Sansthan, Unnao	1400000
230	Jan Shikshan Sansthan, GONDA	1336305
231	Jan Shikshan Sansthan, Wangling- Manipur	1000000
232	Jan Shikshan Sansthan, Haldia	1094751
233	NCERT, New Delhi	300000
234	Jan Shikshan Sansthan, Nanital	600000
235	Jan Shikshan Sansthan, Nandurbar	600000
236	Jan Shikshan Sansthan, Kota	1497252
237	Jan Shikshan Sansthan, Madurai	800000
238	Jan Shikshan Sansthan, Hyderabad	1000000
239	Jan Shikshan Sansthan, Faizabad	600000
240	Jan Shikshan Sansthan, Aurangabad	800000
241	Jan Shikshan Sansthan, Ongole	600000
242	Jan Shikshan Sansthan, Pratapgarh	600000
243	Jan Shikshan Sansthan, Jodhpur	800000
244	Jan Shikshan Sansthan, Bhimtal	657987
245	Jan Shikshan Sansthan, Jalpaiguri	600000
246	Jan Shikshan Sansthan, Bhubaneswar	600000
247	Jan Shikshan Sansthan, Patna	600000
248	Jan Shikshan Sansthan, Vijayawada	800000
249	Jan Shikshan Sansthan, Ajmer	800000
250	Jan Shikshan Sansthan, Nashik	600000
251	Jan Shikshan Sansthan, Ambedkar Nagar	600000
252	Jan Shikshan Sansthan, Narayanapur	600000
253	Jan Shikshan Sansthan, Sultanpur	600000
254	Lok Jumbish Parishad, Jaipur	233400000
255	Lok Jumbish Parishad, Jaipur	116600000
256	Jan Shikshan Sansthan, Kottayam	600000
257	Jan Shikshan Sansthan, Kakinada	600000
258	Jan Shikshan Sansthan, Silchar	600000
259	Jan Shikshan Sansthan, Angul.	600000
260	Jan Shikshan Sansthan, Mandya	600000
261	District Rural Devlop. Agency, Dibrugarh	490538
262	District Devlop. Agency, Sambapur	532641
263	Dr. Bhim Rao Ambd. Edn. Sansthan, Maharajganj	734843
264	Jan Shikshan Sansthan, Allahabad	600000
265	ANKURAN Narayana, Koraput	424500
266	Embod Edl. Socl. Welfr. Scty., New delhi	376420

267	Holi Home, Satsang Vihar	411900
268	HARMONY, Malkangiri	252000
269	Mukti At Belpara., Bolangir	514800
270	Democratic Action K, Gandhi Nagar	136200
271	A D H A R, Loisingha	106500
272	Friends of Tribal Society, Kolkata	1907950
273	Friends of Tribal Society, Kolkata	1432706
274	Friends of Tribal Society, Kolkata	1907950
275	G.M. HP State Civil Supply Copn. Ltd., Shimla	2782438
276	Gandhi Seva Ashram Jalalpur, Bazar Saran	511133
277	Gandhian Institute of Tech Adv, Koraput	405600
278	Gandhian Organisation for Rural Dvnt. Mulukalacheruvu, Mulukalacheruvu-Chittoor	239420
279	IHDAWC, Nabarangpur	163200
280	Women Orgn, Koraput	257100
281	Deen Dayal Research Intt., New Delhi	2000000
282	Gnanodaya Samiti Nalgonda District Nalgonda, Nalgonda	1402826
283	Gramin swabhiman, New delhi	352304
284	GNYSangha, Koraput	230700
285	Golaghat Z.S.S., Golaghat	1028000
286	Gram Evam udhyog Samiti, Basti	402283
287	Gram Evem Udyog Vikas Samiti, Basti	158290
288	Gram Ship Samiti, Gnda	889914
289	Gram Swarajya Samiti, Patna	222542
290	Grameen Mahila Kalyan Sansthan, Badauu	132401
291	Gramin Chetna & Sewa Samiti, Morena	918850
292	Gramin Mahila Rojgar Parks., Siddarthnagar	228140
293	Gramin Mahila Rozgar Parishad, Siddharathnagar	712845
294	Gramin mahila Vikas Ewam Lok Kalyan Samiti, Rampur	107297
295	Gramodiogik Vikas Pars. Sansthan, Gonda	153307
296	Gramodyogik Vikas Pars. Sansthan, Maharajgang	116631
297	Gramothan Kisan Sewa Samiti, Gonda	139188
298	Gramothan Kisan Sewa Sansthan, Malviya Nagar -Gonda	405457
299	Grmn. Exm. Shahi welfr. Sansthn, Aligarh	421098
300	Gujrat State Prevention Trust, Ahmedabad	346266
301	Guru Angad Dev Sewa Society, Ludhiana	1500000
302	Haryana Nav Yuvak Kala Sangam, ROHTAK	1500000
303	Hizlia Jankalyan Samiti, North 24 Pargana	137762
304	Indira priyadarshani shodh Sansthan, Azad Nagar-Gonda	1432205

305	Indra Sikaha Niketan Samiti, Bahraichu	156332
306	Indra Siksha Niketan, Bakhsipura	436671
307	Instt. of Public Auditors, New Delhi	592157
308	Islamic Educational Devpt. Orgn., Wangjing	175000
309	Islamic Edul.Develop.Organi., Sangaiyumpham	175000
310	Jan Shikshan Sansthan, Kothrud (Pune)	314000
311	J. P. Sewa Samiti, Juzurpur	475416
312	J.H.Dtt.Literacy Council, Jowai	1019246
313	J.P. Seva Samiti, Bahraich	165115
314	J.P.sewa Samiti, Ferozepur-Almora-Farukkhabad	752048
315	Jan Shikshan Sansthan, Ongole A.P.	276947
316	Jan Shikshan Sansthan, Allahabad	276947
317	Jan Shikshan Sansthan, Satna	1000000
318	Jan Shikshan Sansthan, Vijayawada	314000
319	Jan Shikshan Sansthan, Lucknow	314000
320	Jan Shikshan Sansthan, Chandigarh	314000
321	Jan Shikshan Sansthan, Basheer Bagh (HYD)	314000
322	Jan Shikshan Sansthan, Aurangabad	314000
323	Jan Shikshan Sansthan, Indore	314000
324	Jan Shikshan Sansthan, Cuttack	314000
325	Jan Shikshan Sansthan, Jamshedpur	314000
326	Jan Shikshan Sansthan, Nandurbar	1266914
327	Jan Shikshan Sansthan, Ambedkar Nagar	276947
328	Jan Shikshan Sansthan, Puri	1400000
329	Jan Shikshan Sansthan, Sonapat	276947
330	Jan Shikshan Sansthan, Ramanathpuram	276947
331	Jan Shikshan Sansthan, Nashik	276947
332	Jan Shikshan Sansthan, Gaya	276947
333	Jan Shikshan Sansthan, Angul	276947
334	Jan Shikshan Sansthan, Dholpur	1097681
335	Jan Shikshan Sansthan, Gandhinagar	276947
336	Jan Shikshan Sansthan, BharuchB	276947
337	Jan Shikshan Sansthan, Morena	276947
338	Jan Shikshan Sansthan, Mysore	314000
339	Jan Shikshan Sansthan, Ratlam	600000
340	Jan Shikshan Sansthan, Barabanki	276947
341	Jan Shikshan Sansthan, BASTI	1000000
342	Jan Shikshan Sansthan, Sarnath	276947
343	Jan Shikshan Sansthan, Sultanapur	276947

344	Jan Shikshan Sansthan, Haldia	276947
345	Jan Shikshan Sansthan, Silchar	276947
346	Jan Shikshan Sansthan, Vadodara	314000
347	Jan Shikshan Sansthan, Worli (Mumbai)	415250
348	Jan Shikshan Sansthan, Surat	314000
349	Jan Shikshan Sansthan, Jodhpur	314000
350	Jan Shikshan Sansthan, Narendrapur (Kolkata)	314000
351	Jan Shikshan Sansthan, Thiruvananthapuram	314000
352	Jan Shikshan Sansthan, Somajiguda (Hyd)	415250
353	Jan Shikshan Sansthan, Guntur	314000
354	Jan Shikshan Sansthan, Kota	314000
355	Jan Shikshan Sansthan, Madurai	314000
356	Jan Shikshan Sansthan, Ghaziabad	276947
357	Jan Shikshan Sansthan, Visakhapatnam	314000
358	Jan Shikshan Sansthan, Ajmer	314000
359	Jan Shikshan Sansthan, Kanpur	314000
360	Jan Shikshan Sansthan, Mansarover (Jaipur)	314000
361	Jan Shikshan Sansthan, Rourkela	314000
362	Jan Shikshan Sansthan, Coimbatore	314000
363	Jan Shikshan Sansthan, Bangalore	415250
364	Jan Shikshan Sansthan, Banda	276947
365	Jan Shikshan Sansthan, Unnao	276947
366	Jan Shikshan Sansthan, Allahabad	276947
367	Jan Shikshan Sansthan, Bhopal	276947
368	Jan Shikshan Sansthan, Fazabad	276947
369	Jan Shikshan Sansthan, Partapgarh	276947
370	Jan Shikshan Sansthan, Gonda	276947
371	Jan Shikshan Sansthan, Keonjhar	276947
372	Jan Shikshan Sansthan, Rupnagar	276947
373	Jan Shikshan Sansthan, Indore	1247953
374	Jan Shikshan Sansthan, Sirsa	369727
375	Jan Shikshan Sansthan, Hazaribagh	1075946
376	Jan Shikshan Sansthan, Guntur	800000
377	Jagannath Chak Basuli Seva Sangha, Midnapore	137262
378	Jagannath J. Sangha, Bolangir	140737
379	Jagriti Seva Sansthan, Gorakhpur	1500000
380	Jan Jagriti Ednl. Scty., Mangolpuri- New Delhi	130978
381	Jan Kalyan Samiti, Gonda	143000
382	Jan Kalyan samiti, Gonda	341038

384	Jan Kalyan Shiksha samiti, Bhathahin-Khurd-Khushi Nagar	3607475
385	Jan Shikshan Kendra, Jamui	104956
386	Jan Shikshan Sansthan, Purulia	600000
387	Jan Shikshan Sansthan, Nalanda	1000000
388	Jan Shikshan Sansthan, Mumbai	600000
389	Jan Shikshan Sansthan, Amethi	186553
390	Jan Shikshan Sansthan, Madurai	600000
391	Jan Shikshan Sansthan, Mumbai	415250
392	Jan Shikshan Sansthan, Kanpur	1598729
393	Jan Shikshan Sansthan, Howrah	1000000
394	Jan Shikshan Sansthan, Kushinagar	600000
395	Jan Shikshan Sansthan, Gonda	600000
396	Janklyan Yubak Sagha-Sinkhaman, Sinakhman-Bolangir	242350
397	Joint Dir.Of Public Instruction, Bangalore	27768076
398	Joint Director Public Instruction (Mid Day Meal), Bangalore	11490770
399	Kapilvastu Shodh & Vikas Sansthan, Siddarth Nagar	100798
400	Karamsakhshi Sewa Sansthan, Bhimapur-Siddharathnagar	139260
401	Karmaskshi Sewa Sansthan, Siddharthangar	102190
402	Kiran Gramya Vikas Evam, motiganj	337202
403	Kiran Gramya Vikas Evem Mahila Utthan Samiti., Gonda	130807
404	Kohima Literacy Authority, Kohima	1680000
405	Kolleru Rural Develop. Service Orga., West Godavari	204511
406	Konyak W&C Welfare Society, Wakching (Diot) Mon	125000
407	Krishi Evam Gram.V.S Alliganj, Allahabad	668812
408	Krishi Evem Gramodyog Vikas Sansthan, Allhabad	201839
409	Krishnamurty Foundation India, Chennai	1723125
410	Lady Irwin College, New Delhi	435422
411	Lady Irwin College, New Delhi	483762
412	Lok Deep, Deoghar	211100
413	Lok Shikshan Kendra, Jai Krishna Nagar-nalanda	193911
414	Lutheran Mahila Samiti, Patalipank-Cuttack	248553
415	M V E Sewa Sansthan, Bahrraich	1544743
416	M.G.E.P.S. Vill. Bharawalia Pandey Basti, Gayanai-Sant Kabir Nagar	829261
417	M.S. H.P.S.P. Parishad, Chandigarh	25000000
418	M.V. Foundation, Secanderabad	734882
419	Mahila Vikas, Nuapada	231481
420	Majuli Island. P&D.Council, Guwahati	1500000
421	Malda Zilla Sarbik, Malda	8919799
422	Manav Vikas Evam Sansthan, Bahraich	359909

423	Maneesh Sarvodaya Gramodyog Sewa Sansthan, Mainpuri	201515
424	Maneesh Sarvodya G.S. Sansthan, Mainpuri	149657
425	Mass Education Movet, Kuppam	221914
426	Maya Selai Karai Parkashan Sansthan, Badau	121000
427	Mayurbhanj Saksharta Samiti, Mayurbhanj	6186399
428	Narayan Gramodhyog Sewa Sansthan, Kesarganj	607815
429	Narayan Gromodyog Sewa Sansthan, Bahraeh	163053
430	Nari Jagran Sewa Samiti, Lucknow	536624
431	Natraj Vikas Sansthan, Firozabad	417773
432	Natraj Vikas Sansthan, Ferojabad	154820
433	Nav Bharat Mahila Jan Kalyan Samiti, Gonda	116600
434	Nav bharat mahila jan kalyan samiti, gonda	265401
435	Nav Jyoti Sewa Sansthan, Lucknow	395878
436	Navodaya Integration Cultural Social Edn. & Vol. Action, Dhone-Kurnool	182338
437	NEHRU Yuva Gram Vikas Parishad, Mahrajgang	103108
438	Nehru Yuvajana Sangham, Visakhapatnam	190850
439	Netaji Yubak Sangaha Goialbhadi, Goilbadi-Bolangir	229566
440	NIIRD, Cuttack	155098
441	NITWASA Barasahi, Khurda	698862
442	Nort I. Constortium Trust Shahapur, Shahapur-Siddharthnagar	498019
443	P.R.I.Y.A., Balasore	687303
444	Pandit Govind Balabh. Pant Insstt. of R&D., Lucknow	264925
445	Pt. G. Ballabh Pant Instt. of Studies in Rural Devpt., Lucknow	141680
446	Pandit J.N. Prasd Intr. Collg. Samiti, Badaun	529720
447	Pandit Jagannath Prasad Inter College., Badaun	193523
448	PEDSK, Thiruvananthapuram	25000000
449	People Asso. For Developmen, Pratapgarh	1400000
450	Peoples Awareness & Hilly Areas Development, Sudrukumpa-Phulbani	503799
451	Poorvanchal Gramin Vikas Sansthan, Lucknow	151707
452	Poorvanchal Gramin Vikas Sansthan, Lucknow	209627
453	Popular Progressive Unit, Mahamayahat-Dhubri	1216035
454	Prachya Bhasha Vidya Peeth., Gudivada	337125
455	Praja Pragathi Trust C.B., Chitoor	105331
456	Prdnt. S.A. of Humantn. Acts. In rural Areas, Hatisalpara-Balangir	127500
457	Gramya Sang, Koraput	287400
458	Society for Nature Education & Health, Rayagada	241800
459	Brajraj seva, khariar	111000
460	Gramyavikas Sangathan, Koraput	408300
461	Brundaban Sanskrutik Anushthan, Kesinga-Kalahandi	142500

462	ASRAYA, Kalahandi	124200
463	Asha Action for Social and Human Acme, Rayagada	247500
464	Ashok Sansthan, Kudeser ,Ghaziipur	1000000
465	G. Yubak Sangh, Kalahandi	284100
466	INSERUP, Kalahandi	178800
467	President J&K Destitite & Handicaped W. F., Jammu	2000000
468	M.Seva Sanstha, Junagarh	155100
469	Resource Developmen, Nupada	127800
470	SAHARA, Nabarangpur	209700
471	SNAEHA Society, Rayagada	190800
472	Village Devlop. Centre, Nabarangpur	238200
473	Adhikar, Khandagiri	317400
474	Ekta, Koraput	204000
475	Pt. Jagat Nrain Chaturvedi A.P. Samiti Karamkala, Sant Kabir Nagar	246454
476	Purvanchal M K Sansthan, Maharajganj	383353
477	Purvanchal Manav Kalyan Sansthan, Maharajganj	167497
478	Purvanchal Vikas Evam, Maharajgang	139185
479	R.M. Singh Memorial Trust, Mahendargarh	300378
480	R.V. Memorial Society, Dhanbad	1500000
481	Radhakrushan Jiew Library, Balasore	143858
482	Raj Mahila Shilapkala Vikas Sansthan, Baharaich	184407
483	Raj Mahila Ship Kala Vikas Sansthan, Bahraich	133117
484	Raj. Bal Kalyan Samiti, Udaipur	167909
485	Rajasthan Shiksha Karmi Board, Jaipur	10000000
486	Rashtrrothana Parishat K. S., Bangalore	3399710
487	Ruchika Social Service Organisation, Bhubneshwar	322794
488	Rural Dvpt. Agency for Bked. People, Borigumma-Koraput	433828
489	S.B.V.V. Sangha, Bagalkot	1500000
490	S.C.O.R.D., Thiruvarur	1500000
491	S.I.R.I., Anantpur	405358
492	S.S.A.S.M.A., Gangtok	750000
493	S.S. Abhiyan, Karvaratti	2831000
494	S.T.E.C., Kayamkulam	1500000
495	Sahashvat, Nandna	339855
496	Sai Mahila Bal Vikas Samiti, Badaun	248656
497	Sai Mahila Bal Vikas Samiti, Badaun	156205
498	Samarpan Sewa Samiti, Budaun	239459
499	Sampark KCP, Satapatna, Bhubaneswar	148146
500	Samwedna Vivek Khand Gomti Nagar, Lucknow	200019

501	Sankalp Khuntia Shai, Puri	211250
502	Sankalp,Khuntia Sahi, Puri	211250
503	Saramika Rural Dvt. Orgn. Chrttupalli, Chettupalli-Narsipatnam-Visakhapatnam	106382
504	Saryu gramo. Sewa Sansthan, Kachnapur	167204
505	Sashi Mahila Kalyan Samiti, Balrampur	156228
506	Sawedana, Gomtti Nagar	700352
507	Social Awareness Insist, Manohar Pur	496800
508	Science Communication Forum, Kolkata	150000
509	Gospal Dvpt. Sunabad, Sunabada- Koraput	282300
510	L.E.&A for Dvpt. Jeypore, Jeypore-Koraput	224400
511	Organisation for Awareness, Malpara-Koraput	245400
512	Rash. Sewa Samiti, Padva, Padva-Koraput	549300
513	Society for R.E.&E. Advancement Ambaguda, Ambaguda-Koraput	163800
514	Sri Rama Janakalyan Pathagar, Deogaon-Bolangir	178800
515	The bright career Acmy. Jlypore, Jeypore-Koraput	191400
516	Matrushree Mahila Mandal, Bhawanipatna-Koraput	126300
517	Ramakrishana Mission Assram, Narenderpur, Kolkata	800000
518	I Y S A R A, Nabarangpur	396980
519	Jan Shikshan Santhan, Kolkata	1600000
520	N E E D S, Nabarangpur	300300
521	IDS, Koraput	252000
522	S R U S T I Kalahandi Aanchalika Grammya Bank, Khariar	277800
523	Banabasi Sangha, Komna	297300
524	Centre for Professional & Social Devlop, Sonapur	151200
525	Panabeda Vikas Parishad, Nabarangpur	183000
526	F.A.R.R., Bhubaneswar	351900
527	Asso. For Socil Help in Rural Area, Tusara ,Balangir	194700
528	Jan Shikshan Sansthan, 24 Pargana	600000
529	JAGARAN, Rayagada	224700
530	Jana Kalyan Pratisthan, Gajapati	237000
531	KALYAN, Balangir	215700
532	K.G.Niketan, U.S. Nagar	184001
533	Secy. Kamles. Antyodara Ashram, Madhubani	750750
534	KASS Kruhi Adivasi self Help., Rayagada	101100
535	Mahila Vikash, Tarvod	364500
536	Marr Munning Ashram, Koraput	322500
537	N P U, Brahminpara	252600
538	Nehru Yuvak Sangha, Karamtala	215700
539	Netaji Club, Balangir	144000

540	Netaji Yubak Sangha, Bolangir	413400
541	Palli Alok Pathagar, Nagaon	372600
542	S A N K A L P A, Nuapada	123600
543	Society Mahila Vikas, Gajapati	258000
544	The Humanity, Balangir	339000
545	The presentation,Gonda, Gonda	123750
546	Universal Service Org., Rayagada	187200
547	Youth Association Rural Recunstruction, Balangir	212700
548	Palli Niketan, Bangabahal	106500
549	A H E A D Khariar, Nuapada	111000
550	Gramin Vikas Samiti, Allahabad	426131
551	M.P.Gramin Vikas Mandal, Mandla	374508
552	Magadheswara Club, Ulunda	277200
553	O P & M D C, KOMNAo	164100
554	PariVarttan 15/180 Koraput, Kudumulugumma	126000
555	Vivekanada Institute, Nuapada	618000
556	Seva Sangama, Prakash Nagar	710133
557	Sewa Samiti Amethi, Sultanpur	2000000
558	Shanti Sadhna Ashram, Guwahati	675892
559	Sharmik Samaj Shiksha Sansthan, Budayun	237298
560	Shashi Mahila Kalyan Samiti, Balrampur	147762
561	Shiksha Prasarini Samiti, Ghazipur	1500000
562	Shohratgarh Environment Society, Shohratgarh	191065
563	Shoratgarh Environment Society, Siddarthnagar	170698
564	Shrambharti Khadi Gramodyog, Jamui	227007
565	Shramik Sewa Shiksha Sansthan, Badaun	301041
566	Shree Ambikeshwar Sewa Sansthan, Gonda	115500
567	Shree Bhardaj Gramodyog Seva Sansthan, Maharajganj	147417
568	Shree Bhardwaj Gramodyog Sewa Sansthan, Maharajganj	221753
569	Shree Rama Krishan Ashram, Kalahandi	1033135
570	Shri Bankeswari Pathagar, Ganjam	248218
571	Shri Ketan Shixan Samaj, Rajkot	370580
572	Shri Wighankar Parshawnath G. Sansthan, Badaun	128918
573	Shri Wighankar Parshawnath G. Sansthan, Badaun	121093
574	Shubham Vikas Sewa Sansthan, Faizabad	564436
575	Shubham Vikas Sewa Sansthan, Faizabad	182050
576	Siligudi Mahakuma Sakshrta Samiti, Siligudi	3103200
577	Siliguri Mahakuma Samati, darjeeling	744967
578	Jan Shikshan Sansthan, Ratlam	276947

579	Smaj Kalyan Shiksha Sansthan, Nakatoan Mishra- Kushinagar	628872
580	Smarpan Sewa samiti-Badaun, Badaun	1027813
581	SMART, Seeking Modren Application for Real Transfo., Lucknow	147875
582	Social Awareness Institution, Cuttack	1011763
583	Social Awareness Institution, Naya Bazar- Cuttack	1011762
584	Social Welfare of Indian Orgn., Jammu	129323
585	Society for Planning and Rural Development, Bangalore	443250
586	Society for Rural Devlopment, Bahraich	213785
587	solidarity of Nation, Gonda	205435
588	Solidarity of the Natin Society, Gomda	116655
589	Sri Nrain gramim vikas Parishad, Mainpuri	1334391
590	Sri Ram sarsawati J.K.S.S. Lotanpura, Badaun	525887
591	Sri RamSarswati Jan Kalyan Shiksha Samiti, Badaun	167959
592	Sri Satya Sai Sewa Samiti-Bhubanpur, Bhubanpur-Balisankar-Sundargarh	139029
593	Student Welfare Insttn., Bhubneswar	248537
594	Suman ttechnical Instt, Ganjdunwara-Etha	192120
595	Suman Tech. Insst., Ganjdunwara	157520
596	Swabalamban S. Kendra., Patna	137762
597	Tarai Envro Awareness, Balrampur	118400
598	Tarai Environment Awareness Samiti, Balrampur	158471
599	The Man Gramin Sewa Mandal, Allahabad	347765
600	The Cmn. Puduvai Arivoli Akm., Pondicherry	3263000
601	Jan Shikshan Sansthan, Surat	800000
602	Jan Shikshan Sansthan, New Delhi	600000
603	Jan Shikshan Sansthan, Tiruchirapalli	800000
604	Jan Shikshan Sansthan, Ghaziabad	600000
605	Jan Shikshan Sansthan, Jalpaiguri	600000
606	Jan Shikshan Sansthan, Mysore	800000
607	Jan Shikshan Sansthan, Ratlam	600000
608	Jan Shikshan Sansthan, Hyderabad	565384
609	Jan Shikshan Sansthan, Tumkur	600000
610	Jan Shikshan Sansthan, Jalpaiguri	500000
611	State Resource Centre, Patna	400000
612	Jan Shikshan Sansthan, Kakinada	1289874
613	Jan Shikshan Sansthan, Chandigarh	800000
614	Jan Shikshan Sansthan, Kundrakudi	600000
615	Jan Shikshan Sansthan, Mumbai	1000000
616	Jan Shikshan Sansthan, Thrissur	600000
617	Jan Shikshan Sansthan, Kudal Distt. Sindhudurg	600000

618	Jan Shikshan Sansthan, Faizabad	1000000
619	Jan Shikshan Sansthan, Mohali	600000
620	Jan Shikshan Sansthan, Mumbai	1000000
621	Sri Sri Bhairav Mahaparbhhu, Nabarangpur	209700
622	The Magadh Vikas Lok, Patna	138205
623	The Presentation Ram Badal comlex- Gonda, Gonda	157165
624	Janakalyan Sanstha, Kalahandi	252600
625	C.A.R.D. Berahampur-Gunjam-Gajapati	151200
626	The Rgr. NIAE IP Estate, New delhi	5000000
627	The Samajeek Unian Kendra, Papadahandi-Nabarangpur	226800
628	Bhartee Bhavan Pathagreh, Sonepur	385500
629	C.C.D. Parlakhemundi, Parlakhemundi- Gajapati	478800
630	DAPTA Paramandpur, Paramandpur-Kalahandi	306600
631	Janachetna,Faribhad, Laxmipur, Laxmipur —Koraput	229200
632	Orgn. For Rural Devpt., Parlekhimundi-Gajapati	132600
633	Tribal W.W. Society, Dimapur	1500000
634	Tripura Adibashi Mahila Samiti, Agartala	1500000
635	Umasankar Club 2630, Can Bank, Nimapatna	106538
636	United Edn. Society A/c. No. 109941 PNB, Lucknow	139040
637	United Edul. Society 109941 P N B, Indra nagar	206055
638	Utkal Navjeevan Mandal A/C1338 Canra Bank, Dhenkakal	262102
639	V.K. Parisad 010500030403 SBI, Patna	1500000
640	V.K.S. Sanstha 05229 SBI, Ujjain	1500000
641	Vikas Vidya Mandir, Gonda	154880
642	Vikas Vidya Mandir, Maharajgang	117219
643	Vikramshila Edul. Resorurce Society, Kolkata	445350
644	Vikramshila Edul. Resource Society, Kolkata	237334
645	Young Utkal Project, Balasore	3261658
646	Youth Assosiation for Rural Recon, Angul	102604
647	Yuvak Pratisthan, Mumbai	1500000

Annexure X

Statement showing the Detail of the Grants Release Amounting to Rs.1.00 Lakh and above to NGOs/Voluntary Organisation during the year-2003-04 (Department of Secondary and Higher Education)

S. No.	Grantee/City	Amount
1	President Bhaurao Patil Shiksha Par, Nanded	148800
2	President, N.B. Urban & Rural S D Society Kolar, Kolar	192000
3	Secy. Priyanka B.V.M. Samiti 1653 Aravalli K.G.B., Karauli	120000
4	President Sur N.E. & C.S.B Vikas Kendra 26376 SBI, Seelampur	192000
5	Sec Manav Kalyan Vikas Simiti -22913 Bank of Borad, Faizabad	270000
6	President, Darpan Music Society of K.G. 49803 C.B., New Seelampur	160000
7	Secy. Chaitanya Youth Asso. 21970 Andhra Bank, Rajahmundry	160000
8	Bajarang Kelavani Mandal-5/257 Bharuch Dist. Co-op, Narmada	160000
9	Sec, Manav Kalyan Simiti-22913 B.O. Baroda, Faizabad	167400
10	Swami Vivekanand Shikshan Prasarak Mandal-104 S B, Ahmedpur	180000
11	The President Guru Angad Dev. A/c. No. 14111064, Ludhiana	150000
12	Chmn. Bhagyajyothi Edn. Trust Bagepalli A/c No. 10, Bagepalli	225000
13	President Sheela Shikshan Parsark A/c. No. 50793, Nanded	120000
14	Managing Dir. (IRAM) A/c No. 233, New Delhi	225000
15	Secy. Harijan Adivasi Mahila K. Samiti, C-97 Munger GB, Munger	120000
16	Secy. M.P.Kala Akadami Govt./3/2000 Marath. G.B., Beed	160000
17	Secy. Badhte Kaadam 4828 UTI Bank, Patna	144000
18	Secy. Prag Sarvodya Semite A/C No.341 UBI, Lucknow	160000
19	Scy. Darshan Cultural Society A/c No. 62670102895I, Kottayam	270000
20	Secy. Sree Chaitra Edu.Society A/Cno. 24384 Synd. Bank, Hanumathanagar, Bangalore	144000
21	Chmn. IRAM, A/c No. 0233 Corpn. Bank, New Delhi	160000
22	Secy. Instte.of Social Action A/C 3505 C.B. of Ind, Puri	160000
23	Persident N.D.Sevabhavi Sanstha 705 ParbhaCo-OP B., Parbhani	157500
24	Secy. Sangeet Kala Sangam A/C 133 Urban Co-Op B., Imphal	260000
25	The scy. Deccan edn. Scty. A/c No. 5685 CBI, Pune	270000
26	Vikas Samartan Kendra-1-143-Bharuch Central Co-opp, Anand	180000
27	President Late G.S.P. Mandal 02210100054092 D.C.B, Aurangabad	160000
28	Chairm.B.G.V.Samiti 01100017422 B.S.Bank, Hardoi	176000
29	Scey. Genl. A.KS. Sansad Puri A/C No.03 I.O.B., Kanas-Puri	225000
30	Sec Pusak Mela Samiti-3698 Nainital Bank, New Delhi	360000
31	Secy. Gram Seva Sangham Madnoor 01100050419 SBH, Nizamabad	252900
32	Scy. Kumar Audhogik Prakashan Sans. A/C No. 12706 C, Varanasi	136000

33	The President Manav Mandir Mission. A/c. No. 3435, New Delhi	125000
34	Chairman Center For Urban & Rural Devlop. 938 Vija. B, Bangalore	236250
35	Secy. Rayala Seva Samithi. A/c. No. CA-161, Gulbarga	152800
36	President, V.R.D. Society 5/77 Dit. Co-Op C.B. Ltd, Mahboob Nagar	159575
37	Secretary Greenfields. A/c. No. 7482, Santoshpur Avenue	185375
38	Presid. Youth V.D. Organis. CD-871 Manipur Rur. B, Imphal	233000
39	Scy. Sri Satyasai Janaseva A/C No. 5164 P.N.B. Sun, Bira Chintamanipur	442800
40	Secy. National Asso. For the Blind A/c. No. 11435, Faridabad	1458956
41	Rehabilitation Council of India-26266 bank of Baro, Delhi	1608418
42	Scy. Rural Orgn. For Elvn. (rose) A/c No. 6868 BGB, Baripada	224875
43	Dir. Axom Sarba Siksha Abhijam. A/c. No. 8010, Guwahati	1237500
44	Exe. Dir. Uma Manovikasa Kendram-61961 C B., Kakinada	891450
45	Gen. Sec. National Asso. For The Blind 050121 S B I, Indore	134181
46	Secy. NAAIAJCT. A/c. No., New Delhi	2000000
47	Secy. Kalinga Youth Asso. 1950 Cuttack Gramya B., Bhubaneswar	174500
48	Gi. Scy. Orrissa Assn. For Blind A/c NO. 13817 BOI, Bhubneswar	1763726
49	Scy. Pragati Vol. Orgn. A/c No. CD-66 BOB, Puri	617600
50	Mngg. Trustee, St. john Sangam Trst. A/c No. 988 C, Perambalur	314380
51	Hony.Genl. Scey. Asso. Welf. of A/C No. 12088 B.o .B., Faridabad	551968
52	Hony Pres National Asso. of Blind-14599 B o I, Gurgaon	119097
53	Secretary PVOK, Puri	529675
54	Prdt. Ntl. Assn. For the Blind A/c No.25935 Synd., Panaji	391075
55	Chairman women & Child Welfare Society, Dimapur	475400
56	Scy. Orissa Media Centre, A/c No. 01100005061 SBI, Bhubneswar	484950
57	Scy. NAAI, Amar Jyoti Charil Trust a/c No.100101, New delhi	1844876
58	National Association for the Blind New, New Delhi	831918
59	Dir. Jeevan JyotiAktha A/c No 6336 CB, Sarnath-Varanasi	148920
60	T. Assn. for Rrl. Dvtt & Wmn. Welfre. A/c No. 10704, Nambol	219000
61	Hny. Gl. Scy. Nnl. Assn. for Blind A/c no. 20076 S, Thiruvantpuram	522900
62	Scy. Gnl. National Abilympics Association of india, Karkardooma	7741117
63	President Intgtd. Programme for the Disabd, Nagercoil	118900
64	Scy. Kanti Edn. Society, Velgode	1703519
65	Scy. Nnl. Assn. for Blind , A/c No. 50873 UCO B, Bhopal	171224
66	Integrated Educattion Implementation Committee., Madurai	3065471
67	Hony Gen Sec National Sch. of Blind -13232 IOB, Indra nagar	291651
68	Secretary Orrissa Media Centre, Bhubneshwar	357625
69	Sri. Satyasi janasewa A/c No. 5164 PNB, Cuttack	513500
70	President V.V. Shik. Sanstha 797 Hing. Peo.Co-Op. B, Nanded	671625
71	Secy / Chairman, Cheran Regional Soc. For Disb. Ch, Coimbatore	2786800

72	Secy., B.S. Prasad 7102 Cuttack Gramya Bank, Kendrapara	300750
73	Secy. Greenfields 7482, Indian Bank, Kolkata	233950
74	Co-odtor Sits of the cross Scty A/c No.13070117085, Tepakulam Tiruchirrapalli	394362
75	Secy. Integrated Edn. Promotion Council, Servic., Cuddalore	1013024
76	Hny. Prdnt. National assn. For Blind A/cNo. 14599, Gurgaon	150320
77	Hny. Scy. Servants of the people Society, Lajpat Nagar New Delhi	2090284
78	Secy. Arushi, Kanker	1057613
79	DIR. School & rehabicen for blind-155 Bank of Maharas, Betul	631800
80	Managing Sec. Amar Jyoti Charitable Trust, Greater Kailash	251400
81	Dir. Indian Instt of Education., Bhubaneswar	1108100
82	Society, Sandhya Theatre, Nandyal, Kurnool	632256
83	Secy. Healore scty. Nandyal A/c No. 26372 andh. Ban, Nandyal-Kurnool	942676
84	Scy. Scy for Disabled chdn. A/c No. 8032 BOM, Villianur-Pondicherry	340019
85	M.B. Society & Vigyan Bharti 01100050746 S.B. Hyd., Hyderabad	150000
86	N.V.G. Vikas Samiti 24504 PNB, Ghazipur	114400
87	Indn. Scl. Ednl. Farmers Association A/c No. 15228, Allahabad	150000
88	Mahila Samakhya Society. A/c. No. 31314, Ahmedabad	8000000
89	Indn. Instt. Of Bio- social Rch. & Dvpt. 4975, Kolkata	150000
90	A.P. Mahila Samatha Society A/C 24222 C.B., Hyderabad	5000000
91	Assam Mahila Samata Society 5127 Can. Bank, Guwahati	4000000
92	Mahila Samakhya 31314 C.B., Ahmedabad	2500000
93	Mahila Samakhya A/C 29308 Canara Bank, Bangalore	8000000
94	Mahalia Samakhya-12886 Can. Bank, Dehradun	2000000
95	Mahila Samakhya 1001 UBI, Lucknow	5000000
96	Mahila Samakhya 31314 C.B., Ahmedabad	2500000
97	Mahila Samakhya Uttar PradeshA/c No. 1001 UBI, Lucknow	8000000
98	Assam Mahila samata society -5127 Can Bank, Guwahati	5000000
99	Mahila Samakhya -31314 Can Bank, Ahmedabad	7500000
100	Assam Mahila Sansthan. A/c. No. 5127, Guwahati	2500000
101	Batagoswami Recreation club A/c No.135, Puri, Jayadev Vihar Bhubneswar	150000
102	Mahila Samakhya. A/C. No. 1001, Gomti Nagar	10000000
103	A.P. Mahila Samakhya Society A/c No. 24222 CB Gandhi Nagar, Hydrabad	15000000
104	A.P. Mahila Samatha Society A/c.No. 24222, Hyderabad	8000000
105	Mitra Mandali TSS A/c No.3885 BOI, Bharatpur	150000
106	Mahila Samkhya A/c.No. 11543, Bangalore	10000000
107	Mysore Edu Society-01100050126 S B I Mysore, Banglore	169500
108	Sri Aurobindo Yubak Sang-ha-15340- Can Bank, Jajpur	250000
109	Dir. Nandikar-111831 Allahabad Bank, Kolkata	250000
110	Jivan yoti club -6962- Can Bank, Jajpur	250000

111	Jhanshi Mahila Samiti 11930 Canara Bank, Jajpur	250000
112	Pragati Yubak Sangha 6225 Can. Bank, Jajpur	250000
113	Utkaliya Hindu Dharama Sansad 2443 UCO Bank, Bhadrak	250000
114	Manab Seva Sadan 4553 UCO Bank, Dhenkanal	200000
115	P.S. Kala Parishad 9701 C.B., Puri	250000
116	H R D Shishka Samati-030104500600116 Idbi, Bhopal	168500
117	Secy. E.S.W. Asso. 10214 U B I, Thoubal	111500
118	Juga Jyoti Jubak Sangha 5807 UCO Bank, Bhadrak	250000
119	Secy. GENL., Poetry Society 5483 Canara Bank, New Delhi	247000
120	Manager S.V.Nand Vidya Pras.Mandal 9721Canara B., Bori Ponda	134500
121	Secy. Manipur Boar. Area Devp.Society. 01000050264SBI, Imphal	129500
122	Smt. Girija Shastry Memorial Trust 27954 Canara B, Bangalore	131500
123	Indian Envirronmental Society 22902 Bank Broda, Shakarpur	295000
124	Covener Sri Arobido Edu.Soci.3398 UCO Bank, New Delhi	250000
125	Secy. PANCHAM 12310 Syndicate Bank, New Delhi	186000
126	Chairman A.V. Mandir 01100059073 SBI, Rajkot	213500
127	Secy. Socio Service Art Group A/C 131 UCO Bank, New Delhi	200000
128	Priyadarshini S.Seva Sanstha 625901130060 ICICI B., Patna	250000
129	S.H.E.D. ,9346 Rayalaseema Grameena Bank, Kadapa	200000
130	K.S.M. Yoga Mandir 1267 Canara Bank, Pune	3000000
131	Jhanshi Mahila Samiti 11752 Can. Bank, Paramanandapur (Jajpur)	250000
132	Women Awareness & Rural Develop.5970 C.B., Jajpur	250000
133	Nilachal Seva Pratisthan 12 I.O.Bank, Puri	250000
134	Adarsh Youth Club 5455 C.B., Jajpur	250000
135	The President S.N.E.H a/c. N0-20809-CB, Bubneshwer	186000
136	Laxminarayan Harijan & Adiba. Back. Deve. Soci. 10822CB, Jajpur	500000
137	Uttarakhand S.N.P.S. Sansthan 409 CB, Almora	2916335
138	Center For Environ. Edu. 628101053040 ICCI, Lucknow	335775
139	H.R.D. Society 3666 Andhra Bank, Hyderabad	362398
140	President (SNEH) 11007 I.O.B., Kolkata	500000
141	Social Action For Social Devel. 6907 IOB, Mahabubanagar	250000
142	Vignan Edul. Society A/ c NO. 01100005226 S B I, Kakinada	448050
143	S.D. Organization, 9412 C.B., Raichur	178403
144	Veerabharati Angavikalar 170010023469 Vysya B, Bijapur	201601
145	Exec. Dir. Youth For Unity & V. Action 1100005229SBI, Nagpur	200000
146	Maa Durga Mahila Samiti A/C 14702 C.B., Jajpur	250000
147	Jajpur Harijan Seva Samiti A/C 3799 C.B., Jajpur	250000
148	Swadeshi Science Movement-7868 Vijay Bank, Kochi	500000
149	Bangalore Asso. For Science Edu.-01090050002-sbi, Bangalore	200000

150	President,Scty. For Nature Edn. (SNEH) A/c No. 110, Kolkata	190000
151	Centre For Environment Edu. 50169 S B of Sau., Ahmedabad	376457
152	Chairman,Sri Aurovindo Edu. Society 3398 UCO Bank, N.D.	250000
153	R.R. Laboratory 0100050029 SBI, Jorhat	111828
154	Nilachal Seva Pratisthan 12 Indian Over. Bank, Puri	250000
155	Vivekananda Nidhi 3891 UTI Bank, Kolkata	241000
156	Centre For Environment Edu. 50169 SBofSau, Ahmedabad	145000
157	Polymers Edu. Society A/C 631001109027 ICICI B, Nellore	435000
158	Instte. For Self Employ. & Rurl. Develop. 3666 Puri G.B, Puri	250000
159	Centre For Environment Edu. 50169 S B of Sau., Ahmedabad	500000
160	K.J.S.Centre Of BuddhistStu. A/C 13232 B. of Baroda, Mumbai	125000
161	Secy. National Instte. of open S. 90442010056510 Syn. B, N.D.	15553749
162	G I EDU Tech-9885 Can Bank, Ahmedabad	12000000
163	Amrita Viswa Vidiapetham A/c No 4490 Dhanlakshami, Coimbtore	250000
164	KIAVALYADHAMA S.M.Yoga Mandir 1267 C.B., Lonavla (Pune)	210000
165	East & West Edul. Society A/C 10845 Indian B., Patna	1080000
166	Sarvodaya Service Society 37365 Can. Bank, Bangalore	250000
167	Matru Sakti Club 7596 C.B., Cuttack	330000
168	Secy. Rajayoga Edu. & Resech Found. 01100050113 SBI, Yellopur	500000
169	Sree Maa Mangala Jubak Sangha 8738 UBI, Jajpur	345000
170	V.A.K. Sansthe® A/C No. 170010023469, Bijapur	250000
171	K.J.S.B. Skt. Peetham A/C No. CA -CI 2527 UCO Bank L, Mumbai	125000
172	The Dir. Yuvak Biradari (Bharat) mA/c. No. 106868, Mumbai	250000
173	Viswa Shanti Balananda Kendram A/c. No. 403-SBI, Ongole	660812
174	Sneha Edn. & Develop. Society. A/c. No. 34925, Dharwad	321258
175	Sarvodaya Service Society. A/c. No. 37365, Bangalore	287548
176	Prabhawati Devi Samark. A/. No. 0017 SBI, Balia	6100000
177	USNP Shiksha Sansthan A/c No. 409, Canara Bank, Almora	2643979
178	The Secy. Socio Service Art Group. A/c. No.131, New Delhi	200000
179	Secy. Nal. Instt. of open Sch. 9044010056510 N.D, New Delhi	29446251
180	Secy. Lokchhanda Culture Unit. A/c. No. 6334, Midnapur	198000
181	The Chairp. Girja Shastri Mem. Trust A/c No. AC.27954, Rajajinagar	130625
182	The Chairman SPIC MACAY A/.C . No. 01100053050, Delhi	1250000
183	Tibetan School Society A/c. No. 12623, New Delhi	32500000
184	Vidya Mahasabha Kanya Gurukul. A/c. No. 15528 SBI, Sonapat	216660
185	Director, R Y E and R F A/c. No. 01100050091 S B of, Mysore	585000
186	Scy. Brahamkri. Ednl. Society, A/C No. 7165, UBI, Rajouri Garden- New Delhi	249500
187	J.V. Academy ASKCRB. A/C No.10016 OBC ' V.K. N.D., Vasant Kunj	250000
188	Dir. S.A.C.A.R. A/c. No. 13529 C.B.I., Pondichary	249000

189	KSMYMSL A/c. No.1267. C.B., Pune	500000
190	Secy. Young Envoy's Nintn. A/c. No. SB/AC-2614. I., Hyderabad	200000
191	Sri Siddalingehswar Vidya Vadh. A/c. 170010011201, Bijapur	213046
192	R. K. Institute of Moral, Yadav Giri, Mysore, Mysore	250000
193	Rama Krishana Institute of Moral and Spiritual Edu, Maysore	129500
194	Secy. SUDRAK, Kolkata	250000
195	The Dir. Gnl. Maharishi Shiksha Sansthan, Noida	250000
196	The President for Nature Edu. & Health, Kolkata	500000
197	Member executive Sri Aurobindo Society, Pondicherry	175000
198	The Director Brechtian Mirror, Noida	215000
199	The Secy. Ramakrishana Mission. A/c. No. 2/205, Deomali	151800
200	Secy.I. Mines Thatre, Kolkatta	163000
201	Sec Lokchhanda culture unit -6334 I B, Midnapore	198000
202	Annapurna Shiklshan sansthan A/c. No. 15, Hingoli	255000
203	Swamy Vivekanand Shiksha Parsarak A/c. No. 1721, Hingoli	250000
204	Chairman Insstt. of Human Study. A/c. No. 6000, Hyderabad	215000
205	The President SNEH A/C. No. S/B-11007, Kolkata	190000
206	The Chairman Manav Sansthan. A/c. No. 1240, Bhopal	250000
207	The president Society for Nature A/c. No. S/B-2080, Bhubeneshwer	186000
208	The Chairman SANKALP, Safdar Enclave New Delhi	750000
209	President socie. Fature Edu., Kolkata	105000
210	President Socity nNENBL, Bhubeneshwar	105000
211	Sec Islamic edu dev org c/a 1653cd U B I Imphai, Sangaiyumphan	125000
212	Hony. Director CEVA, Chandigarh	160300
213	Dir. Brechtian Mirrar-3190 Can Bank, Noida U	215000
214	Janjati Mahila Vikas Sansthan 17664 Bank Baroda, Sawai Madhopur	591708
215	Uttarakd. Sewa Nidhi Prvn. Shksha S A/c no. 409 CB, Almora	2650000
216	Dean, S.S. Sai International Centre & Sch. 20029 S.B, New Delhi	225000
217	Vice Chmn. Indn. Ntl. Trustfor A & C A/c No. 17746 C, New Delhi	225000
218	Secy. Raja. Edu. & R.F.01100050113 S.B.I., Yellapur	250000
219	SANKALP Saf. Jung. Enc. A/c. No. 16997, New Delhi	210000
220	KSMYM Samiti A/c. No. 1267 Canara Bank, Pune	2000000
221	Ramakrishana Mission-01190015349-SBI, Deoghar	150000
222	Secy. GL. World Asso.Value Edu. 90311010002249 Syndic. B, New Delhi	250000
223	Meb. Secy. Citizen Develp. Soci 255946 PNB, New Delhi	236000
224	Dir. Centre For Edu. & V.A. 35661 P&SB, Chadigarh	160000
225	Secy. Rajayoga Edu. & R.F. 01100050113 SBI, Yellapur	250000
226	Indian Academy of Sciencs 01100040517 SBI, Bangalore	625000
227	Jagdish Bose National Talent Search-01090050038-SB, Kolkata	571279

228	Dir. Instte. of Indian Culture 01100070838 SBI, Chandigarh	204000
229	Secy. R.K. Mission 6712 C.B.I., New Delhi	108000
230	Secy. R.K. Mission 6712 CBI, New Delhi	162500
231	Bhubanes. Scien. Envior. Forum-2250 Uco Bank, Bhubaneswar	125000
232	Dir. Monttort Home 9422 Fed. Bank Ltd., Shillong	110000
233	Divya Jyoti Vidya Kendra 18972 Canara Bank, Bangalore	135000
234	Oyanrena Rural Development Society. A/c. No. 7561, Dimapur	154491
235	Secy. R.K. Mission Instte. of Culture 7035 I.O.B., Kolkata	184500
236	President G.S. Instte. Advand Studies Cop. R. 4228SBI, New Delhi	205000
237	Chairman N.K. Mahila Parishad 050245 S.B.I., Bhopal	250000
238	Chairman Kheda Mahila & Vikash 3589 Textile Tr. Bank, Ahemdabad	225000
239	Presi. R.K. Inste. of Moral & Spri. Edu. 01190009588SBM, Mysore	250000
240	Bhubneswar Science & Edu. forum 2520 Uco Bank, Bhubneswar	194000
241	Genl. Secy. Mitra Mandli Tarun Samaj-3885 BOI, Bharatpur	150000
242	Dir. Yuvak Biradari (Bharat) 106868 Dena Bank, Mumbai	250000
243	Rangghar Chandī Prasad Simiti-01100050121-sbi, Berpata	122500
244	The Scy. Indian Mine Theater A/c no. 13085 BOI, Kolkata	163000
245	The Dir. Brechi. M. Noida A/c No. 3190 CB. Noida, Sec. 25-NOIDA	172000
246	Cetre for Envntl. Edn. (CEE) A/c No. 50169 BO Sauras, Thaltej Tekra Ahemdabad	895000
247	City Edul. Society 01100050212 SBI, Vijayawada	250000
248	The Convener Sri Aurbind. Edn. Society A/c No. 3398, New Delhi	250000
249	The Secy. Ramakrishnan Mission A/c. No. 6712, New Delhi	108000
250	The Secy. Hamdard Edn. Society. A/c. No. S/B.27, New Delhi	189500
251	C.E.E.—628101053040 ICICI Bank, Lucknow	208000
252	Lokpal Edu. Sosiety 21760, Can. Bank, Tumukur	185000
253	Secy. R.K. Mission 6712 CBI, New Delhi	162500
254	Secy. R.K. Mission ,6712 CBI, New Delhi	108000
255	S.Y. Sangha 6183 UCO Bank, Bhadrak	305000
256	ISWAR, 5397 Can. Bank, Jaipur	400000
257	Orissa Media Centre 2236 UCO Bank, Bhubaneswar	192000
258	V.M.K.Gurukul Mahavidyalya 15528 CBI, Sonipat	250000
259	Chintan Environmental Research-90552010090384, Delhi	376750
260	Sri Aurobindo Marg-25536-Can Bank, Delhi	1980218
261	Sarvodaya Service Society, 36284 Can. Bank, Bangalore	250000
262	Kunja Bihari Yubak Sangha, A/C 3302 IOB, Jajpur	365000
263	B.A.H.K. Parisad, A/C 0222, SBI, Cuttuck	250000
264	President, Shri R.K. Ashram, 01100050555, SBI, Rajkot	500000
265	Swamy Vivekananda Youth Asso. 1104 K.V. Bank, Anantapur	350000
266	Indian Environmental Society-22902 bob, Delhi	1743500

267	Indian Environ. Society, 22902 Bank Barod, Shakarpur	250000
268	Hon. Dir., CPR Iiyar Fouda. 01100060354 SBI, Chennai	250000
269	Vidyaranya Edu. and Develope Society 27845 C.B., Bangalore	220000
270	S.I.M. Found. A/C No. 274 Dena Bank, Gondia	156250
271	Assam Science Society 01100060101 SBI, Guwahati	1809484
272	Secy. Genl., Poetry Society (India) 5483 C.B., New Delhi	247000
273	Sadau A.G.P. Santha, C & I-41 SBI, Nagaon	325000
274	CPR Envir. Edu. Centre A/C No. 25230001000913 PNB, Chennai	955763
275	East & West Educl. Society 10845 Indian Bank, Patna	2035256
276	Jagadguru Sri Marularadhya Vidya Samsthe, Kambalihal	315000
277	CPR Envir. Edu. Centr 2523000100060913 PNB, Chennai	300000
278	K.S.M. Yoga Mandir Samiti 1267 Can. Bank, Lonavla (PUNE)	1500000
279	V.E. & Develop. Society 36633 Can. Bank, Bangalore	250000
280	Nav Bharath Edul. Society A/C 71614 Andhra Bank, Dhone	315000
281	Kavya Educational Society 4107 Can. Bank, Cuddapaph	175000
282	Secy. Indian Mime Theatre 13085 Bank of India, Kolkata	163000
283	All India Children Care & Edul. Deve. Soci. 1122/6 CB, Azamgarh	200000
284	Chaitanya Edul. & Rural Develop. Society, 18755 Syn. B., Cuddapah	250000
285	Maulana Abdul Jalil Chowdh. M.S.W. & R. Centre, 2693/9, Nagaon	250000
286	Rural Upliftment of Health & Edu. Soci. 71615 Andh. B, Kurnool	315000
287	Secy. Rajayoga Edu. & Resear. Fond. 7165 UBI, New Delhi	250000
288	A.I.W. Confe. A/C. 9064 Mani. Sta.Co-Op. Bank Ltd., Imphal	250000
289	Secy. Orissa Media Centre 2236 UCO Bank, Bhubaneswar	179500
290	Maulana Abdul J.C.M.S.W. & R Centre 2693/9, Lakh. G.B., Nagaon	250000
291	Dr. Ambed. Dalithavarga Abhivruddi Sangam 0110005002, Cuddapha	250000
292	H.R.D. Society, A/C No. 3666 Andhra Bank, Hyderabad	445000
293	D.P. Welfare Asso. 9827 IOB, Trichi	300000
294	Secy. Cocio-Economic Develp. 01100050741 SBI, Guwahati	250000
295	Sandeepa Edul. & Social Welf. Society, 1963 Can.Ban, Cuddapha	445400
296	Sneha Edu. & Develop. Society A/C. 34925 Can. Bank, Hubli (Dharwad)	250000
297	S.E.S.W. Society, A/C. 1963 Can. Bank, Cuddapha	445400
298	S.R.D.O., A/C No. 107 Imphal Urban Co-op. Bank Ltd., Imphal	400000
299	Trees-c & I-10 Pinakini Grameena Bank, Nellor	166000
300	Orissa Media Center-2236 UCO Bank, Bhubaneswar	166000

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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	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 E-mail: vtpatil@pondiuni.ren.nic.in
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.ac.in	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

Annexures

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
10.	Tezpur University, Napaam Tezpur-784 001	Prof. Pradeepeswar Bhattacharyya 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. Home Page: www.jmi.nic.in	Syed Shahid Mahdi Vice-Chancellor Tel.: 91-11-26984650 Fax: 91-11-26842559 E-mail: mahdi@nda.vsnl.net.in
14.	Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareili Road, Lucknow - 226 025.	Dr. G Nancharaiah 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 Officiating Chairman Tel.: 91-11-23237143 Fax: 91-11-23236288
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: 91-177-2313 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 E-mail: mgsnaran@vsnl.com
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, NIRD Campus, Rajendra Nagar, Hyderabad 500 004 Home Page : www.ncri.nic.in (to be launched soon)	Dr. B H Briz Kishore Chairman, Tel: 91-40-23212813

Technical and Professional Institutions

24.	Indian Institute of Technology (IIT), 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 (IIT), P.O. IIT, 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 (IIT), Powai, Mumbai - 400 076. Home Page: www.iitb.ernet.in	Prof. Ashok Misra Director Tel.: 91-22-25782545 Fax: 91-22-25783480, 25783645 E-mail: registrar@admin.iitb.ernet.in
27.	Indian Institute of Technology (IIT), Kharagpur - 721 302. Home Page: www.kgpnet.org	Prof. S K Dube Director Tel.: 91-3222-255386 or 82002 Fax: 91-3222-255239 or 82000 Fax (General): 91-3222-255303 or 82700 E-mail: director@hijli.iitkgp.ac.in
28.	Indian Institute of Technology (IIT), P.O. IIT, Chennai-600 036. Home Page: www.iitm.ac.in	Prof. M S Ananth, Director Tel.: 91-44-22570694 Fax: 91-44-22350466

Annexures

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
29.	Indian Institute of Technology (IIT), Institute of Engineers Building, Pan Bazar, Guwahati - 781 001. Home Page: www.iitg.ernet.in	Prof. Gautam Barua Director Tel.: 91-361-2690326 Fax: 91-361-2690762
30.	Indian Institute of Technology (IIT), 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 Dholake 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, Post Box No. 16757, Kolkata - 700 027 Home Page: www.iimcal.ac.in	Dr. Shekhar Chaudhary Director Tel.: 91-33-24678300 Fax: 91-33-24678307
34.	Indian Institute of Management Kozhikode, Calicut - 673 601, Kerala . Home Page: www.iimk.ac.in	Dr. Krishna Kumar Director, Tel.: 91-495-287589 Fax: 91-495-287580 E-mail: ahkalro@iimk.re.nic.in
35.	Indian Institute of Management, Indore, Madhya Pradesh. Home page: www.iimidr.ernet.in	Dr. S P Prashar Director Tel.: 91-731-786196 Fax: 91-731- 788506
36.	Indian Institute of Management, Post Box No. 2, Aliganj Extension, Part II, Lucknow – 226 020 Home Page: www.iiml.ac.in	Dr. Devi Singh Director Tel.: 91-522-361929 Fax: 91-522-361843 E-mail: pritam@iiml.ac.in
37.	Indian Institute of Science, Bangalore 560 012 Home Page: www.iisc.ernet.in	Prof. Goverdhan Mehta Director Tel.: 91-80-3092444 Fax: 91-80-3237178
38.	National Institute of Technology, Calicut - 673 601 Home Page: www.reccal.ernet.in	Dr. S S Gokhale Director Tel.: 91-495-2286101 Fax: 91-495-2287250 E-mail: mpc@vishak.reccal.ernet.in

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). Home Page: www.svrec.ernet.in	Director Tel.: 91-261-2213119 Fax: 91-261-2228394 E-mail: jcv@srpec.ernet.in
40.	National Institute of Technology, Hazaratbal, Srinagar - 190 006 J&K	Director Tel.: 91-194-2421347 Fax: 91-194-2420475 E-mail: arc@recsri.ernet.in
41.	Motilal Nehru National Institute of Technology, Allahabad - 211 004, U.P. Home Page: mnrec.nic.in	Dr. Krishna Kumar Director Tel.: 91-532-2445100 Fax: 91-532-2445101 E-mail: ica@ganga.mnrec.ernet.in
42.	National Institute of Technology, Durgapur - 713 209, West Bengal. Home Page: www.recdgp.nic.in	Dr. A C Ganguli Director (I/C) Tel.: 91-343-2546397 Fax: 91-343-2546753, 2547375 E-mail: recdgp@dt.vsnl.net.in
43.	National Institute of Technology, Jamshedpur - 831 014, Bihar. Home Page: www.ritj.nic.in	Dr. Debashish Bhattacharya Director Tel.: 91-657-2407614 Fax: 91-657-2407598 E-mail: rit_tap@satyam.net.in
44.	Visvesvaraya National Institute of Technology, Nagpur-440 001. Home Page: www.vrce.ernet.in	Dr. C M Moghe Director (I/C) Tel.: 91-712-2223710 Fax: 91-712-2223230 E-mail: prin@vrce.ernet.in
45.	National Institute of Technology, Srinivasanagar, Surthakal - 574 157 Home Page: www.krec.ernet.in	Prof. S S Murthy Director Tel.: 91-824-2476318 Fax: 91-824-2476090 E-mail: pris@krec.ernet.in
46.	National Institute of Technology, Warangal - 506 004, Andhra Pradesh Home Page: www.recw.nic.in	Dr. Deva Kumar Tripathy Director Tel: 91-8712-2459216 Fax: 91-8712-2459547 E-mail: kkr@recw.ernet.in prl@recw.ernet.in
47.	Malaviya National Institute of Technology, Jaipur - 302 017, Rajasthan. Home Page : www.recjai.nic.in	Director Tel.: 91-141-2702954 Fax: 91-141-2702954 E-mail: sea@arya.recjai.ernet.in

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S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
48.	National Institute of Technology, Rourkela - 769 008, Orissa. Home Page: rec-rkl.hypermart.net	Dr. S K Sarangi, Director Tel.: 91-661-570046 Fax: 91-661-571169
49.	Maulana Azad National Institute of Technology, Bhopal - 462 007, Madhya Pradesh.	Dr. P K Chande Director Tel: 91-755-557316 Fax: 91-755-554562, 576075 E-mail: reg@mact.ernet.in sayann@vsnl.com
50.	National Institute of Technology, Tiruchirapalli- 620 015, Tamil Nadu. Home Page: rangoli.rect.ernet.in	Dr. P Subramanian Director (I/C) Tel: 91-431-2500281 Fax: 91-431-2500133 E-mail: arvind@rect.ernet.in
51.	National Institute of Technology, Kurukshetra - 132 119, Haryana. Home Page: www.reck.nic.in	Dr. S N Mahendra Director Tel: 91-1744-20057 Fax: 91-1744-20065
52.	National Institute of Technology, Silchar - 788 010, Assam	Dr. Gautam Barua Acting Director Tel: 91-3842-233179, 233842, 233841 Fax: 91-3842-233797 E-mail: recsil@dte.vsnl.net.in
53.	National Institute of Technology, Hamirpur - 177 001 , Himachal Pradesh. Home Page: www.recham.ernet.in	Director Tel: 91-1972-22308 Fax: 91-1972-23834 E-mail: rls@patna.recham.ernet.in
54.	National Institute of Technology, Patna - 800 005, Bihar.	Dr. P K Sinha Director Tel: 91-612-2670631 (O) Fax: 91-612-2670631
55.	National Institute of Technology, G.T. Road, Bye Pass, Jalandhar - 144 004, Punjab. Home Page: www.recjal.nic.in	Dr. Pramod S Mehta Director Tel: 91-181-292024 Fax: 91-181-291120
56.	Indian School of Mines, Dhanbad - 826 004, Bihar. Home Page: www.ism-dhanbad.org	Prof. B. B. Bhattacharya Director (I/C) Tel: 91-326-202381, 202486 Fax: 91-326-203042, 202380

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
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: 91-651-408289 Fax: 91-651-408357
58.	National Institute of Training and Industrial Engineering, Vihar Lake, PO- NITIE, Mumbai - 400 087. Home Page : www.nitie.edu	Dr. Ashok Misra Director Tel: 91-22-28573371, 28571518 Fax: 91-22-28573251 E-Mail : director@nitie.edu thomasmathewdirector@nitie.edu
59.	ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), MITS Campus, Gwalior - 474 075. Home Page: www.iiitm.ac.in	Prof. K K Bhattacharya Project Director Tel: 91-751-2460312 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 Officer on Special Duty Tel.91-532-604701 Fax91-532-608469 E-Mail: iiital@nde.vsnl.net.in
61.	Council of Architecture, India Habitat Centre, Core-6-A, 1st Floor, 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. Home Page: indiawatch.org.in/spa	Dr. Subir Shah Director (I/C) Tel: 91-11-23319380 Fax: 91-11-23319435
63.	National Institute of Technical Teachers' Training & Research, Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091. Home Page: www.geocities.com/collegepark/pool/6373	Prof. S K Charaborty Director (I/C) Tel: 91-33-23370937 Fax: 91-33-23376331
64.	National Institute of Technical Teachers' Training & Research, Southern Region, Taramani PO, Chennai- 600 113. Home Page: www.tttichennai.ac.in	Dr. G B Jai Prakash Narain Director Tel: 91-44-2352126 Fax: 91-44-2352126
65.	National Institute of Technical Teachers' Training & Research, Shamla Hills, Bhopal - 462 002. Home Page : www.tttibhopal.com	Shri P C Jain Director (I/C) Tel: 91-755-540600 Fax: 91-755-540996 E-mail: ttti@vsnl.com tttiwr@bom6.vsnl.net.in

Annexures

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
66.	National Institute of Technical Teachers' Training & Research, Sector 26, Chandigarh- 160 019.	Dr. O P Bajpayi Director Tel: 91-172-549369 Fax: 91-172-549366
67.	Board of Apprenticeship Training, CIT Campus, Taramani PO, Chennai - 600 113.	Shri A Ayya Kannu Director Tel: 91-44-2352235 Fax: 91-44-2301563
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: 91-22-5224682, 5225635 Fax: 91-22- 5225923
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: 91-33-3370750, 3370751 Fax: 91-33-3216814
70.	Board of Apprenticeship Training (BOAT), 117-L/440, Kakadeo, Kanpur- 208 025.	Shri R K Tandon Director Tel: 91-512-243644, 241336 Fax: 91-512-241336, 240981
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	Chairman Tel: 91-11-23399004 Fax: 91-11-23392557
72.	North Eastern Regional Institute of Science & Technology, Nirjuli - 791 109 (Itanagar), Arunachal Pradesh.	Prof. S K Singh Director (Officiating) Tel: 91-360-244307 Fax: 91-360-257696, 244307
73.	Sant Longowal Institute of Engineering & Technology, Kothi No. 178, Sector II-A, Chandigarh - 160 001.	Dr. R C Chauhan Director Tel: 91-1672-83657 Fax: 91-1672-83657

Organisations in the Secondary School Education Sector

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
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S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
75.	National Council for Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016. Home Page: www.ncert.nic.in	Shri J S Rajput Director Tel: 91-11-26964912 Fax: 91-11-26868419 E-mail : dircii@nda.vsnl.net.in
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), T C Jain Complex, No-2, Netaji Subhash Marg, Daryaganj, New Delhi-110 002.	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	Commissioner TEL: 91-11-26512579 Fax: 91-11-26514179, 26965147
79.	Navodaya Vidyalaya Samiti, 39-A, Kailash Colony , New Delhi - 110 048. Home Page: www.navodaya.nic.in	Shri D K Kotia Director Tel: 91-11-26460145 Fax: 91-11-26460159, 26484091 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 Chaman Lal 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.	Shri Pradeep Kaul Director Tel. 91-11-26896638
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

Annexures

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. nic. in	Shri Sanjay Mohan Director (Additonal Charge) Tel. 91-522-387816/386295 Fax: 91-522-386211 E-Mail: dirsiet@lwl.vsnl.net.in pjhingran@hotmail.com
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 E-mail: tav@ciefl.ernet.in gitav@satyam.com
90.	Central Institute of Indian Languages, Manasagangotri, Mysore - 570 006 Home Page: www.ciiil.org	Prof. Uday Narayana Singh Director, Tel: 91-821-515820 Fax: 91-821-515032 E-mail: bhasha@sancharnet.in udaya@cii1.stpmv.soft.net
91.	Kendriya Hindi Sansthan, Hindi Sansthan marg, Agra - 282 005. Home Page: www.hindi.nic.in	Smt. Bela Banerjee 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, West Block No. I, R.K. Puram, New Delhi - 110 066. Home Page: www.urducouncil.nic.in	Dr. Hamidulla Bhatt Director 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 Director 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, Andhra Pradesh	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.	National Literacy Mission, New Delhi Home Page: www.nlm.nic.in	Shri Jagan Mathew Director General Tel.: 91-11-23387648 Fax: 91-11-23381355
101.	Directorate of Adult Education, 10, Jamnagar House, Shahjehan Road, New Delhi-110 011.	Dr. V Mohan Kumar Director (Additional Charge) Tel.: 23388446 Fax: 23383739

Annexures

S. No	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
Organisations in the Elementary Education and Policy Planning Sectors		
102.	National Council for Teacher Education (NCTE), Indira Gandhi Indoor Stadium, Indra Prastha Estate, New Delhi - 110 002 Home Page: www.ncte-in.org	Dr. Shardindu Chairperson. Tel.: 91-11-23370117 (O) Fax: 91-11-23370116
103.	National Bal Bhawan, Kotla Road, New Delhi - 110 002. Home Page: www.nationalbalbhavan.nic.in	Dr. (Ms) Madhu Pant Director Tel: 91-11-23231158, 23237856 Fax: 91-11-23231158
104.	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	Shri M Mukhopadhyay Director Tel: 91-11-26515472 Fax: 91-11-26853041
105.	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		
106.	Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, Auroville - 60510, Tamil Nadu.	Dr. Karan Singh Chairman (GB), AF Shri S. R. Sharma Secretary Tel: 91-413-622222 Fax: 91-413-622222
Book Promotion & Copyright		
107.	National Book Trust of India, A-15, Green Park, New Delhi - 110 016. Home Page: www.nbtindia.com	Shri P K Sharma Chairman Tel: 91-11-26518607 Fax: 91-11-26851795
Public Sector Undertaking		
108.	Educational Consultants of India Limited, Plot No. 18A, Sector - 16A, NOIDA - 201301, U.P Home Page: www.edcil.co.in	Shri Sunil Kumar Chairman cum Managing Director Tel: 91-120-2515366 Fax: 91-120-2512010

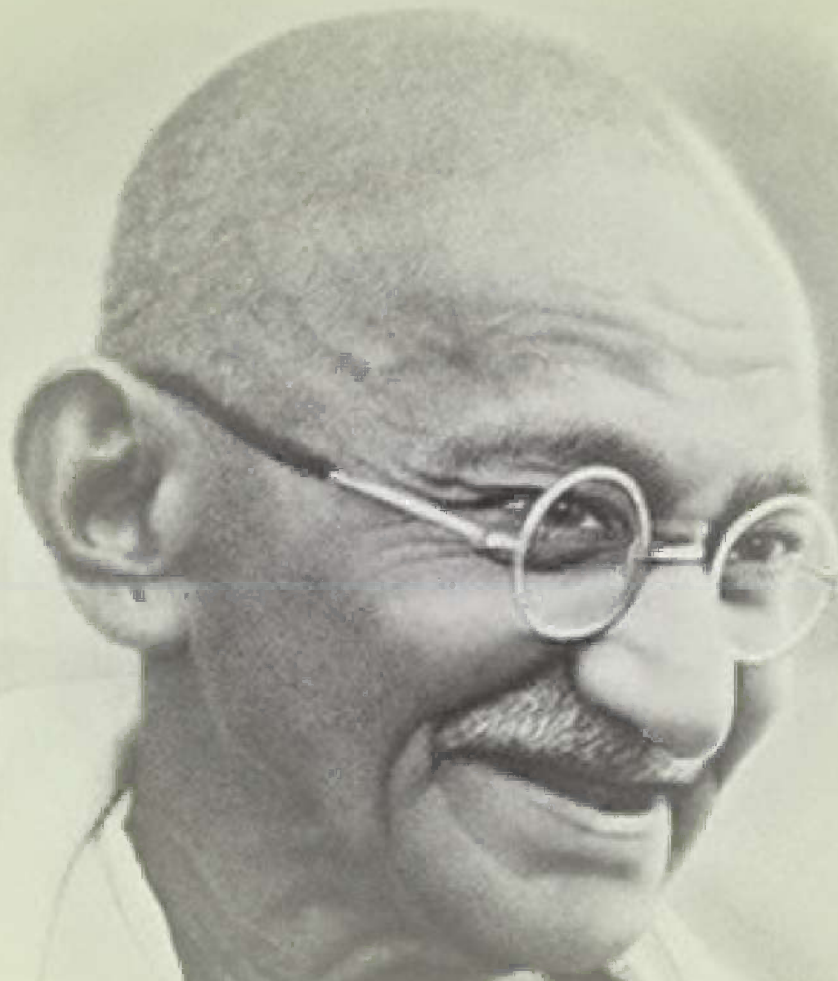
Abbreviations

ACCC	Association of Canadian Community Colleges	CCA	Certificate Course in Computer Applications
ACCU	Asia-Pacific Cultural Centre for UNESCO	CCE	Centre for Continuing Education
ACU	Association of Commonwealth Universities	CCE	Continuous Comprehensive Evaluation
AE	Adult Education	CCRT	Centre for Cultural Resources and Training
AEC	Adult Education Centre	CDC	Curriculum Development Centre
AICTE	All India Council for Technical Education	CDPO	Community Development Project Officer
AIE	Alternative and Innovative Education	CE	Continuing Education
AIEEE	All India Engineering Entrance Examination	CEAC	Copyright Enforcement Advisory Council
AIIS	American Institute of Indian Studies	CEC	Continuing Education Centres
AIMMP	Area Intensive and Madrasa Modernisation Programme	CEEP	Cultural Educational Exchange Programme
AISES	All India School Education Survey	CEO	Chief Education Officer
APEID	Asia-Pacific Programme for Educational Innovation for Development	CEP	Computer Education Plan
ASC	Academic Staff College	CEP	Continuing Education Programme
ASCI	Administrative Staff College of India	CEP	Cultural Exchange Programme
ASIST	Assistance for Strengthening of Infrastructure for Science & Technology	CERPA	Centre for Research, Planning and Action
AVRC	Audio Visual Research Centre	CES	Committee of Education Secretaries
BASE	Bangalore Association for Science Education	CGI	Consulate-General of India
BCH	Bharatiya Culture and Heritage	CHD	Central Hindi Directorate
BE	Budget Expenditure	CIDA	Canadian International Development Agency
BEP	Bihar Education Project	CIEFL	Central Institute of English and Foreign
BGVS	Bharat Gyan Vigyan Samiti	CIET	Central Institute of Educational Technology
BITS	Birla Institute of Technology and Science	CIILP	Canada-India Institute Industry Linkage
BJVJ	BharatJan VigyanJatha	CIIL	Central Institute of Indian languages
BLRC	Block Level Resource Centres	CIRE	Centre for Insurance Research and
BMS	Basic Minimum Services	CISCE	Council for Indian School Certificate
BOAT	Board of Apprenticeship Training	CIVE	Central Institute of Vocational Education
BPL	Below Poverty Line	CLASS	Computer Literacy And Studies in Schools
BPU	Bureau for Promotion of Urdu	CLP	Child Labour Project
BRAOU	B R Ambedkar Open University	COBSE	Council of Boards of Secondary Education
CABE	Central Advisory Board of Education	COL	Commonwealth of Learning Committee Consultancy Cooperation with UNESCO
CAC	Central Apprenticeship Council	COSIST	Scheme of Strengthening of Infrastructural Facilities in Science & Technology
CBR	Community-Based Rehabilitation	CPCC	Commission Planning and Costing Committee
CBSE	Central Board of Secondary Education	CPP	Centre for Public Policy
		CPSC	Colombo Plan Staff College for Technical Education
		CPWD	Central Planning Works Division
		CSIC	Centre for Scientific and Industrial

CSIR	Centre for Scientific and Industrial Research	Ed.CIL	Educational Consultants India Ltd.
CSM	Centre Software Management	EEO	Education Extension Officer
CSTT	Commission for Scientific and Technical	EEP	Education Exchange Programme
CTE	College of Teacher Education	EFA	Education for All
CTP	Computer Technician Programme	EGS	Education Guarantee Scheme
CTSA	Central Tibetan School Administration	EHV	Education in Human Values
CTV	Colour Television Set	ELTI	English Language Teaching Institute
CVC	Chief Vigilance Commission	EMD	Entrepreneurship and Management Development Programme
CVO	Chief Vigilance Officer	EMIS	Educational Management Information System
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
DIU	District Implementation Unit	FIP	Federation of Indian Publishers
DoNER	Development of North-Eastern Region	FPM	Fellowship Programme in Management
DoPT	Department of Personnel and Training	GATS	General Agreement on Trade in Services
DOS	Department of Space	GATT	General Agreement on Trade and Tariff
DPC	District Programme Coordinator	GER	Gross Enrolment Ratio
DPE	Diploma in Primary Education	GPF	General Provident Fund
DPEP	District Primary Education Programme	GVE	Generic Vocational Course
DPG	Directorate of Public Grievances	HBCSE	Homi Bhabha Centre for Science Education
DRC	District Rehabilitation Centre	HEPSN	Higher Education for Persons with Special Needs
DROA	District Rural Development Agency	HITM	Indian Institute of Information Technology and Management
DROP	Defence Research and Development Organisation	HM	Indian Institute of Management
DRU	District Resource Unit	HRM	Minister of Human Resource Development
DS	Day School	IAMR	Institute of Applied Manpower Research
DTP	Desk-Top Publishing	IARCS	Indian Association for Research in Computing Sciences
DWCD	Department of Women and Child Development	IASE	Institute of Advanced Study in Education
DWCRA	Development of Women and Children in Rural Areas	IBE	International Bureau of Education
EAR	External Academic Relations	IBO	International Biology Olympiad
EB	Educationally Backward	ICDS	Integrated Child Development Services
EBB	Educationally Backward Blocks	IchO	International Chemistry Olympiad
EC	European Commission	ICHR	Indian Council of Historical Research
ECCE	Early Childhood Care and Education	ICMR	Indian Council of Medical Research
ECE	Early Childhood Education		
ECOWAS	Economic Organisation of West African States		

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

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



“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