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Overview

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 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. In the first meeting of the reconstituted Board held on 10-11 August, 2004, it was decided to set up seven Committees of the CABE on the issues which needed detailed deliberations. The Committees are:

(i) Free and Compulsory Education Bill and other issues related to Elementary Education, under the chairmanship of Shri Kapil Sibal, MoS, Science & Technology.

(ii) Girls Education and the Common School System, under the chairmanship of Shri Tarun Gogoi, CM, Assam.

(iii) Universalisation of Secondary Education, under the chairmanship of Shri Ghanshyam Tiwari, Education Minister, Rajasthan.

(iv) Autonomy of Higher Education Institutions under the Chairmanship of Shri Kanti Biswas, Education Minister, West Bengal.

(v) Integration of Culture Education in the School Curriculum, under the chairmanship of Prof. U.R. Ananthamurthy.

(vi) Regulatory Mechanism for the Text books and parallel text books taught in schools outside the Government system, Co-chaired by Prof. Zoya Hassan and Prof. Gopal Guru.

(vii) Financing of Higher and Technical Education under the Chairmanship of Prof. Bhalchandra Mungeker.

The reports of these Committees were considered in the 53rd CABE meeting held on 14-15 July, 2005 and action plans on these reports are being finalised. In the meeting of CABE held on 14-15, July, 2005, it was also decided to set up three Standing Committees of the CABE on the following issues:

(i) The Standing Committee on Inclusive Education to be chaired by Shri Vasant Purake, Minister of School Education, Maharashtra;

(ii) The Standing Committee on Literacy and Adult Education to be chaired by Prof. Basudeb Burman, MP; and

(iii) The Standing Committee on Integration and

Coordination of Efforts for Children's Development to be chaired by Smt. Shanta Sinha, Member of the CABE.

Two meetings of the CABE were also held on 7 June, 2005 and 6-7, September, 2005 to consider the National Curriculum Framework, 2005, (NCF – 2005).

On the recommendations made by the CABE, in its meeting held on 6-7 September, 2005, a monitoring committee has been setup to oversee the preparation of syllabus for the text books by NCERT.

Steps have been taken to reform the functioning of the accrediting and affiliating institutions by introduction of steps to receive and process the applications on line and also bringing in the reforms in other processes by making things transparent.

Consultation process has been initiated to consider the setting up of a National Commission on Higher Education for overseeing generation of new ideas and monitoring the reforms in the higher education sector.

In order to facilitate donations, including smaller amounts, both from India and abroad, for implementing projects/programmes connected with the education sector, "Bharat Shiksha Kosh" has been set up 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. It is proposed to revise its objectives to widen the scope of coverage under the Kosh.

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

The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from institutions ranging from pre-primary to higher level, numbering over 10 lakh, through mailed questionnaires in collaboration with the State Education Departments.

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 three 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 (HLG) under the Chairmanship of Union Minister of Human Resource Development and comprising Chief Ministers, Education and Social Welfare Ministers of the North Eastern States was set up vide orders dated November 19, 2004 and August 17, 2005, for considering specific issues relating to all sectors of education and women and child development. The first and second meetings of the HLG were held at Guwahati on May 29, 2005 and at Delhi on January 10, 2006.

Major programmes of the Department viz., District Primary Education Programme (DPEP), Sarva Shiksha

"… Of the commitments made by our Government, none is more dear to us than the one we have made to Universal Elementary Education."

Dr. Manmohan Singh, Prime Minister of India

Abhiyan (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.

Elementary Education and Literacy

Elementary Education in India received a new thrust with the National Policy on Education, 1986, as modified in 1992, which emphasises the following three aspects:

1) universal access and enrolment,

2) universal retention of children upto 14 years of age, and

3) a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

The Policy also stresses the need for education to 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.

India is also an active participant in the worldwide movement for universal education that began in Jomtien, Thailand in 1990. It is a signatory to the Dakar (Senegal) declaration and framework of action for 'Education For All'. During the last few years, Government of India has taken the following significant steps to accelerate progress towards universal elementary education:

☐ The Constitution (86th Amendment) Act, 2002, makes elementary education a fundamental right for all children in the age group of 6-14 years.

☐ An Education Cess @2 per cent on major Central taxes was imposed in 2004 to augment resources for elementary education. A separate, dedicated non-lapsable fund called Prarambhik Shiksha Kosh has been created to receive proceeds of the Education Cess.

☐ Rs. 28,750 crore has been allocated for elementary education in the Tenth Five Year Plan period (2002-07), which is 75 per cent higher than the allocation for the Ninth Plan.

Milestones : On the road to Universalisation of Elementary Education

1) Gross Enrolment Ratio (GER) rises from 32.1 in 1950-51 to 85 in 2003-04.

2) Gender Parity: Gender disparity in GER at elementary stage declines from 17.1 percentage points in 2001-02 to 6.5 percentage points in 2003-04.

3) Out-of-School Children: Declines from 3.2 crore in 2001 to 95 lakhs in October 2005.

4) Dropout rate at primary level: reduces by 7.7 per cent. From 39.03 per cent in 2001-02 to 31.36 per cent in 2003-04. In the case of girls the dropout rate

has reduced by 11 percentage points during the same period.

5) No. of Schools: 1,77,677 new schools opened since 2001. 94 per cent of Rural population has a school within 1 km radius.

Major Schemes

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

1) 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)

2) District Primary Education Programme (DPEP)

3) National Programme of Nutritional Support to Primary Education (NP-NSPE) – commonly known as the Mid-Day Meal Scheme.

4) Teacher Education

5) Kasturba Gandhi Balika Vidyalaya (KGBV)

6) 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 experience of several primary education programmes

Major indicators of the cumulative progress achieved under SSA (as on December 2005)

- 1,17,677 New Elementary Schools have been opened.
- 92,697 school buildings have been completed/in progress.
- 4.92 lakh additional Teachers have been appointed and
- Free text books are being distributed to all girls, and SC/ST boys studying in classes I to VIII, numbering about 5.02 crore

that preceded it, including the District Primary Education Programme (DPEP), Shiksha Karmi Project (SKP), and 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 2010. States have established independent implementation societies for SSA under the chairmanship of their respective Chief Ministers/ Education Ministers.

During 2005-06, Department of Elementary Education and Literacy has considered and approved District Plans of 600 districts of 35 States/UTs. States are participating enthusiastically in the programme.

National Programme for Education of Girls at Elementary Level (NPEGEL) is an important component of SSA, which provides additional support for girls' education in educationally backward blocks by way of girl-child friendly school, stationery, uniforms etc., for elementary education of under privileged/ disadvantaged girls. In the Tenth Five Year Plan, an amount of Rs.1064.80 crore has been earmarked for this programme. During 2005-06, Rs. 676 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 to children in school-less habitations and out-of-school children, access to elementary education. The scheme supports flexible strategies for out-of-school children through bridge courses, residential camps, drop-in centres, summer camps, remedial coaching, etc., During 2005-06 (upto December 2005), this component helped to provide elementary education to 62.26 lakh children i.e., 54 lakh children were living in access-less habitations were provided elementary education through 1.29 lakh EGS centres and 8.29 lakh children not going to schools were brought into bridge courses/school camps.

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 drop-out 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. At present, DPEP is in operation in 9 States covering 129 districts. It has been funded jointly by the World Bank, European Commission (EC), UK Department for International Development (DFID), Government of Netherlands and UNICEF. Total External Assistance tied up for DPEP is Rs. 6938 crore approximately.

Mid-Day Meal Scheme

National Programme of Nutritional Support to Primary Education (commonly known as **Mid-Day Meal Scheme)** today is the largest school nutritional programme in the world covering nearly 12 crore children in more than 8 lakh primary schools. Main objective of the programme is to improve nutritional status of children in primary stage. It seeks to boost universalisation of primary education (classes I-V) by improving enrolment, attendance, retention and learning levels of children, specially those belonging to disadvantaged sections. The Scheme also provides nutritional support to students of primary stage in drought-affected areas during summer vacations.

Government of India launched MDM Scheme on August 15, 1995 to provide mid-day meal to children studying at primary stage. 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 food grains through Food Corporation of India @ 100 gm per child per school day where cooked meal was served, and @ 3 kg per student per month where food grains were distributed.

Though all States were expected to move rapidly towards provision of cooked meal under the programme, many States were facing difficulty in providing cooked meal to children due to financial constraints. To overcome this problem and in pursuance of policy pronouncements made in 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, Central Government is providing additional assistance to States to meet cooking cost also @ Re. 1 per child, per school day.

The programme covers all children studying in Government, local body, Government-aided schools, and in learning centres established under the Education Guarantee Scheme and Alternative and Innovative Education.

Children are to be provided cooked mid-day meal with minimum 300 calories and 8-12 grams of protein content. Meals are to be cooked with the help of Women's self-help groups, Youth clubs affiliated with Nehru Yuvak Kendras, Village Education Committees, School Management and Development Committees, Parent-Teacher Associations or NGOs with proven track record etc. Women cooks are to be engaged with preference being given to SC/STs. In some of the metropolitan cities, a public-private partnership is developing as large NGOs with support of corporate houses are providing mid-day meals through state of the art centralised kitchens.

Ensuring quality mid-day meal also requires social mobilisation at the local level and, budgetary support at the level of State Governments. 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 constituted similar Committees at State, District, and Block levels to ensure smooth implementation of the programme with good quality.

In a new path-breaking initiative, it has been decided to empower mothers of 12 crore school children covered under the scheme to supervise the preparation and serving of the meal. Mothers are being encouraged to come forward and take turn to watch and oversee the feeding of the children, thus ensuring regularity and quality of the meal. This initiative is aimed at giving mothers a voice and a role and greater ownership of the programme. States have been requested to launch a concerted campaign for mass mobilisation of mothers.

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) are charged with the responsibility of organising pre-service and in-service training of secondary school teachers. IASEs are also expected to conduct programmes for the preparation of elementary school teacher educators.

The Scheme has been revised for the X 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 run by them. Till December 2005 (cumulative), 556 DIETs and 135 CTEs/IASEs have been sanctioned. Expenditure during 2005-06 on Strengthening of Teachers Training Institutions during 2004-05 was Rs. 179.72 crore (as on 31-12.2005).

Kasturba Gandhi Balika Vidyalaya (KGBV)

The KGBV Scheme has been launched in August, 2004, to set up 750 residential schools at elementary level for girls belonging predominantly to the SC, ST, OBC and Minorities in Educationally Backward Blocks (EBBs), where female literacy is below the national average and gender gap in literacy is more than national average. All 750 KGBVs have now been sanctioned by the GoI, out of which 117 KGBVs (15.6 per cent) have been allocated to blocks with substantial minority population.

Mahila Samakhya

Mahila Samakhya programme recognises the centrality of education in empowering women to achieve equality. Adopting an innovative approach, it seeks to bring about change in women's perception about themselves and the perception of society with regard to women's traditional roles. It 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 District Primary Education Programme. Mahila Samakhya is being funded by the Government of India from the year 2003-04, and currently covers more than 15,823 villages spread over 63 districts in nine States – Andhra Pradesh, Assam, Bihar, Gujarat, Jharkhand, Karnataka, Kerala, Uttar Pradesh and Uttaranchal. Some MS societies are also involved in implementation of the NPEGEL programme as well as KGBV programmes in their States.

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. 6000-8000 crore per annum. Proceeds of the Cess will be used for implementation of the two main programmes related to Universal Elementary Education viz Sarva Shiksha Abhiyan and Mid-Day Meal.

Legislation on Free and Compulsory Education

The Constitution (86th Amendment) Act, 2002, notified on 13.12.2002, 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 Sri. Kapil Sibal, Minister of State for Science & Technology and Ocean Development, vide Order dt. 08.09.04. The Report of the Committee, containing "essential provisions" of the draft legislation was considered by the CABE in its meeting on 14-15th July, 2005. Complete version of the draft legislation has been prepared and sent to all States/UTs as well as placed on the website for comments from the public at large. In the meantime the PM constituted a small group on the Bill to examine its legal constitutional and financial implications comprising HRM, Finance Minister, Dy. Chairman, Planning Commission and Chairman of the PM's Economic Advisory Council. The report of the group has been received.

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. 6000-8000 crore per annum. Proceeds of the Cess will be used for implementation of the two main programmes related to Universal Elementary Education viz Sarva Shiksha Abhiyan and Mid-Day Meal.

A separate, dedicated non-lapsable fund called Prarambhik Shiksha Kosh has been created to receive proceeds of the Education cess.

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 64.84 per cent as against 52.21 per cent in 1991. The 12.63 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 21.59 per cent in 2001 as female literacy recorded an increase of 14.38 percentage points i.e. from 39.29 per cent to 53.67 per cent as compared to male literacy which recorded an increase of 11.13 percentage points i.e. from 64.13 per cent to 75.26 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 on an objective assessment of the strengths and weaknesses of the earlier programmes to accord a new
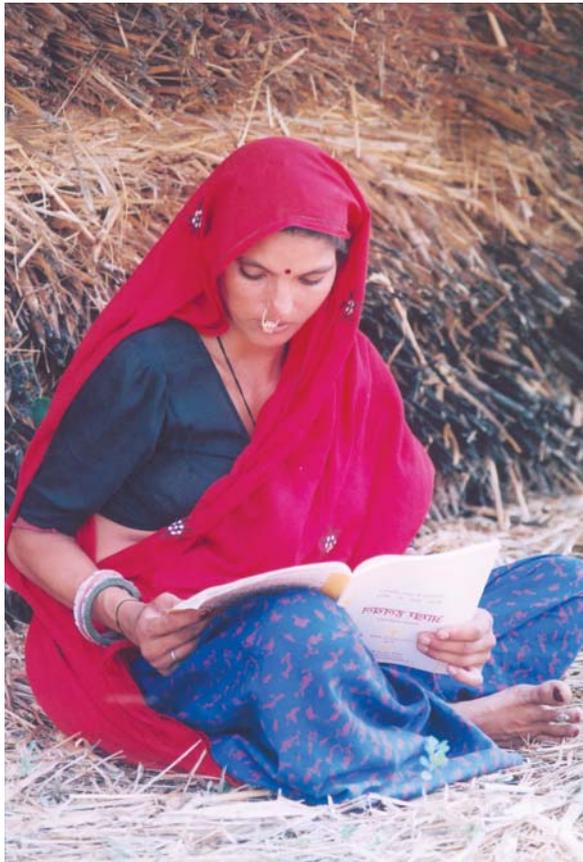
sense of urgency, seriousness and emphasis with fixed goals, clear time frame and age specific target groups. Emphasis laid not on mere enrolment of learners but on attainment of certain pre-determined norms and parameters of literacy, numeracy, functionality and awareness along with institutionalisation of Post Literacy and Continuing Education in a big way.

The goal of National Literacy Mission is to attain a sustainable threshold level of 75 per cent by 2007 by imparting functional literacy to non-literates in the age group of 15-35 years, which is the productive and reproductive age group and constitutes a major segment of the work force. Besides this age group, persons outside this age limit are not excluded from the programme; particularly the children in the age group of 9-14 years who are also drop-outs. Apart from pre-determined levels of reading, writing and numeracy with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women's equality, observance of small

family norms, etc. Literacy, as enunciated in NLM is not an end in itself but has to be an active and potent instrument of change ensuring achievement of these social objectives and creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life.

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

The Total Literacy Campaign is the principal strategy of NLM for eradication of illiteracy. The TLCs have certain positive features, which make them unique and distinguish them from other government programmes. These campaigns are – area-specific, time-bound, participative, cost-effective and outcome oriented.

These are implemented through Zilla Saksharata Samitis (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society. The campaign approach to literacy is characterised by large-scale mobilisation through a multi-faceted communication strategy. The survey undertaken at the grass-root 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 generated a demand for primary education, which has been reflected by rapidly rising enrolment ratio in schools. Consequently, the number of non-literates entering 15-35 age group has been declining. At this stage it is, therefore, necessary to ensure that neo-literates do not relapse into illiteracy and also acquire vocational skills.

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

According to 2001 Census, 47 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, 8 low female literacy districts in UP were brought under an accelerated programme of female literacy to cover 25.00 lakh illiterate women in 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. 24.03 lakh non-literate women were identified, out of which 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 special female literacy programme is also being implemented in 5 low female literacy districts of Jharkhand to cover about 5 lakh women illiterates.

Although the Total Literacy Campaign took the form of a mass movement and spread throughout the country, in many cases a number of campaigns stagnated due to natural calamities, lack of political will, etc. Despite success of literacy phase, there are still pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority would continue to be given to cover the 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, Chhattisgarh along with North Eastern Region and Sikkim would continue to be given greater attention.

The Continuing Education Scheme provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs) which provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development. The scheme also undertakes

NLM Achievements

☐ The literacy rate in 2001 has been recorded at 64.84 per cent as against 52.21 per cent in 1991. The 12.63 percentage points increase in the literacy rate during the period is the highest increase in any decade.

☐ 120.35 million persons made literate so far.

☐ 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 21.59 per cent in 2001.

☐ Female literacy increased by 14.38 per cent i.e. from 39.29 per cent to 53.67 per cent whereas male literacy increased by 11.13 per cent i.e. from 64.13 per cent to 75.26 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 90.86 per cent and Bihar has the lowest literacy rate of 47.00 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, 597 districts have been covered by NLM under literacy programme.

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 conducting 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 Scheme of Jan Shikshan Sansthan 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 172 JSSs in the country and the number would increase in future. Jan Shikshan Sansthans run a number of vocational programmes with varying duration of different skills. About two lakh persons are given vocational training annually. Of these, over 75 per cent are women.

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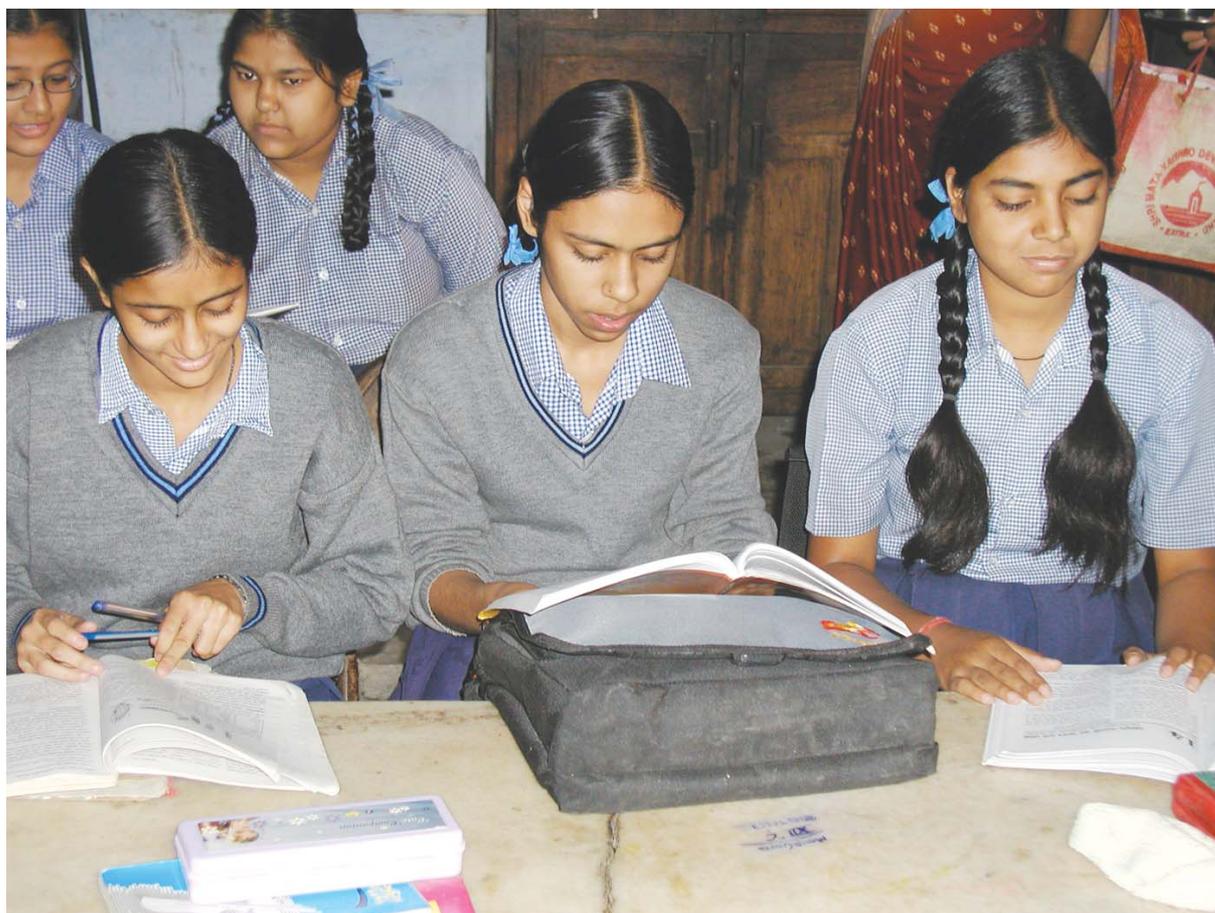
prototype teaching/learning materials/media software and harnessing of all kinds of media for furtherance of the objectives of NLM. Monitoring of literacy programmes, programmes conducted by SRCs and JSS is also an important activity of DAE.

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 it also provides transparency so that public accountability is achieved through wider process of social audit. This information is a useful feedback for the field functionaries and decision-makers in policy formulation.

Social Impact

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

Present Status

Out of 600 districts in the country, 597 have since been

Table 1.1: Secondary Education Statistics		
Indicators	**Pre-degree junior colleges /Hr.Sec. Schools**	**High post basic schools**
Number of Institutions	46,796	99,103
Number of Teachers	9,54,494	10,81,288
Pupil-Teacher ratio	35	31
Percentage of trained teachers	90	89

Status of Enrolment and Drop-out Rates in Class IX-XII as on 30.9.2003

Indicators	**Boys**	**Girls**	**Total**
Enrolments (Class IX-XII)	2.06 crore	1.43 crore	3.50 crore
Gross Enrolment Ratio (Class IX-XII)	42.94	34.25	38.88
Dropout rates (Class I – X)	60.97	64.92	62.68

covered under Adult Education Programmes – 128 under Total Literacy Campaigns, 164 under Post Literacy Programme and 305 under Continuing Education Programme. There are 26 State Resource Centres functioning in various States. At present, there are 172 Jan Shikshan Sansthans in the country and the number is set to increase in the near future. About 120.35 million persons have been made literate so far. 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

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 for entry into higher education or work situations. The population of children in this age group has been estimated to be 88.5 million as per Census, 2001. Enrolment figures show that only 31 million of these children were attending school in 2001-02, which means that almost two-third of the population remained out of school. Given the liberalisation and globalisation of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the eight years of elementary education. The average earnings of secondary school certificate holders are significantly higher than those with only primary school education.

Table 1.1 shows some essential statistics in respect of Secondary and Higher Secondary Education as on 30.9.2003.

Gross Enrolment Ratio is defined as the percentage of the enrolment in secondary stage (classes IX-XII) to the estimated child population in the age group of 14 to 18 years. Enrolment in this stage includes underage and over-age children. Hence the percentage may be more than 100 per cent in some cases.

Policy

Paras 5.13 –5.15 of the National Policy on Education (NPE), 1986 (as modified in 1992) deal with Secondary Education, which inter alia state that access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science,

commerce and vocational streams. Boards of Secondary Education will be reorganised and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Efforts will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education will, at this age, provide valuable manpower for economic growth.

It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.

Pace setting residential schools, Navodaya Vidyalayas, intended to serve this purpose have been established in most parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aim will continue to be to serve the objective of excellence coupled with equity and social justice (with reservation for the rural areas, SCs and STs), to promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together, to develop their full potential, and, most importantly, to become catalysts of a nation-wide programme and school improvement.

Improving Access to Secondary Education

Steps have been taken in the last few years to universalise elementary education. Towards that end Sarva Siksha Abhiyan (SSA) is being implemented all over the country in collaboration with the State Governments. Mid-day Meal Scheme is a part of this programme. As a result of these steps, the number of "out of school" children (6-14 years) has come down to less than 5 per cent of the total population in that age group. The Sarva Shikha Abhiyan at the elementary level to universalise elementary education for the age group 6-14 has already set the stage for an exponential growth of demand for secondary education. While the growth of enrolment in the secondary school, had increased at an annual rate of 2.83 per cent during 1990s, it increased at 7.4 per cent, per annum between 2000 and 2003. The full impact of SSA is likely to be reflected during the terminal years of the Eleventh Plan. If the goal of universal retention at the elementary level is achieved by 2010, steps will have to be taken to expand facilities for secondary education in a big way.

CABE Committees

A committee of Central Advisory Board of Education (CABE), which is the highest deliberative and advisory forum on Education in the country, was therefore constituted in September 2004 with the following term of reference:

"To prepare a blueprint for the universalisation of secondary education consequent upon the attainment of universalisation of elementary education".

The committee submitted its recommendations in June, 2005. Their major recommendations are as follows:

❒ The guiding principles of Universal Secondary Education should be universal Access, Equality and Social Justice, Relevance and Development, and Structural and Curricular Considerations.

❒ There has to be a norm for schooling. Such norms should be developed for each state with common national parameters as well as state specific parameters.

❒ Each state should develop a perspective plan for universal secondary education. Decentralised micro-level planning should be the main approach to planning and implementation of Universal Secondary Education.

❒ Financial requirements for covering the cost of universal elementary and secondary education will form approximately 5.1 per cent of the GDP. Hence the immediate allocation of 6 per cent of the GDP for education and progressive increase in this proportion will be necessary to move towards universalisation of secondary education.

□ The pressure on secondary education is already being perceived. It will not be wise to wait till 2010 when the pressure may become unbearable.

Besides the Committee on Universalisation of Secondary Education, another Committee of the Central Advisory Board on Education (CABE) was also constituted in September 2004 to examine the following issues:

□ Girls' Education

□ Common School System

□ Inclusive Education including Education for Children with Disabilities/Special Needs

The report of the Committee was received in June 2005. The Committee has inter-alia recommended that "there is no alternative acceptable to regular schooling of good quality to all the girls". The Committee also felt that "incentives offered for promotion of girls education need to be revisited and measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles posed by factors such as poverty, domestic/sibling responsibilities, girl child labour, low preference to girl's education, preference to marriage over the education of girl child, etc."

The Committee, inter alia, recommended the following:

□ Making good quality education available to all students in all schools at affordable fees is a primary commitment of the Common School System

□ State should invest in public schools system with standards, norms, building, etc., of the same standards as that of Kendriya Vidyalayas.

The Government recognises the need to make secondary education of good quality available, accessible and affordable to all young persons and is working towards achieving this objective.

Tenth Plan-2002-07 (Targets, Priorities and Outlays)

The key issues relating to secondary education highlighted in the Tenth Plan are: greater focus on improving access; reducing disparities by emphasising the Common School System; renewal of curricula with emphasis on vocationalisation and employment-oriented courses; expansion and diversification of the Open Learning System; reorganisation of teacher training and greater use of ICT. The Tenth Plan objectives for secondary education are in consonance with the broad parameters and strategy of the National Policy on Education (NPE) of 1986 and the Programme of Action of 1992. These include:

□ Extending access in un-served areas and educationally backward areas with concentration of SC/ST population.

□ A uniform educational structure of $10+2+3$, with the first 10 years envisaged as a stage of general education with undifferentiated courses providing basic knowledge in languages, science (including social and natural science) and mathematics.

□ The higher secondary stage to provide for diversified courses with emphasis on vocationalisation.

□ Vocational education is to become a distinct stream, intended to prepare students for identified occupations spanning several areas of activity, at the $+2$ stage.

The social, gender based and regional disparities need to be addressed. Educationally backward districts should receive greater support for school infrastructure. Besides providing new schools need-based up-gradation of upper primary schools will have to be given greater priority. The quality of education needs to be improved with investments in teacher education, training laboratories, libraries and encouraging parents to invest in their children's education. The State Boards of Secondary Education needs to be strengthened.

The approved outlay for secondary education (including vocational education) in the Central Sector in the Tenth Plan is Rs.4,325.00 crore. The actual expenditure in 2003-04 was Rs.639.08 crore, which increased to Rs.653.60 crore in 2004-05. The approved outlay for 2005-06 is Rs. 875.00 crore.

Table 1.2: Secondary Education Statistics				
				(Rs. in crore)
Name of the Scheme	X Plan(2002-07) Allocation	Annual Plan(2004-05) Approved Outlay	Revised Estimates	Expenditure as on 11.03.05
Centrally Sponsored Schemes				
Access and Equity	305.00	30.00	6.00	2.34
Quality improvement in Schools (QIS)	110.00	20.00	14.00	4.11
ICT in Schools	800.00	97.00	27.00	0.00
Integrated Education for Disabled children(IEDC)	200.00	39.00	38.00	30.40
Vocationalisation of Education	350.00	@	@	@
Grants-in-aid to Institutions in School Education				
i) N.C.E.R.T.	60.00	19.00	19.00	12.00
ii) National Open School	65.00	7.00	6.00	4.22
iii) Navodaya Vidyalaya	2000.00	392.00	428.00	385.20
iv) Kendriya Vidyalaya	420.00	85.00	112.00	112.00
v) Central Tibetan School Administration	15.00	3.00	3.00	2.70
vi) Joint Indo-Mongolian School	-	1.00	0.60	0.40
Total	**4325.00**	**693.00**	**653.60**	**553.37**

@ Since transferred to Technical Education Bureau.

Annual Plan 2004-05 (Outlays and Physical Progress/Outcome)

The revised estimates for 2004-05 was Rs.653.60 crore against which about Rs.550.00 crore were spent by the end of February, 2005. At present, the centre's intervention in secondary education is at two levels:

❒ Through apex national level bodies like Navodaya Vidyalaya Samitis (NVS), the Kendriya Vidyalaya Sangathan (KVS), National Council of Educational Research and Training, the National Institute of Open Schooling (NIOS), and the Central Tibetan School Administration (CTSA).

❒ Through four Centrally Sponsored Schemes – Access and Equity, Quality Improvement in Schools, ICT in Schools and Integrated Education for Disabled Children.

Scheme-wise allocation during Tenth Plan and expenditure during 2004-05 is given in the Table 1.2.

University and Higher Education

The broad thrust of activities in the higher education sector during the year related to ensuring both growth as well as strengthening of the higher education system. General development of universities and colleges, enhancing access and equity, promotion of quality and excellence, programmes for differently-abled persons and strengthening of research were the main components of this thrust.

The University Grants Commission (UGC) came into existence in 1953 and the UGC Act came into force in 1956 with the objective of coordinating activities for promotion of higher education in the country. Most of

the objectives enumerated above are implemented by the UGC. Schemes include accreditation of universities and colleges, promotion of universities with potential for 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, academic exchange through 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 19 central universities.

The Indira Gandhi National Open University (IGNOU) established by an Act of Parliament in 1985 promoted Open University and Distance Education System in the country. It widened the access to higher education by providing opportunities to larger segments of the population. The University adopted the strategy of using integrated multimedia instructions. The reach

of IGNOU has increased substantially by the use of Gyan Darshan, an educational TV channel and Gyan Vani, FM radio Channels. It 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 9 institutes covering a variety of sectors of education like medical, technical and sciences. Significant contributions have also been made by research councils like the Indian Council of Social Science Research (ICSSR), the Indian Council of Historical Research (ICHR), the Indian Institute of Advanced Studies (IIAS), the Indian Council of Philosophical Research (ICPR) and the National Council of Rural Institutes (NCRI). These research Councils, which function outside the university system, promoted research and creativity in important areas like social sciences, history, philosophy and interdisciplinary areas.

To encourage meritorious students, this Ministry has introduced a Post-Graduate Merit Scholarship Scheme for university rank-holders for General and Honours courses at the under-graduate level. The Ministry has also introduced an Indira Gandhi PG Scholarships for the 'single-girl-child'.

Some Statistics

The higher education system of India has seen seventeen-fold increase in the number of universities and 35-fold increase in the number of colleges in comparison to the number at the time of independence. There are at present 335 Universities in all of which 215 are State Universities, 20 are Central Universities, 100 are Deemed-to-be Universities, apart from five institutions established under States legislation Acts and 13 institutes of national importance established by Central legislation, nearly 17,625 colleges including around 1849 womens' colleges in the country. At the beginning of the academic year 2005-06, the total number of students enrolled in the formal system of education in universities and colleges was 104.81 lakhs, of which 13.88 lakh (13.25 per cent) were in University Departments and 90.93 lakh (86.75 per cent) in affiliated colleges.

The enrolment of women students at the beginning of the academic year 2005-06 was 42.34 lakhs constituting 40.40 per cent of the total enrolment. Of the total women enrolment, only 12.40 per cent women have been enrolled in professional courses. Women enrolment is the highest in Kerala (60.85 per cent) and the lowest in Bihar (24.46 per cent) in terms of percentage enrolment to total enrolment. In terms of absolute numbers of women enrolment, Maharashtra followed by the State of UP are at the top.

The number of doctoral degrees awarded by various universities (position as on 1.1.04) was 16,602. The two faculties of Arts (6774) and Sciences (5408) together accounted for 73 per cent of the total number of doctoral degrees awarded.

The regular faculty strength in universities and colleges has been 0.77 lakh (16.39 per cent) and 3.95 lakh (83.61 per cent) respectively, totalling 4.72 lakh at the beginning of the year.

Policy

The National Policy of Education 1986 (as amended in 1992) has been providing the necessary vision to steer the course of development of higher education in the country. The major objectives have been to equip young students with adequate knowledge, skills and inculcate among them appropriate value system to enable their full participation in the emerging and changed social, economic and cultural environment. Current policy of the Government of India is, accordingly, marked by the felt need to: raise the enrolment of the population in the 18-23 age group in higher education; take care of the special needs of the weaker sections and marginalised groups of the society; build capacity in the educationally backward and North-East areas of the country; promote excellence in research in frontier areas of knowledge; improve the quality of higher education; adopt state-specific-strategies, encourage autonomy of institutions; encourage relevance of the curriculum; increase vocationalisation; network through the use of information technology; converge formal, non-formal education sectors; and meet the challenges of globalisation and internationalisation of Indian higher education.

The Ministry continued the practice of widest possible consultation in the process of policy formulation in the higher education Sector. The revival of the Central Advisory Board of Education (CABE) is one such

instance. The recommendations of CABE Committees on 'Autonomy of Higher Education Institution' and 'Financing of Higher and Technical Education' have been accepted. Leaders of the political parties in Parliament were consulted on the proposal for amending the Constitution for the educational advancement of the weaker sections of society. A conference of the Ministers of Higher and Technical Education of States was also convened during the year to seek the States' endorsement on broad policy issues.

In order to enhance access with equity, the recent initiative of amending the Constitution by inserting a new clause (5) in article 15 is intended to provide educational advancement of the socially and economically backward classes and for the Schedule Castes and Scheduled Tribes in the matter of admissions to educational institutions. It would benefit students belonging to the weaker sections in gaining access to all educational institutions. In keeping with the commitment to protect the rights of minorities under article 30(1) of the constitution, educational institutions of their choice established and administered by the minorities, are exempted from the application of article 15(5).

In order to address the problem of regional imbalances in the access to higher education, wherever Engineering and /or management faculty are presently not available, such faculty has been sanctioned in one Central University in each State of the North East. Such Faculty has also been sanctioned to one State University in those States of the North-East, where there is no Central University. The Manipur University has been converted into a Central University. The Government has decided to confer Central University status to the State Universities of Arunachal Pradesh and Tripura and for setting up a Central University in Sikkim.

To encourage meritorious students, this Ministry has introduced a Postgraduate Merit Scholarship Scheme for university rank-holders for General and Honours courses at the under- graduate level. The Ministry has also introduced an Indira Gandhi PG Scholarships for the 'single-girl-child'.

For maintaining high quality of education in basic sciences, the Ministry has accepted the recommendations contained in the report of the Prof. M.M. Sharma Task Force which was set up to assess the status of scientific research and training in Indian universities and to suggest strategies to revive and enhance excellence of Indian Universities in the field of basic sciences.

Ten Rajiv Gandhi Chairs in Contemporary Studies have been created in selected Central and State Universities on the themes of: Panchayati Raj Systems & Local Governance, Women's Empowerment, Impact of Technology on Society, Eco-systems & Sustainable Development, Livelihood & Food Security, Nuclear Disarmament & Peace Studies, Tribal Development, Protection of Child Rights, Social Justice and Secularism & Nation Building. These Chairs are in the process of being established at the University of Delhi, University of Madras, Chennai, University of Mumbai, Mumbai, University of Calcutta, Kolkata, North East Hill University, Punjab University, Chandigarh, Baramullah University, Bhopal, Sher-e-Kashmir University, Srinagar and the Cochin University of Science & Technology, Kochi.

The Ministry has taken a decision to commemorate '150 years of modern university system in India' during the year 2006-2007. A National Organising Committee has been constituted for the purpose. The Universities of Calcutta at Kolkata, Mumbai at Mumbai and Madras at Chennai have completed 150 years of their existence. Funds to the tune of Rs.20 crore have been provided by this Ministry and Rs. 25 crore have been approved additionally by the Planning Commission to each of these three universities.

The Government has restored the Central University status of the University of Allahabad. An autonomous centre for research in Shri Guru Granth Sahib namely National Institute of Studies in Shri Guru Granth Sahib at Guru Nanak Dev University, Amritsar has been sanctioned for which the UGC has earmarked Rs. 23.83 crore.

Under the National Research Professor Scheme, eminent cardiologist – Prof. M.S. Valiathan, eminent literary figure- Ms. Mahashweta Devi, and eminent

theatre personality – Sh. Habib Tanvir have been nominated as National Research Professors for a period of five years in recognition of their outstanding contributions in the field of medical science, literature and theatre respectively.

The Ministry has accepted, in principle, recommendations of the committee constituted under the Chairmanship of Prof. C.N.R. Rao to examine all relevant aspects pertaining to the entry of foreign higher education providers in India. Accordingly, a policy on regulation and entry of foreign education providers is on the anvil.

A National Core Croup on EDUSAT has been constituted to implement, operationalise and monitor the EDUSAT programmes and activities.

Tenth Plan 2002-2007

The general objective of the Tenth plan is to achieve a profound transformation of education so that it becomes an effective promoter of sustainable human development and, at the same time, improves relevance with the world and to achieve quality in teaching, research and business and community extension functions including life long learning.

The specific objectives of the Tenth plan are related to:

- ❒ The relevance of Higher Education
- ❒ Quality, evaluation and accreditation
- ❒ Research and development
- ❒ Outreach activities in business and the community and life long learning
- ❒ The knowledge and use of the new information and communication technologies
- ❒ Management and financing Export of Higher Education and re-orientation of international cooperation.

Annual Plan

The revised budgetary estimates for the Annual Plan 2005-06 is Rs.873.27 crore, substantial provision under the Plan is for the UGC. The University Grants Commission has set general plan budget estimates of Rs.785.40 crore for 2005-06 for five broad schemes of the Tenth plan namely, General Development of Universities and Colleges (Rs.230.77+Rs.46.00 crore for the North Eastern Region), Enhancing Access and Equity (Rs.73.12 + Rs.9.50 crore for the North Eastern Region), Promotion of Relevant Education (Rs.78.81 + Rs.1.00 crore for the North Eastern Region), Promotion of Quality and Excellence (Rs.205.10 + Rs.11.15 crore for the North-Eastern Region) and Strengthening of Research (Rs.121.02 + Rs.8.93 crore for the North-Eastern Region). The Non-plan budgetary provision for 2005-06 is Rs.1489.59 crore of which the non-plan support to the UGC Rs.1218.35 crore.

The Commission has also decided to link a part of its Grants with the performance of universities.

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 diploma, undergraduate, postgraduate and research levels.

The Technical Education system at the Central level comprises the All India Council for Technical Education (AICTE), which is the statutory body for proper planning and coordinated development of the Technical Education System; seven Indian Institutes of Technology (IITs) which are Institutions of national importance; six Indian Institutes of Management (IIMs), five Deemed-to-be-Universities, namely, Indian Institute of Science (IISc), Bangalore, Indian School of Mines (ISM), Dhanbad, School of Planning & Architecture (SPA), New Delhi, Indian Institute of Information Technology and Management (IIITM), Gwalior and Indian Institute of Information Technology (IIIT), Allahabad, 4 Boards of Apprenticeship Training (BOATs), etc. During the period under report, 18 National Institutes of Technology (NITs) were operating. Two more NITs have been established during the year at Raipur and Agartala. 100 per cent financial

assistance is provided by Central Government to the 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 & Technology (SLIET), Longowal, North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, 4 National Institute of Technical Teachers Training & Research (NITTTRs) are playing important role in Technical Education Sector. There are other schemes at the central level which contribute significantly to Technical Education. These schemes are Programme for Apprenticeship Training (Scholarships and Stipends); Community Polytechnics; Third Technician Education Project assisted by the World Bank for Improvement of Polytechnic Education, Technical Education Quality Improvement Programme (TEQIP), Payment for Professional and Special Services; 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

& Technology (INDEST) Consortium and Technology Development Missions. There is one Public Sector Undertaking, namely, Educational Consultants India Ltd. (Ed. CIL) under the Technical Education System of the Ministry.

All the Central institutions like IITs, NITs, IIMs, IISc, ISM, SPA, IIITM, IIIT, NIFFT, NITIE, NITTTRs NERIST, SLIET, etc., provide instructional training to produce high quality trained manpower in the field of Technical Education. The Government has identified Shillong for setting up another IIM in the North Eastern Region. Indian Institute of Information Technology, Design & Manufacturing (IIITDM) has been established at Jabalpur as a Centre of Excellence for design and manufacturing. An Extension Centre of IIIT, Allahabad has been set up at Amethi.

New initiatives have been taken to promote research and education in basic sciences in the country. The Indian Institute of Science, Bangalore was sanctioned a special grant of Rs.100 crore to upgrade its infrastructural facilities, including laboratories. On the

recommendation of the Scientific Advisory Council to the Prime Minister, two Indian Institutes of Science Education and Research have been approved at Pune and Kolkata. These Institutes will combine education in basic sciences at undergraduate and postgraduate level, with world class research facilities.

The Scheme of Community Polytechnics contributes substantially by transferring appropriate and advanced technologies to the rural masses. Establishment of polytechnics for the physically challenged is a milestone. Greater emphasis is being given to strengthening and consolidating infrastructure facilities available at the Institutes of national importance/excellence like IITs, IIMs, IISc, NITs, etc.

To enhance research productivity in Science and Technology Education and to improve quality of education, access to electronic journals and databases is being provided to all technical institutions. To benefit from lower costs, AICTE and INDEST have joined hands to form a combined AICTE-INDEST Consortium.

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

A National Programme on Earthquake Engineering is also being implemented by MHRD with seven IITs and IISc, Bangalore as resource institutions to train the teachers of Engineering Colleges to develop suitable curriculum to meet the crisis of earthquakes, etc.

Technical Education Quality Improvement Programme (TEQIP) launched with the assistance of World Bank aims at upscaling and supporting ongoing efforts of the Government of India in improving quality of Technical Education.

Table 1.3: Allocation and Expenditure during X Plan	
X Plan 2002-07 Allocation	Rs. 4700 crore
Yearwise Expenditure	
2002-03	Rs. 600.36 crore
2003-04	Rs. 625.07 crore
2004-05	Rs. 615.85 crore
2005-06 (RE)	Rs. 580.93 crore

A large number of Engineering Colleges and other Technical Institutes were established across the country with the approval of the AICTE, mainly through mobilisation of private initiatives.

Progress in the Tenth Plan

During the X Plan, there has been a significant increase in the number of Technical Education institutions and total intake of students. Of the Tenth Plan outlay of Rs.13,825 crore for the Department of Secondary and Higher Education, Rs.4,700 crore was earmarked for 16 programmes of Technical Education. Of this, the major share goes to the World Bank-aided Technical Education Quality Improvement Programme (TEQIP) with an outlay of Rs.900 crore; AICTE with an outlay of Rs.600 crore and IITs with an outlay of Rs.612 crore. The outlay for Annual Plan 2004-05 for Technical Education was Rs. 750.00 crore and expenditure Rs. 615.85 crore.

The seven IITs have been effectively enhancing the country's techno-economic strength and technological self-reliance. These institutes have distinguished themselves by the excellence of their academic activities and research programmes. The total Tenth Plan outlay for these institutions is Rs.612 crore. It is necessary to increase intake in IITs and at the same time to upgrade existing institutions in the country to the level of IITs.

The IIMs are institutions of excellence, established with the objective 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. These institutes conduct research to cater to the needs of non-corporate sectors like agriculture, rural development, energy, health, education, habitat etc. Expansion of such institutions of excellence, providing globally competitive manpower, are the priorities of the Ministry.

The second cycle of the first phase of TEQIP is being implemented in 13 States – Andhra Pradesh, Gujarat, Jharkhand, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttaranchal and West Bengal. The programme aims at upscaling and supporting the on-going efforts of the Government of India in improving quality and enhancing existing capacities of the Institutions. Forty lead institutions (including 18 Centrally funded NITs) and 114 state engineering/network institutions (including 20 Polytechnics) are participating in the programme in the first phase, which coincides with the Tenth Plan period. The programme will benefit 10,000 graduating students, each year by imparting superior skills and training and will also enhance the professional development of 1000 teachers.

Efforts are being made to strengthen the Community Polytechnics, which are wings of the existing polytechnics mandated to undertake rural/community development activities in their vicinity through the application of Science and Technology, by providing a one-time non-recurring grants-in-aid of Rs.7.00 lakh, and an annual recurring grant of up to a maximum of Rs.7 lakh. Community polytechnics provide a platform for transfer of appropriate technologies to rural masses for development on scientific lines, and provide technical/support services to the local community. At present, there are 669 community polytechnics in the country.

Language Development, Scholarships and other Programmes

Language being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Therefore, promotion and development of 22 languages listed in the Schedule VIII of the Constitution of India, including classical languages on the one hand and English as well as the foreign languages on the other hand have received due attention.

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 VIII Schedule by making extensive use of information technology; appointment of Indian languages teachers; Scholarship Scheme for meritorious children as well as scholarship for students of non-Hindi States for study of Hindi; and strengthening of cultural and human values in education in schools and non-formal educational centres with the help of the reputed organisations.

All these schemes will be continued in the next financial year. The scheme for Education in Human Values has been strengthened for wider coverage and the scholarship scheme is being modified to enable meritorious children, **including single girl child students,** to avail of the scholarships. Similarly, the scheme for development of Sanskrit language has also been modified and further strengthened.

2

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Administration

Organisational Structure

Under the Ministry of Human Resource Development, there are two Departments, namely, the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education. The Minister for Human Resource Development is assisted by two Ministers of State; one for Department of Elementary Education and Literacy and another for the Department of Secondary and Higher Education. 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 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 fields of Science, Education and Culture with friendly countries. At present, Education Wings are functional in the following Indian Missions/Embassies abroad:

❒ Consulate General of India, New York

❒ Embassy of India, Washington

❒ Embassy of India, Moscow

❒ Embassy of India, Berlin

The Education Wings have been doing useful work in looking after the welfare of Indian student community 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 abroad act as Liaison offices between the Academic Institutions in India and the countries in which they are located. Besides, they advise the Government about academic disciplines, especially in the field of science and technology, in which scholarships for Indian students could be secured from the country concerned.

Permanent Delegation of India to UNESCO, Paris

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

Training Cell

The Training Cell assesses the training needs of the officers and staff members of both the Departments i.e. Department of Secondary and Higher Education and the Department of Elementary Education and Literacy. It also liaises with Organisations like DOPT, Ministry of Finance (Department of Economic Affairs), IIPA, NIC, ISTM, New Delhi and NIFM, Faridabad for imparting training to the staff and officers of the Department, so that they could be deputed to attend various Courses/Programs such as management and administration, vigilance, cash and accounts, personnel and house keeping matters, conducted by these Agencies.

Training Cell also sends nominations of eligible and

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

HRM's Discretionary Grant

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

Vigilance Activities

The vigilance set up for 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, who has been functioning as Chief Vigilance Officer in both the Departments of Secondary and Higher Education and Elementary Education and Literacy, demitted his office on his transfer from the department. Shri Ravi Mathur, Joint Secretary was appointed as Chief Vigilance Officer in his place. More recently Shri Sunil Kumar, Joint Secretary has been posted and working as Chief Vigilance Officer.

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 Headquarters and in the Subordinate offices. 6 new disciplinary cases were initiated during the year of which 2 were completed. Of the 9 old disciplinary cases brought forward from previous years, 5 old cases were concluded during the year.

Vigilance Awareness Week was observed from

Vigilance Awareness Week was observed from November 7-11, 2005. Banners and posters were displayed and an oath taking ceremony was also held, wherein an oath was administered to the officials of both the Departments to maintain honesty in all public dealings. The subordinate offices and autonomous bodies also observed the Vigilance Awareness Week.

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Chief Vigilance Officers were appointed in various Autonomous Organisations under the administrative control of the Department, wherever the post of CVOs fell vacant, with the prior approval of Central Vigilance Commission.

During the year, CVC has issued several instructions. All the instructions issued by the CVC have been brought to the notice of all the officers and offices concerned for compliance.

As per the directions of the Hon'ble High Court of Delhi, a massive effort is in progress to verify the authenticity of certificates of employees who have obtained employment on the basis of ST certificates.

A specific grievance redressal machinery also functions under the CVO, who also functions as the Director of Grievances in the Department. The Director of

In order to promote and implement the concept of e-Governance in the Department as per the minimum agenda of e-Governance, all officers up to the level of Section Officers were provided computers with office automation software. Administrative support information systems like file sharing, monitoring, diary etc., have also been installed to improve the delivery of services.

Grievances is accessible to the staff as well as the members of public to hear their problems every Wednesday. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, autonomous organisations under the Department of Secondary and Higher Education and Department of Elementary Education and Literacy have also designated officers as Directors of Grievances. 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. All the autonomous bodies under the administrative control of the Department of Secondary and Higher Education and Department of Elementary Education and Literacy have been advised to constitute a Sexual Harassment Cell to deal with cases in their respective organisations.

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

Computerised Management Information System (CMIS)

Computerised Management Information System (CMIS) Unit is the nodal unit for computerisation for both the Departments. The main objectives of the unit are to develop, implement and maintain various online information systems for decision support, to act as a resource unit and provide training to the officials of the Department to develop know-how for day-to-day processing of information and liaison with the National Informatics Centre and other agencies related to Information Technology (IT).

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

Various database applications like pay roll accounting and other house keeping software like budgeted

expenditure, Education in India series etc., have been developed and put to use for day-to-day operations. Monthly pay-bills, pay-slips, various recovery schedules of officers on deputation, annual GPF statements, telephone directory of the Departments are processed and updated from time to time. Slide show presentation has become an effective tool for communication; this Unit prepared and arranged slide show presentations for various meetings organised by both the Departments.

New announcements of the Departments including scholarship schemes were converted into electronic form and along with other materials of interest like guidelines etc., are made available on the website of the Department. Information published in pursuance of Section 4(1)(b) of RTI Act 2005 were processed and published in the website of the Department. The contents of the website are updated regularly. Application forms and other relevant materials of various bureaus of the Department are also made available for on-line submission. Provisions have also

been made to take print out of these forms by the users of internet.

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

NIC 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 320 nodes in LAN at Shastri Bhavan and provided WAN connectivity

through NICNET Gateway with RF Link connectivity of 10 MB. As a backup, this has been supported by 2 MB leased line. To make it virus free, which is coming in the way of smooth LAN & WAN functioning, anti virus server has been established at Shastri Bhavan for online updation of anti virus software after removing the viruses from each of the clients of the Ministry. NIC has also assisted the Ministry in the establishment of 22 nodes at Curzon Road barracks office and 50 nodes at Jamnagar Office.

1. **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.

2. **Presentation of IntraHRD:** IntraHRD, G2E web portal for the Ministry has been designed and developed covering the employee related information concerning personnel, pay, official circulars, Email addresses and telephone number etc. It is in the process of implementation.

3. **Redesign & launching of the portal for MHRD:** As per the discussion held with the Ministry, the portal has been redesigned and launched. The content has been ported as per the new layout. VPN connectivity for remote updation has been configured and CMIS officials have been trained in the development and updation of the website contents.

4. **Mid Day Meal Scheme:** Detailed discussions have been held with JS(EE-I) on the requirements of an online application catering to the needs of information compilation across different levels of hierarchy and their consolidation and generation of reports and queries at the press of a button. A detailed feasibility report has been prepared and submitted for approval by the Ministry. A small presentation has also been made in the Meeting of State Education Secretaries on the potential and utility of the package proposed.

5. **Teacher Educational Institutions:** The data formats and report formats for various components of Establishment and performance have been

During the counselling for AIEEE 2005, 45 institutions participated, 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 was accessible from 16 counselling centres for online counselling.

designed and feasibility report incorporating these have been prepared and submitted to the Ministry for their approval

6. **Analysis of Budgeted Expenditure on Education:** The budgeted layouts of various Central Government and State Government Ministries and Departments for Education, is being compiled and analysed by the Ministry. A software package catering to the analytical needs of the screens of the above is being designed and developed.

CBSE

Portal of AIEEE Examination 2005

Central Board of Secondary Education (CBSE) has requested NIC for the development of software package of online acceptance of Application Forms for AIEEE Examination – 2005 through NIC web server. It has been designed, developed and executed as a web enabled application system for AIEEE 2005 Examination. AIEEE Examination Portal was developed using Microsoft Web Technology and hosted at http://www.aieee.nic.in.

The Major activities carried out are as follows

- To analyse functional requirements from the User and translate them into Design Specifications.

- Creation of Portal comprising of online display of Examination brochure

- User friendly online acceptance of AIEEE 2005 application form

- System auto generate registration number, which is the key for all kinds of future correspondence.

- Display on the status of receipt of AIEEE 2005 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 Result

Online AIEEE Counselling 2005

Counselling for AIEEE 2005 was fully online. Designing, development and implementation of the online application software for AIEEE Counselling 2005, was taken up on a turnkey basis. The System was developed using Microsoft Web Technology and hosted at Public URL   as http://www.ccb.nic.in and restricted URL as 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 Net, 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 Net.

During the counselling for AIEEE 2005, 45 Institutions participated, 77 courses 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 was accessible from 16 counselling centres for online counselling.

The Major activities carried out as follows

- 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 the requirements freezed by CCB

- Launching of website and posting of all relevant information on Net

- Development and Testing of the software packages for the desired deliverables

- Training and co-ordination with each of the Counselling Centres on the software packages and the necessary technical inputs

- Performing DBA activities and planning Backup/ Recovery of Database

- Certified as per "IEEE" standard.

Automation of the processes leading to affiliation of schools to the board

NIC is developing the software packages leading to the automation of affiliation of schools comprising of:

- online submission of application forms along with scanned support documents for various needs of affiliation and addition of subjects;

- online status of affiliation process;

- inspection reports processing (in process).

Counselling support for other State Boards

Online Counselling of Uttar Pradesh Technical University – State Entrance Examination (UPTU-SEE) 2005

During the counselling for UPTU-SEE 2005, 183 Institutions participated, 72 courses offered against 30,000 (approx.) seats for seven streams viz. Engineering, Architecture, Pharmacy, Hotel Management, Master of Computer Applications, Master of Business Administration and Direct admission to 2nd year of Diploma holder candidates. Off-campus application was accessible round the clock across the globe for 7 days and on-campus was accessible from 7 counselling centres for 24 days for online counselling.

A very complex algorithm was designed keeping in view the 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

The activities carried out were as follows:

❐ Development and updation of UPTU website and posting of all relevant information

❐ Development of SRS as per the specifications freezed by UPTU

❐ Design, Development, Testing and Implementation of Customised online application of UPTU-SEE 2005

❐ Training and co-ordination with each of the Counselling Centres on the software packages and the necessary technical inputs

Kerala State Counselling

Kerala state has required for NIC support for automating the centralised real time counselling for three different locations of the state. NIC has designed & developed the suitable software modules for complete automation of the entire counselling operation. The real time counselling took place at Trivandrum, Kozhikode and Ernakulum.

Counselling Support for Haryana State

Haryana state requisitioned for the provisional terminal and software development supports for its online counselling processes for admission to first year of polytechnic, Engineering, MCA & MBA etc.

Automation for NCERT

As desired by NCERT, the website has been launched on NIC Server URL: http://ncert.nic.in VPN connectivity has been configured and the officials of NCERT have been trained for remote updation of the site. Digitisation of NCERT text books for classes 9th to 12th (English Medium) have been completed and ported onto NCERT website to have online access of the text books.

National Bal Bhawan Website

The Hindi version of the website of the National Bal Bhavan, available on the URL: http://nationalbalbhavan.nic.in has been developed and launched on 19th November 2005 by Hon'ble Prime Minister of India.

Technical Support

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

3

Policy Planning and Monitoring

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 the States and Union Territories formulate their State POAs 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. The POA 1992 was perceived on a charter of action for nation as a whole requiring a cooperative effort of the Union, States/UTs, the education community and community at large. Given the rich diversity of the country, certain amount of flexibility is assured in POA 1992 and it was felt that it would be in the fitness of the things if the States and UTs formulate their State POA's in line with the situational imperatives and the POA 1992. Accordingly, the POA 1992 was circulated in 1993 to all States and Union Territories to draw up their own State Programmes 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 had continued to be in existence till 1994. Thereafter, the CABE was reconstituted vide Resolution dated 6th July, 2004.

The CABE consists of Education Ministers of all the State Governments / UT Administrations; Ministers of the seven concerned Ministries of the Government of India; Member (Education), Planning Commission; Four Members of Parliament from the Lok Sabha; Two Members of Parliament from the Rajya Sabha; Seventeen Ex-officio Members; 34 Nominated Members representing different interests; and Ten Permanent Invitees representing various Central Government Departments.

In the first meeting of the reconstituted Board held on 10-11, August, 2004, it was decided to set up Seven Committees of the CABE on the issues which needed detailed deliberations. The Committees were:

(a) Free and Compulsory Education Bill and other issues related to Elementary Education, under the chairmanship of Shri Kapil Sibal, MOS, Science & Technology.

(b) Girls Education and the Common School System, under the chairmanship of Shri Tarun Gogoi, CM, Assam.

(c) Universalisation of Secondary Education, under the chairmanship of Shri Ghanshyam Tiwari, Education Minister, Rajasthan.

(d) Autonomy of Higher Education Institutions under the Chairmanship of Shri Kanti Biswas, Education Minister, West Bengal.

(e) Integration of Culture Education in the School Curriculum, under the chairmanship of Prof. U.R. Ananthamurthy.

(f) Regulatory Mechanism for the Text books and parallel text books taught in schools outside the Government system, Co-chaired by Prof. Zoya Hassan and Prof. Gopal Guru.

(g) Financing of Higher and Technical Education under the Chairmanship of Prof. Bhalchandra Mungekar.

The reports of these Committees were considered in the 53rd CABE meeting held on 14-15 July, 2005 and action plans on these reports are being finalised. In this meeting of CABE held on 14-15, July, 2005, it was also decided to set up three Standing Committees of the CABE on the following issues:-

(i) The Standing Committee on Inclusive Education to be chaired by Shri Vasant Purake, Minister of School Education, Maharashtra.

(ii) The Standing Committee on Literacy and Adult Education to be chaired by Prof. Basudeb Burman, MP; and

(iii) The Standing Committee on Integration and Coordination of Efforts for Children's Development to be chaired by Smt. Shanta Sinha, Member of the CABE.

Two meetings of the CABE were also held on 7th June, 2005 and 6-7th September, 2005, to consider the National Curriculum Framework, 2005 (NCF - 2005).

On the recommendations made by the CABE, in its meeting held on 6-7, September, 2005, a Monitoring Committee was setup to oversee the preparation of syllabus for the Text Books by NCERT.

NCMP Commitment of raising public spending in Education to 6 per cent of GDP

NCMP of the UPA Government pledges to raise spending in education to at least 6 per cent of the GDP in a phased manner with at least half this amount being spent on primary and secondary schools. The Public Expenditure on Education as per 2004-05 BE is Rs.99937.18 crore and its per centage with respect to total GDP is about 3.5 per cent.

A Committee was constituted by the Ministry of HRD to assess the resources likely to be available if 6 per cent of the GDP is targeted for the Education sector. Prof. Tapas Majumdar, the eminent educationist and economist, was the Chairperson of this Committee. The

The Bharat Shiksha Kosh (BSK) is intended 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. There is a proposal to increase the scope of activities under BSK and to get the donations to the Kosh and income generated thereon exempted from the income tax.

report of the Committee presenting three scenarios indicating the magnitude of allocations of resources required to reach the norm of 6 per cent of GDP for education or beyond 6 per cent of GDP, have been shared with Planning Commission and Ministry of Finance for further action.

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 had constituted "Bharat Shiksha Kosh" as a Society registered under the Society Registration Act, 1860 on January 9, 2003, during the celebration of Pravasi Bhartiya Diwas. The Bharat Shiksha Kosh (BSK) is intended 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. There is a proposal to increase the scope of activities under BSK and to get the donations to the Kosh and income generated thereon exempted from the income tax.

Thrust Areas

National Commission on Higher Education

Setting up of National Commission on Higher Education for overseeing and monitoring the Higher Education sector is under consideration for which consultations have been started.

Reforms in recognising/accrediting agencies for education/training institutions

With a view to bringing in reforms and transparency in the functioning of accrediting and affiliating Institutions like Central Board of Secondary Education (CBSE), All India Council for Technical Education (AICTE), National Board of Accreditation (NBA), University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC), following steps have been identified for being taken up urgently:

- Online receipt of applications.
- Online processing of applications received.
- Appropriate Appellate Authority to look into grievances.
- Decisions should be made available online.

- Preparation of timeframe for activities from receipt of applications to disposal of receipts.
- Preparation of panel of suitable experts for Inspection Committee/Selection Committees and developing system for random generation of names of experts on the teams.
- Development of system for online issue of Marksheets/Certificates by CBSE.
- Online processing of requests form the universities for grants.
- Grants to Universities/Colleges be linked to meeting of conditions like appointment of fulltime and qualified faculty.

Considerable progress has been made by the Institutions in this regard. Progress is being monitored regularly.

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 state, to collaborate with other agencies, institutions and organisations, to provide facilities for training and research to other countries, particularly of the Asian region in the field of educational planning and administration, 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 2005-2006, 40 training programmes have been organised up to December 2005, and 16 more programmes are likely to be conducted before the end of the financial year. The target for 2006-07 is to conduct 54 training programmes and to complete the ongoing research projects.

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 may claim to have one of the richest libraries in the field of Educational Planning and Management in Asian Region. It serves the faculty, research scholars and the participants of the various programmes, and also other organisations through Inter Library Loan system. The Library reading room facilities are open to all. The Library has collection of over 57,798 volumes and subscribes to as many 347 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. Review Committee has submitted its report. While expressing the satisfaction about the performance of NIEPA, the Committee has recommended that NIEPA should prepare a perspective paper for the next 20 years and take suitable action.

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

The guidelines of the scheme have been revised during the year 1999-2000. As per the revised guidelines, the financial assistance under this scheme would cover remuneration and allowances/payment of TA/DA to project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc., Normally, the ceiling of assistance for Studies/Evaluation is Rs. 5.00 lakhs. The ceiling of expenditure on National Conference/Seminar is Rs. 3.00 lakhs and on International Conferences (or, with substantial International participants/member), it would be Rs. 5.00 lakhs.

During 2005-2006, financial assistance has been given for organising of 30 seminars/conferences/studies/evaluations etc., upto December, 2005 and 7 more such programmes are likely to be sanctioned before the end of the financial year. The target for the year 2006-2007 is to give financial assistance for 38 seminars/conferences/workshops/evaluations, etc.

Planning and Monitoring Unit

Annual Plans and Five Year Plans

Formulation of Annual Plans and Five Year Plans, review of programmes & 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 for the Department of Secondary and Higher Education and Department of Elementary Education and Literacy was Rs.43,825 crore (Deptt. of S&HE is Rs.13,825 crore and for Deptt. of EE&L is Rs.30,000 crore). The Annual Plan outlays for the Department of Secondary and Higher Education and Department of Elementary Education and Literacy was Rs.2712 crore and Rs.12531.76 crore respectively.

The Annual Publication brought out by P&M Unit viz., "Analysis of Budgeted Expenditure on Education for 2002-03 to 2004-05" provides an analysis of the trend of public expenditure on education during the period 2002-05. For this, data from various States, Central Ministries/Departments is collected, compiled, analysed and published with break up of expenditure incurred by Education Departments, other departments for different sectors in education separating Plan, Non-Plan, Revenue and Capital. This Unit also published "Annual Financial Statistics of Education Sector 2003-04" during the year. This publication gives statistics of Plan Outlays and expenditure on different sub-sectors of education from the First Five Year Plan to Sixth Plan together with the scheme wise outlays and expenditure during Seventh to Ninth Plan and Annual Plans of the ongoing Tenth Five Year Plan. The Unit acts as a nodal functionary in this Department during Quarterly Review of Plan expenditure by Planning Commission. It also coordinates with various Divisions of the Ministry, Planning Commission, and Ministry of Finance etc., on various matters relating to Plan Schemes.

Statistical Division

The Statistics Division of the Department of Secondary and Higher Education is the nodal agency for the collection, compilation, processing and dissemination of educational statistics in the country. The national annual educational statistics is brought out by the Ministry of Human Resource Development after collecting data 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 Division brings out annual publications. Efforts have been made to improve the quality of educational statistics and to reduce the time lag in their publication. Regional Training courses were conducted in the State capitals for the benefit of personnel engaged in work relating to Educational Statistics at State/District levels. The recommendations of the National Statistical Commission to improve the system have also been taken up for implementation.

India has continued to participate in the World Education Indicators Programme through the Joint Pilot Project organised by Organisation of Economic Co-operation 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/OECD every year.

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 sectors 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.

Education of SCs, STs and Minorities

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"*. 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 a 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: -

❑ Abolition of tuition fee in all States in Government Schools at least upto 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 86th Constitutional Amendment published in Gazette on 13 December 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 school girls.

   ❑ Free textbooks for girls, SC/ST students.

- Special coaching/remedial classes for girls SC/ST children and a congenial learning environment.

- Teachers' sensitisation programmes to promote equitable learning opportunities.

- Special focus for innovative projects related to girls' education, SC/ST children.

- Recruitment of 50 per cent female teachers.

□ *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 from under privileged/disadvantaged sections of the society 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 census.

□ *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.

□ *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, schools in DPEP districts had more than 60 per cent students belonging to SC/ST communities.

□ *Kasturba Gandhi Balika Vidyalayas:* Under the scheme of Kasturba Gandhi Balika Vidyalaya, 750

Under the scheme of Kasturba Gandhi Balika Vidyalaya, 750 residential schools are being set up in difficult areas with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities.

residential schools are being set up in difficult areas with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC 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.

□ *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, most of the students are from SCs, STs and OBCs.

□ *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 including SCs/STs 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 of development of Indian Languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.

❒ *Kendriya Vidyalayas (KVs):* 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 & 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 & 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.

- *National Merit Scholarship Scheme:* The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas are in existence since 1961-62 and 1971-72 respectively. These have been merged and a new scheme entitled 'National Merit Scholarship Scheme' has been framed for implementation with revised provisions from 2004-05. The objective of the National Merit Scholarship Scheme is to support talented students and encourage them to excel academically in studies by giving recognition and financial assistance at post-metric level on state wise merit basis and also separately to talented and meritorious students in rural areas for Classes IX to X for all categories. The revised rate of scholarship varies from Rs. 250/- to Rs. 750/- p.m. depending on the level of education and course of study. The scheme is implemented through State Governments.

- *National Council for Educational Research & 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, education of educationally disadvantaged groups.

  NCERT operates the National Talent Search Scheme

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.

for pursuing courses in science and social science upto doctoral level and in professional courses like medicine and engineering upto second-degree level subject to fulfilment of the conditions. Out of 1000 scholarships, 150 scholarships are reserved for SC students and 75 scholarships for ST students.

- *National Institute of Educational Planning & 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 many 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 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 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 fulfil 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 the 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.

❑ *Engineering Colleges:* The higher educational institutions administered by the Central Government including IITs, IIMs, Regional Engineering Colleges, etc., provide reservation to the extent of 15 per cent and 7.5 per cent for SCs and STs students respectively. Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST students. Seats are also reserved in hostels. However, in institutions run by the State Governments, the reservation percentages varies as per the State Government's policy.

Constitution amendments to reservation of SCs/STs/ OBCs in Private Educational Institutes. The Constitution Amendment passed in December 2005 enables the State (State Governments and Government of India) to make laws for the advancement of the SC, ST or the OBCs of citizens in matters of admission to educational institutions, including private unaided institutions by way of reservation of seats for the weaker sections and in regulating merit based admission, as also regulating the fees in private institutions.

SCP & TSP

From the allotted budgets of the Departments of Elementary Education and Literacy and Secondary and Higher Education, 16.20 per cent and 8.00 per cent are allocated under the Special Component Plan and the Tribal Sub-Plan for Scheduled Castes and Scheduled Tribes respectively.

Area Intensive Madrasa Modernisation Programme (AIMMP)

In the X Five Year Plan, the two major schemes relating to minorities i.e., the Scheme of Area Intensive programme for Educationally Backward Minorities and the Scheme of Financial Assistance for Modernisation of Madrasa Education have been merged into a single scheme of Area Intensive and Madrasa Modernisation Programme (AIMM). The components of the old scheme being continued in the new scheme are a) infrastructural development and b) Madrasa Modernisation. The revised scheme is yet to be approved.

The revised scheme proposes to cover 5000 Madrasas during the X Plan period. It is expected that during the plan period about 2.5 lakhs students will be studying at secondary level through National Institute of Open Schooling and State Open Schools and about 5 lakhs students of Madrasas will continue education at primary and middle schools with textbooks provided by the National Council for the Promotion of Urdu Language establishing a linkage with regular schooling system.

Infrastructural Development

The objective of this component is to provide basic educational infrastructure in primary/upper primary and secondary schools where there is need for them and viability is established on the basis of a school mapping exercise. The target area identified is 325 blocks and 4 districts of Assam. This component is being implemented in this region only.

Since the beginning of the scheme the following physical targets have been achieved:

- opening/construction of buildings for 3010 primary/ upper primary/secondary schools;
- establishment of 7 residential higher secondary schools for girls;
- construction of 3972 additional classrooms;
- upgradation of 79 primary schools to upper primary schools and high schools to higher secondary schools;
- construction of 31 hostel buildings for girls in higher secondary schools;

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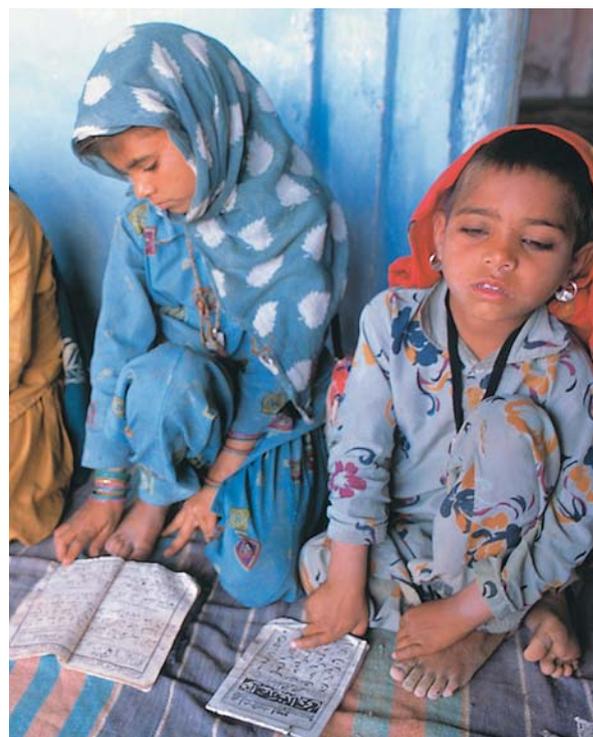
International Cooperation

UNESCO

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.

UNESCO Division in the Ministry 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.

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 (S&HE) is its ex-officio Secretary General and Joint Secretary in charge of the 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.

The Indian National Commission for Cooperation with UNESCO has been reconstituted recently.

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. However, from the biennium 2006-07, India has decided not to apply for assistance from UNESCO under this programme.

UNESCO Coupons Programme: The Commission continues to operate the UNESCO International Coupons Programme designed to assist individuals and institutions working in the field of educational publications, scientific equipment, educational films, etc., from abroad without undergoing the foreign exchange and import control formalities. Presently the programme is being reformulated by the UNESCO.

UNESCO Craft Prize awarded to an Indian: Shri Mantu Chandra Das, Master Crafts Person from Guwahati has been co-awarded the Third Prize of US$ 2000 along with Ms. Galina Turdyeva and Ms Erkebu Jumagulova of Kyrgyzstan, under the UNESCO Craft Prize-2005 for the Asia Pacific Region. This award has been given by UNESCO to Shri Das for an outstanding contribution to creativity in Bamboo and Cane Weaving.

Scheme of Financial Assistance to Voluntary Organisation, 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. 3.00 lakh. As less number of qualified applications were received from NGOs, an expenditure of Rs. 1.00 lakh has been incurred so far during the year 2005-2006.

One Utilisation Certificate is pending in respect of a financial assistance of Rs. 0.25 lakh provided to Poverty Elimination Rehabilitation and Liberation Society, Peresendra, Chickballa pur Tq, Kolar district, Karnataka. Despite of our repeated reminder to grantee Institution and State Government, no reply has so far been received in this regard.

Participation in Seminars, Working Group Meeting Sponsored by UNESCO/its Regional Office

From January, 2005 to December, 2005, 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 4 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 School Project (ASP net). Associated Schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASP net) for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INCCU, 42 schools and Teacher Training Institutions from India have been enlisted with UNESCO under this project. There are 252 Clubs and 264 Associated Schools registered with INCCU. In the year 2005 a national seminar of ASP net Schools was organised in New Delhi on 20-21 April, 2005 to spread the ideals and objectives of ASP net work of UNESCO.

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 meeting of the Sub-Commissions of the Indian National Commission and its full body, organisation of exhibitions, INCCU lecture series and other meetings,

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in furtherance of UNESCO's aims and objectives. There was a budget provision of Rs. 15 lakhs at BE and Rs. 15.00 lakhs at RE for this scheme during the current financial year. Under this head an expenditure of Rs. 11.68 lakhs has been incurred so far.

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.

33rd Session of the General Conference

The 33rd session of the UNESCO's General Conference was held in Paris from 3-21 October, 2005. The session marked the 60th Anniversary of UNESCO. The General Conference adopted three new normative instruments – the Convention on protection and Promotion of the Diversity of Cultural Expressions, the International Convention Against Doping in Sports and the Universal Declaration on Bioethics and Human Rights. It included two Ministerial Round Tables – on

Education for All (EFA) and another on Basic Sciences. India played a leadership role and participated substantially in all aspects of the Conference. The Indian delegation was led by HRM

For the first time in 60 years, the Indian Ambassador to UNESCO was elected to chair Commission I of the General Conference.

Participation in UNESCO's Executive Board Meetings

India has the unique privilege of having been continuously elected as Member of Executive Board of UNESCO ever since its establishment in 1946. The Board, comprising 58 members, normally meets twice a year for a period of two weeks each. The meetings are held in Paris, France. Smt. Kapila Vatsyayan is our representative The 171st Session and the 172nd Session of the Executive Board were held from 12 - 28 April, 2005 and from 13 - 29 September, 2005 respectively. The 173rd Session was held on 24th October, 2005.

India's re-election to the Executive Board

India was re-elected to the 58-member Executive Board of UNESCO for a four-year term. India got 145 votes in the election, an increase of 20 votes over the number polled in the 2001 election. Subsequently, India was also re-elected to the Committee on Conventions and Recommendations and was elected, for the first time, to the select Group of Experts on Financial and Administrative matters.

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 2005 is 0.423 per cent of the total budget of UNESCO, which translates into around Rs.6.10 crores. The Budget provision for this purpose for the current year is Rs.688.00 lakhs under Non-Plan. The balance will be adjusted for the calendar year, 2006. The BE for 2006-2007 is proposed at Rs.700.00 lakhs. An amount of Rs. 477 lakhs has since been released towards the contribution.

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

India is responsible for providing free office accommodation to UNESCO in New Delhi. At present, it is housed in a rented building for which the Indian Government is paying Rs.4.00 lakhs per month. It has been decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi. For the 10th Plan an amount of Rs. 3 crore has been allocated of which the budget provision for the current year is Rs. 150 lakhs (Plan).

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, 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)

EFA was the focus of discussions during the 171st & 172nd Sessions of the Executive Board as well as during the 33rd session of General Conference of UNESCO, where the Director-General was asked by the member States to prepare a global action plan to rejuvenate the EFA thereby establishing UNESCO's role as a lead agency. India played a leadership role in the process.

At the Ministerial Round Table held at UNESCO Headquarters during the 33rd session of the General Conference, the Indian delegation to the meeting was led by HRM, Shri Arjun Singh, who chaired the crucial session on "Overview of Progress and Challenges in

EFA". India played a vital role in drafting the Final Communiqué.

The High Level Group meeting on EFA held in Beijing, China from 28-30th November, 2005 discussed these issues further. The Indian delegation, which was led by Dr. B. L. Mungekar, Member (Education), Planning Commission played a critical role in the drafting process and was able to influence the Final Communiqué, which focused interalia on donor responsibility as one of the important issues for achieving EFA targets.

The UNESCO Global Monitoring Report (GMR) on EFA was released in November, 2005. It is a matter of satisfaction that the Report indicates an improvement in India's EFA Development Index (EDI) for 2002 from 0.696 in 2001 to 0.741, which is a reflection of the progress that has been made in various areas. Our own in-house exercise had yielded a more conservative all-India EDI of 0.702, and the higher index calculated by the GMR is a vindication of our efforts.

International Convention Against Doping in Sports

The International Convention Against Doping in Sports was adopted unanimously by the General Conference at its 33rd session. The convention makes an effort at harmonisation at the international level of efforts in the fight against doping in sports. It attempts to go beyond testing and sanctions, calling upon States parties to undertake, within their means to support, and devising of implementing education and training programmes on anti-doping in order to raise public awareness of the negative affect of doping on health and on the ethical values of sport, as well as provide information on the rights and responsibilities of athletes and on testing procedures. The Convention will come into effect with 30 ratifications. India has commenced the process of ratification.

Culture

International Convention on the Protection & Promotion of the Diversity of Cultural Expressions

The International Convention on the Protection and Promotion of the Diversity of Cultural Expressions (Cultural Diversity Convention), was adopted at the 33rd session of General Conference by an overwhelming majority. 148 member States voted in favour of the Convention with 2 negative votes (USA & Israel) and 4 abstentions. The negotiations had dominated the proceedings at UNESCO throughout the year. The composite text was the result of an intense intergovernmental negotiation process. The whole issue was whether cultural industries as well as vulnerable cultural expressions required protection or not. Developing countries strongly believed they did require protection. On the other hand, India was sensitive to the need for the language in the Convention not to deviate from or enter into obligations running contrary to the WTO. India was uniquely situated to build bridges between concerned delegations on this issue and emerged as a key negotiator. Ultimately, the Convention fully reflected our national interests while supporting the role of culture in sustainable development. India's position was articulated by Hon'ble HRM at the Plenary of the General Conference, "India believes that the issue of protection of Cultural Diversity is the fundamental mandate of UNESCO to which we are deeply committed. We believe that this draft convention will respond to the needs of the international community and protect and nurture vulnerable traditions and cultures". India will now move ahead on the process of ratification.

World Heritage Convention

From India's perspective, the 29th session of the World Heritage Committee held in Durban South Africa in July 2005 was a complete success, with the Committee approving by acclamation the Valley of the Flowers National Park as an extension to the Nanda Devi National Park and the Nilgiri Mountain Railway as an extension to the Darjeeling Himalayan Railway.

India's Ambassador/PR was elected by acclamation as Vice-President of the 30th session, which is being held in Lithuania in July 06. India also supported the African Group's initiative to establish a special fund to protect African heritage. Subsequently, India contributed US$ 30,000/- to the Fund.

The Intangible Heritage Convention

In September 2005, India ratified the Intangible Heritage Convention. The Intangible Heritage Convention will come into effect with 30 ratifications.

Oral Masterpieces

Ramlila, the traditional Indian performance of the Ramayana, was accorded 'oral masterpiece of the world' status by UNESCO in November 2005 along with 45 other citations. This was part of UNESCO's third proclamation of masterpieces of the oral and intangible heritage, an international distinction that aims to raise public awareness of the value of this heritage which includes popular and traditional forms of expression, music and dance, rituals and mythologies, knowledge and practices concerning the universe, know-how linked to traditional craft as well as cultural spaces.

Memory of the World Register

Saiva manuscripts kept at the French Institute of Pondicherry were among 29 new documentary collections inscribed on the memory of the world register by UNESCO in July 2005. This collection of 11,000 palm leaf and paper manuscripts dating from 600 century AD, in Sanskrit and Tamil, focuses mainly on the religion and worship of the Shiva.

Natural Sciences

23rd Assembly of UNESCO's Intergovernmental Oceanographic Commission (IOC)

The 23rd session of the IOC assembly saw the establishment of an Intergovernmental Coordination Group to govern the Indian Ocean Tsunami Warning and Mitigation system. India was elected to the Governing Council of the IOC by the largest ever margin of victory getting 83 votes, ahead of Japan and China.

The Intergovernmental Coordination Group to govern the Indian Ocean Tsunami Warning and Mitigation (ICG-IOTWS) system was established at the IOC General assembly in June. This was a result of

intergovernmental negotiation meetings held in Paris in March and in Mauritius in May 2005. India made it very clear from the outset that an Indian Ocean wide warning system could not be setup without the active participation of India. India had already stated its intent to establish its own Tsunami and ocean surge warning system which effectively covered both the potentially Tsunamigenic seismic zones in the Indian Ocean basin. It had also been announced that nations in the region would be able to benefit from the system. As a result the Indian Ocean tsunami warning system was envisaged as a coordinated network of national systems whose assets would be owned and operated by member States hosting or otherwise taking responsibility for them. The first meeting of the intergovernmental coordination group was held in Perth, Australia in August 2005, which reviewed and assessed the requirements of the system. Secretary, Department of Ocean Development was elected as the first Chairman of the ICG.

Establishment of Regional Biotechnology Centre in India

The 33rd session of the General Conference approved the establishment of a regional centre for biotechnology training in India under UNESCO auspices. This was a result of over four years of negotiations between UNESCO and the Government of India led by Department of Biotechnology. This approval by the General Conference marks the recognition of the dynamism in the field of biotechnology training and research in India and addresses the need for providing greater impetus in the field to the whole of the region, including South and Southeast Asia.

Science Prizes Awarded to an Indian

UNESCO-Treiste Science Prize for 2005 was awarded to Dr. T. V. Ramakrishnan, a DAE Homi Bhabha Professor of physics at Banaras Hindu University for his work in understanding the nature of the physical forces that turned liquids into solids. Dr. Ramakrishnan shares this prize with a scientist from Brazil.

Extension in the Nanda Devi Biosphere Reserve

The Man and Biosphere Council, which met in June

2005, approved the Indian Proposal for extension in the Nanda Devi biosphere reserve. The Council also approved inclusion of 22 new sites in the world network of biosphere reserve under UNESCO's Man and the Biosphere (MAB) programme.

Communication and Information

Broadcaster's rights issue

At the 171st session of the Executive Board India's proposal seeking to highlight the importance of UNESCO playing a more active role in the deliberations currently taking place in WIPO on the issue of according more stringent intellectual property rights to broadcasting organisations was greatly appreciated. Through this initiative, India was able to sensitise member States about the need to examine the matter very carefully as this would impact the public domain, emergence of new technologies, sharing of information and free dissemination of knowledge – all of which fall under UNESCO's core mandate. During the 33rd General Conference India introduced and successfully piloted an amendment to UNESCO budget, which sought to provide additional resources for UNESCO to participate substantially in the WIPO deliberations.

International Cooperation Cell

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 (EEPs) with various countries with a view to giving a more focused attention to such bilateral collaboration. While EEPs with China, Israel, Guyana, Mongolia, Armenia, Hungary, Myanmar, Tanzania, Syria, Australia, New Zealand, Uzbekistan, Thailand, Sri Lanka, and Mexico and Brazil have been signed, proposals for EEPs with 37 countries including Afghanistan, Saudi Arabia, USA, Malaysia, Yemen, Libya, South Africa, Vietnam and Kazakhstan are under consideration. In addition MOUs for mutual recognition and equivalence of degrees, diplomas and other educational qualifications with several countries like Armenia, Ukraine, Russia and Czechoslovakia are also under consideration. The IC Cell also coordinates the implementation of Education Component of Cooperation with SAARC, Commonwealth, ASEAN and the Mekong Ganga Cooperation Project as well as other bilateral/ multilateral cooperation programmes in the Education Sector.

Visit of Foreign Delegations: Visits by foreign delegations to India at the ministerial level with the objective of strengthening bilateral relations between India and other countries are coordinated by the IC Cell. Ministerial level delegations from UK, New Zealand, China, Bulgaria and Armenia have already visited India and have had fruitful exchange of views for further cooperation. Other important dignitaries from Russia, Thailand, Canada, Singapore, Hungary, Scotland and Brazil also visited India in the recent past.

The IC Cell also coordinates the visit of ministerial delegations from India to various countries.

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

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 1330 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, was reconstituted on 6th September, 2004. The International Advisory Council of Auroville was reconstituted on 28th October, 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 & Non-Plan grants.

The Budget provision for the Foundation for the year 2005-2006 is Rs.331.00 lakhs and is Rs.75.00 lakhs under Plan and Non Plan respectively . Budget Estimate for 2006-2007 has been proposed as Rs. 325.00 lakhs and Rs. 86.90 lakhs under Plan & Non Plan respectively.

For the Tenth Plan period, a sum of Rs. 15 crore have 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 Rs. 15 crores. The balance Rs. 3 crore is for the on-going development and construction activities of the Foundation.

Pending UCs during last 3 years

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

7

Elementary Education
& Literacy

Sarva Shiksha Abhiyan

The programme of Sarva Shiksha Abhiyan (SSA) was launched in 2001-02. The assistance under the programme of Sarva Shiksha Abhiyan was on a 85:15 sharing arrangement during the Ninth Plan and on a 75:25 sharing arrangement during the Tenth Plan, between the Central Government and the State Government.

The programme covers the entire country. During 2005-06 Annual Work Plans of 600 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 class rooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with inadequate teacher strength would be provided additional teachers under the programme. The capacity of existing teachers would be built by extensive training, provision of grant for developing teaching-learning material and development of academic support structure. SSA has a special focus on girls and children of weaker sections. A number of

Goals of Sarva Shiksha Abhiyan

❐ All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2005.

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

❐ Universal retention by 2010.

❐ Focus on elementary education of satisfactory quality with emphasis on education for life.

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 are prepared in consultation with Panchayati Raj Institutions. On this basis, district elementary education plans are prepared.

National Mission for SSA

A National Mission for SSA was operationalised in December, 2004 when the membership of the Governing Council and Executive Committee were notified. The first meeting of the Governing Council of the National Mission was held under the Chairmanship of Prime Minister on 21.2.2005. The first meeting of the Executive Committee of the Mission headed by the Union Minister for Human Resource Development was held on 23.3.2005. In January, 2006, six Sub-Missions of the National Mission have been notified. These Sub-Missions are

(i) Defining learning outcomes and assessment/ monitoring of students' achievement levels

(ii) Infrastructure provisioning.

(iii) Social mobilisation, community involvement and role of PRIs.

(iv) Training of teachers and strengthening of academic support institutions and other aspects of quality improvement.

(v) Education of disadvantaged groups including girls, SC/ST/ minorities/urban deprived children and disabled children.

(vi) Capacity building for planning, management, monitoring and research/evaluation.

A task force has been constituted for each of these Sub-missions to advise the Department about policies and strategies for these areas and also help in review of performance across the country.

During Tenth Plan, an allocation of Rs.17, 000 crore has been made for SSA. For 2004-05, the BE was Rs.3057.08 crore, RE was Rs.5079.58 crore and the final grant & releases to the States was Rs.5139.7529 crore. The total

Table 7.1 – Funds released (in Rs. crore) under SSA during 2004-2005 and 2005-2006				
Year	Funds released by Central Government	Funds released by State Governments	Total Funds available	Expenditure
2004-2005	5139.75	1747.51	7732.08	6598.39
2005-2006 (up to Sept. 2005)	4181.55	1025.81	6165.55	3361.33

Progress in implementation (major interventions)			
Item	Sanctioned Physical Targets	Progress	%age (Sept'05)
Opening of new schools	157967	129893	82
Construction of school buildings	120629	58181 (Completed) 34516 (Under Const.)	77
Construction of additional classrooms	329690	113871 (Completed) 110872 (Under Const.)	68
Enrolment in EGS/AIE centres*	5200000	5400000	136
Appointment of new teachers	772345	492261	64
Free textbooks	61450085	50220434	82
Setting up of Block Resource Centres	7422	7201	97
Setting up of Cluster Resource Centre	70735	66140	93.5

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

expenditure under SSA for the year 2004-05 was Rs.6598.39 crore. For the year 2005-06 BE is Rs.7156.00 crore and RE is Rs.7156.00 crore. Till 16.1.2006, Rs.7361.11 crore has been released (including NER component). (see table 7.1).

Impact of SSA

Towards the objective of improving the infrastructure, approval for the year 2005-06 have been made to open 1,57,967 new schools and appointing around 7,72,345 teachers. Further, physical infrastructure has been sought to be improved through provision of 3,29,690 additional classrooms, around 1,20,629 school buildings, 2,22,051 toilets and 1,60,760 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 for civil repairs and a school grant for replacement of equipment is given to all schools.

Out of School Children

The number of out of school children has reduced steadily since 2002-03. There were about 2.49 crore out of school children in March 2003. This number came down to 1.35 crore in March 2005. States and UTs have reported that by November, 2005 this number has further reduced to 95 lakh only.

The top 10 States in which the number of out of school children in the age group 6-13 exceeds 3.5 lakhs are listed in Table 7.3. The percentage of out of school children is also shown for each state.

Table 7.2: Comparitive Educational Statistics			
	2001-02	**2002-03**	**2003-04**	**Remarks**
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GER (Primary) (%)	96.30	95.39	98.31	
Boys	105.29	97.53	100.67	
Girls	86.91	93.07	95.67	8.76% pts.
GER (Upper Primary) (%)	60.20	60.99	62.49	
Boys	67.77	65.34	66.87	
Girls	52.09	56.22	57.69	5.6% pts.
GER (Elementary) (%)	82.35	82.51	84.91	
Boys	90.69	85.43	88.02	
Girls	73.56	79.33	81.51	7.95 % pts.
Drop out (I-V) (%)	39.03	34.89	31.36	7.67% pts.
Boys	38.36	35.85	33.66	4.7% pts.
Girls	39.88	33.72	28.44	11.44% pts.
Drop out (I-VIII) (%)	54.65	52.79	52.22	2.43% pts.
Boys	52.91	52.28	51.74	
Girls	56.92	53.45	52.84	4.7% pts.
PTR (P)	43	42	45	
No. of Teachers (T)	33.95 lakh	34.94 lakh	36.95 lakh	3.0 lakh
Primary	19.28 lakh	19.12 lakh	20.93 lakh	1.65 lakh
Upper Primary	14.67 lakh	15.81 lakh	16.02 lakh	1.35 lakh
No. of Schools (T)	8.83 lakh	8.96 lakh	9.73 lakh	0.90 lakh
Primary	6.64 lakh	6.51 lakh	7.10 lakh	0.46 lakh
Upper Primary	2.19 lakh	2.45 lakh	2.62 lakh	0.43 lakh
Enrolment (T)	15.86 cr.	16.91 cr.	17.72 cr.	1.86 cr.
Primary	11.38 cr.	12.23 cr.	12.84 cr.	1.46 cr.
Upper Primary	4.48 cr.	4.68 cr.	4.88 cr.	0.40 cr.

Source: SES, MHRD

Residential Bridge Course for Girls: Uttar Pradesh

A successful residential bridge course is being run by an NGO Parijat Yuvak Samiti in Lucknow for girls of 10-14 years age under Sarva Shiksha Abhiyan. Salient features of the camp are as follows:

❑ Intensive campaign for community mobilisation in selected villages

❑ 21 day training of instructors

❑ Use of TLM made by National Book Trust, Eklavya Bhopal, Centre for Learning Resources Pune & Digantar, Jaipur.

❑ Strategy for accelerated learning

❑ Residential arrangement for instructors and girls

❑ Adequate arrangement of sports, cultural programmes and life skills for all round development of girls

❑ Individual profile of all girls including basic information as well as monthly progress.

The residential bridge course was first started on experimental basis under Janshala. The learning and experience under Janshala has been used in replicating the residential bridge course under SSA. During first 6 months, 102 girls completed primary education and during second 6 months, they were given class-6 education. After one year residential course, 93 girls were enrolled in class-7 and 9 girls were enrolled in class-6 in formal schools thus ensuring mainstreaming of all the girls.

Boat Schools in Andhra Pradesh

'School on Boat' is an initiative by East Godavari district SSA authorities for the 'universalisation of education' for the children of 180 odd migrated fishermen families in Uppalanka Mandi. Started in the year 2004 the initiative has already enrolled 92 'most difficult to reach' children out of 238 in the age group of 5-15 years.

This community was identified as one of the 'most difficult to reach' during the process of identification of 'out of school children' through the mandatory household surveys under Sarva Shiksha Abhiyan. In the beginning the surveyors and other officials of the district received very lukewarm response from the parents and the children when they tried to motivate them for education.

At this juncture the officials thought that they must do something new to attract these children and their parents to education. They zeroed in on a beautifully decorated boat, which they built, with play materials and a motivator cum instructor on it. The motivator went on collecting the children who used to loiter around the canal bank and the children who were helping their parents on their respective 'Donelu' boats. Initially only the younger children joined this 'School on Boat' they played, listened to stories, sang local songs and danced as well. It took some time before the parents allowed the older children to join this 'School on Boat' for few hours in a day. By that time the 'School on Boat' had already emerged as an alternative.

Sensing this positive inclination of children and their parents the East Godavari SSA built a thatched hut on the bank of canal. Two motivators from the local fisherman community were appointed to teach the already motivated children the basics of letters & numbers. Neither the children from 'Donelu' boats nor their parents have ever been to school. The letters and the numbers were the most alien things in their lives. The constructive hours at the thatched hut were used to orient and prepare the children with the objectives of enrolling them in residential Bridge Courses and enrolling them in regular formal schools. The activities at this centre were also used to motivate the parents and attract more children who were still on the 'Donelus'. The materials from their day to day lives like dried snails etc were used to teach them letters and numbers or telling the children a story.

After 3 months of orientation, a group of 'readied' children were enrolled in a nearby Residential Bridge Course when the children themselves and their parents were ready for 'it'.

From 180 'Boat Families' a total of 238 children in the age group of 5-15 years have been identified through a 'boat survey'. 36 of them are attending 'School on Boat', 20 of them have been enrolled local elementary schools, 17 girls entered the residential formal school and 19 are attending residential bridge courses. 146 children are still unattended. The Mandal and District authorities are hopeful that the slow but steady approach taken by them would certainly bring the remaining children to the system of education.

Project 'SCHOOLGIS' – SSA, Tamil Nadu

Geographic Information Technologies such as Geographic Information System (GIS) and Global Positioning System (GPS) have proved their capability in many areas of applications beyond doubt. The capability on spatial data processing by GIS technology has made it as an indispensable element in any database management activity in general and spatial data processing in particular. The accuracy in data capturing and cost effectiveness involved in GPS survey has made it possible in bringing number of non-spatial layers into spatial component. GPS Survey has became practical only after the removal of Selective Availability (S/A) in May 2000. Bringing location of schools as a spatial component will help improving the decision making process. Bringing the position of habitation will further improve the efficiency. In order to bring the school management in GIS data processing environment, Project 'SCHOOLGIS' (Mapping of Schools for Better School Education Management using GIS and GPS) is a collaborative research study by Department of Futures Studies, Madurai Kamaraj University, Madurai and Department of Geology, Bharatidasan University, Thiruchirapalli.

Table 7.3: States with highest no. of out-of-school children		
State/UTs	No. of out of school children	% of out of school children
Bihar	3176624	17.00
Uttar Pradesh	2995208	8.15
West Bengal	1213205	8.67
Madhya Pradesh	1085096	8.63
Rajasthan	795089	8.67
Jharkhand	620945	10.88
Andhra Pradesh	542665	4.29
Assam	536220	8.91
Maharashtra	529295	3.17
Gujarat	380444	3.96
Source : IMRB-SRI survey July-September 2005		

Civil works & school infrastructure

Under SSA 33 per cent allocation are earmarked for civil works to provide infrastructure to elementary education especially for construction of schools classrooms, toilets, drinking water facility etc. Beside that SSA also provides other school related inputs like appointment of teachers and school maintenance grant to strengthen school infrastructure. The SSA emphasizes on construction of school buildings/classrooms with innovative and child-friendly elements inherited from DPEP, Lok Jumbish Project, etc. The cumulative progress report revealed that SSA has sanctioned 8,54,662 works out of which total works completed and in progress are 5,97,868, which is 70 per cent of total works sanctioned. The Ministry sanctioned 7.72 lakhs teachers upto the year 2005-06 under SSA out of which the States reported recruitment of 4.92 lakh, which is 64 per cent The cumulative progress upto September 2005 is given in Annexure III.

Focus on Minority Areas

The programme has identified 93 districts in 16 states for focused attention to the education of minority children based on Census data. During 2005-06, 2643 primary schools, 1978 upper primary schools and 29000 EGS centres have been sanctioned in minority concentrated districts.

During the year, 7500 recognised Madarsas have been supported under SSA by providing school grant, repair and maintenance grant and TLM grant. About 3500 unrecognised Madarsas have received support under the Alternative & Innovative Education Component of the EGS & AIE Scheme for introducing general subjects in Madarsas. 117 Kasturba Gandhi Balika Vidyalayas have been approved during 2005-06 for minority concentration blocks.

Focus on Girls Education

The National Policy on Education (NPE), 1986, as revised in 1992, is a path breaking policy document, which articulates the Government of India's unequivocal commitment that "Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women…… This will be an act of faith and social engineering… The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services setting time targets and effective monitoring….".

Reaching out to the girl child has been central to all efforts for universalising elementary education. The Programme of Action 1992 clearly acknowledges that "rural girls are doubly disadvantages by non availability of educational facilities and by the work they have to be related with fuel, fodder, water, sibling care and paid and unpaid work".

A two pronged gender strategy, therefore, has been adopted to address both the systemic as well social barriers. In order to make the education system responsive to the needs of girls and serve as a pull factor, a range of interventions have been introduced such as ensuring access to schools, increasing the number of women teachers, enhancing gender sensitivity of teachers through training, developing gender sensitive

Specific Interventions for Minorities Community under SSA : Uttar Pradesh

❑ In 2004-05, 291 aided Madarsas, affiliated to State Arbi-Farsi Madarsa Board were provided with assistance of (1) Teacher grant @ Rs.500 per annum (2) School grant @ Rs.2000 per annum (3) Teachers training and (4) free text book distribution in parity with regular formal schools.

In 2005-06 provision of similar assistance has been made for 358 aided Madarsas affiliated to State Arbi-Farsi Madarsa Board.

❑ In 2004-05 under AIE intervention, 261 recognised Madarsas were strengthened and 16171 children benefited. Under Nishwa, intervention 23 centres were strengthened and 870 children benefited. These centres were started by the local body concerned/community based organisations, whereby honorarium to instructor @ Rs.1000 pm, teaching learning material for the children @ Rs.2500 per centre (Rs.100x25 children), teaching learning equipment for the centre @ Rs.1100, contingency @ Rs.469 per centre, and training to the instructor @ Rs.1500 per year was provided as per SSA norms.

In the 2005-06, strengthening of 708 recognised Madarsas has been proposed. 515 Madarsa committees have given their consent to start AIE centres out of which 391 Madarsas have been already strengthened. Rest are in the process of operationalisation.

❑ In 2004-05, 114 new primary schools and 133 upper primary schools have been opened in minority concentration areas.

In the AWP&B (2005-06) of SSA provision of construction of 2,421 new primary and 2308 upper primary schools have been proposed which fulfils the State norm for opening of schools. Thus, all the unserved habitations will be saturated by schools according to the present State norm.

❑ In 2004-05, 3,38,500 textbooks and in 2005-06, 10,02,452 textbooks were printed in Urdu and requisite number of books were distributed to the beneficiaries studying with Urdu as a medium in Parishadeeya schools.

❑ State Government has recruited 3000 Urdu teachers to be placed in formal school.

❑ Teacher Guides (which are used by regular teachers in formal schools) are being translated into Urdu, which will be printed and distributed in the recognised Madarsa in 2005-06.

Support to Maktab/Madarsa under AIE Comport of SSA: Bihar

❑ Survey and Identification of Out of School Children of Minority Community and children enrolled in Maktab/Madarsa is in progress. So far about 8500 Maktab/Madarsa/Minority Pockets have been identified.

❑ Community Mobilisation through one day orientation/3 days Training of VSS/Community Leaders and through workshops, meetings in all districts was done. Now Muslim community member are taking the initiative in opening AIE centres in Maktab/Madarsas.

❑ 30 days training module for Maktab/Madarsa Teachers has been developed and in Vaishali, Darbhanga, Munger, Gaya and W. Champaran training of 378 teachers has been completed. In the remaining districts the training is in progress.

❑ Urdu edition of already developed TLM has been done.

❑ 378 AIE centres have started through VSS/NGOs/Panchayat in Maktab/Madarsa and minority population pockets.

❑ Materials for Short duration Bridge Course in Urdu/Math "Pahli Sidhi" have been developed.

❑ Urdu Edition of Training Module "Samarpan" for Instructors of short duration bridge course has been done.

❑ Training of Instructors of Short Duration Bridge Course is going on from 14th November 2005.

and relevant Teaching Learning Material (TLM), providing supportive structures such as Early Childhood Care and Education (ECCE) centres, alternative modes of learning and ensuring basic facilities such as separate toilets for girls and water in schools.

At the same time, efforts are being made to generate a community demand for girls' education and enabling conditions for people's and women's participation, to create the push factors necessary to guarantee girls education. Motivation and mobilisation of parents and the community at large, enhancing the role of women and mothers in school related activities and participation in school committees, and strengthening the linkages between the school, teachers and communities are some of the ways in which the enabling conditions are being created.

The Sarva Shiksha Abhiyan (SSA), the national flagship programme for Universalisation of Elementary Education, has taken this understanding and process to all districts in the country.

The SSA recognises the need for special efforts to bring the out of school girls, especially from the disadvantaged groups, to the school. Under SSA, the following provisions are made for providing school infrastructure and quality improvement in education for the girl child:

- Free textbooks for girls upto Class VIII within the ceiling limit of Rs. 150 per child;
- Separate toilets for girls;
- At least 50 per cent of the teachers to be appointed should be women;
- School/EGS like alternative facility to be set up within one kilometre of habitations;
- Up-gradation of Education Gender Centres (EGS) to regular schools;
- Special mainstreaming camps for out-of-school girls under the Alternative and Innovative Education component;
- Community mobilisation to target girls enrolment and retention;
- Process based community participation with a special focus on the participation of women;

Early Child Care and Education Uttaranchal

SSA acknowledges the significance of ECCE programme in achieving the goal of UEE. ECCE centres aim to support girl children to avail of primary education. It prepares children in the age group of 3-6 years for entry into schools and frees the older girls from sibling care and enables them to go to school.

Operational Strategy

A. *Convergence Mode*

- The ECCE Strategy seeks to dovetail the existing ICDS Aganwadi centres. It consists of synchronisation of ECCE with the primary school timings. ECCE centres have been relocated in closest proximity of a primary school.
- Necessary efforts have been made for additional construction in the primary schools for accommodating ECCE centres.
- Additional honorarium of Rs.250.00 and Rs.125.00 provided respectively to each Anganwadi/ECCE worker and helper per month under SSA, for the extended timings.
- Non recurring grant Rs.5000/- for equipment, toys and recurring grant Rs.1500.00 provided for each ECCE Centre.
- 1615 ECCE Centres are functional in convergence mode with ICDS.

B. *ECCE Centres Functional by NGOs*

- In district Almora 100 ECCE centres are being run by a Non Government Organisation i.e. Uttarakhand Seva Nidhi Prayavaran Shiksha Sansthan, Almora.

C. *ECCE with EGS*

- In Champawat district, 3 ECC centres are running with EGS centres under DPEP.

Training

- 48 key resource persons trained at state level. DIET lecturers, teachers, BRC/NPRC coordinator and ICDS supervisors trained as resource persons.
- 3 resource persons were trained for each district.
- 10 days training has been given by resource persons to all ECCE workers.
- Financial provisions were made for training of ECCE workers under SSA.

Exposure Visit

With an objective of sharing of experiences the ECCE worker and SRG members visited Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan Almora and its balwadies.

Development and distribution of Material

- *'Rimjhim'* reading material for ECCE worker was developed by SRG, comprising an annual calendar, instructions for ECCE workers, stories, songs, prayers, games and Bal Karya. Rimjhim was distributed to all ECCE centres.
- *'Chiriya Udi Phurr'*, Bal Khel Sanklan published by Uttarakhand Seva Nidhi, Almora has also been distributed to all ECCE centres.

Monitoring Pattern

- Committees have been formed at district and block level for the monitoring and successful functioning of the ECCE centre.
- District coordinator, DIET mentor, BRC and CRC Coordinators are regularly monitoring the ECCE centres.
- Development of Shishu Mulyankan Card and ECCE centre Grading Cards are in progress for grading of ECCE Centers.

Evaluation Study

An evaluation study of ECCE was conducted in three districts of Uttaranchal. The major findings of the study are as follows:

- The overall number of girls in ECCE centres are higher than boys.
- ECCE programme has achieved gender equity at least in the area of pre-school education.
- Relocation of ECCE centres has strengthened the process of universalisation of primary education.
- Training programme of ECCE worker is quite effective.
- Attendance level of ECCE children has shown upward improvement.
- Mutually supportive relationship between the ECCE worker and the head teacher has developed.

Accelerating Girls Education – SSA, ORISSA

Street Plays

In Bhadrak district street plays have been organised at G.P. level to create community awareness. Scripts were prepared highlighting the social problems related to girls like dowry, child labour, early marriage, casteism and ill-matched marriage, etc. Mobile Van was arranged and the team moved from one place to other and performances were done with music and micro phone, etc. Central character as moderator used to announce the importance and uniqueness of education in bringing out the solution to social evils at the end of each problem projected.

Impact: About 300 over aged girls who had dropped out of school were identified and on the request of their parents adolescent girls camps were opened and their daughters were enrolled through Bridge courses.

Girls' Parliament

In Nuapada district, Girls Parliament is constituted in the model cluster school (MCS) under NPEGEL, named Dumerpani UP school. Girls of class-VI &VII filed their nomination for the Ministers of different departments such as Sports, Education, Health, Environment, Food, Culture etc. They were chosen for particular departments through a process of election. The girls took initiatives in exercising their powers and conducting all related activities with confidence. The Ministers were reshuffled every month and other girls got the opportunity in turn to act as Minister.

Impact: The process has impacted on the learning of Social Science & Civics and in the development of leadership qualities in girls and maintaining discipline in the school.

Enrolment and regular attendance of the girls were ensured by the Ministers concerned. Mothers were also encouraged by the leadership activities of their daughters.

Kalasi Dhara (carrying earthen vessel)

This is one of the innovative activities for Community Mobilisation introduced in Silda UP School (MCS) in Nuapada district.

One Kalasi (earthen vessel) was painted with bright colours and placed by the Headmaster in front of the house of one MTA member. It signifies that the responsibility of that MTA member is to visit the school on that particular day to check the attendance of teachers and students and to see that the school compound is kept clean and that the classes are being held regularly. She also has to ensure sending those children to go to school who have not gone on that day, by motivating the child parents. Next day the Kalasi (vessel) will be placed at another MTA member's house and the same activities will be done by that MTA member on that day.

Like wise the Kalasi will be shifted and placed at each member's house in rotation and all the household members will be involved in ensuring proper functioning of the school and regular attendance of children.

Impact: Community members were made aware about the requirements of primary education. Children are attending school regularly. Enrolment of girls increased.

Exposure Trip for Girls

In Puri district an exposure trip was organised for girls who have stood first in class-VI. 230 girls participated in the programme. They visited Regional Science Centre at Bhubaneshwar accompanied by female teachers and the BRCC coordinator. They also visited the State Museum, certain historical spots and the archaeological museum.

Impact: The trip had a positive impact on children and parents since the performance of girls was given recognition. The exposure visit helped in enrichment of knowledge of children and exposure due to interaction with others.

Personality Development Camp

5-day non-residential camps were organised at cluster level in Pipili Block of Puri district. Girls from UP schools (class-VII) participated in the programme. The topics covered in the camp included information on Banking, Police, Postal transaction, Health & Hygiene. Training on Yogasana and handicrafts (appliqué work, coir work, rope work) were also imparted to the girls.

Co-curricular activities were undertaken and competitions were organised children films were shown to the girls.

Impact: The camp routine had a positive effect on the personality development of the girls and encouraged among the girls creative activity. The programme had some impact on out of school and drop out girls who got interested in enrolment in schools.

- Context specific innovative interventions for girls education upto Rs. 15.00 lakh per intervention per year and up to Rs. 50 lakhs in a district in the particular year:
  - Enrolment and retention drives.
  - Special camps and bridge courses
  - Setting up special models of Alternative Schools.
  - Strengthening of Madarsas and Maktabs for formal education to girls.
  - Community mobilisation including setting up new working groups and working with existing working groups.
  - Monitoring attendance
  - Remedial/coaching classes.
  - Providing a congenial learning environment inside and outside the school.
- Training of teachers for Gender Sensitisation;
- Interventions for Early Childhood Care Education

in habitations where no Integrated Child Development Services (ICDS) exist;

- Gender Sensitisation of textbooks and curriculum;
- Adequate Teaching Learning Equipment for all Primary and Upper Primary Schools.

In order to reach the difficult groups, a strategic shift has been made in the planning of Sarva Shiksha Abhiyan, by targeting un-reached geographic areas and sharpening the foucs on social groups that continue to be outside the educational process. The National Programme for Education of Girls at the Elementary Level (NPEGEL) and the Katurba Gandhi Balika Vidyalaya (KGBV) Scheme specifically target girls from marginalised groups who are out of school or have not completed elementary education, in over 3000 educationally backward blocks in the country, where the female rural literacy rate is below the national average (46.13) and the gender gap in literacy is above the national average (21.59).

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

The NPEGEL, is an important component of SSA, set up with the objective of providing additional support over and above the investments for girls education through normal SSA interventions for enhancing participations of girls. The programme provides for development of a "model school" in every cluster with more intense community mobilisation and supervision of girls enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials, provision of need-based incentives like stationery, work books and uniforms are some of the endeavours under the programme. NPEGEL also provides opening of early childhood care and education (ECCE) Centres and community mobilisation activities for development of Model Cluster Schools.

Progress under NPEGEL

- Rs. 676 crore outlay for NPEGEL during 2005-06.
- 3,164 EBBs covered out of 3,427 (2656 EBBs in 1991) 771 new EBBs as per 2001 census. 5 new States of Assam, Mizoram, Meghalaya, Tripura and Dadar & Nagar Haveli have been added.
- 31,645 clusters covered;

During 2005-06, steady progress has been made in implementation of NPEGEL;

- 80,000 ECCE centres supported;
- 73,788 teachers given gender sensitisation training;
- Community Mobilisation undertaken in 6,934 clusters;
- 4384 additional classrooms constructed, 2,791 in progress;
- 93 lakh girls receiving incentives.

Kasturba Gandhi Balika Vidyalava (KGBV)

In order to encourage greater participation of girls in education at the upper primary level (classes 6-8), 750 residential schools at upper primary level have been sanctioned in July 2004 under Kastubra Gandhi Balika Vidyalaya (KGBV) scheme, for girls belonging predominantly to Scheduled Castes (SC), scheduled Tribes (ST), Other Backward Communities (OBC) and Minorities, Out of these, 118 KGBV schools will be set up in blocks having predominance of Muslim population. At least three-fourth of the seats are reserved for girls from marginalised or minority communities while the rest could be made available to girls from families below the poverty line. Reputed

Initiatives in the State of Karnataka: KGBV

58 Kasturba Gandhi Balika Vidyalaya (KGBV) schools were sanctioned in all the 58 Educationally Backward Blocks of the state in the Planning Approval Board meeting of MHRD held on 03.12.2004. SSA Karnataka immediately began its preparation to launch the new scheme.

A two day workshop was organised jointly by SSA and Mahila Samakhya to workout details of the strategy to establish KGBV schools. Deputy Directors, Deputy Project Co-ordinators, Special Officers of KGBV schools, Resource persons of Mahila Samakhya, UNICEF and various NGOs participated in the workshop. The guidelines with regard to committees at different levels, admission criteria, location identification for the construction of the KGBV residential building, appointment of required staff were developed.

KGBV schools cater to the needs of out of school girls in the age group of 11 to 14 years. These out of school children require a bridge course before mainstreaming them in KGBV schools. Hence a bridge course programme was organised in all the 58 EBBs in co-ordination with Department of Women & Child Development, Mahila Samakhya and other NGOs.

Before opening of KGBV schools, preliminary activities such as identification of eligible girls as per MHRD norms, identification of suitable rented/government building for KGBV residential schools, posting of teachers and special officers/warden etc., were under taken during the period from December 2004 to April 2005. Existing Government Girls Higher Primary Schools/ Co-education Higher Primary schools having sufficient land for this purpose.

All the 58 KGBV schools were made operational in June 2005, i.e., at the beginning of the academic year 2005-06.

3282 eligible girls have been admitted to KGBV schools of the state. Some of the schools have achieved full enrolment and the present focus is to strengthen the schools academically. The enrolled girls include 37 per cent SC, 20 per cent ST, 14 per cent OBC, 8 per cent BPL, 3 per cent Minority and 18 per cent other girls. Efforts are being made to enrol more girls from the minority community.

Co-ordination is established with Mahila Samakhya in running the KGBV schools. Mahila Samakhya is running 27 schools out of 58 schools sanctioned for the state. In these 27 blocks, wardens, cooks, office staff, part time teachers and watchmen were appointed. Full time teachers were deputed by the Education Department. Mahila Sanghas have been involved in identifying the children and admitting them to KGBV schools. There are weekly meetings in schools and a monthly meeting at the district headquarters. Monthly and weekly lesson plans are made and evaluation of the knowledge gained is done regularly. A quarterly review meeting was held in Bangalore on 8th and 9th of September 2005 with wardens and senior teachers of each of the KGBV schools. A positive impact of the KGBV schools has been observed in the girls in the last three months.

The schools are managed and monitored by the District Co-ordination Committee headed by Deputy Commissioner of the concerned District. Regular visit by the officials to these schools have been ensured. Frequent visits by the State Project Director, senior officers, gender co-ordinator and the gender consultants have helped in strengthening the schools.

Efforts are being made to develop a holistic approach in the teaching learning process, teacher support, school and classroom environment and community participation to improve the quality of education in these schools. The objective is to ensure overall personality development of the student of KGBV. Three subcommittees have been established to address all the issues:

a)   Academic Committee

b)   Food and Nutrition Committee

c)   Personality Development & Physical Hygiene Committee

Involvement of NGOs and Corporate Bodies

❑   Mahila Samakhya Karnataka runs KGBV schools in 27 blocks of 7 districts of NE-Karnataka.

❑   NGOs and Self Help Groups are involved in aspects like providing food providing security, medical care, imparting voc/ life skill edn., community mobilisation etc., in implementing KGBV scheme in the remaining 31 blocks. Names of some of the NGOs are Gajajana Education Trust, Bangalore, working with KGBV schools of Kolar district, Swayam Udyog Kendra and Annapurna Self Help Group, supplying food to KGBV schools of Gadag districts.

❑   An MoU has been prepared to involve renowned corporate bodies to adopt the KGBV schools.

❑   M/s Rajashree Cement of Gulbarga district has come forward to adopt the KGBV of Sedam Block. Also Bhoruka Charitable Trust of the same district has decided to adopt the KGBV schools of Shahpur and Shorapur blocks. Efforts are on to identify more corporate bodies and the local NGOs to run the schools in partnership.

NGOs and other non-profit making bodies are encouraged to run these residential schools.

Progress under KGBV

- ❑ 750 residential schools for girls at upper primary level have been sanctioned.
- ❑ 586 KGBVs operationalised in 17 States upto 31.12.2005.
- ❑ Most of the schools to be operationalised during the current academic session in rented building.
- ❑ Approximately 60,000 girls would be enrolled in these schools.
- ❑ 32541 girls enrolled so far (SC-6859, ST-8948, OBC-7903, BPL-2100, Minority-1222, Others-1536).
- ❑ Expansion of scheme to cover additional 430 KGBVs and merger with SSA is on the anvil.

Trends in Girls Education

The impact of these integrated strategies is beginning to be evident in terms of increased enrolment, decrease in drop out rates and improved learning achievement levels of girls and overall reduction in gender gaps.

The participation of girls at all stages of education has been increasing steadily. The Gross Enrolment Ratio of girls rose to 95.67 in 2003-04 from 32.1 in 1950.51. The proportion of girls enrolment to total enrolment at the primary stage has increased from 28.1 per cent in 1951 to 48 per cent by 2004-05. The gains are more impressive at the upper primary level where there has been a significant jump in enrolment from 16.1 per cent in 1951 to 46 per cent by 2004-05. This indicates that more girls are now continuing their education to the elementary stage.

Gender parity has improved further to 0.95 in case of primary and to 0.86 for upper primary in 2003-04. Some States in India have already achieved gender parity and an upward trend is witnessed in all others.

The nation-wide survey of achievement levels of students in Class V has indicated that the difference between the achievement levels of boys and girls in mathematics and language has narrowed to less than 5 percent.

While the basic problems of access and enrolment for girls have been addressed satisfactorily there is now a greater focus on ensuring their regular attendance and retention till Class VIII.

Scheduled Caste and Scheduled Tribe Children

One of the major goals of Sarva Shiksha Abhiyan is to bridge social category gaps at primary stage by 2007 and at elementary education level by 2010. The Sarva Shiksha Abhiyan seeks to develop context specific interventions over and above the general interventions to tackle the problems of education of SC & ST children.

Some of the interventions of SSA are as follows:

- ❑ Providing adequate infrastructure for elementary schooling in districts with concentration of SC, ST population.
- ❑ Education Guarantee Scheme Centres in remote, sparsely populated areas otherwise ineligible for regular schools.
- ❑ Back to school camps, bridge courses and other alternative schooling facilities for children of migrant families, dropouts and older never enrolled children.
- ❑ Free textbooks to girls, SC/ST students
- ❑ Provision of Rs.15 lakhs to each district for special innovative activities for SC/ST students
- ❑ Special coaching/remedial classes

- Teachers' sensitisation programmes to promote equitable learning opportunities and address social biases.

- Local recruitment of teachers, especially in Tribal Areas, who have a better understanding and rapport with ST children and their home language.

- Reservations for SC/ST's in recruitment of teachers

- Preparation of materials in tribal languages, as also bridge materials to transit from home to school language.

Under the NPEGEL programme, special focus is given to education of girls from SC/ST communities. The scheme is targeted to educationally backward blocks where the level of rural female literacy is less than the national average and the gender gap is above the national average, **as also in blocks of districts that have at least 5 per cent SC/ST population and where the SC/ST female literacy rate is below 10 per cent.**

The Kasturba Gandhi Balika Vidyalaya scheme is specially targeted to provide **residential schools at the elementary level for girls belonging to SC/ST/OBC** and minority communities.

The Sarva Shiksha Abhiyan has provided focused attention to 51 SC concentration districts in the country wherein an allocation of Rs.1200 crore has been made for the year 2005-06. Similarly, a focus has been given to 75 ST concentration districts (50 per cent and above), where an allocation of Rs.980 crore has been made for the year 2005-06.

Enrollment data for class I to VIII for the academic year 2003-04 shows that SC children constitute 21.3 per cent at primary level and 19.1 per cent at upper primary level. Similarly ST children constitute 10.3 per cent of the total enrolment for primary level and 8.2 per cent for upper primary level.

The Sarva Shiksha Abhiyan is resolutely targeting geographical areas in districts and blocks with predominant SC/ST population in the matter of allocation of funds and school infrastructure to promote education of these deprived groups.

Inclusive Education

The goal of UEE cannot be achieved without including Children With Special Needs (CWSN). Thus, Inclusive Education (IE) is a very significant component under SSA.

In the year 205-06, the Project Approval Board allocated an amount of Rs.186.79crores under this component for a total of 20.14 lakh CWSN identified. Sanctions are made after a thorough appraisal of annual work plans developed and submitted by the states for the financial year, which include interventions for the IE component.

While several other SSA components contribute towards the needs of CWSN, SSA provides for Rs. 1200/- per child in order to meet the additional inputs that may be needed for CWSN. The main components in SSA on IE are identification and enrolment of CWSN, assessment of CWSN, provision of aids and appliances, teacher training, resource support and barrier-free access.

Identification and Enrolment

SSA lays emphasis on identification of CWSN through periodic household surveys. The classification of CWSN identified, by type of disability, gender and other social disaggregation has been done by the State/UTs.

Most of the States have identified and enrolled CWSN in schools. So far, in SSA 20.14 lakh CWSN have been identified in 32 states/UTs. Out of 20.14 lakh CWSN identified, 15.85 lakh CWSN (77 per cent)are enrolled in schools.

As the needs of CWSN are diverse, SSA has adopted a multi-option system to provide equitable educational opportunities to disabled children, with inclusion in regular schools being the primary objective. Some States have also enrolled CWSN in EGS and AIE Centres and some are providing home-based education to CWSN. The number of CWSN covered through EGS or AIE Centres are 46591 and 9594 CWSN are being provided home-based education, mainly through NGO support.

States of Andhra Pradesh and Uttar Pradesh have conducted exclusive residential bridge courses for

CWSN to prepare them for regular schools. States like Andhra Pradesh, Kerala, Orissa, Tamil Nadu, Madhya Pradesh, Uttar Pradesh, Uttaranchal and West Bengal have also taken up several innovative initiatives in the area of IE.

Assessment of CWSN

After identification, CWSN are referred for a medical assessment. This assessment is generally conducted at the block level in a camp mode. The main purpose is to ascertain each child's type, nature and degree of disability. This is done with the help of a team of doctors comprising eye specialist, ENT specialist and resource teachers (wherever available) and general teachers. Decisions regarding educational placements are also taken through this assessment. Thus if the team doing the assessment feels that a particular child cannot go to school on account of his/her disability, then an alternative educational placement is suggested. The team also specifies the aids and appliances required by the child.

Provision of Aids and Appliances

SSA provides for aids and appliances to CWSN. Under SSA, convergence has been established with the Ministry of Social Justice and Empowerment (MoSJ&E) in which it has been agreed that MoSJ&E would bear 60 per cent of the total cost of the appliances required by CWSN under Assistance to Disabled Persons for Purchase/fitting of Aids and Appliances (ADIP) the remaining 40 per cent is borne by the State SSA Mission Societies from SSA funds. State/UTs are taking advantage of this convergence and also tapping other sources such as District Disability Rehabilitation Centres (DDRCs), charitable organisations, NGOs, Corporate sector etc., to obtain assisting devices. 2.86 lakh CWSN have been provided assistive devices in 22 States under SSA.

Teacher Training

SSA seeks to provide a supportive school environment for CWSN, in which the orientation and training of teachers plays an important role. Different kinds of

teacher training programme are being implemented under SSA to orient teachers to IE. The component of IE has been incorporated as a part of the 20-day mandatory training of in-service teachers under SSA. This aims at orienting every teacher to the concept, meaning and importance of inclusion. Further, the State SSA programmes also take up a 3-5 or 5-7 day teacher training exclusively on IE. This training equips the teacher to do the initial screening of CWSN and provides them some basic classroom management skills. A further longer-term training is the 45/90 day training imparted by RCI recognised institutions and NGOs to give a deeper understanding to the teacher about curriculum skills. So far, the states have oriented 16.37 lakh teachers through the in-service training and 4.86 lakh teachers through the 5-7 day training. 6227 teachers have been trained through the 45/90-day RCI foundation course.

Learning Materials and Processes

Besides, the teachers are also exposed to the concept of inclusive need-based pedagogy through training on principles of effective teaching such as classroom organisation, seating arrangement, teaching learning material, Braille books, Individualised Educational Plan (IEPs), evaluation processes etc.

Resource Support

This is perhaps the most important aspect of inclusion. Under SSA's flexible provisions, States have devised their own mechanisms for this purpose. Some States like Kerala, Haryana, Rajasthan and Uttaranchal are in the

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IED Resource Room

Setting up of an IE Resource Room at the Block Resource centre shows the importance given to Inclusive Education of children with special needs (CWSN). There are 312 such rooms in Tamilnadu, where various materials such as audiometer, universal braille kit, parallel bar, occupational therapy items etc suitable for different categories of children are kept. Besides these articles, TLM are also awardable. 10439 children have been benefited, through the use of Resource Room.

Special teachers visit the Resource Room at Block Resource Centre. They train the children twice or thrice a week. Parents also accompany the children and learn more about their special children. This also helps in changing parent's attitude towards their children.

SSA, Tamil Nadu

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process of recruiting resource teachers, whereas States like Tamil-Nadu and West-Bengal are providing resource support to CWSN through NGOs. Others are providing this support through the teachers trained for 45/90 days.

In SSA, involvement of NGOs in the implementation of IE is actively encouraged and approximately 470 NGOs are involved across 22 States. The NGOs provide managerial and technical support in various aspects of IE, including specialised support in the form of physiotherapy, occupational therapy, teacher training, providing aids and appliances, development of resource material and home-based education for severe and profound CWSN.

Barrier-free Access

Under SSA, while the new school buildings have incorporated barrier free features such as ramps and handrails in their designs for schools, these features are also being added to the existing schools in a phased manner. So far, 2.22 lakh schools have been made barrier free.

Community Involvement

Various initiatives are being undertaken by the States/UTs to involve the community more actively in IE activities. For community mobilisation, awareness

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Inclusive Play Park

This is a new venture in SSA. The CWSN not able to play along with the other children. This play park on the contrary, is suitable for all children. The park has materials not only for playing but also for stimulating the muscles, enhancing grip in the hand etc.,They are made with local low-cost materials such as tyres, ropes, bamboo etc. Steps are being taken to promote these parks wherever CWSN are available.

SSA, Tamil Nadu

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programme are being undertaken under SSA mainly in the form of awareness camps, parental counselling, tournaments and competitions, Kalajathas, VEC meetings/trainings and Nukkad Nataks. Besides, States are also training parents and VEC/SDMC members on the needs and problems of CWSN. About 28.97 lakh VEC members have been oriented to IE in 17 States.

Monitoring

Monitoring is done through workshops, conducted both at the national and state level and state-visits too review the progress of States towards the targets approved by the PAB. The six monthly Joint Review Missions under SSA also look at the IE component. The annual school data on DISE has incorporated features on enrolment of CWSN since the year 2001-02.

Strengthening of Mechanism to give more active space to NGO's/Civil Society

Involvement of NGOs

- ☐ State Level GIAC constituted and activated in all States.

- ☐ 4000 NGOs involved in EGS & AIE (Highest in Maharashtra-2706, Tamil Nadu-389, Andhra Pradesh-279 and Delhi-215)

- ☐ 19 NGOs funded under Innovative and Experimental Education directly from national level.

- ☐ More than 500 NGOs involved in resource support/ implementation of IED.

- ☐ NGOs also involved in NPEGEL/KGBV interventions.

Several not-for-profit private sector organisations supporting SSA in areas of:

- ☐ Computer Aided Learning

- ☐ Programme for out of school children

- ☐ Training of teachers

- ☐ Comprehensive student learning enhancement programmes

- ☐ Innovations in school building designs

- ☐ School library and reading enhancement

- ☐ Now, based on the decision of the Executive Committee of the National Mission for SSA, each State/UT has been advised to put in place mechanism for enhancing the scope of NGO/civil society participation in programme activities of all kinds.

Quality Improvement

The focus under SSA is now shifting to improvement in the quality of education at primary and upper primary levels. The learning achievement level of students in different classes would be the main measurable outcome indicator of the quality of education.

SSA provides for recruitment of additional teachers to maintain an appropriate pupil teacher ratio, annual in-service training of 10 to 20 days duration for all primary and upper primary school teachers, free textbooks to all girls and SC/ST children, TLM grants to teachers to prepare curriculum based teaching learning materials for use in classrooms, regular academic support through block and cluster resource centres and resource teachers, curriculum and textbook renewal, review and development of appropriate pupil assessment systems, remedial teaching for students whose performance level is not satisfactory etc. In addition SSA is supporting Computer Aided Learning and EDUSAT related activities under the Innovation Component.

97 per cent of the Block Resource Centres and 94 per cent of the Cluster Resource Centres are now functional. About 30 lakh teachers would receive the annual in-service training during the current year. Free textbooks have been distributed to more than 5 crore children during 2005-06. The North Eastern States, Punjab and Jammu & Kashmir are being assisted through special capacity building measures in the area of quality improvement.

The monitoring of quality related parameters has now been strengthened significantly. The Ministry of HRD and NCERT are now in the process of operationalising a quality monitoring reporting system in consultation with the States and UTs that would provide information

Table 7.4: Implementation of CAL in some States	
Andhra Pradesh	12000 Teachers trained.1000 centres in 23 districts.Programmes started for 6-8 classes.4 lakh children are getting benefit.Supported by Intel, Azim Premji Foundation (APF), Nandi Foundation.
Kerala	248 schools covered.Training of Teachers done with help of 14 DIET.50 CDs developed.
Rajasthan	187 schools in 32 Districts selected for implementation.2 Teachers per school will be trained.
Tamil Nadu	Implemented in every Block.BRC/CRC equipped with computers.Software content development in collaboration with Azim Premji Foundation.54 CDs already developed.Children from 3rd standard are beneficiaries.
Madhya Pradesh	2718 CRCs covered.'Headstart' provides the content material.Training with assistance of Microsoft.
Nagaland	Implemented in 80 Government schools covering class-5 to 8.BOOT model is adopted.Tie up with APF.
Punjab	15 CDs in Punjabi developed.10 interactive CDs for 6-8th class developed.
Maharashtra	540 computer labs established in upper primary schools.2 Teachers from each school trained.1080 Teachers trained in 2 years.
Karnataka	775 schools covered.Active assistance of APF in providing Hardware, content.Instructors appointed by community.
Gujarat	517 schools covered.517 Teachers trained.23 CDs of APF translated in Gujarati.All BRCs equipped with computers.
Uttar Pradesh	935 upper primary schools covered.Software from Headstart.Banks and corporates have expressed interest in adoption of schools for CAL.
Uttaranchal	139 upper primary schools covered.21 CDs of APF has been validated.517 Teachers and 118 Headmasters trained.
Orissa	600 schools are running CAL on BOOT model in collaboration with Educomp and Aptech.
Assam	500 schools are running CAL on BOOT model in collaboration with Educomp.

every quarter on students' achievements, students attendance and classroom teaching processes.

Encouraging Computer Aided Learning in Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) was launched with the objective of achieving Universalisation of Elementary Education. Reduction in drop out and repetition rates, enhancement in the achievement levels and making learning joyful are some of the objectives of SSA. It was felt that use of Information and Communication Technology (ICT) and computers in the form of Computer Aided Learning (CAL) would help in achieving the said objectives. Keeping this in view, a component of computer education provided under the

Sarva Shiksha Abhiyan, Tamil Nadu

Activity Based Learning

Activity Based Learning (ABL) is an innovative and significant approach to improve quality at the Primary stage. This activity based learning is adopted from the Rishi Valley Pattern of education. This method has been implemented in Chennai Corporation Schools and found to be effective in increasing enrolment and preventing dropouts and for retaining children in the classroom.

As the results are encouraging in Chennai Corporation Schools ABL approach has been expanded to 402 Blocks all over Tamilnadu. 10 schools in each Block has been selected during the academic year 2005-2006 under SSA scheme and ABL scheme has been implemented. Teachers manual were distributed to teachers. Besides these self learning materials were also prepared for usage in the classrooms. Training has been given to teachers of all Primary schools in two phases first from 12 to 17th December and second from 2nd January to 7th January. For effective monitoring and supervising of the ABL, all BRTEs, HMs, DEOs, CEOs and ADPCs, Supervisors and AEEOs were trained. Teachers are being provided on the spot support by expert team periodically and regularly.

The process of ABL approach

▫ Competencies are spilt into different parts/units and converted into different activities.

▫ Each part/unit is called a milestone.

▫ In each subject, the milestones are arranged in sequence and this is called LADDER.

▫ Each milestone has different steps of learning process and each step of leaning process is represented by logo.

▫ Milestones are arranged in a logical sequence from simple to complex in a ladder and also activities in each milestone.

▫ To enable the children to organise in groups group cards are used.

▫ Evaluation is in built in the system. Separate cards/activities are used for this purpose.

▫ Each child is provided with workbook/worksheet for further reinforcement activities.

▫ Child's progress is recorded through assessment chart.

▫ Each milestone has different type of activities such as introduction, reinforcement, practice, evaluation, remedial and enrichment activities represented by different logos.

Salient Features of ABL

▫ The activity-based strategy is child centres where children learn at their own pace.

▫ In each milestone, activities which are child centred have been incorporated. In every milestone, the activities are for introduction, reinforcement/practice, evaluation, remedial and enrichment of the competency.

▫ Each and every child masters all competencies. Thus, there is scope for catering for inter individual and intra individual differences.

▫ Teacher's role is that of a facilitator of learning.

▫ Children are highly motivated because they participate in the teaching – learning transaction activity. Children are active participants rather than passive listeners.

▫ This methodology has psychological basis viz., learning with peer group, reinforcement of learning by self-learning activities.

▫ This approach helps in reducing student's absenteeism.

Quality Improvement Programme, Andhra Pradesh

The quality improvement programme (QIP) has been conceptualised in Andhra Pradesh to ensure that children achieve expected learning outcomes on a large scale. For this, a pre-test is administered in June to all children in the state. Children are classified into different grades (A, B, C, D and E) depending upon their performance in the tests. Then, remedial teaching is imparted for slow learners in mission mode for a period of 45 days in the afternoons between June and August. During this period, progress of each child is observed and followed up in terms of competencies in language and mathematics Efforts are made to move the children from D and E grade to A, B and C. Follow-up programmes in the classrooms are undertaken throughout the year. Children with high grades are also helped in this programme through specially designed additional activities. Pre-test results had shown 29.50 per cent and 30.74 per cent of children in 'D and E grades in language and mathematics respectively. Post test results have shown that percentage of children in A and B grade has improved from 48.54 per cent to 77.15 per cent in language and 47.88 per cent to 71.14 per cent in mathematics. At the end of the programme, a final test is administered in all schools for classes II-V. A significant aspect of this programme is the visible improvement in the learning achievement of children in language and mathematics. Teachers maintain diaries to keep track of the learning progress of all children. Many Self-learning materials are used in the classrooms.

Integrated Learning Improvement Programme (ILIP), West Bengal

A school based learning improvement programme (SLIP) was launched on an experimental basis in selected schools of 6 districts of West Bengal with UNICEF assistance. The main aim of the programme was to facilitate better teaching learning practices at school level through integration of all quality parameters for improvement in learning achievement of students. The salient features of the programme include improvement inputs within the system itself, remedial measures, continuous and comprehensive evaluation and feedback system. It is a target oriented, need driven, initiative. Under this, a set of learning materials including workbooks have been developed. These are competency based and graded. Each major competency is sub divided into major sub competencies. These provide scope for meaningful engagement of a child into tasks and sub-tasks and attaining mastery level competencies. The classroom organisation in these schools has also changed to accommodate the new pedagogy. The grouping structure continues to change as per the requirement of each activity. After the day's lesson and related Teaching-Learning Materials (TLM), are demonstrated in a "large group", group leaders in each group carry out the related tasks in "small groups" (of 5-6 students). Peers support the slow learners identified in the process and remedial measures are undertaken to improve their pace of learning. Presently, the programme known as Integrated Learning Improvement Programme (ILIP) runs in selected schools of all districts in the state. Improvement in the learning achievement of students in ILIP has been appreciated from time to time. The state is in the process of expanding the programme.

Three Rs Guarantee Programme, Maharashtra

The 3 Rs Guarantee Programme (Reading, Writing and Arithmetic) was launched in Maharashtra between 1st March and 30th April 2005, with a view to enhance the learning achievement of students. Nearly 8,31,075 children, who were poor in reading, writing and arithmetic, were covered under this learning improvement programme. To understand the nature of the learning problem, a diagnostic test was administered in the beginning to identify the weak children Self-learning materials in the form of a help book for each child was prepared. Training was organised at state, district, block and cluster level touching upon salient features of the programme, child psychology, time table of the programme, awareness among parents and methods of teaching and content in the practice book. Every day, special classes, one and half hour before and one and half hour after school hours, were undertaken to facilitate additional practice. Resource persons from cluster level to State level, closely monitored the practice classes through regular visits. Support and participation of teachers, villages and community leaders were very high during the 60 days of rigorous practice. The grouping mechanism, sitting arrangements and duration of activities were adjusted as per the pace of learning of the children. Chawadi Vachan (Public Reading) was also undertaken to involve the parents/VEC/ PTA/ MTA in the learning process of the children. NGOs in different areas supported extra classes on Sunday and Public Holidays. Other than the classroom teaching, children were given daily home assignment and their work was carefully checked. Tests were undertaken each fortnight to keep track of each learner's progress. Third party evaluation of the programme was conducted after the programme period. There was a significant improvement in the learning achievement of the students in 3 Rs.

Gujarat Achievement at Primary, Gujarat

Gujarat SSA authorities in collaboration with the GCERT are experimenting in the area of quality improvement through this innovative quality monitoring strategy named the Gujarat Achievement at Primary (GAP), to draw the Gujarat Achievement Profiles. Under this, series of evaluations have been carried out. These are known as GAP I (1998-99), GAP II (2000-01), GAP III (2002-03) and GAP IV (continuing - 2004-05). The main aim of this state wide intervention is to assess the achievement level of students in elementary classes (I to VII) periodically, identify the hard spots, and prepare a training schedule for addressing the learning needs of children in specific areas. For this, a set of tools developed in collaboration with DIET faculty is used by DIET lecturers and CRC coordinators for diagnosing the learning levels of children in the randomly selected schools. Children face different tests, both oral and written.

The data collected in the process is analysed by DIET faculty and is compared with the findings of the previous studies. Based on the total marks scored, the students are graded as A, B, C, D, and E. Training programmes are designed as per the needs of the students in different subject areas. The training programmes based on hard spots are provided to the respective teachers thereby preparing them for their classroom challenges. This continuous diagnosis and remedial support has contributed to improvement in learning achievement of the students across the state.

School Monitoring System, Uttaranchal

The State of Uttaranchal has designed a school grading system to plan interventions, improve achievement level of students, and give a meaningful direction to its quality interventions. The salient features of the programme include use of a Competency based Testing Tool, and sharing of the findings with the community. The tool has 2 parts (physical and academic) with 100 marks each. Based on the marks in these 2 areas, the schools are graded as A, B, C, D and E. The physical grading includes assessment of parameters such as the quality of buildings, teaching and school administration, school management, role of Headmaster and teachers, classroom processes, co-curricular activities, level of community involvement and evaluation procedures. The academic grading measures the learning level of students in language, mathematics, environmental studies, games and physical education, work experience, music and cultural programmes, arts, social development and moral values. For carrying out the grading activities meticulously, all the CRCs, BRCs and DIETs in the State have been trained. They carry out the grading 3 times in a year. DIETs have developed question papers for the work. Based on the marks scored by schools, maps have been prepared at cluster, block, district and state level. They indicate the poor, average and good performing schools. Areas have been identified to target disaggregated interventions to improve quality. The grades and ranks analysed in this process help in identifying reasons for poor, average, good and outstanding performances. Strategies are designed at different levels to improve the standard of the poor performers. Now, the state is in the process of revising the tools to accommodate more sensitive quality related parameters and issues related to management aspects as well.

'Innovation' that in the framework of SSA. Under this component there is a provision of Rs.15 lakh per district per year available to the States for CAL.

The position regarding implementation of CAL in some of the important States is given in Table 7.4.

Joint Review Missions

An independent review of the implementation of SSA is conducted every six months through a Joint Review Mission.

The Second Joint Review Mission (July-August 2005) conducted a detailed desk-review of the progress of SSA since inception. Salient findings of this Mission are as follows:

❑ **Overall, there is evidence to suggest that the country is steadily moving towards**

universalisation of elementary education. Of the estimated 201 million child population in the age group of 6-14 years, approximately 94 per cent are reported to be enrolled in schools including alternative educational centres (2003-04).

☐ **Access to schooling has improved substantially.** This is the outcome of a dual strategy of steadily providing permanent schools where none previously existed or were lacking, on the one hand and making temporary arrangements as an interim measure, on the other.

☐ **Extensive teacher training programs, better availability of textbooks and learning materials, and establishment of cluster, block, district** **structures for academic support are all expected to contribute to enhancing the quality of learning experiences for children.**

☐ A large number of innovations have come about in different areas. Some areas include access (including efforts for girls and weaker sections); design of buildings, use of material, construction systems in civil works; use of information technology in planning, management and fund flow; computer education in selected schools etc

☐ The trend towards greater decentralisation and community participation is evident. Household surveys are becoming a feature of planning and village education committees are slowly taking

Table 7.5: Quarterly Monitoring Reports on Key Indicators of SSA (A Sample)			
Functional Areas	Last Quarterly Meeting held	Progress reported	Under performing 3 States
Financial progress	20-21 Oct 2005	Rs.3361.34 crores expenditure (55% of available funds)	Manipur (9%) Mizoram (10%) and Bihar (29%)
Civil works & school infrastructure	24-27 Oct 2005 (70% of total works	Works completed and in progress are 5,97,868 (37%) sanctioned)	Manipur (14%), Kerala (30%) and Uttar Pradesh
Teacher Recruitment teachers sanctioned	24-27 Oct 2005	Out of 7.72 lakh (56%), Jharkhand (56%) upto 2005-06, 4.92 lakh appointed i.e. 64%	West Bengal (22%), M.P.
Education Guarantee Scheme (EGS)/ Alternate Innovate Education (AIE)	27-28 Sept 2005	54 lakh children enrolled in EGS/AIE	Maharashtra (2.4%), Orissa (2.5%) and Uttaranchal (1.6%) in EGS and Chhattisgarh, Rajasthan and J&K in AIE
Quality Parameters	22-23 Nov 2005	51% teachers trained in inservice teachers training i.e. 18 lakh out of 35 lakh	Arunachal Pradesh (7%), Gujarat (7%) and Jharkhand (14%)
Inclusive Education	29 Jun-1 July 2005	Rs.75.82 crores expenditure (40%)	Nagaland (7%), West Bengal (10%) & Bihar (15%)
Girls Education (National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV)	20-30 Sept 2005	Rs. 144.51 crores expenditure under NPEGEL 559 KGBV Schools opened (74.5%)	Bihar, Orissa and Tamil Nadu in NPEGEL and 8 States in KGBV

charge through construction of schools and managing of teacher and school grants under the program In addition, in several instances, VECs are also making their own contributions towards the local schools in terms of labour, finances, material and time.

❑ **Most of all, clearly visible is the high level of motivation, dynamism and determined efforts by national and several state level functionaries involved in programme management which augurs well for the programme.**

The Mission pointed out some challenges for the future:

❑ There is a need for greater empowerment of the community and community organisations for monitoring and supervision of the functioning of schools.

❑ Some of the innovative initiatives need to be mainstreamed, replicated and upscaled.

❑ The system of measurement of achievement level of children needs to be stabilised.

Community Empowerment under SSA

❑ The SSA framework for implementation emphasises decentralisation and delegation to the grass-root level in order to ensure community based implementation and ownership of schools. Through this community-based approach, planning at habitation level, monitoring of school activities and a number of interventions are to be carried out by the VECs or its equivalent.

❑ A number of steps have already been taken in all States to decentralise powers to Village Education Committees (VECs)/ Panchayats/Urban local bodies through legislation or through Government orders. States have set up local community based bodies to implement elementary education programmes over the last decade in the light of the 72/73rd Constitutional Amendments for decentralisation and the requirements of the DPEP programme, where project funds necessitated setting-up of decentralised local community based bodies. Some states already had vibrant local structures like PTAs in Kerala and ZP institutions in Maharashtra and Gujarat. Under SSA, this process has been further reinforced, as funds for the programme flow through local community based bodies for all school related expenditures, which in fact constitute more than 50 per cent funds of SSA. However, the nomenclature of the community level structure varies from state to state. They are known as VECs, School Development Management Committees (SDMCs), Mother Teacher Councils (MTC), or Parent Teacher Associations (PTAs) in different states. The pattern of VECs also differs from state to state. Some VECs are statutory under Education Acts/State PRI Acts or through State Government executive orders.

❑ States like Maharashtra, Madhya Pradesh, Uttar Pradesh, Andhra Pradesh, Gujarat, Himachal Pradesh, Kerala and Bihar have decentralised powers to VECs/Panchayat/Urban local bodies through Act. Andaman & Nicobar, Chandigarh, West Bengal, Karnataka, Tamil Nadu, Punjab, Delhi, Haryana and Jharkhand have decentralised powers to VECs/ Panchayat/ Urban local bodies through State orders.

❑ SSA provides for training/capacity building of Panchayati Raj Institutions, Member of Village Education Committees, School Management Committees, Parent Teacher Associations etc. The community leaders and groups are sensitised on issues related to monitoring of children's progress and other quality related school activities by developing capacities in communities to do so.

❑ Training of 4231053 community members has been approved for the year 2005-06. Training modules include aspects of monitoring teacher attendance and feedback on children's achievement levels.

❑ SSA emphasises a holistic and comprehensive approach and suggests community based monitoring system and encourages developing partnership between communities and research institutions for effective supervision mechanisms. At the behest of Government of India, the NCERT has developed "Monitoring Formats for Quality Dimensions under SSA" which provide for a prominent involvement of community members in monitoring school effectiveness such as regular meetings of VECs; problems being faced by schools (academic and non-academic); support to teachers; support to schools; and their role toward tracking of out of school children and their attendance.

❑ One of the major examples of Community Empowerment is of Nagaland which under "Communitisation of Nagaland Public Institutions & Services Act, 2002", empowers the Village Education Committee with administrative and financial powers for the management of elementary schools under its jurisdiction including the power to disburse salary to teachers after exercising the powers of "No work no pay". The Nagaland Communitisation Programme has been circulated by the Department as a good model and States have been advised to look at it. It was shared in the Conference of Education Secretaries and State Project Directors on 22nd – 23rd September 2005.

❑ To further strengthen a Community based approach for SSA implementation, a Sub-Mission on Social Mobilisation, Community Involvement and Roles of Panchayati Raj Institutions has been formed by Government of India. The Sub Mission will inter-alia:

  ❑ review the performance of States on social mobilisation, community involvement and role of Panchayati Raj Institutions in elementary education as delineated under framework for implementation of SSA.

  ❑ suggest and facilitate capacity building exercises that may be state-specific or in the nature of cross-state sharing workshops to promote best practices.

  ❑ prepare a half yearly report that would be discussed in the Executive Committee of the National Mission for SSA.

41 autonomous institutions assist in independent Monitoring

❑ TORs revised based on 2 consultations with Monitoring Institutions (July and December 2005).

❑ States/UTs also consulted in September 2005. Salient *features of revised TORs are:*

❑ The monitoring institution will be engaged for a 2 year period.

❑ The scope of work will now include MDM and KGBV in addition to SSA.

❑ 5 per cent of Elementary Schools/EGS/AIE centre will be visited during period of two years. viz 2006-07 and 2007-08.

❑ Six monthly reports covering 25 per cent of the number of Districts allotted to the Monitoring Institutes.

❑ The costing has been revised.

❑ The tasks have been detailed.

❑ The SPO & DPO must share latest physical, financial progress with MI as per TORs.

❑ Monitoring Institutions will furnish their six monthly reports to SPO and GoI.

❑ The interventions for universalisation for upper primary stage need greater attention.

❑ The consistency, reliability and timeliness of data available from various sources for elementary education needs to be improved.

The Third Joint Review Mission was conducted in January 2006. The Mission visited 10 States to review the functioning of SSA.

Monitoring Mechanism under SSA

The following Monitoring arrangements are available under SSA:

❑ **Local community based monitoring on school performance, enrolment drives and updating of household data on out of school children is done every year.**

❑ **A computerised Educational MIS system gives annual school-based data on all significant educational statistics. DISE data for 2004-05 has been published. See DISE website at: http://www.dpepmis.org.**

❑ **Progress against key monthly indicators and a more detailed quarterly progress report from States to Government of India. (See Table 7.5)**

❑ **Pupil achievement level studies are conducted**

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

❑ **41 National Social Science Institutions have been tagged to all States/UTs to make regular field visits and monitor performance. This arrangement is now being revamped.**

❑ **A Joint Review Mission led by the Government of India reviews the progress of SSA twice a year. One visit includes field visits to 8-10 states. The 1ˢᵗ JRM visited 8 states during January – February 2005. The 2ⁿᵈ JRM conducted a desk-review of SSA progress. The 3rd JRM visited to States in January 2006.**

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

❑ **Apart from the audit by Chartered Accountant and the compulsory CAG audit, a financial concurrent review has been carried out through a National level organisation in 12 states.**

❑ **The National Mission of SSA, which has been constituted recently, would also undertake**

periodic reviews of functioning of SSA. One meeting of the Governing Council under Chairmanship of Prime Minister was held on 21.2.05 and the Executive Committee under Chairmanship of Minister of HRD was held on 23.3.05.

❐ **Government of India is also getting several independent assessments carried out to assess the implementation of SSA and the elementary education situation in the country.**

Research and Evaluation

❐ All India Sample Survey to estimate number of 'out of school' children has been completed. Final report received.

❐ Study on Students' Attendance Rates in 21 States is in progress (completion – Sept. 2006).

❐ Study on Teachers' Absence and related issues in 5 States initiated (September 2006).

❐ Study on Factors Affecting Students' Achievements at Grade IV/V is in progress (April 2006).

❐ Civil works study – TOR's finalised. Study to be commissioned shortly (December 2006).

❐ Time on task study for students (in 6 States). TORs finalised (December 2006).

❐ Study on para teachers. TORs finalised (December 2006).

Studies to be Initiated Shortly

❐ Reasons of large decline in enrolment between Class I and Class II.

❐ Level of inclusion of CWSN in 5 States.

Table 7.6: Assessment of Class 5 Student Achievement (2002)		
State	Mathematics % Mean	Language % Mean
Andhra Pradesh	43.53	54.83
Arunachal Pradesh	53.47	61.33
Assam	40.03	49.16
Bihar	62.62	65.22
Chhattisgarh	38.36	49.69
Delhi	48.2	63.15
Goa	30.48	44.68
Gujarat	48.36	56.18
Haryana	53.33	60.45
Himachal Pradesh	34.41	49.99
J&K	36.3	49.59
Karnataka	46.03	58.63
Kerala	35.9	54.99
Madhya Pradesh	49.03	58.25
Maharashtra	44.32	62.12
Manipur	74.46	73.39
Mizoram	41.07	66.91
Nagaland	45.71	59.55
Punjab	49.37	58.05
Rajasthan	49.37	60.65
Sikkim	40.66	50.26
Tamil Nadu	58.37	71.09
Tripura	52.71	63.79
UP	37.81	50.2
Uttaranchal	38.83	56.35
West Bengal	60.11	70.67
A& N Islands	40.69	54.49
Chandigarh	44.98	55.99
Pondicherry	36.59	59.23
Total	46.51	58.57

Source: "Learning Achievement of Students at the End of Class V"; Department of Educational Measurement and Evaluation, National Council of Educational Research and Training, 2003.

Learner Achievement Level – Class V Baseline

NCERT undertook a baseline assesment of Class 5 students achievement in 2002. Table 7.6 presents the findings on the average scores in mathematics and language by State.

❒ School participation of children from Muslim community in 4 States.

Monitoring and Capacity building by Government of India officials

Monitoring by Officials of GoI (2005-06 upto Dec 05)

Secretary EE&L Level

❒ 2 National Level Meeting conducted with State Education Secretaries/State Project Directors/ Director SCERTs on 08.02.2005 and 22-23 September 2005.

❒ 2 Zonal Review Meetings

❒ 2 High Level Group Meeting of NE Regions

❒ 22 State visits for review.

Joint Secretaries/ Directors Deputy Secretaries

❒ Made extensive visits to the States/UTs (119)

❒ Conducting regular National/ regional workshops/ meetings for capacity building of the States/UTs.

Technical Support Group of Ed.CIL, NCERT, NIEPA

❒ 105 workshops/reviews to build the capacity of States/UT's and collect data/information.

❒ 35 workshop/reviews for NE States & Jammu & Kashmir.

District Primary Education Programme (DPEP)

The District Primary Education Programme (DPEP) is a centrally sponsored schemes for holistic development of primary education covering class I to V. The three major objectives of the DPEP are to (i) reduce drop-out rate to less than 10 per cent, (ii) reduce disparities

Table 7.7: Component-wise Reviews and Cross-State sharing meetings by GoI	
Civil Works	9
IED	9
EGS & AIE	11 + 2 NRG
Research & Evaluation	2
MIS	2 + State visits by NIEPA/TSG
Quality Improvement	18 + 1 NRG
Financial management	14
Educational Management	1
Planning	11 (9 by NIAR)
Urban Planning	5
Community Mobilisation	6 (by NIAR)
Girls Education	12
Monitoring	2

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 base-line 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 centers, 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.

TAble 7.8: Budget Estimates, Revised Estimates and Actual Release from 2000-01 to 2005-06

(Rs. in crores)

Year	BE	RE	Actual
2000-01	969.00	820.00	856.39
2001-02	1098.00	1198.00	1198.00
2002-03	1380.00	1380.00	1285.03
2003-04	1200.00	800.00	791.19
2004-05	600.00	600.00	600.00
2005-06	600.00	600.00	564.36

Additionality Factor of DPEP

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

District Selection Criteria

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

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

Funding of the Project

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

Coverage of DPEP

At present, DPEP is in operation in 9 states covering 123 districts. DPEP at its peak was operational in 273 districts in 18 states however, with the progressive closure of different phases of the programme, it is now in existence in 123 districts only.

Monitoring & Evaluation of DPEP

The programme is periodically reviewed through the mechanism of Joint Review Missions, Project Management Information System (PMIS), Educational Management Information System (EMIS), programme impact studies etc., a mid-term In-depth Review of DPEP Phase-I, II and III States have also been carried out by the Joint Review Missions in 1997-98, 1999-2000, 2003-04, 2004-05 and 2005-06. 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 / drop-outs with increased community involvement, improvements in classroom processes, etc.

Allocation of Funds under DPEP

Position of Budget Estimates, Revised Estimates and Actual Release from 2000-01 to 2005-06 is given in Table 7.8.

Expenditure on DPEP

The cumulative expenditure on DPEP upto September 2005 works out to Rs.7147.62 crore and the cumulative re-imbursement to Rs.5734.37 crores. Expenditure incurred during the financial year 2005-06 is Rs.195.88 crore and reimbursement Rs.151.47 crores.

Disbursement

Against the tied up Credits and Grants totalling US $1370.07 million (SDRs 933.774 million) and Pound 151.41 million equivalent to Rs.6064.55 crores, the total disbursement upto 30-09-2005 (including claims in pipeline) is US $1105.291 million and Pound 99.000 million equivalent to Rs.5734.37 crore. Disbursement during 2005-06 upto 30.09.2005 (including claims in pipeline) under all the Credits & Grants is US$ 47.013 million and Pound 15.500 million equivalent to Rs.332.23 crores.

Mid-day Meal Scheme (MDM)

National Programme of Nutritional Support to Primary Education, popularly know as the Mid-Day Meal Scheme, covers nearly 12 Crore children. It has emerged as the world's largest school feeding programme. The Scheme, launched in August, 1995, was revised in September, 2004 with the following main objectives: -

(i) 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,

(ii) To improve nutritional status of students of primary stage, and

(iii) To provide nutritional support to students of primary stage in drought-affected areas during summer vacation also.

Programme Intervention & Coverage

The Scheme envisages a provision of a cooked mid-day meal with minimum calorie content of 300 calories and 8-12 grams of protein, for all children studying in Classes I-V in:

(i) Government, Local Body and Government-aided schools, and

(ii) Education Guarantee Scheme and Alternative & Innovative Education Centres.

Components and Norms of Central Assistance

Central Assistance to State Governments/UT Administrations is provided for the following components:

❐ Supply of free foodgrains (wheat/rice) @ 100 grams per child per school day from the nearest FCI godown,

❐ Reimbursement of actual cost incurred in transportation of foodgrains from nearest FCI godown to the Primary school subject to the following ceiling (effective from 1.10.04):

   ❐ Rs. 100 per Quintal for 11 special category States [viz. Arunachal Pradesh, Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim, J&K, Himachal Pradesh and Uttaranchal], and

Major Achievements of DPEP

- ☐ 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.

- ☐ Enrolment in DPEP-I districts has increased from 79.33 lakhs in 1997-98 to 90.26 lakhs in 2001-02. In the districts covered under DPEP in the subsequent phases, the overall enrolment has increased from 185.31 lakhs in 1997-98 to 600.00 lakhs in 2002-03.

- ☐ 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.

- ☐ 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.

- ☐ 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.

- ☐ 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.

- ☐ 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.

- ☐ The enrolment of girls has shown significant improvement. In DPEP-I districts, the share of girls enrolment in relation to total enrolment has increased from 48 per cent to 49 per cent, while this increase in the subsequent phases of DPEP districts has been from 46 per cent to 47 per cent.

- Village Education Committees/School Management Committees have been set up in almost all project villages /habitations/schools.

- About 1,77,000 new teachers, including para-teachers / Shiksha Karmis have been appointed.

- 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.

- 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.

- 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.

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 A.P. , 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 on a continuous manner.

□ Rs. 75 per Quintal for other States and UTs.

(iii) Assistance for meeting cooking cost @ Re. 1 per child per school day w.e.f 1.9.04.

(iv) Assistance for Management, Monitoring & Evaluation (MME) @ 1.8 per cent of the (i) to (iii) above.

(v) Assistance for provision of cooked mid-day meal during summer vacations to school children in areas declared by State Governments as "drought-affected".

Status of Implementation

The programme is being implemented in a decentralised manner with the involvement of local level agencies such as Village Panchayats, Village Education Committees, School Management Committees, Parent Teacher Associations etc. Cooking is being done by women Self Help Groups in many cases. In urban areas, NGOs have undertaken this task. Cooks, particularly women from SC/ST communities, are also being engaged.

Monitoring

For effective monitoring of the programme, constitution of Steering-cum-Monitoring Committees at National, State, District & Block level has been envisaged. All States have constituted SMCs at various levels. The National-level Steering-cum-Monitoring Committee constituted for the purpose has also been meeting regularly, last of which was held on 29.9.05.

School Inspection of Mid-Day Meal Programme

□ States are required to undertake inspection of 25 per cent of schools by block/district officials every quarter and all schools covered during the year.

Monitoring of timely supply of good quality foodgrains by FCI

□ For timely distribution of foodgrains & maintenance of its quality, Food Corporation of India has appointed a Nodal Officer for each State to oversee the problems relating to quality, quantity and timely supply.

Setting-up of National Support Group

□ A National Support Group consisting of

**Table 7.9: Mid-Day Meal Scheme**
S. No.	State/UT	Children Covered 2005-06	Allocation (Rice/Wheat or both)	colspan="2"	Lifting (upto Jan 06) Total	Central assistance provided (as on 3.3.2006) Rs. in Cr.
			Total (in lakh MTs)	Total (in lakh MTs)	% of lifting	Cooking cost	Monitoring Management & Evaluation

S. No.	State/UT	Children Covered 2005-06	Total (in lakh MTs)	Total (in lakh MTs)	% of lifting	Cooking cost	Monitoring Management & Evaluation
	States						
1	Andhra Pradesh	6361814	1.14	0.98	86.27	124.41	1.39
2	Arunachal Pradesh	218905	0.05	0.03	63.24	3.96	0.06
3	Assam	4795759	0.92	0.64	69.01	54.62	0.98
4	Bihar	12638429	2.18	1.24	56.81	160.30	2.17
5	Chhattisgarh	2888868	0.52	0.46	87.88	52.05	0.50
6	Goa	67225	0.01	0.01	36.06	1.19	0.01
7	Guiarat	5132959	0.68	0.49	71.78	71.57	0.73
8.	Harvana	1645509	0.29	0.11	38.30	34.64	0.37
9	Himachal pradesh	577998	0.11	0.09	81.14	14.30	0.14
10	Jammu & Kashmir	1028425	0.19	0.09	45.83	0.13	0.00
11	Jharkhand	4101554	0.83	0.51	61.62.	71.80	0.89
12	Karnataka	4962764	1.13	0.74	65.29	107.05	1.22
13	Kerala	1907000	0.28	0.25	89.23	28.90	0.32
14	Madhva Pradesh	8665342	1.91	1.46	76.52	186.14	1.96
15	Maharashtra	9779283	2.08	1.26	60.78	77.87	0.70
16	Manipur	295096	0.07	0.06	88.65	2.80	0.05
17	Meghalaya	597555	0.10	0.08	80.03	6.88	0.12
18	Mizoram	104300	0.02	0.01	80.04	1.04	0.02
19	Nagaland	173598	0.04	0.03	83.13	3.98	0.04
20	Orissa	5156154	1.04	0.68	65.11	19.18	0.17
21	Puniab	1552404	0.28	0.05	17.08	0.00	0.00
22	Raiasthan	10215570	1.96	0.98	49.86	114.80	2.07
23	Sikkim	98000	0.02	0.01	69.78	2.12	0.02
24	Tamil Nadu	4152167	0.77	0.56	73.52	89.64	0.91
25	Tripura	525645	0.10	0.07	75.58	10.64	0.12
26	Uttaranchal	779596	0.14	0.12	81.38	15.53	0.15
27	Uttar Pradesh	18644467	3.36	2.33	69.39	295.53	3.88
28	West Bengal	10886311	2.05	1.28	62.31	227.57	2.28
	Union Territories						
29	A&N Islands	34517	0.01	0.00	49.83	0.00	0.00
30	Chandigarh	56500	0.01	0.00	39.29	0.73	0.01
31	D&N Haveli	33454	0.01	0.00	49.33	0.59	0.01
32	Daman & Diu	15300	0.00	0.00	54.14	0.16	0.00
33	Delhi	1238188	0.20	0.13	65.61	0.00	0.00
34	Lakshadweep		0.00	0.00		0.12	0.00
35	Pondicherry	50723	0.01	0.01	68.22	0.60	0.01
	Total	**119381379**	**22.50**	**14.35**	**63.77**	**1780.84**	**21.30**
	Or say	**11.94 crores**	**22.50** lakh Mts.	**14.35** lakh Mts.	**64%**		

Source: Food Corporation of India

Some Important Information	
Coverage of Schools	9.53 lakh primary schools/sections and EGS/AIE Centres
Coverage of children	11.94 Crore
Foodgrains allocated and Percentage lifted	22.50 lakh MTs (64 per cent) (upto 3.3.06)
Central assistance provided towards	
i)Cooking cost	Rs. 1781 Crore
ii) Management, Monitoring & Evaluation	Rs. 21.30 Crore
Total expenditure incurred against BE of Rs. 3010.76 Crore.	Rs. 3077.59 Crore [as on 3.3.06]

professionals has been approved for planning, monitoring, evaluation & documentation of MDM programme.

Monitoring by Independent Institutions

❑ 41 social science institutions, currently monitoring SSA, have also been entrusted the task to monitor MDM programme.

Evaluation of the Programme

❑ All States/UTs have been requested to commission external evaluation of the programme.

❑ A comprehensive national level evaluation is being commissioned through Planning Commission.

State-wise details of children covered, Central assistance released, etc., are given in Table 7.9.

New Initiative

Efficient management of Mid-Day Meal Scheme, hinges, to a large extent, on effective mobilisation of community & active involvement of stakeholders. No amount of external vigil / inspection in a programme of such magnitude involving consumption of cooked mid-day meal every day by such large no. of children can prove fully effective. An initiative to involve mothers of school children to oversee the actual feeding has, therefore, been launched. Minister of HRD has exhorted all Chief Ministers for their personal leadership in mobilising mothers. Chief Secretaries and District Collectors have also been requested in this regard.

District Institute of Education and Training located in 550 districts, have been asked to asses the implementation of region programme every quarter.

Teacher Education (TE)

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 a sound institutional infrastructure for pre-service and in-service training of elementary & 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 Central Government has been providing financial assistance to States:

(i) Establishment of District Institutes of Education and Training (DIETs);

(ii) Strengthening of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs)

(iii) Upgradation of State Councils of Educational Research and Training (SCERTs);

The Scheme has been revised under the X Plan with the following main objectives :-

(1) Speedy completion of DIET/CTE/IASE/SCERT projects, which have been sanctioned but not completed up to the end of the IX Plan period.

(2) Making DIETs, CTEs, IASEs sanctioned (and SCERTs strengthened) upto the IX Plan period, optimally functional and operational.

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

(4) 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.

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 under the Tenth Plan. Central assistance for teacher education is based on these plans which are approved by the Teacher Education Approval Board, headed by Secretary (Elementary Education and Literacy).

Since the inception of the Scheme in 1987, a total of 556 DIET/DRC and 135 CTEs/IASEs had been sanctioned upto 30-11-2005 under the Scheme. State-wise break-up of the same is given at Table 7.10.

Upto December, 2005, Perspective Plans of 21 States/ UTs under the revised Teacher Education Scheme have been approved which include sanction of 58 new DIETs/ DRCs, and 15 CTEs/IASE, as per Statement attached at Table 7.11.

BE as well as RE for 2005-2006, for the Scheme is Rs.200 crore.

National Council for Teacher Education (NCTE)

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 institutions for conducting various teacher education programmes, laying down guidelines in respect of minimum qualifications for appointment of teachers and other activities related thereto like surveys and studies, research and innovations, prevention of commercialisation of teacher education etc. It functions through four Regional Committees (RCs) as given in Table 7.12.

Major activities performed by NCTE

Recognition of Teacher Education Institutions
Regional Committees are empowered to grant recognition to institutions, eligible and suitable, for conducting various teacher education programmes. As in January 2006, 5854 teacher education institutions offering 6647 courses have been recognised by NCTE with an approved intake of about 5.22 lakh teacher trainees.

Curriculum Renewal

The National Policy on Education 1986 as modified in the year 1992 provides for review of curriculum framework every five years. Pursuant to this provision, the NCTE decided to re-examine it curriculum framework for teacher education (1998) and has brought out a new draft curriculum document for country-wide discussion for its further modification. A series of seminars have already been organised to build national consensus on the document. The views expressed at these seminars have also been considered while evolving the final version.

Table 7.10: Scheme of Restructuring and Reorganisation of Teacher Education - Position of DIETs, CTEs & IASEs						
State/UT	No. of Districts	No. of DIETs/ DRCs upgraded	No. of DIETs/ DRCs (New)	Total No. of DIETs/ DRCs (Approved)	Number already Sanctioned	
					CTE	IASE
Andhra Pradesh	23	23	-	23	8	2
Arunachal Pradesh	15	1	10	11	0	0
Assam	23	15	8	23	8	2
Bihar	37	24	-	24	4	0
Chhattisgarh	16	12	4	16	1	1
Goa	2	1	-	1	0	0
Gujarat	25	16	10	26	8	2
Haryana	19	12	5	17	0	1
Himachal Pradesh	12	2	10	12	1	0
Jammu & Kashmir	14	14	-	14	2	0
Jharkhand	22	10	-	10	1	0
Karnataka	27	19	8	27	9	2
Kerala	14	13	1	14	3	1
Madhya Pradesh	45	34	11	45	6	2
Maharashtra	35	27	7	34	12	2
Manipur	9	2	7	9	1	0
Meghalaya	7	3	4	7	2	0
Mizoram	8	2	6	8	-	1
Nagaland	8	2	5	7	1	0
Orissa	30	26	4	30	10	2
Punjab	17	10	7	17	2	1
Rajasthan	32	22	10	32	9	2
Sikkim	4	1	2	3	0	0
Tamil Nadu	30	14	15	29	5	2
Tripura	4	2	2	4	1	0
Uttar Pradesh	70	54	16	70	3	3
Uttranchal	13	8	5	13	3	1
West Bengal	18	15	3	18	4	2
A & N Islands	2	1	-	1	0	0
Delhi	9	2	7	9	0	2
Pondicherry	4	-	1	1	0	0
Lakshadweep	1	-	1	1	0	0
Daman & Diu	2	0	0	0	0	0
Dadra & N Haveli	1	0	0	0	0	0
Chandigarh	1	0	0	0	0	0
Total	**599**	**387**	**169**	**556**	**104**	**31**

Table 7.11: State-wise no. of New DIETs/DRCs & CTEs/IASEs approved by TEAB between April, 2004 and December, 2005						
States	**DIETs/DRCs**			**CTE/IAS**		
	DIETs	**DRCs**	**Total**	**CTE**	**IASE**	**Total**
Madhya Pradesh	4	3	7	-	-	-
Karnataka	7	-	7	-	-	-
Chhattisgarh	9	-	9	-	-	-
Assam	4	-	4	-	2	2
Rajasthan	2	-	2	-	-	-
Maharashtra	4	-	4	8	1	9
Manipur	1	-	1	-	-	-
Nagaland	1	-	1	-	-	-
Orissa	7	6	13	-	-	-
Gujarat	3	-	3	-	-	-
Delhi	1	1	2	-	-	-
Uttaranchal	-	3	3	3	1	4
West Bengal	2	-	2	-	-	-
Total	45	13	58	11	4	15

Amendment to Regulations

In order to enhance transparency, ensure information to stake holders and to minimise hardship to institutions, the National Council for Teacher Education has repealed old regulations and promulgated a fresh set of regulations laying down the norms and procedure for grant of recognition to institutions for conducting various teacher education programmes. The main features of the revised regulations are – provision for on-line submission of applications, removal of restriction of submission of applications by a specified date, introduction of concept of self-declaration and removal of condition for submission of too many documents, display of particulars of applicant institutions on website, prescription of time schedules for processing of applications, time-bound communication of deficiencies and rectification thereof. To ensure quality education, appointment of qualified faculty has been made compulsory before commencement of the session. The provision to display the details of infrastructure and other particulars on the website and videography of all important infrastructure and facilities alongwith interaction of the visiting/inspection team members with the management of the institutions, will go a long way in smooth transaction of official business in the offices of the regional committees. The reports of the visiting teams and names of members would also be available on NCTE Website. The emphasis is on putting all relevant information in public domain. Mandatory disclosure by institutions is expected to encourage self-regulation besides giving stakeholders, particularly students, all the relevant information necessary for exercising choices.

A consultative mechanism has also been introduced between NCTE and the State governments.

Revision of Norms and Standards for various teacher education programmes

Norms and standards for various teacher education

Table 7.12: Regional Committees (RCs)		
Name of Regional Committee	**Headquarters**	**Jurisdiction**
Northern Regional Committee (NRC)	Jaipur Chandigarh and Delhi.	Haryana, Himachal Pradesh. Punjab, Rajasthan, Uttar Pradesh, Uttaranchal,
Southern Regional Committee (SRC)	Bangalore	Andhra Pradesh, Karnataka, Kerala, TamilNadu, Andaman and Nicobar, Lakshwadeep and Pondicherry.
Western Regional Committee (WRC)	Bhopal	Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra and Nagar Haveli and Daman and Diu.
Eastern Regional Committee (ERC)	Bhubaneswar	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura and West Bengal.

programmes have been prescribed by the National Council for Teacher Education from time to time and the last such set of norms and standards was promulgated through a gazette notification in November 2002. There have been developments since then, warranting revision and updating of the norms and standards. In order to have wide ranging consultations with experts, stakeholders and others concerned, a committee was constituted to make appropriate recommendations for revision of the norms and standards. The recommendations of the committee have since been received and examined in the NCTE. The new norms are in the process of being notified.

South Asian Consortium for Teacher Education and Development (SACTED)

South Asian Consortium for Teacher Education and Development (SACTED) was established with representatives from Pakistan, Bangladesh, Sri Lanka, Maldives and India with a mission to promote regional coopration and launch joint activities in teacher education. The specific objectives of SACTED are to develop capabilities of teacher education system so that it can provide quality inputs to school and teacher education. India has been playing a lead role in the programmes and activities of SACTED.

NCTE – RCI Memorandum of Understanding

For addressing the question of vast human resource needs to serve the disabled children and to promote inclusive education, NCTE signed an MOU with Rehabilitation Council of India [RCI]. As per the MOU, a joint Committee of experts was appointed for developing course curriculum on Special Education for inclusion in general teacher education programmes of D.Ed., B.Ed. and M.Ed. and to give suggestions on strategy for its implementation by all recognised teacher education institutions. The Committee has given its Report which is under consideration.

Mahila Samakhya (MS)

The Mahila Samakhya programme recognises the centrality of education in empowering women to achieve equality. Adopting an innovative approach, 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 analyzing issues and problems and seeking solutions. The MS programme endeavours to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. This involves enabling women (especially from socially and economically disadvantaged and marginalised groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their learning. It is in this process that women become empowered.

The Mahila Samakhya (MS) programme was started in 1989 to translate the goals mentioned in the National Policy on Education into action. The programme was initially started with 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 level 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, analyzing 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 ten villages. She mobilises and organises women into Sanghas and is the link between the ten villages and the educational support structure and institutions set up at the district level. She also coordinates activities with the district unit. The MS programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village-level 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 with resource 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 & consists of a District Programme Coordinator (DPC), Resource Persons and support staff. In places where the MS Sanghas are strong, block-level units are also set up for extending construed resource support after the withdrawal of Sahayoginis. Some MS societies are also involved in implementation of the NPEGEL programme as well as the KGBV scheme in their States.

The Tenth Plan outlay for the scheme is Rs.98.47 crores. Currently, the Mahila Samakhya programme is operating in 63 districts covering more than 15,823 villages in 9 States of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Assam, Jharkhand and Uttaranchal.

The Mahila Shikshan Kendras provide a unique learning opportunity for adolescent girls and young women. These MSKs have been especially designed to provide condensed quality education courses with innovative methodology and skills development programmes to equip the women and adolescent girls to continue their education and attain life-skill. There

are 48 MSKs functioning at present and the number of learners benefited is 13,689. 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. It has:

❐ Helped generate a demand for literacy;

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

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

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

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

National Bal Bhavan (NBB)

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 pursue a variety of activities such as Physical Education, Creative Arts, Science Education, Literacy 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. National 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

National Bal Bhavan implements a National Bal Shree Award Scheme to give recognition to exceptionally creative children. This year 132 children have been selected to participate at the National Bal Shree Camp.

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. Several 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. This year 132 children have been selected to participate at the National Bal Shree Camp. Children between the age group of 9-11 and 11-14 years would be given a one-time reward by National Bal Bhavan, while children in the age group of 14-16 years would be given a scholarship of Rs.500 per month by NCERT up to class 12.

Among the other events this year, Gandhi Jayanti was celebrated in National Bal Bhavan in collaboration with Sarvodaya International Trust, New Delhi Chapter on

2nd October, 2005. The occasion was graced by Smt. Nirmala Deshpande who has been closely associated with Mahatma Gandhi. Member children of National Bal Bhavan, Bal Bhavan Kendras and member institutes of Bal Bhavan who constitute the Bal Bhavan choir, presented group songs.

To mark the Golden Jubilee Celebrations of National Bal Bhavan, commencing from November, 2005, the International Children's Assembly was organised from 14th – 20th November, 2005 with the theme "HARMONY". This theme in itself covered all aspects of integrity, human values, peace, non violence and good citizenship. Suggestions were sought from the children about how they propose to build a better nation, and there were brought out in the form of a booklet, which was presented to the Honourable Prime Minister of India on 19th November, 2005. 53 teams from various parts of the country and one team from Mauritius participated in this year's Assembly. The Assembly was inaugurated by the Honourable Minister of Human Resource Development, Shri Arjun Singh,

while the Honourable Prime Minister of India, Dr. Manmohan Singh, graced the programme on the Birth Anniversary of Smt. Indira Gandhi.

Budget provision and grants sanctioned to National Bal Bhavan during 2005-06 are as under:

	BE	RE	Grants sanctioned till 20.02.2006
Plan	450.00	450.00	449.94 lakh
Non-Plan	253.00	253.00	252.97 lakh

Education For All (EFA)

☐ Representatives of 164 countries met in Dakar, Senegal, in a meeting of the World Education Forum in April 2000 to review progress made towards achieving the goals of Education for All (EFA). At the conclusion of the meeting, the following six goals of EFA were adopted:

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

- 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 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 all aspects of 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 review progress made towards EFA, UNESCO organises a High Level Group meeting each year, during which Heads of States and Education Ministers of various countries come together to discuss progress and constraints in achieving EFA. So far, five meetings of the High Level Group have been held, and the last one was held in Beijing, China, in November 2005.

- In addition to the meetings of the High Level Group, UNESCO also publishes an annual Global Monitoring Report which tracks the progress of different countries towards Dakar goals through an EFA Development Index (EDI) which is taken as

The Global Monitoring Report, 2006 indicates that EDI for India has improved from 0.696 in 2001 to 0.741 in 2002. The Report also points out that India is likely to achieve gender parity in elementary education by 2005.

the arithmetical mean of the following four indices:-

(i) Net Enrolment Ratio (NER) in Primary Education;

(ii) Adult Literacy Rate (for population in 15+ age group);

(iii) Gender-specific EFA Index, or GEI (i.e. average of ratio of female enrolment rates, for Elementary and Secondary stages, to respective male enrolment rates, and ratio of female Literacy to male Literacy Rate);

(iv) Survival Rate to Grade V.

- The Global Monitoring Report, 2006 indicates that EDI for India has improved from 0.696 in 2001 to 0.741 in 2002. The Report also points out that India is likely to achieve gender parity in elementary education by 2005.

- The EDI for different States has been worked out by the Ministry and communicated to State Governments to enable them to renew their efforts towards EFA.

- To coordinate and guide the activities of various Ministries/Departments involved in EFA, a National Coordination Committee has been constituted under the Chairpersonship of Secretary

(EE&L). The Committee includes representatives of the different Ministries as well as experts and other academicians.

Prarambhik Shiksha Kosh (PSK)

❑ A 2 per cent Education Cess was levied on all major Central taxes through the Finance (No.2) Act, 2004, to help finance Government's commitment to "quality basic education".

❑ In order to receive the proceeds of this Education Cess, this Ministry had proposed the creation of a dedicated, non-lapsable fund called Prarambhik Shiksha Kosh (PSK).

❑ Creation of PSK in the Public Account was approved by Government on 6.10.2005. The amount under PSK would be non-lapsable and would be spent exclusively on SSA and Mid-Day Meal scheme.

❑ Formal orders constituting PSK were issued on 14.11.2005. Appropriations and from PSK have been indicated separately in Bugdet 2006-07.

Right To Education Bill, 2005

The Constitution (86th Amendment) Act, 2002, enacted in December 2002 seeks to make free and compulsory education a Fundamental Right for all children in the age-group 6-14 years by inserting a new Article 21-A in Part III ("Fundamental Right") of the Constitution. The new Article 21A reads as follows:

"21A. Right to Education

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."

The reconstituted Central Advisory Board of Education (CABE) in its meeting on 10-11 August, 2004, had constituted a Committee under the Chairmanship of Shri Kapil Sibal, the then Minister of State for Science & Technology and Ocean Development, to suggest a draft of the legislation envisaged under Article 21A of the Constitution, which makes education a Fundamental Right for children in the age group of 6-14 years, as well as to consider other issues related to elementary education. The Report of the Committee, containing "essential provisions" of the draft legislation, was submitted on 2-7-2005, and considered by CABE in its meeting on 14-15th July, 2005.

Based on the suggestions and comments received during the CABE meeting, a complete version of the draft legislation has been prepared and sent to Chief Secretaries of all States/UTs and placed on the website for comments from the public at large. In the meanwhile, the PM constituted a small group on the Bill to examine its legal, constitutional and financial implications, comprising HRM, Finance Minister, Dy. Chairman, Planning Commission and Chairman of the PM's Economic Advisory Council. The report of the group has since been received.

8

Adult Education

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 recorded higher at 14.38 percentage points as compared to corresponding figure for males at 11.13. 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 percent. 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 literacy rate of scheduled tribes male and female 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 tries 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. All the districts in the NER have already been covered under the literacy programmes.

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 64.84 per cent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.26 per cent for males and 53.67 per cent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 31.9 million. The number

of literates, on the other hand, increased by 203.6 million during the last decade.

At present, over three-fourth of male population and over half of female population are literate. During the last decade, female literacy rate has shown much higher growth, increasing by 14.38 percentage points as against 11.13 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 & 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 limit 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.

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 life-long learning and decentralisation, adopting integrated literacy campaign approach, devolution of authority to State and district-level institutions.

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

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

❒ Zilla Saksharata Samities (District Literacy Societies) 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.

Beyond Literacy

Literacy is a basic step towards Adult Education, which is a process of life long learning and an entry point to the world of communication and information. After experimenting with successive and alternative models of adult literacy, the NLM adopted Total Literacy 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 grass-root 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-literates are acquiring basic literacy skills, which are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly

enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation which constitute two closely related operational stages are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The National Literacy Mission aims at ensuring that the total literacy campaigns and the post literacy programmes successfully move on to continuing education, which provide life-long learning.

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

Residual Illiteracy

Although the Total Literacy Campaigns took the form of a mass movement and spread throughout the country, in many cases a number of campaigns stagnated due to natural calamities, lack of political will, frequent transfer of Collectors, etc. Restoration of stagnating projects is a priority area. Despite success of literacy phase, there are still pockets of residual illiteracy. Priority would continue to be given to cover the districts uncovered

so far and those having female literacy rate below 30 per cent. Focus continues to be on women and those belonging to disadvantaged groups. Projects for Residual Illiteracy (PRIs) have been taken up in 30 districts of Rajasthan, 10 districts of Andhra Pradesh, 1 district of Bihar, 4 districts of Karnataka and 3 districts of Tripura. During the current year i.e. 2005-06, PRIs have been sanctioned in 12 districts of Madhya Pradesh and 8 districts of West Bengal, and 16 districts of Tamil Nadu.

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 Census, 2001, 47 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 47 low female literacy districts for improvement. As most of the 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. The programme in Uttar Pradesh and Bihar is complete and the external evaluation of the programme in Jharkhand and Orissa is being conducted.

Special Project for Accelerated Female Literacy Programme in Orissa

9 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, Sonepur and Nuapada. The programme was assigned to a network of 117 NGOs targeting 10.43 lakh non literate women in 15-35 age group. The programme is being evaluated by external evaluation agencies.

Special Female Literacy Programme in Jharkhand

The special female literacy programme has been implemented in 5 low female literacy districts of Jharkhand. These districts are Pakur, Garhwa, Sahibganj, Giridih and Godda. Around 5.00 lakh women illiterates in 15-35 age group have been covered under the programme. The programme has been completed and the external evaluation report is awaited from two districts.

Launching of Special Literacy Drive

The Council of the NLMA in its meeting held in April, 2005 under the Chairmanship of Hon'ble HRM decided to launch a special literacy drive in 150 low literacy districts of the country. The PAC of the NLMA in its meeting held in August-September, 2005 approved the proposals of 46 districts in the States of Bihar (23), Rajasthan (11) and Jharkhand (12). The proposals of 4 districts of Karnataka and 23 districts of Uttar Pradesh and 1 district of Punjab were also approved by the PAC in its meetings held in October, 2005 and January, 2006 respectively.

Continuing Education

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

The Scheme of Continuing Education provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs), to serve 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, 20 new districts have been covered under Continuing Education Scheme. With this addition, continuing education programmes are running in 305 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 Generating Programmes.

The stress on continuing education includes a thrust on rural libraries, which will see more books, more magazines and more periodicals being made available in villages across the country. This is especially relevant as most districts are likely to complete post literacy programmes and move towards the continuing education phase. The State Resource Centres develop relevant teaching, learning material and books for rural and urban neo-literates. The increased thrust seeks to

ensure that they do not relapse into illiteracy. Apart from establishing CECs, the scheme also undertakes the following programmes:

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

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

Empowering State Literacy Mission Authorities (SLMAs)

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

❐ now serve as Nodal Agencies at the state level for 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.

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 9th Plan period, the State Resource Centres have been strengthened and have been divided into two categories 'A' & 'B'. The pattern of assistance is as follows:

Category	Recurring	Non-recurring one Time Grant (rupees In Lakh)
A	60	50
B	40	40

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

Jan Shikshan Sansthan

The Scheme of Jan Shikshan Sansthan 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 172 JSSs in the country.

Jan Shikshan Sansthans run a number of vocational programmes with varying duration of different skills. About 13.91 lakh persons have benefited through vocational programmes and other activities organised by the JSS during 2004-05.

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. 90 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.

Directorate of Adult Education

Directorate of Adult Education is the academic and technical wing of the National Literacy Mission (NLM). It is responsible for providing guidance and support to institutions and individuals connected with literacy promotion activities in the country. The main functions of the Directorate of Adult Education include provision of academic and technical resource support for implementation of various literacy programme under National Literacy Mission (NLM); monitoring and evaluation of the literacy campaigns; production of media material and harnessing of all kinds of electronic print; traditional and folk media for the furtherance of the objectives of NLM; development of teaching/learning material; organising training and orientation programmes for the key level functionaries associated with the literacy programmes; providing professional academic and technical guidance and also monitoring of Jan Shikshan Sansthans; bringing out various publications concerning literacy activities in the country and implementation of Population and Development Education through Sate Resource Centres.

Population and Development Education

Population Education Project in Adult Literacy came into operation through UNFPA in the year 1987 as an integral part of the adult literacy programmes. Population Education Cells were created in the State Resource Centres (SRCs) for implementing Population and Development Education. In addition to SRCs, three Documentation Centres i.e. National Documentation Centre at Indian Adult Education Association, New Delhi and two Regional Documentation Centres at the SRCs of Hyderabad and Jaipur were also established. Presently, PDE is implemented through 25 State Resource Centres and 3 Documentation Centres.

The main activities undertaken by Population and Development Education Unit during the year 2005-06 are: three day meeting to approve the Annual Action Plan – 2005-06 and review Annual Progress Report for

year 2004-05 was organized in collaboration with SRC Pune from May 4-6, 2005 at Goa, two-day workshop on "Enhancing Education Sectors response to HIV/AIDS in CHARCA Districts" was jointly organized by UNESCO, and DAE from July 19-20, 2005 at New Delhi, three day training programme was jointly organised by DAE and UNESCO, New Delhi on HIV/AIDS and Life Skills Education for Programme Coordinators of Population and Development Education in collaboration with State Resource Centre, Hyderabad from October 3-5, 2005, two-day Mid-term Review Meeting of PDE was organized at Hyderabad on October 6-7, 2005.

Continuing Education

The Scheme of Continuing Education was launched in 1995 as a fully funded centrally sponsored scheme. The scheme initially envisaged 100 per cent assistance to the States for the first three years for implementation. The State Governments were required to share 50 per cent of the expenditure during the fourth and fifth year of the project, and thereafter take over total responsibility for the programme. The programme was to be taken up after the conclusion of Total/Post Literacy Campaign in a district with the objective of providing Life Long Learning facilities at the learning centre. The basic unit of the scheme was Continuing Education Centre (CEC) with a Nodal CEC (NCEC) overseeing the working of a cluster of CECs.

The main functions undertaken by the CE Unit of DAE in the year 2005-06 are: three day Regional meetings to identify vocational trades suitable for Continuing Education/Low Literacy districts were organized from January 18-20, 2006 at Chennai, from February 1-3, 2006 at Bhopal and February 15-17, 2006 at Lucknow in collaboration with respective SRCs.

Evaluation

The National Literacy Mission has adopted several measures for the evaluation of the literacy programmes. The evaluation is of two kinds – one concurrent and another external. The concurrent evaluation for TLC/PLP districts is done through the NLM empanelled external evaluation agencies nominated by the state Directorates of Adult/Mass Education. External evaluation of all literacy programmes in the districts is

conducted through one of the three agencies suggested by the National Literacy Mission, out of which one agency selected by the districts. The objective of the programme was to undertake the concept, process and salient features of on going PLP and to make them understand modifications carried out in the Guidelines on Evaluation of PLP. Three-day orientation programmes for empanelled evaluation agencies on evaluation of CEP were organised in collaboration with SRC, Thiruvananathapuram from July 20-22, 2005 at Thiruvananathapuram and November 23-25, 2005 at Shillong in collaboration with respective SRCs. Orientation meeting to discuss the Process and Methodology of External Evaluation of 9 AFLP districts of Orissa was organized at DAE, New Delhi on November 16, 2005.

During the year under report, 15 Total Literacy Districts, 14 Post-Literacy Districts and one C.E. District were evaluated by the External Evaluation Agencies of NLM.

Jan Shikshan Sansthans

The Directorate of Adult Education provides technical and academic support to the Jan Shikshan Sansthans (JSSs), which conduct literacy linked vocational training programmes. Consolidated Annual Progress Report of Jan Shikshan Sansthans for the year 2004-05 was brought out and copies sent to all the concerned, established 8 Regional Training Centres to impart systematic and effective training for JSS functionaries, 14 Lead Jan Shikshan Sansthans have been established in April 2005 to disseminate information to the JSSs allotted to them, 8 Regional Training Centres were established in April 2005, to impart systematic and effective training for JSS functionaries, Eight-day meeting was organised from May 11-20, 2005 at DAE, New Delhi to review and approve the annual action plans of JSSs (2005-06) and review the Annual Progress Report (2004-05), Work plan was prepared in a workshop organised at Bangalore from June 10-11, 2005 for 8 Regional Training Centres of JSSs. A two-day Training Programme was organised for the Chairmen and Directors in-charge of 17 newly sanctioned JSSs at Aurangabad on July 7-8, 2005.

6 Regional Training Centres of JSSs conducted a three-

day workshop at Rourkela from July 13-15, 2005 to prepare Training Manual for use, five-day workshop on vocation linked literacy primers was organised at Indore in collaboration with SRC, Indore from September 12-16, 2005, one-day meeting of Supervision and Monitoring officers of JSSs was held on September 14, 2005 in DAE, New Delhi, two day Orientation Training Programme for the members of BOM of JSSs was organised through Regional Training Centres, Bharuch on September 26-27, 2005, three-day workshop to finalise training manuals for Regional Training Centre was organised at Bharuch on September 26-28, 2005, A three-day Training Programme on Team Building Appreciation and Leadership Challenges for Programme Officers of JSSs was organised through Regional Training Centre, Gonda from October 4-6, 2005 at Gonda, two-day Training Orientation Programme for the members of BOM of JSSs in Kerala and Tamil Nadu was organised through Regional Training Centre, Coimbatore on October 5-6, 2005 at Coimbatore, three-day training Programme on Accounts Keeping and Auditing through Regional Training Centre, Cuttack was organized from November 9-11, 2005 at Cuttack, three-day meeting to finalize draft curriculum for selected vocational trades was organized through Regional Training Centre, Cuttack on October 26-28, 2005 at Cuttack, a two-day training programme for the members of BOM of JSS was organized through Regional Training Centre, Bangalore on November 29-30, 2005 at Bangalore. Three-day Training Programme on Entrepreneurship Development and Micro - Credit including formation of Self Help Groups was organized for Directors and Programme Officers of Jan Shikshan Sansthans through Regional Training Centre, Narendrapur from December 15-17, 2005 at Narendrapur (West Bengal), three-day Training Programme on Planning and Management was organized through Regional Training Centre, Kanpur from December 17-19, 2005 at Kanpur, three-day Training Programme on Planning and Management was organized through Regional Training Centre, Aurangabad from December 19-21, 2005 at Aurangabad, three-day Training Programme on Planning and Management was organized through

Regional Training Centre, Bangalore from December 26-28, 2005 at Bangalore. 24 Programme Officers and Associate Programme Officers of Jan Shikshan Sansthans participated.

Meetings for finalizing of JSSs annual action plans for the year 2006-07 were organized on March 2-3, 2006 at Bharuch, March 8-9, 2006 at Kanpur, and March 10-11, 2006 at Lucknow. 15 JSSs have been evaluated by 10 empanelled Evaluating Agencies in 2005-06.

Development of Teaching/Learning Materials

Three-day Workshops were organised to review the Literacy materials of tribal dialect of Nagaland in collaboration with SRC, Shillong from June 27-29, 2005 at Shillong, Five-day Writers' Workshops to develop IPCL Primers were organised in Nagaland from May 16-20, 2005 at Dimapur, at Srinagar from July 13-15, 2005, at Dimapur, Nagaland from September 19-23, 2005, at Imphal from October 3-7, 2005, at Gonda from November 7-11,2005, at Dimapur, Nagaland from November 21-25, 2005.

Media

Media plays an important role in the literacy activities both for dissemination of information and encouragement to the learners. At the National level, DAE produces video films and audio programmes which are used for instruction, motivation and training both through telecast and non-telecast and broadcast and non-broadcast modes. The well-conceived spots are mounted on prime times of Doordarshan and All India Radio. Video-audio programmes were sent to IGNOU for telecast and broadcast on Gyan Darshan and Gyan Vani, NLM Spots have been broadcast and telecast through AIR and Doordarshan (News Channel) in the North-eastern States and the States where Female illiteracy is acute i.e Bihar, Jharkhand, Madhya Pradesh, Rajasthan and Uttar Pradesh, IIM, Ahmedabad has initiated the "Same Language Sub-titling" are being telecast in the Rangoli Programme through Doordarshan (National network) every Sunday from 8.00 a.m. - 9.00 a.m., Two advertisements were released
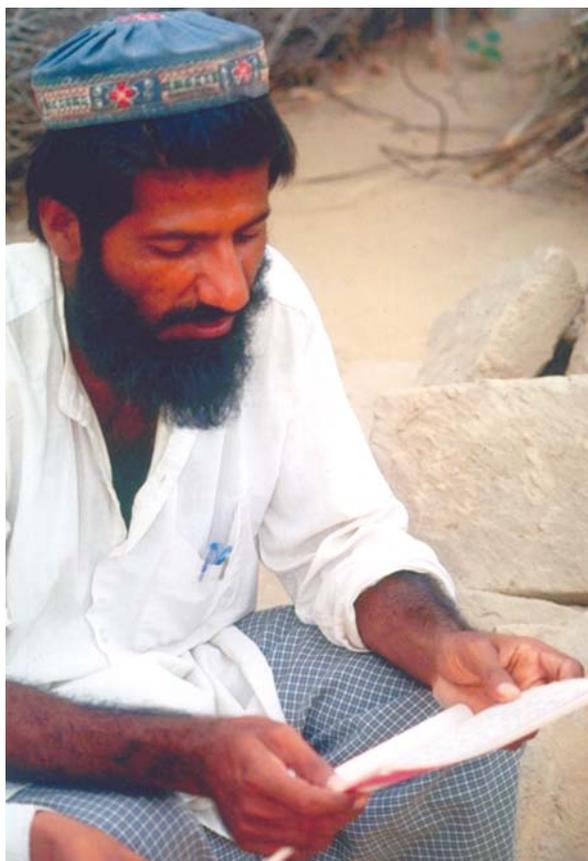
on September 6th & 8th, 2005 in connection with International Literacy Day, 39th International Literacy Day celebration was held at Vigyan Bhawan, New Delhi on September 8th, 2005. Shri Arjun Singh, Hon' Minister for HRD was the Chief Guest. NLM–UNESCO award was given to Jan Shikshan Sansthan, Vijayawada (Andhra Pradesh) and State Resource Centre, Jaipur (Rajasthan) and Centre for Adult & Continuing Extension, University of Kerala, Thiruvananthapuram, for their commendable work in the field of Literacy. Satyen Maitra award was given to ZSSs of Bhagalpur, Bihar for Total Literacy Campaign, Pauri Garhwal, Uttranchal for Post-Literacy Programme and Pudukottai, Tamil Nadu for Continuing Education Programme for their work in the field of literacy. Commendation Certificates were also given to 28 persons from the States of Bihar, Jharkhand, Karnataka, Kerala, Orissa, Pondicherry and Rajasthan for their outstanding work in the field of literacy. The awardees included literacy Activists, Preraks, Asstt. Preraks and Voluntary Teachers.

9th Photo National Competition is being organized, an advertisement in this regard has also been released through different mediums. Two media workshops for 25 State Resource Centres were organized from February 13-15, 2006 at Hyderabad and March 2-4, 2006 at Lucknow in collaboration with respective State Resource Centres.

Monitoring

Monitoring has been recognised as an essential tool for identification of the strengths and weaknesses of the Adult Education Programme and designed to make the objectives operationally more realistic and to ensure its implementation. The broad strategy of implementation of the Adult Education Programme, as conceived in the National Literacy Mission emphasises the need for having an efficient management and monitoring system. Starting from just a few districts in 1991-92, the TLC has now spread to 597 districts of the country. Additionally in each of the district, which completes the basic literacy phase, diverse kind of Post Literacy and Continuing Education programmes are taken up.

The information compiled at the state level, which is received by the Directorate, is analyzed and compiled in the form of status report by DAE.

The main activities undertaken by the Monitoring Unit are: A two-day Regional Workshop for the Directors of Adult/Mass Education of Bihar, Gujarat, Punjab and Rajasthan was organized at Jodhpur on November 18-19, 2005. A review meeting-cum-accounts workshop was organized for all the 15 districts of Arunachal Pradesh on January 5-6, 2006 at Tezu, Lohit district, Arunachal Pradesh.

Publication

Publication Unit brings out various kinds of publications related to Literacy and adult education for different level of users. Publication Unit also comprises photo section, art section, a desktop publishing system (DTP) and binding output. Manuscript originating at different sources is made ready for printing through different pre-printing stages like editing, composing, designing, page making, colour scheme, dummy making with visual etc.

A book titled " Agents of Change" regarding the award winners was published on the occasion of 39th International Literacy Day on September 8, 2005. Special publication titled "Literacy for Empowerment – An Indian Experience" was published on the occasion of Education for All (EFA) conference in Beijing and Literacy Facts at a Glance was revised and reprinted (2,000 copies).

State Resource Centres

State Resource centres have been created all over India as academic and technical Resource Support Bodies to help the institutions working in the field of literacy and adult education. Primary responsibilities of these centers include preparation of appropriate/suitable curriculum, teaching learning materials and training programmes for different field functionaries. These SRCs are functioning under the aegis of NGOs and Universities. SRC provide technical and academic resource support to the literacy programmes in their respective states. The main activities undertaken by the SRC Unit in 2005-06 are:

A two-day meeting of the Directors of SRCs was organised to finalise the annual action plan of State Resource Centers for the year 2005-06 on May 9-10 at Directorate of Adult Education, New Delhi. A one-day consultation meeting of selected empanelled Evaluating Agencies and Directors of SRCs was organised on September 20, 2005 at Directorate of Adult Education, New Delhi. 14 SRCs have been evaluated by 14 NLM empanelled Evaluating Agencies.

Training

In view of the very large number of volunteer teachers, master trainers, functionaries and resource persons involved in the literacy effort, training is found to be one of the gray areas in the effective implementation of literacy programmes. With the sanction of CE programme, the number of new cadres and other functionaries, apart from re-training some of the existing cadres, are likely to face upsurge. Moreover, in the years to come the focus of the literacy programme is going to be on CE, which would necessitate identification and mobilisation of Preraks, Asstt. Preraks, Trainers and

Resource persons of much higher calibre so that in addition to literacy instruction, another important aspect concerning functionality, skill development and empowerment are adequately attended to. A wide range of alternative training strategies and methodology would have to be worked out for imparting training to a large number of literacy personnel on a decentralised basis.

The main programmes organised by Training Unit are: A four-day Training Programme for Key Resource Persons and Resource Persons on Post Literacy programme was organised in collaboration with the Government of Arunachal Pradesh from April 25-28, 2005 at Itanagar. A four-day training programme on implementation of Post-Literacy programme for RPs, KRPs, ZSS Secretaries, Supervisors, SLMA and NGOs in collaboration with SLMA, Manipur was organized from December 12-15, 2005 at Imphal, Training programme on sharing of experiences in developing innovative effective learning techniques and experiments done in the field of CE Programme by SRCs was organized from February 1-3, 2006 at Indore, 3rd Regional Training of ZSS Secretaries, Representatives of NGOs and Govt. officials for implementing the project for residual illiteracy (PRI) of Low literacy districts of Bihar was organized at Patna from March 8-10, 2006.

Present Status

Out of 600 districts in the country, 597 have since been covered under Adult Education Programmes – 128 under Total Literacy Campaigns, 164 under Post Literacy Programme and 305 under Continuing Education Programme. About 120.35 million persons have been made literate so far. 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 64.84 per cent as against 52.21 per cent in 1991.**

The 12.63 percentage points increase in the literacy rate during the period is the highest increase in any decade.

❑ 120.35 million persons made literate so far.

❑ 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 21.59 per cent in 2001.

❑ Female literacy increased by 14.38 per cent i.e. from 39.3 per cent to 53.67 per cent whereas male literacy increased by 11.13 per cent i.e. from 64.13 per cent to 75.26 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 90.86 per cent and Bihar has the lowest literacy rate of 47.00 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, 597 districts have been covered by NLM under literacy programme.

9

Secondary Education

National Council of Educational Research & Training (NCERT)

Objective

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

Overview

The NCERT undertakes 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. Its programmes are formulated based on the educational needs of states, national priorities and commitments, and international inputs.

The NCERT continued to carry out its popular on-going 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 Door Darshan and AIR educational channels 'Gyan Darshan' and 'Gyan Vani'. The new initiatives undertaken during 2005-06 included development of National Curriculum Framework (NCF) – 2005; Preparation of guidelines, syllabi and textbooks for different subjects of different classes; creation of Department of Languages and Department of Education in Arts and Aesthetics; etc.

The highlights of programmes proposed for and being carried-out during 2005-06 in different areas of school education are given below:

Curriculum Review and Renewal

The activities undertaken under review and renewal of National Curriculum Framework for School Education included meetings of National Steering Committee and 21 National Focus Groups, Consultations with the Principals of private schools, Navodaya Vidyalayas, Kendriya Vidyalayas etc; Consultations with States; development of position papers and National

Curriculum Framework 2005 document; Conference of School teachers from Rural Areas; Dissemination of NCF in collaboration with AIPSN and KSSP; Revision of School Syllabi from Primary to Higher Secondary Stage and Meeting with Chairpersons/ Secretaries of Boards of School Education to discuss various dimensions of NCF-2005, commissioning of research studies and critical appraisal of interventions, strategies and approaches emerging from research studies undertaken in the area of teaching learning and teacher training for the education of SC Children.

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) An exploratory study of good practices of community participation in the context of UEE; (ii) Case studies of innovations for improving retention and learning achievement of children; (iii) Status study on the implementation of competency based learning at the primary stage; (iv) Study of factors associated with low retention and achievement among SC Children at primary stage; Impact of training of SC teachers on classroom processes and learning achievement of children at primary stage; A study of problems faced by pupils during transition from primary to upper primary stage; and Investigation into the problems and issues pertaining to the marginalised groups of society in the public schools. The material being developed include: Teaching-Learning material in Environmental Studies for class III; New instructional material in Hindi for classes I and III; Mathematics textbooks for classes I and III and a comprehensive Early Childhood Education (ECE) Kit, Course material for Certificate Course in Early Childhood Care and Education. Several programmes related to capacity building of Key Resource Persons/Key Functionaries through training and orientation are being organised in the area of ECCE and EGS&AIE in Eastern and North-Eastern states. The other activities undertaken include: Academic

To ensure development of cohesive society and achieve national targets of Education for All, NCERT continued to cater to specific educational needs of children from groups with special needs such as SC/ST, Minorities and children with disabilities.

support, monitoring and supervision under SSA, Regional Conferences on Status of implementation of competency based teaching learning at the elementary stage; Publications of Journals of Primary Teachers and Prathmic Shikshak; assessment of the project 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.

Education of Groups with Special Needs

To ensure development of cohesive society and achieve national targets of Education for All, NCERT continued to cater to specific educational needs of children from groups with special needs such as SC/ST, Minorities and children with disabilities. The main focus is on studying: Load of non-comprehension on tribal children as a result of curricular practices; Review of existing instructional adaptations (general and specific) being used in integrated inclusive classroom; Emerging shape of inclusive classrooms at pre-primary and primary levels; Effectiveness of innovative teaching strategies for promoting inclusive schooling; 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. The developmental activities being

undertaken include: Treatise on Policy Perspectives on education of Scheduled Castes in India; Training packages on educational management of minority run institutions; Guide Book for teachers and teacher educators to evaluate children with special needs in inclusive set-up for class III with regard to Environmental studies; A Certificate course through Distance Mode in Teaching Learning in inclusive settings; and Community involvement and participation: A Film for parents of SC children. For capacity building, training/orientation of Key Resource Persons in Science and Technology for modernising Madrasa education at secondary level and tribal schools of NE states are being organised. A Workshop on Multi Lingual Education with special focus on tribal education has also been organised.

Education of the Girl Child

In the area of Girls Education, studies undertaken include: Implementation of policy provision and curriculum framework on girls' education in different States and Union Territories; Innovative initiatives to overcome socio-cultural constraints in girls education and capacity building; and Status of government incentive schemes for the enrolment and retention of ST girls in the NE States of India. Profiles of 35 women have been prepared under women of India series 'Women in Unconventional Roles'. National consultation on 'declining sex ratio- concerns and strategies' followed by sensitisation campaigns and a regional seminar on perception of women teachers in rural areas on problems confronting them are being organised. The developmental activities in progress include: A syllabus for the area of Home Science for Senior Secondary level and a Teachers' Handbook to disseminate salient features from the NCF 2005 on Gender Issues. A 10-day training programme was organised for 35 teacher educators on Strategies and Initiatives on inclusion and retention of SC Girls in Education system.

Education in Science and Mathematics

In the area of Science and Mathematics education, the main focus has been on revision of syllabus and

development of textbooks in Science and Mathematics on the basis of NCF 2005. Activities are being organised for the 100 years of Physics as a worldwide activity under 'International Year of Physics-2005' in the honour of Albert Einsten. The textbooks are being developed in Mathematics for classes VI, IX and XI; Science and Technology VI and IX and Biology, Chemistry and Physics for class XI. Teachers and laboratory staff of NE Region were oriented in Science and Technology. A training programme was organised under 'Design, Development and use of Equipment Model: Hands-on Minds-on Experience for Rural Children at NIE Workshop. The Resource Centre for Science and Mathematics education is collecting and classifying print and non-print materials. Other regular activities of capacity building, National and State-level Science exhibitions, Centre for popularisation of Science, Quarterly journal of 'School Science' etc., are continuing.

Production of Science Kits

NCERT was involved in the development and production of Science Kits namely Integrated Science Kits (ISK), Primary Science Kits (PSK) and Mini Tool Kit (MTK). It was followed by the training of Teachers and Resource Persons on use of kits.

To fulfil the mandatory Apprenticeship Act of Government of India, training was also given in the NCERT's workshop to 9 ITI trainees in different trades during this period.

Environmental Education

In the area of Environmental Education, a Core Group for monitoring the implementation of Environmental Education in States and UTs has been created. The Core Group, apart from monitoring activities, has also conducted two major workshops involving officials from all States/ UTs of the country as well as representatives from all Boards of Education. With the feedback received in workshops and in view of the main points of NCF 2005 and report on Habitat and Learning, an affidavit and prayer is being filed at the Hon'ble Supreme Court for modification of Environmental Education

Syllabus including examination pattern involved. Networking of Environmental Education is in progress.

Education in Social Sciences and Commerce

In the area of education of Social Sciences and Commerce, the main focus is on preparation of textual and supplementary materials as per the guidelines of NCF 2005. The textbooks prepared include textbooks in Social Sciences and its Hindi versions for classes VI and IX and textbooks in History, Political Science, Geography, Economics, Sociology, Business Studies and Accountancy for class XI. Supplementary reading material on aspects of South Asian History is being developed. The studies undertaken include: Field studies in Sociology of Education, Study of linkages of school curriculum in the areas of commerce with Business and industry, An indepth study of teaching-learning practices and evaluation procedure in Art Education in different states. Teacher Handbooks in History, Geography, Political Science, Economics, Sociology, Business Studies (Higher Secondary Stage) are being developed. Historical films on sites linked to National Movement for the upper primary and secondary stages are also being developed.

National Population Education Project

Under the National Population Education Project, a package of materials entitled, *Adolescence Education: Life Skills Development*, consisting of six booklets: (i) *Introduction*; (ii) *General Framework*; (iii) *Knowledge Base*; (iv) *Co-curricular Activities*; (v) *Questions and Answers*; and (vi) *Evaluation and Monitoring was developed*. Three Training Programmes on Skill Development in Adolescence Education for State Resource persons of 13 State and Union Territories were organised. Spade work for National Source Book on Population Education was undertaken. A Mid-term Review of the implementation of National Population Education Project was conducted and the feedback was disseminated to concerned agencies. Other national agencies also developed materials, conducted training programmes for Trainers, organised advocacy programmes and conducted co-curricular activities in schools. The programmes in progress at National level

include: Training Programme on Adolescence Education Programme for Resource Persons drawn from national agencies; One Project Progress Review (PPR) Meeting under Adolescence Education Programme and two Project Progress Review (PPR) Meetings under the National Population Education Project; and publication of Two issues of Population Education Bulletin. Also States will be organising activities related to material development, advocacy, training, co-curricular activities, research and evaluation and monitoring.

Education in Languages

NCERT has set up a separate Department of Languages (DL) on 1st July, 2005. It is mainly engaged in the development of Curriculum and instructional materials in the area of Languages Hindi, English, Sanskrit and Urdu. In all 35 textbooks and other instructional materials are being published in languages including 13 for teaching of Hindi as first and second language; 10 in English for classes I, III, VI, IX & XI; 4 in Sanskrit for classes VI, IX & XI; and 8 in Urdu for classes I, III, VI, IX & XI. A monograph on 'Environmental Science in Sanskrit' has been developed under 'Preparation of a Source book of Scientific thoughts in Sanskrit literature.' A National Seminar is being organised on Munshi Premchand on the occasion of his 125th Birth Anniversary.

Educational Evaluation

In the area of Educational Evaluation, 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 under SSA; Achievement Survey at the end of Class V; World Education Indicators – A Survey of Primary Schools in India; Development and Tryout of Diagnostic Tests in Languages and Mathematics at Primary Stage; Analysis of the Performance of the students appearing in Public Examinations from Rural School. Capacity building in different aspects of educational evaluation such as CCE, error analysis, item writing, paper setting and question paper analysis is continued for various Boards/ agencies. A Conference of Chairpersons of Boards of Secondary Education is being organised.

Educational Psychology

Qualitative improvement in school education through the application of the disciplines of Educational Psychology, Guidance and Counselling is one of the major concerns of NCERT. The Post-Graduate Diploma Courses in Guidance and Counselling continued to be organised in RIEs at Ajmer, Bhopal, Bhubaneswar and Mysore. A six month Diploma Course in Guidance and Counselling 2005-06 (face to face mode) has been launched for inservice teachers/teacher educators guidance personnel. Out of 32 participants seven are from Bhutan, one from Fiji Island and others from India. Sixty Course modules, for international Diploma Course in Guidance and Counselling through Distance/Online Mode in collaboration with COL, are being reviewed. The work related to the development of Psychology Textbook for class XI and its Hindi/Urdu translations is in progress. Training inputs for key resource persons to promote psycho-social development of SC/ST and orientation of Key Personnel in Guidance and Counselling in the North-East are being designed. The National Library of Educational and Psychological Tests and Guidance and Counselling Resource Centre are being enriched.

Peace and Value Education

In the area of Peace Education, a six week training course has been organised for school teachers from all over India. The project entitled 'Evolving School based programme on Peace Education' is in progress. Ongoing activities like Promoting Research and Innovations in Value Education, Journal of Value Education, Updation of Database in Value Education, Enrichment of Reference Library of NRCVE are continued. A special issue of Journal of Value Education on Peace Education is in progress. Consultancy services are being provided to NGOs and researchers in the area of value education.

Computer Education

In the area of Computer Education, multimedia material is being developed in support of the new National Curriculum Framework and new textbooks using new approach. Under the study on status of Computer

Education in the schools in India, data is being collected from different national and state Boards. Self-learning modules on ICT for teacher education have been developed and are being finalised for replication and dissemination (on CDs). For integrating ICT into the B.Sc.Ed. curriculum, a draft Curriculum has been developed. Development of instructional material for Information Technology: A Vocational Course in Engineering and Technology at plus two stage is being initiated. For capacity building two Orientation Programmes, one for KRPs (Teacher Educators) from DIETs from North Eastern States and the other for teacher educators belonging to SC/ST categories were organised on Integration of Information Technology (IT) tools and IT based learning resources. One more such programme is being conducted exclusively for teacher educators belonging to ST Category. Three such programmes one for NIE faculty and two for Administrative/ministerial staff of NCERT for using ICT skills in their day to day work were organised. The bilingual web site of NCERT (Hindi/English) has been modified and updated regularly through adding more dynamic features. Each faculty member has been provided with an e-mail address carrying the institutional identity.

Educational Technology

In the area of Educational Technology, production of ETV and Audio programmes is continued. The important ETV programme series produced include: First Aid; Making of Toys; Software for Children by Children; Mathematics for Secondary classes and Pattron Ke Uttar series. The important series of audio programmes are Ports of India, Gandhiji Ka Ashram, Hamare Mahan Purush, and National Curriculum Framework. Scripts have also been designed for ETV series on Health Education, mathematics for senior secondary classes and Science for secondary classes. Workshops were organised for development of scripts of animation for Children's programme for Children and under Landscape and Community series. Under the EDUSAT network the process of installing terminals at about 90 sites have been completed. Ten CDs of audio and video programmes were prepared and their sale is

underway. Training programmes are planned for ETV promotion personnel of CIET and SIETs, in puppets in Teaching-Learning for Primary Teachers, Audio Tele Conferencing for ET faculty of DIETs in N-E Region, Audio and Video Tele Conferencing programmes of the NCERT faculty through EDUSAT and in Media Research and Evaluation for DIET faculty of NE States. Research studies undertaken include: Evaluation Study of the process of Design and Production of Educational Media Programmes and their Effectiveness in Students' Learning and Status of ET in the Pre-service and In-service Teacher Education programmes of RIEs and DM Schools. Festival of Children's Educational Audio – Video Programmes and National Seminar on Educational Technology related work is in progress. Transmission of ETV programmes on National DD-I and Gyan Darshan Channel and CIET-SIETs coordination is continued.

Vocational Education

In the area of Vocational Education, the studies undertaken include: Study of Pedagogy used by USTADs (Master Craftsmen) to train children/ youth in skills in relevant vocations in the informal sector; Management of PTC in +2 Vocational Institutions in Pune Region of Maharashtra; Cost-effecitivity study of +2 level paramedical vocational courses of the states of Delhi, Kerala and Andhra Pradesh; Study of Lokseva Kendra Yojana of Maharashtra – in special context of vocational skills and self-employment; identification of vocational teachers' Entrepreneurial Competencies in the states of Maharashtra and Tamil Nadu; A study of Early Childhood work force and early childhood environment in Bhopal and Indore cities; and Follow-up study of +2 level Paramedical vocational courses pass-outs of Andhra Pradesh. The instructional material being developed include: Elements of international marketing; Modular packages for certificate programme (level-1 qualification) in Horticulture, Plant protection, Fisheries, Agriculture Engineering, Seed Production Technology; National Vocational Qualifications (NVQ) in Insurance Sector and Office related occupations; Instructional cum practical manuals on Computer Hardware repair and maintenance and Linux;

Finalisation of practical manual on basic rural marketing; and Competency based curriculum for +2 level paramedical course entitled 'Hospital Administration' etc. For capacity building several training and orientation programmes are being organised for vocational teachers/key functionaries in different aspects of vocational education.

Teacher Education

In the area of Teacher Education, the studies undertaken include: Study of Professionalism of Rural Primary teachers in changing Socio-economic context; critical appraisal of Research Studies and their implications for teaching learning process, pedagogy and teacher training for education of ST Children; A Comparative Study of pre-service teacher education programmes at secondary stage in India, Sri Lanka, Pakistan and Bangladesh; and Critical analysis of problems related to teaching-learning processes in primary schools and its implication for teacher training through adoption of primary schools located in tribal areas. Review and reformulation of Pre-service and in-service programmes of RIEs and documentation of innovations conducted by teachers and their practices and personalities are in progress. Pre-service and in-service training programmes, Annual Conference of Directors of SCERTs/SIEs and NCERT awards for innovative practices in teacher education/ school education etc., are continued to be organised. The Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong continued to undertake Pre-service and In-service programmes as per needs of the states in their region. Teacher Handbooks are also been prepared for different subjects.

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 is continuing. Implementation of a Pilot programme of NTS Scheme for School Dropouts; Organisation of a Seminar-cum-Workshop for Review of National Talent Search Scheme and a study of the

Performance of Awardees in NTS Examination vis-à-vis Performance in Secondary Board Examination are in progress. Evolving Schemes for identification and nurturance of talent of different levels in co-curricular areas like music, art, sports etc., at block level and exploring feasibility of reservation of 3 per cent for Physically challenged group in the present NTS Scheme are in process.

Promotion of Educational Research and Innovation

Promotion of educational research continued through ERIC, dissemination of information through publication of IER and IEA Journals, Survey of Educational Researches and Multi-centric studies, etc., are continued. The IEA January 2005 issue and IER July 2005 issue are being finalised. A National Lecture Series in collaboration with India International Centre has been launched with first lecture by Prof. Deepak Nayyar, Vice Chancellor, University of Delhi on May 2, 2005. The Thursday Forum facilitated holding Lecture session including a couple of panel discussions and a few film presentations followed by discussion. A Research Methodology Course (Level I) meant for DIET and SCERT faculty of Andhra Pradesh and a programme on capacity building for Action Research among the practitioners of elementary school in Assam are being organised. A series of workshops are being organised for building Vision of NCERT. An inter-departmental group has been set-up to work out modalities of providing support to the researchers. Research support is provided to ERIC funded projects.

Educational Survey and Data Processing

Under Seventh All India School Education Survey (7th AISES), the first report "Provisional Statistics" based on Flash Data has been published and released by the Hon'ble Union Minister of MHRD on June 7, 2005. The tables of 'Provisional Statistics' state level reports are made available on website.

International Cooperation

The NCERT continued working as a major agency for

implementing the bilateral Cultural Educational Exchange Programmes (CEEPs) in the field of school education and teacher education. Several members of NCERT faculty were deputed to attend various programmes in other countries under educational exchange or sponsored by International Agencies. Several delegates/educationists from different countries visited NCERT and interacted with the faculty/authorities including delegations having members from World Bank, China, Singapore, South Africa, Sudan, Sri Lanka, Kenya, Vietnam, Mauritius, Seychelles, Iraq and Tajikistan.

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, educational journals, and Children's books etc. The distribution of the NCERT textbooks is being undertaken through a network of 308 wholesale agents all over India.

Central Board of Secondary Education

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

The main objectives of the CBSE are:

❒ Affiliating institutions in and outside the country

❒ Conduct annual examinations at the end of Class X and XII

❒ Conducting entrance examinations to professional courses for admission into medical and engineering colleges

❒ Updating and designing curriculum

There are approximately 8300 schools affiliated with CBSE as on date which include KVs, Government, Independent and JNV schools located in India and 20 other countries of the world.

Examinations Conducted

Senior School Certificate Examination (Class XII) 2005

❒ Duration of Exam: 1st March – 1st April 2005

❒ Date of declaration of result: 23rd May 2005

❒ A total of 4,20,240 candidates registered in 2005 for Class XII exam as against 3,93,492 during 2004 showing an increase of approximately 6.8 per cent over last year.

❒ The pass percentage of regular candidates was 80.99 per cent and that of Private and Patrachar candidates was 37.41 per cent.

❒ The total pass percentage of boys was 73.78 per cent as against 83.17 per cent for girls.

❒ The total pass percentage of candidates in 2005 was 77.80 per cent

Senior School Certificate Examination (Class XII) 2006

❒ Duration of Exam: 1 March – 8 April 2006

❒ No. of Registered Candidates: 4,53,731

Secondary School Examination (Class X) 2005

❒ Duration of Exams: 1 March to 24 March 2005.

❒ Date of declaration of results:

 ❒ 24th May 2005 (Ajmer, Chennai, Chandigarh)

 ❒ 26th May 2005 (Delhi, Allahabad, Guwahati)

❒ 6,05,477 candidates were registered for Class X this year as against 5,68,683 last year showing an increase of approx. 6.5 per cent over the last year.

❒ The total pass percentage of regular students was 77.49 per cent and that of Private/Patrachar candidates was 36.51 per cent.

❒ The total pass percentage of boys was 75.26 per cent as against girls which was 74.13 per cent.

❒ The overall pass percentage of candidates in 2005 was 74.60 per cent.

Secondary School Examination (Class X) 2006

❒ Duration of Exams: 2nd March to 27th March 2006.

❒ No. of Registered candidates: 6,45,676

Highlights of 2005 Examinations

Re-scheduled examinations for Tsunami hit areas: In the wake of Tsunami the examinations for the students in affected areas were rescheduled and they were given the option to appear from any part of the country for their practical and theory examinations.

Highlights of 2006 Examinations

❐ From 2006 onwards there will be an internal evaluation in Social Science in Class X. 20 marks will be internally assessed and 80 marks will be earmarked for Board's examinations.

❐ From 2006 onwards the Board will provide additional 15 minutes as a "cool-off" time to students to organise themselves before they start writing the answers. This is being done to bring a near synchronisation between speed and accuracy.

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 was conducted on 3rd April 2005 at different centres located in the State Capitals and Union Territories. 2,31,470 candidates were registered this year out of which 2,10,061 candidates appeared for the examination. The results of preliminary examination were declared on 12th April 2005. 17,108 candidates, qualified in preliminary examination, appeared in the final examination held on 15th May 2005. The results of final examinations were declared on 2nd June 2005. The merit list contained 1654 candidates while 1654 were wait listed.

All India Pre-Medical Pre-Dental Exam 2006

Preliminary Entrance Exam will be held on 2nd April 2006 and final on 14th May 2006 at different centres located in the State Capitals and Union Territories.

Fourth All India Engineering Entrance Examination 2005

The Fourth All India Engineering/Architecture Entrance Examination (AIEEE) was successfully conducted on 8th May, 2005 by the Board at 763 examination centres in 87 cities all over the country. In this examination 4,36,048 candidates were registered out of which 3,97,178 candidates appeared. Central Counselling Board duly constituted by MHRD made allotment of approximately 9,897 seats in 66 institutions including NITs, RECs, Deemed Universities and other Technical institutions.

Fifth All India Engineering Entrance Examination 2006

The Fifth AIEEE will be held on 30th April 2006, for admission to degree level courses in Engineering and Architecture in Central Universities, Deemed Universities, National Institutes of Technology and Institutions in the States/UTs other than those covered by Joint Entrance Examination/State level Entrance Examination for paid or unpaid seats based on the score.

Jawahar Navodaya Vidyalaya Selection Test 2005

The selection tests for admission to Class VI in JNVs are conducted by the Board thrice a year. February for summer bound schools, April for winter bound schools and September-October for newly established JNVs. 9,91,630 candidates appeared in February/April/June/July 2005 examinations. CBSE also conducts the examination for admission to Class IX. This year 57,424 candidates appeared in the examination which was held on 12th June 2005.

CBSE Tele-Counselling

Like every year, the first phase of CBSE help line started from 1st February to 31st March 2005. Thirty Seven Principals, trained counsellors from CBSE affiliated Government and private schools and psychologists participated and supervised the network in Delhi and various other cities like Chandigarh, Meerut, Noida, Jaipur, Gurgaon, Faridabad, Indore and Bhubneshwar. The CBSE Help line was also operational in Kuwait, Doha-Qatar and Dubai during the same period.

CBSE offered counselling through a multi-tier system:

❐ CBSE made a unique effort this time to start tele-counselling through Interactive Voice Response

System (IVRS) mode which is the first to be introduced by any board of education in the country. This service was made available on local dial facilities within Delhi and Mumbai for the subscribers of MTNL.

❒ For the first time CBSE collaborated with the leading newspaper Hindustan Times and its Hindi counterpart Dainik Hindustan for one on one questions answers column throughout this period.

❒ On-line counselling was provided by the senior officers of the Board.

❒ Students and parents could also visit CBSE website for dealing with general anxiety and for information related to examinations at www.cbse.nic.in and icon Helpline.

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

Sample Question Papers

The sample papers contain the blue print 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

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
	Humanities
Class X	All subjects

Academic Activities during 2005-06

❒ Internal Evaluation in Social Science for 20 marks in the Board Examination from March 2006 has been introduced. Guidelines to schools covering project work, assignments and formative and summative tests have been prepared and circulated.

❒ Under a scheme to strengthen Science practicals a separate written paper for 1 ½ hours carrying 20 marks to test practical skills of students has been introduced in Class IX during 2005-2006. A publication giving guidelines and sample question papers for Class IX has been brought out by CBSE.

❒ Rating scales in various subjects to facilitate teachers in carrying out continuous and comprehensive assessment in a systematic and scientific manner for classes I to V were prepared and circulated to all affiliated schools.

❒ As per the directive of the Hon'ble Supreme Court of India, Environmental Education has been introduced from Class I – VIII from the current academic year. The syllabus in the subject prepared by NCERT was printed and circulated to all the affiliated schools. A publication providing guidelines to teachers with a variety of activities in Environmental Education upto Class VIII has been brought out by CBSE.

❒ New books in Communicative Sanskrit under the titles Kanika for Class VII and Ritika for Class XI have been produced and published by the Board. They have been implemented from the current academic year.

❒ Japanese language is proposed to be introduced

from Class VI from 2006-2007 in compliance with the MoU signed between the Government of India and the Government of Japan. Syllabus and textual materials in the subject are being prepared. A circular has been sent to schools inviting applications for the introduction of Japanese language from Class VI from 2006-2007.

☐ Extra time of 15 minutes for candidates to read the questions and plan their answers at senior and secondary level Board examinations is being given from March 2006.

Enrichment activities carried out by the Board during 2005-2006

Heritage India Quiz

The CBSE Heritage India Quiz 2005 was launched in September, 2005 and 700 schools appeared in the written round of the quiz held in 50 centres all over the country and abroad. The zonal finals commenced on 29th November, 2005. The National final was held in January, 2006 at New Delhi.

Teacher Training Programmes

Extensive teacher training programmes in different venues in the country and abroad were conducted in the following subjects at secondary level:

☐ Education in Life Skills
☐ Disaster Management Education
☐ Mathematics Laboratory
☐ Science and Technology
☐ English (Communicative)
☐ Social Science
☐ Sanskrit
☐ Alternatives to Homework

The following subjects were covered for teacher training at senior secondary level:

☐ English (Core)
☐ Functional English
☐ Accountancy
☐ Psychology
☐ Mathematics

Strategic Leadership Training Programme

The sixth programme in strategic Leadership Training for principals was conducted by the Indian Institute of Management, Ahmedabad in collaboration with CBSE in September 2005. The course conducted for six days, was attended by 45 principals of affiliated schools.

Induction Course for Principals

Two-day induction courses for principals of newly affiliated schools were conducted at Cochin, Jalandhar, Delhi, Lucknow and Bokaro during this year. Nearly 400 principals have benefited from these programmes.

Informatics Olympiad National Informatics

Olympiad 2005 was conducted in 37 centres all over India. 7000 students from 500 schools participated. The Indian team participated in the International Olympiad in Informatics at NOW SACZ, Poland in August, 2005.

The team emerged 7th in the overall positions among more than 70 nations. The members won two silver and two bronze medals. CBSE is conducting this event in collaboration with the Indian Association of Research in Computing Science, Mumbai.

Group Mathematics Olympiad

The Board conducted the Group Mathematics Olympiad for 2004-2005 in which more than 2000 students from all over India and abroad participated. Twenty students were selected for enrichment camp conducted by faculty members of IIS-Bangalore, IIT-Delhi, ISI-Delhi and Punjab University.

Disaster Management

Education in Disaster Management was extended to Class X in 2005-2006 as an integrated component of the subject of Social Science. Textual materials under Frontline Curriculum Approach were prepared by CBSE and the English and Hindi versions were published in time for the 2005-2006 academic year. The project funded by the Ministry of Home Affairs and supported by UNDP has so far involved one hundred master trainers. They have conducted 50 training programmes

in different parts of the country. Over 3500 teachers have been trained so far. A component of Disaster Management education has been integrated with Sociology and Geography subjects in class XI during the current academic year as Frontline Curriculum. The course material for this component has been developed by the Board in collaboration with UNDP.

Life Skills

Education in Life Skills was introduced in Class VIII in 2005-2006. Textual material was prepared and published by CBSE.

Fashion Studies

Fashion studies as an elective subject has been implemented in Class XII from the current academic year. Textual material and guidelines for practical work have been prepared and published by the Board.

Mathematics Lab

Practical work in Mathematics was introduced in Class IX in 2005-2006. Guidelines to teachers on practical work to be done in the Mathematics Laboratory for Class IX have been published.

Science Exhibitions and Quizzes

❒ **Science Exhibition:** The Board held Science Exhibition for the second consecutive year at ten zonal centres. The National Science Exhibition was held at Laxman Public School, New Delhi in October this year. More than one hundred schools participated in the exhibition. Twenty exhibits were selected and awarded cash prizes.

❒ **Science Quiz:** The CBSE Science Quiz 2005 has been conducted at six zonal centres. The national final will be held in January 2006 at Delhi. More than 1,100 schools have participated in the quiz this year.

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 week 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 Deptt. of Public Grievances, Cabinet Secretariat on regular basis. 21 complaints in total 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 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 advertisement appearing in national, regional dailies and also verifies complaints received from other public sources promptly. During the period under report 22 cases were received and appropriate action 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 & Training, Brahmpuri, Nangal Rai, New Delhi.

Affiliation

The number of students and institutions has 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 31.12.04 stands at 7514 and 8097 as on 31.12.05. 583 new schools were added over the last year.

National Teacher Awards for CBSE affiliated Schools

In the National Teachers Awards, 12 slots used to be reserved for CBSE affiliated schools. From this year, the number of awards has been increased from 12 to 14. Out of two additional awards 1 award is reserved for the teachers working in CBSE affiliated schools in foreign countries and 1 for Physical Education Teachers working in the CBSE affiliated schools. Each award consists of a merit certificate, a shawl and a cash prize of Rs.25,000.

New CBSE Merit Scholarship Schemes

The Central Board of Secondary Education has started two, purely merit based scholarships – CBSE Merit Scholarship Scheme for Professional Studies (Medical & Engineering) and CBSE Merit Scholarship Scheme for Under Graduate studies (non-medical and non-engineering). These scholarships are self selective, and the meritorious students of the AIPMT/ AIEEE and Class XII public examinations conducted by the Board from the year 2005 onwards will be automatically considered for Professional Studies (Medical & Engineering) & Under Graduate studies (non-medical and non-engineering).

A total of 500 scholarships per annum (2000 per annum after four years) each of Rs.1000/- per month would be awarded for four years to the candidates pursuing courses in medical and engineering in the institutes participating in the CBSE conducted AIPMT/AIEEE or Central Government controlled/aided institutes. In addition, 550 scholarships per annum (1650 per annum after three years) each of Rs.500/- per month would be awarded for three years to the candidates pursuing the non-medical and non-engineering courses in the Central or State Government universities or any other universities recognised by the UGC.

Single Girl Child

All single girl children appearing in the merit list of AIPMT and pursuing medical courses in institutes participating in AIPMT or in the Central Government controlled or aided institutions will be eligible for scholarship. Similarly all single girl children who are in the merit list of AIEEE will be given the scholarship if they are pursuing engineering courses in the institutes participating in AIEEE or in the Central Government controlled or aided institutions.

CBSE Chacha Nehru Sports Scholarship

The CBSE organises inter-school sports and games activities under various age groups for its schools. Presently it is one of the most organised sports activities at the school level in India. In order to identify, recognise and nurture talent in sports, CBSE has introduced Chacha Nehru Sports Scholarship with immediate effect. This will boost the sports activities at school level and buttress the importance of mental and physical health among the children.

Number, Value & Duration: Fifty (50) scholarships each year for Rs. 500/- per month will be awarded to the selected students from Class IX to XII maximum up to four years depending upon their performance in various disciplines of national level sports and games competitions which are currently being organised by the CBSE.

Eligibility: The overall performance and score of the individual at CBSE national level competitions will be the sole criteria for selection.

CBSE's Fees Waiver for Promotion of Girl Child Education

The Central Board of Secondary Education has affected changes in the existing Affiliation Bye-laws to promote and safeguard equal opportunities of education to the girl child. According to the amendment all the affiliated schools will grant full waiver of fees including tuition fee and other fee except meals and transportation fee from Class VI onward to each girl student who is also single child of the parents. The schools on their own can also waive transportation and meal charges, if they, wish so.

Schools affiliated with CBSE have a choice to implement this decision with immediate effect or from the next academic session beginning April 2006. However, schools seeking fresh affiliation with CBSE will have to implement the decision with immediate effect. Schools have been asked to extend this provision on the basis of affidavit sworn by the parents. However, the parents will have to intimate the school about any change in the single status of the girl child failing which appropriate action will be taken by the school and CBSE may withhold the certificates in case of false information. A quarterly report on fee concession will have to be sent by the schools for September, 2005 quarter onwards. Non-implementation of these provisions will attract necessary action under the Affiliation Bye-laws of the Board.

Implementation of Right to Information Act 2005 in CBSE

As per the directions of Ministry of HRD, CBSE has implemented the Right to Information Act 2005 with effect from 12th October 2005. The Act as per the Gazette of India is made for citizens to secure information under the control of public authorities in order to promote transparency and accountability in their day to day working. CBSE has appointed Public Information Officer (PIO) and Assistant PIOs as group coordinators as per the Act. Public Information Counter has also been set up in the Public Relations Unit.

Project EDUSAT

With the intent of ensuring uniform quality among its heterogeneous clientele and to update the teaching practices, the Board has initiated project "EDUSAT". The main objective of this will be:

❐ Interactive training session with the principals/teachers/staff of the schools

❐ Class room training by teachers

❐ Counselling sessions

❐ Data sharing amongst various stakeholders

❐ Efficient administration of Regional Offices

In the first phase interactive terminals at the Board's

Regional Offices will be set up and will target the principals of private schools affiliated with CBSE. This project will be implemented in collaboration with Development and Educational Communication Unit (DECU), Department of Space, Government of India.

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 largest open schooling system in the world. Currently during 2005-06, it has about thirteen 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, 11 Regional Centres; and accredited about 2700 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 and Nepal.

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 (ODL) Mode and as a National Board of School Education, the NIOS has been (i) developing curricula and self learning materials, (ii) organising Personal Contact Programme (PCP) at accredited Study Centres for enrolled students, and (iii) examining and certifying them for its school level courses. Steps are being taken to ensure that the NIOS curricula inter alia

take care of the physically, mentally and visually challenged children. Keeping in view the educational needs of its clientele groups, the NIOS has been providing flexibility in selecting academic, pre-vocational and vocational courses as well as in examinations so that a candidate can learn and proceed according to his/her own pace.

Open Basic Education (OBE) Programme

The NIOS is implementing the Open Basic Education (OBE) programme which is being organised at three levels viz., (i) level A equivalent to class III, (ii) level B equivalent to class V, and (iii) level C equivalent to class VIII.

The OBE Programme is being implemented through Zila Saksharta Samities, State, Non-Government Organisations (NGOs), State Open Schools (SOSs) and several other agencies. Special emphasis is given on community participation.

The courses of study are broadly based on the minimum levels of learning and have been developed keeping in view the adult psychology. The subjects under this programme include Hindi, Mathematics, Science, Social Science and Vocational Education etc. The course materials of these subjects have been written in self-learning mode, so that these could be easily understood.

NIOS provides example materials to the Accredited Agencies and sets standards for examination and 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 OBE Certificates for

further studies and employment. The number of certificates awarded so far are as given in table below

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

The Rajasthan SLMA, and the Haryana Prathmik Shiksha Parishad Pariyojna (HPSPP) have been recognised as nodal agencies for implementation of OBE programmes of Rajasthan and Haryana States respectively. Networking with the West Bengal State Literacy Mission Authority for equivalency programme for adult neo-literates is being done through ZSS in each District. All the ZSSs of Tamil Nadu are being accredited for OBE programme. The Directorate of Continuing and Adult Education, Government of Tamil Nadu have been identified as nodal agencies.

NIOS is has developed a proposal for giving big boost to the Open Basic Education (OBE) programme for adults in the age group 15-35 in collaboration with the National Literacy Mission Government of India, MHRD. It has been envisaged that this programme may be implemented in 100 educationally backward districts each year during the first three years. The proposal envisages close cooperation among NIOS, Union HRD Ministry and Adult Education Agencies in the States for implementation of OBE programme for Adults.

Education at Secondary and Senior Secondary level

At the Secondary and Senior Secondary level, NIOS provides several flexibilities in the choice of subjects, self-paced learning and transfer of credits (marks of passed subjects) from CBSE, CISCE, U.P. Board of

Number of certificates awarded so far at three levels				
Target Group	Level 'A'	Level 'B'	Level 'C'	Total
Children (upto 14 years)	21,841	14,887	9,696	46,424
Adults	57,075	7,991	-	65,066
Grand Total				1,11,490

Secondary Education, Uttaranchal Board of Examinations and the 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). The NIOS offers 26 courses in seven mediums for Secondary Examinations and 24 courses in Hindi, English and Urdu mediums for Senior Secondary Examinations The Secondary Course in Malalayam medium was launched during 2004-05. It would inter alia enable a sizeable population of Indians, particularly of labourer category, residing in the Gulf Countries to qualify Secondary Examination of NIOS while continuing with their jobs.

During the year 2005-2006 NIOS published 60 lakh books for NIOS students opting different courses at different levels.

The new Self Instructional Materials (SIM) prepared for Secondary stage during 2002-03 and 2003-04 were prescribed from the year 2004-05.

The Curriculum of the Senior Secondary stage has been revised keeping in view the new National Curriculum Framework. Manuscripts of the Self Instructional Material (SIM) in various subjects are being developed in English version. These will be translated in Hindi. The SIM in Sociology for Senior Secondary stage, developed earlier, has been updated and reviewed. A new subject, namely, 'Painting' at Senior Secondary level has been introduced. The curricula for four new subjects, namely, Environmental Science, Sanskrit, Business Computing and Web Technology and Networking at Senior Secondary level have been developed and the learning materials in these subjects are also being prepared. The new Self Instructional Materials for the Senior Secondary stage will be prescribed from the academic session 2007-08.

The maintenance of the study materials in all the subjects at Secondary and Sr. Secondary levels has been done by reviewing and editing the materials. The SCERT, Delhi collaborated and helped in the review of study materials in July, 2005. The curriculum and study materials in Hindustani Music have been developed. After development of curriculum in Karnatak Music, learning material is being prepared. The study materials in all the subjects at Secondary level have been translated into Telugu, Malayalam, Gujarati and Marathi. 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 Senior Secondary stage.

A study on the utilisation of Audio and Video materials developed by NIOS has been done. A questionnaire was developed and sent to some of the Study Centres of NIOS in different regions of the country. Report of the Study is being prepared. An Audio-Video Folder has been developed for ready reference of learners, educators and planners. A dozen of Audio and Video materials have been developed as support materials.

The Operational Guidelines for implementing Grading System at NIOS are being developed. Performance analysis in different subjects at Secondary level will be undertaken to identify hard spots and difficult concepts. Enriched material is provided to NIOS student in the form of a half yearly Magazine "Open Learning". Two issues of the Magazine were brought out during 2005-06. NIOS publishes detailed quarterly News Bulletin. Four issues of the Bulletin are printed regularly and circulated widely to national and state level Education Departments/Organisations, Universities, Training Colleges, DIETs and the constituents of NIOS. From August 2005, NIOS has started bringing out a Monthly Bulletin also for internal circulation.

The revised study material in all the subjects at Senior Secondary will be translated into Urdu. Short term Certificate Courses, like Journalism and Mass Communication, Spoken English, Functional Hindi and

Inauguration of NIOS Regional Centre by Minister of Human Resource Development Shri Arjun Singh, 19 September 2005

Consumer Awareness, Human Rights and Peace Education, Empowerment of Women etc., are also being developed. A new subject in Public Administration will also be developed during 2006-07.

During 2006-07, the focus will be on staff development through training of the staff of NIOS and State Open Schools, research in open schooling, National Level competitions and development of multimedia material in different subjects at Secondary and Senior Secondary level for multi-channel delivery of the NIOS programmes through EDUSAT.

Education of the Differently Abled Learners

In the area of Education, of Differently Abled Children steps have been taken (i) to develop a Manual for Teachers and Parents of Visually Impaired learners, (ii) adaptation/ development of Vocational Education materials for Visually Impaired learners for Braille Printing, and (iii) development of a Training Package for orientation of teachers through Teleconferencing to deal with children with disabilities. To encourage greater participation of persons with disabilities especially belonging to economically and socially disadvantaged groups, NIOS does not take tuition fee from the disabled candidates up to the Senior Secondary level. Some vocational education courses like Typewriting, Word Processing, Play Centre Management and Hotel Front Office Management for Secondary and Senior Secondary levels have been adapted and printed in Braille. Ear Mould Technology, a vocational education course, is being developed for hearing impaired learners.

Vocational Education

NIOS offers wide variety of Vocational Education courses in the major areas of Agriculture, Technology, Health and Paramedical, Business and Commerce, Home Science, Computer Science, Teacher Training and other Service sectors. The duration of about 107 Vocational Education courses presently being offered by NIOS varies from 6 months to 2 years.

During the year 2006-07, seven new courses are likely to be introduced. These include Certificate in Bee Keeping, Certificate in Mushroom Production, Certificate in Jeevan Vigyan, Diploma in Basic Health

Care (Homeopathy). Hindi version of Certificate in Rural Health for Women (Gram Sakhi) and Certificate in Two–Wheeler Mechanism. In addition, revised version of Diploma in Radiography will also be launched. The concept of entrepreneurship has been incorporated in all the new vocational courses, so that the pass outs are encouraged to establish their own production/service units. Several video films to support the learning materials of Vocational Education courses during 2006-07 have been identified. Emphasis is being given on collaborative ventures in vocational education with industries. Negotiation are being made for NIOS-Industry collaboration through Confederation of Indian Industries (CII). NIOS is in the process of entering into an MoU with IMA for Health and Paramedical Courses and with NCTE for Teacher Education Courses within the framework of Open Vocational Education Programme. In an NIOS – CII meeting held on 19 December 2005, possibilities of partnership of NIOS with CISCO and Microsoft were explored for conduct of Information Technology related courses. A meeting of NIOS and the Rehabilitation Council of India (RCI) was held on 20 December 2005, to explore possibilities of collaboration for development of courses for differently abled children.

In order to widen the reach of Vocational Education programme, the courses are being translated into Hindi medium. With a view to cater to the needs of rural youth, short-term (six months) need based courses are being identified and developed.

Efforts are being made to develop many new need based Vocational Education courses with the help of established Rural Community Workshops (RCWs). The developmental activities during the year 2006-07 include curriculum development and self-learning materials in several need based courses such as Certificate course in Floriculture, Certificate course in Vermicomposting, Certificate course in Web Page Designing, Certificate course in Store Keeping and Purchasing, Diploma in Management of Children with Learning Difficulties, Certificate course for Plaster Technicians, Diploma course in MLT, and Certificate course in Batik. Under the Rural Community Workshops (RCW) scheme, applications have been invited for setting up new Rural Community Workshops.

NIOS is developing the Curriculum Framework for Open Vocational Education Programme with the help of experts. The organisation is in the process of streamlining and strengthening the accreditation process through rigorous screening and norms.

The National Institute of Open Schooling (NIOS), India, in collaboration with the Commonwealth of Learning (COL), Canada organised an International Conference on Vocational Education and Training (VET) through Open Schooling from 8th to 10th February 2006 at Kovalam, Kerala. Among other things, the Conference will examine issues that contribute to quality VET, explore use of ICT for VET, and formulate a road map for development and expansion of VET, through Open Schooling. Realising that there are immense opportunities for human resource development in the fields of agriculture, manufacturing and social services sectors for developing countries, the Conference will deliberate on matters related to VET for youth employment and entrepreneurship equipping learners with appropriate skills for sustainable livelihood, and creation of a pool of technologically qualified human resource.

Media Programmes

One of the major activities of the NIOS is to explore the facilities of Educational Technology to the maximum extent possible to make open and distance learning a successful and rewarding effort. Audio and video programmes are significant components of the multi-channel package offered by NIOS. These audio/video programmes supplement and complement the other channels of learning i.e., printed self learning materials and personal contact programmes (PCP). NIOS has developed Audio and Video programmes for Open Basic Education, Secondary, Senior Secondary and Vocational Education Courses. NIOS has produced 242 Video programmes (123 in Hindi, 112 in English and 7 in Urdu language) and 260 Audio programmes. The audio and video programmes of NIOS are made available to the Study Centres of NIOS all over the country and can be accessed through TV, VCR and Audio Cassette Recorders. NIOS learners are also allowed to take these programmes on loan for a week from their study centres.

During the year 2005-06, 22 video programmes (11 in Hindi version and 11 in English version) were produced, and 14 programmes are under production. 50 audio programmes were produced and 20 programmes are under production. 100 capsules of video programmes were produced and 30 more capsules are under production for Gyan Darshan and DD-I channels. NIOS video programmes are being telecast on National Channel-Doordarshan (DD-1) - every Friday from 5.02 a.m. to 5.25 a.m. and on Gyan Darshan channel everyday from 6:30 pm to 7:00 pm. NIOS audio programmes are being broadcast on Gyanvani - FM Radio channel-from 8.30am to 9.00 am and repeat broadcast from 4.30 pm to 5.00 pm every Friday, Saturday and Sunday.

A Content Development Workshop for EDUSAT Utilisation was organised in collaboration with DECU-ISRO. A two day workshop was organised for Script Writing. Duplication of 5250 Audio cassettes/CDs was carried out for HIV, Music and Hindi Open Basic Education Audio programmes.

NIOS is planning to utilise EDUSAT for live interactive sessions, for which the Studio of NIOS will be connected in the first phase with the 11 Regional Centres to facilitate face to face interaction with the Regional Directors, Coordinators, teachers and learners. In the second phase, NIOS Studio will be connected in first phase with 100 Study Centres all over the country to enable the learners interact directly with the subject experts.

Examination

The new enrolment in academic courses during 2005-06 was 2,62,000. The students on roll during the last 5 years are about 13,00,000. The NIOS is the largest open schooling system in the world.

NIOS conducts two examinations every year at Secondary and Sr. Secondary stage. The students are given nine chances to complete a course of study. The credits are accumulated for five years. Students are also allowed the transfer of credit (TOC) facility in maximum up to two subjects from CBSE, CISCE, State

Open School etc. The results of NIOS examinations are also displayed on its website. The differently abled students are given certain additional facilities. The examination centres have been directed to make suitable arrangement for seating of physically challenged children in the school premises preferably on the ground floor. For extending the facility of TOC for the students of other boards, a meeting in collaboration with COBSE was held with different boards.

In order to provide face to face learning support to the learners, 30 contact classes called as Personal Contact Programmes (PCPs) per subject for theory and five additional classes for subjects having practical are organised during the 1st year of admission. The meaning of PCP in Open and Distance Education System is quite different from the formal classroom teaching. The PCPs are specially meant for supporting or facilitating the learners and to solve the problems of the learners, which they face in their self-study. Through PCPs the learners get an opportunity to interact with the tutors as well as the peer group.

The NIOS in collaboration with the National Council for Science & Technology Communication, (Department of Science & Technology), Government of India, has taken up a science popularisation project namely 'National Open Science Congress' for NIOS learners. The project is on the lines of National Children Science Congress organised by DST for formal schools. The Project aims at promoting creativity and innovativeness and more particularly the ability of NIOS learners to solve a societal problem experienced locally using scientific method. This is a unique forum for NIOS learners to participate in such activities. This year, on an experimental basis this project will cover the learners of 250 identified AIs from all the Regional Centres. The participating students are required to work on some investigatory projects on the topic of their choice related to the theme of the year.

For improving the student support services, it was felt to identify the quality parameters. For this purpose, a National Workshop was organised to identify the indicators for strengthening the quality of support

services and to draw out a scheme of categorisation of Accredited Institutions (AIs) of NIOS based on quality indicators. Such quality parameters for Student Support Services will help us to take initiatives to provide effective quality education through Open and Distance Learning (ODL) mode.

In order to speed up the process and for maintaining transparency in the process of accreditation, initiative has been taken up for development and finalisation of the modalities for providing online registration facility for accreditation. After implementation of it, the interested agencies or institutions will forward their applications instantly.

The meeting of the Departmental Advisory Board (DAB) of Student Support Services (SSS) Department was held to review and examine the activities of SSS Department, suggest strategies for strengthening the effectiveness of SSS Department and draw a plan of action for the year 2006-07.

For dissemination of information about NIOS, its website is being used extensively. The website provides updated information about courses and programmes, date sheet of examination, result, students hall tickets, lists of Accredited Institutions and Examination Centres. In order to strengthen the Student Support Services Programme, NIOS has planned (i) to set up the Study Centres in educationally backward districts, (ii) organising meetings/awareness campaigns at district level in Orissa, Uttar Pradesh, Bihar, Madhya Pradesh and Chhattisgarh, (iii) on line processing of applications for accreditation, (iv) Orientation of the Coordinators and Academic Facilitators of the study centres (v) development of the manual for Tutors conducting Personal Contact Programmes (PCP), (vi) follow up studies of students of NIOS (vii) study of the drop outs from NIOS, and (viii) conducting a project on identification of training needs of the Coordinators and Teachers of the Study Centres.

Under the Project on Educational Intervention in Adolescent's Reproductive and Sexual Health (ARSH), a design and blue print of Interactive Voice Response System (IVRS) is being prepared for wide dissemination

For dissemination of information about NIOS, its website is being used extensively. The website provides updated information about courses and programmes, date sheet of examination, result, students hall tickets, lists of Accredited Institutions and Examination Centres.

of information. It covers three main areas, namely, Process of Growing Up, Substance Abuse, HIV/AIDS and Sexually Transmitted Diseases (STDs). Other activities under ARSH project are being planned.

Certain other programmes and activities for augmentation of student support services include (i) correspondence with COBSE and the Boards of School Education for recognition and equivalence of the courses of study of NIOS, (ii) setting up of Science Resource Centres in the National Capital Region (NCR) as a pilot study, (iii) organisation of a conference for evolving quality indicators in the area of students support services, (iv) review and update of data about the study centres, (v) identification and accreditation of new study centres, and (vi) visualising and operationalising strategies for substantial increase of enrolment though publicity and other measures.

NIOS has visualised the concept of On Demand Examination System (ODES). Under ODES, a candidate can appear in examination at his own choice and preparation in the subjects. To begin with, ODES is in operation for Secondary stage at NIOS Headquarters. NIOS is planning to extend the facility of ODES at other regional centres also. During the period from February to August 2005, 3,361 students

appeared under ODES. The results of ODES were declared during the first week of every month through the NIOS website www.nios.ac.in and www.nos.org. Encouraged by the success of ODES at Senior Secondary level, NIOS is now planning to introduce it at the Senior Secondary stage. In this context, items in different subjects are being developed. NIOS gave a presentation about its On Demand Examination System (ODES) in the Conference on Digital Learning organised by the Centre for Science, Development and Media Studies (CSDMS) from 18 to 19 October 2005 at New Delhi.

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 inter-disciplinary studies, the NIOS, as an apex organisation in Open Schooling brings out regularly a half yearly "OSAC Journal of Open Schooling" of international standard since the year 2001. One issue of the Journal was brought out during the year 2005 and the next issue will be brought out by February-March 2006. A six member Chinese delegation comprising of senior academicians and administrators visited NIOS on 24th August 2005. They were apprised of the programmes and activities and future perspective of NIOS. The NIOS, New Delhi

organised a Commonwealth of Learning (COL) sponsored Institute for thirteen Educators of Bangladesh, Pakistan, Sri Lanka, Ghana and Nigeria from 11th to 22nd September 2005. The NIOS faculty apprised the participants about the programmes and activities of the organisation. Ms. Susan Phillips, Education Specialist COL gave highlights of the programmes and activities of COL. The participants prepared their Country Reports which were presented in the penultimate session. The participating countries were urged to send information about their innovative programmes for documentation and dissemination by NIOS.

In the meanwhile, NIOS brought out the Report of the International Conference for Promotion of Open Schooling organised jointly by COL and NIOS (India). The NIOS (India) is all set to offer Certificate, Advanced Certificate and Diploma Courses in Open Schooling.

In an International Workshop on Open School held in Colombo on 18th May 2005, India provided consultancy for developing a perspective of form and role of Open schooling to cater to multiplicity of learning needs beyond the formal system of education. As outcome of the workshop, a comprehensive report was developed which included guidelines and an operational roadmap to set up an Open School in Sri Lanka.

NIOS (India) participated in the Asian Round Table on Open and Distance Education organised by the Open University of Sri Lanka in collaboration with the Commonwealth of Learning (COL) from 20th to 22nd May 2005 in the context of attainment of the Millennium Development Goals (MDGs) enunciated by the United Nations. NIOS (India) stressed the need to identify the partner Institutions and Organisations which can come together for promotion of Open and Distance Learning and adaptation of Information and Communication Technology initiatives at the regional, national and international level.

NIOS (India) participated in a two day Meet on "Open and Distance Learning for Enabling Sustainable Development" organised by the Centre for Environmental Education (CEE), Canada from 26th to

27th May 2005 at the Centre for Environmental Education, Ahmedabad. Among other things, a presentation on "Enabling Sustainable Development through Open and Distance Learning NIOS Perspective" was made by the Chairman, NIOS.

International Conference for Promotion of Open Schooling

NIOS in collaboration with the Commonwealth of Learning (COL) organised in January 2005 an International Conference on Promotion of Open Schooling in which delegates from some Commonwealth countries and the Education Secretaries of all the States of India were invited. Various issues related to promotion of open schooling in India and in COL countries were discussed in the conference and future plans of action for promotion of open schooling were formulated.

As a direct offshoot of the International Conference, the Rajasthan State Open School was set up as an autonomous and registered body on 21st March, 2005. Earlier the Rajasthan Board of Secondary Education had launched the Open School scheme to help those who were not able to stay in the educational mainstream on account of social, economic, geographical and other constraints. But as a part of a formal Board, the learners studied the same course of study as was prescribed for regular students and had six chances to clear all the six subjects. With the setting up of State Open School, the flexibilities offered would be many more and the learners can enrol in the Senior Secondary courses also.

Networking

The NIOS is endeavouring to evolve a viable and effective networking with other organisations and institutions connected with and/or engaged in the field of Open Schooling in consultation with the State Education Departments. On 20th October 2005, a National Conference was organised in collaboration with COBSE to discuss the issues of equivalence and transfer of credits with the State Boards of Education of India. Chairpersons and representatives from ten State Boards and the Directors from seven State Open Schools participated in the programme. The participants resolved that NIOS, COBSE and the State Boards would constitute a Committee so that standard and equivalency is maintained. One of the recommendations made was that the Ministry of Human Resource Development (MHRD) may formulate early a Centrally Sponsored Scheme for Promotion of Open Schooling. The MHRD has asked the National Institute of Open Schooling to draft the scheme.

The Annual Meeting of the State Open Schools was hosted by the National Consortium for Open Schooling (NCOS), on 21st October, 2005. The meeting discussed various issues related to promotion of open schooling. The seven participating State Open Schools agreed to send a set of their printed materials to NIOS to facilitate access to the learning materials for open schooling programmes produced at the state level.

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 were taken by NIOS to develop a mechanism for formulation of need based education programmes and their processing through Coordination Committees and Advisory Boards. These Committees have already been set up. Steps have been taken to organise the meetings of the Committees for formulation of need based programmes in open schooling.

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

The NIOS, as an autonomous apex organisation in Open Schooling, has assumed responsibility of meeting the educational needs of various groups particularly the disadvantaged population. In this endeavour, the NIOS works in collaboration with the MHRD and the State Education Departments and Voluntary Agencies.

However, the NIOS alone with its limited infrastructure cannot meet all the educational challenges in the area of open schooling/continuing education. There is a need to create a network of apex organisations for open schooling at 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 the State Open Schools (SOSs). Ten States (Andhra Pradesh, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Punjab, Rajasthan, Tamil Nadu, West Bengal) have already set up State Open Schools. A few 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 Open Learning system, a National Consortium for Open Schooling (NCOS) has already been established with NIOS as its Secretariat. It provides a 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 up-gradation 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, Tamil Nadu, 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 6th to 7th August 2004. Based on the deliberations, several recommendations were formulated for promotion of open schooling in India.

Student Support Services

The success and smooth implementation of the Open Schooling Programme depends on effective student support services. The programme and activities in this regard inter alia include (i) increasing access, (ii) identification and accreditation of good institutions as Study Centers, (iii) organisation of Personal Contact Programme (PCP) at Study Centres, (iv) monitoring of implementation of students support services programmes through Regional Centres and other educational personnel appointed for the purpose.

In order to increase access to the Open Schooling Programmes, NIOS is expanding its Accredited Institutions (AIs)/Study Centres in all States and Union Territories. These are both in urban and rural areas. For this purpose, NIOS remains in touch with the State Education Departments to identify the Government/ State/ Zilla Parishad Schools, and Municipal Corporation Schools for accreditation. The network of the Study Centres is being expanded by accrediting schools under KVS, and NVS, selected schools under CBSE and State Boards of School Education. At present there are more than 1,700 AIs for academic courses. NIOS is also considering involvement of community to give fillip to the Open Schooling Programmes. District-wise mapping of the AIs has been undertaken and areas have been identified where there is a need to establish new Study Centres of NIOS. The process of publicity work in the identified areas has started to establish new Study Centres and to admit more and more students. The process of accreditation of the Study Centres for operationalisation of academic and vocational education courses is being done as per norms laid down by NIOS.

In order to function effectively in a decentralised manner, NIOS has set up eleven Regional Centres in different parts of the country. During the year a new Regional Centre was established at Bhopal to cater to the needs of Madhya Pradesh and Chhattisgarh states. The centre was inaugurated by honourable Union Minister of Human Resource Development on 19th September 2005. The Regional Centres remain in touch with the State Education Department and other

organisations for identification of education needs requiring inputs from NIOS. These Centres take steps for admission of students though the Study Centres, monitoring of implementation of the Open Schooling Programme at field level, and examination and evaluation of answer scripts.

The NIOS has developed several strategies to help the registered learners to learn well and be successful. Tutor Marked Assignments (TMAs) play significant role in learning through open and distance education. TMAs help the learners to know their progress and attainment level and developing regular study habits. In order to develop the problem solving skill and power of expression one question in each assignment of all the subjects has been introduced based on an investigatory project. Grades are assigned to TMAs. These are reflected separately in the mark-sheets. No weightage is, however, given for TMA in public examinations. New TMAs in all subjects, both in Hindi and English mediums, have been developed for the Secondary and Sr. Secondary courses of study and sent to the Study Centres.

To augment the student support services at various study centres across the country, the NIOS has identified and appointed Academic Facilitators. The persons identified as Academic Facilitators are academicians and educational administrators. They have been assigned the responsibility to facilitate functioning of the Study Centres of NIOS. They are required to supervise and guide the conduct of Personal Contact Programme (PCP), oversee the supply of study material to the students, and evaluation of Tutor Marked Assignments (TMA). During 2005-06, more than 150 Academic facilitators were appointed for monitoring and supervision of functioning of the Study Centres.

In order to facilitate functioning of the Study Centres of NIOS, 'Orientation Programmes for Co-ordinators and Academic Facilators were organised, region-wise during July -August 2005. In these programmes, procedures of admission and examinations, modus operandi of delivering materials and other matters related to smooth implementation of open Schooling programmes were discussed.

Future Vision

The NIOS has visualised that in order to meet (i) the challenge of numbers, (ii) the challenge of credibility, and (iii) the challenge of quality, the Open Schooling System is required to provide appropriate responses to supplement the educational endeavours of the formal system of education.

The Open Schooling System has taken roots in India. The National Institute of Open Schooling (NIOS), as the apex organisation in open schooling, has been discharging, for quite some time, its national and international role in open schooling. NIOS has prepared its Vision Document which provides a framework under which research, development, training, programme delivery, networking, extension and other programmes of NIOS will be conducted.

Based in the Vision Document, NIOS is now in the process of preparing its Medium Term Plan (Annual Plan for 2006-07 and XI Five Year Plan 2007-08 to 2011-12). Simultaneously, based on the Vision Document, the Major Thrust Areas of NIOS have been formulated for preparation of detailed Plans of Action. To begin with, detailed Plans of Action for the Year 2006-07 have been prepared for consideration by the following committees during November 2005 to March 2006.

❑ Advisory Boards of the Departments of NIOS

❑ Advisory Committees of the Regional Centres of NIOS

❑ Academic Committee

The Vision Document envisages that NIOS will act mainly as a Resource Organisation in Open Schooling at national as well as international level with its usual programme delivery role. The State Open Schools (SOSs) in India will assume major responsibility for expansion of open schooling, since the prospective students will prefer opting for regional languages as mediums for their courses of study.

Among other things, NIOS will provide access to sustainable and learner centric quality school education through Open and Distance Learning (ODL) mode. It will also organise capacity building programmes for open

schooling functionaries at national and international level.

Central Tibetan Schools Administration (CTSA)

Central Tibetan 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 objectives 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, Secondary 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

In order to achieve the target of providing Modern Education to introduce latest approaches/techniques to keep pace with the fast changes in Modern Education at 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 (H.P.)

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, Dharamshala. Besides Science, Arts and Commerce, CTSA offers Vocational Stream having Stenography, Accounting and Auditing.

Besides academics, students are given opportunities of participation upto 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 93.14 per cent results in Class XII and 78.94 per cent in Class X examination in CBSE Exam 2005 which shows an average improvement of 03.41 per cent and 11.05 per cent, respectively, as compared to the Examinations of 2004. The CTSA stood first among all the sister organisations like KVS and NVS in class XII results in 2005.

Schools and their Level

The Administration runs 78 schools including eight Senior Secondary (including six Residential Schools), six Secondary, seven Middle Schools, seven Primary Schools and 42 Pre-Primary Schools. In addition, CTSA also provides grant to eight schools run by Tibetan organisations.

Infrastructure

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

During the year, works amounting to Rs.1,78,74,500 were sanctioned under the plan budget for construction and renovation.

Students' Enrolment

During the year under reference, the students' enrolment was 10,000 which includes 6,877 in day schools and 3123 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, 4 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 approved staff strength of 628 teaching and 239 non-teaching (Total 867) staff out of which 526 teaching and 210 non-teachings were in position as on March 31, 2005.

Staff Motivation Schemes

The Government of India has sanctioned two National Awards to two teachers every year for CTSA from the year 2002-03 onwards for their meritorious services. In order to give recognition to the services of meritorious and dedicated teachers and boost the morale of the staff, the Administration also offers four Incentive Awards to teachers and three Incentive Awards to non- teaching staff 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 knowledge of teaching and non-teaching staff abreast with the latest developments in syllabi 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 and approved rates when it is not being used by CTSA.

Publication

In order to develop creativity of the staff and the students, CTSA publishes an Annual Trilingual Journal and a Bi-Monthly Newsletter at CTSA headquarters to promote creative talents among the staff and the children.

Budget and Accounts

The Administration is fully financed by the Government of India. The budget estimates for the year 2005-2006 were as follows :

Non-Plan   :   Rs. 1380.00 lakh

Plan   :   Rs. 399.00 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 1 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 a subject at +2 level.

Future Programmes

In order to improve results of Home and Board Examinations, 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 congenial for better teaching learning. Modern Electronic Gadgets viz., LCD projectors, computers software and teaching aids have been provided to school for effective teaching and learning processes.

About 63 Additional Class-Rooms, Resource centres, Boundary walls of 13 schools and 68 quarters for staff will be constructed during the Tenth Five Year Plan besides annual repairs and maintenance and other miscellaneous works.

Kendriya Vidyalaya Sangathan (KVS)

The scheme of Kendriya Vidyalayas was approved by Government of India in November, 1962 to provide uninterrupted education to the wards of transferable Central Government employees. Initially, 20 regimental schools were taken over as Central Schools during the

academic session 1963-64. This number has now gone up to 931 including 3 abroad (Kathmandu, Moscow and Tehran). 44 KVs are running in double shift.

KVS Administration

Minister of Human Resource Development is the ex-officio Chairman of Kendriya Vidyalaya Sangathan. The Commissioner is the Executive Head of the Sangathan. It has 18 Regional Offices, each headed by an Assistant Commissioner who monitors the functioning of all Kendriya Vidyalayas in the region. There are 3 ZIETs (Zonal Institute of Educational Training) each headed by an Assistant Commissioner. The 931 Kendriya Vidyalayas are headed by a Principal/Principal Grade – II who manages the functioning of the school.

Distribution of Kendriya Vidyalayas

The distribution of 931 Kendriya Vidyalayas sector-wise is as under:

Sector	No. of schools
Civil	452
Defence	350
Institutes of Higher learning	18
Projects	111

Salient Features of Kendriya Vidyalayas

❐ 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 bi-lingual medium of instructions, i.e. English and Hindi are followed.

❐ All Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education. Some Kendriya Vidyalayas of States of Andhra Pradesh and Tamilnadu are also affiliated with State Education Boards at the +2 level.

Dr. A. P. J. Abdul Kalam, President of India interacting with students of Kendriya Vidyalaya, Manesar during his visit to NSG on 16 October 2004 for the flag presentation ceremony

Table – 8.1 Comparative Performance of KVS					
Class X					**(Figure in %)**
Organisations	**2001**	**2002**	**2003**	**2004**	**2005**
KVS	81.8%	85.55%	84.69%	90.44%	89.85%
JNV	87.0%	88.65%	88.50%	91.43%	90.82%
Independent Schools	85.4%	85.63%	83.39%	84.83%	85.87%
Total (CBSE)	**66.6%**	**69.53%**	**68.02%**	**76.60%**	**74.60%**
Class XII					
Organisation	2001	2002	2003	2004	2005
KVS	83.9%	86.46%	88.67%	92.75%	92.47%
JNV	84.2%	83.53%	85.26%	87.68%	87.80%
Independent Schools	82.9%	83.32%	81.07%	80.46%	81.28%
Total (CBSE)	**75.2%**	**75.20%**	**73.59%**	**80.40%**	**77.80%**

□ Teaching of three languages viz. English, Hindi and Sanskrit from Class VI to VIII is compulsory. In classes IX and X, any two of these languages can be offered. Sanskrit can also be taken as an elective subject at +2 level.

□ In case of girls, tuition fee is not charged at all. Single girl child is exempted from the payment of all fees.

□ No tuition fee is charged up to Class VIII.

□ Other categories where no tuition fee is charged up to Class XII are:

   □ The wards of KVS staff

   □ SC/ST students

   □ Children of those Armed Forces employees who were killed/ disabled during the wars of 1962, 1965 and 1971 against China and Pakistan.

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.

9,51,841 students are studying in Kendriya Vidyalayas as on 31.12.2005.

Pre-Primary Education

KVS has introduced Pre-primary education in Kendriya Vidyalayas on self-financing basis, wherever infra-structure is available. Children of 4 years of age as on 1st April are given admission.

Courses of Study at +2 Stage

Kendriya Vidyalayas mainly provide Science, Commerce and Humanities Streams. From the session 2005-06 three more subjects have been introduced at +2 level. These subjects are:-

□ Multimedia & Web Design

□ Information Technology

□ Bio-Technology

Academic Performance

The comparative performance of Kendriya Vidyalayas with other organisations showing the pass percentage

Table 8.2: Programmes Conducted by KVS			
Sl.No.	Category	No. of Programmes conducted	No. of Participants
1.	Principal	09 (10 days course)	163
2.	Vice Principal	07 (07 days course)	241
3.	PGTs	26 (21 days course)	877
4.	TGTs	31 (21 days course)	1097
5.	PRTs	30 (21 days course)	1097
6.	H.M.	01 (21 days course)	37
7.	Misc. categories	09 (21 days course)	472
	Total	**113**	**3984**

Table 8.3; Budget sanctioned to KVS by Government of India		
Year	(Figures in crore of Rupees)Non-Plan	Plan
2002-2003	544.77	85.00
2003-2004	558.00	103.87
2004-2005	559.49	112.00
2005-2006	598.94*	183.00

* Rs. 41 cr. is proposed to be given as supplementary grant in 2005-2006.

during the last 5 years in Classes X and Class XII examinations conducted by Central Board of Secondary Education is given in the Table 8.1.

Smart Schools

Initially 31 Kendriya Vidyalayas had been identified by the Government of India to be developed as Smart Schools. All the 31 Kendriya Vidyalayas were sanctioned Rs. 25 lacs each to enrich their infrastructure and enhance the quality of education through the optimum use of IT and Multimedia.

However, the culture of practice of computer aided education no longer remains the domain of any smart school as KVS has decided to extend this facility to other Kendriya Vidyalayas as well. All K.Vs. have a good number of computers and 2-3 computer labs in most of the Kendriya Vidyalayas are functioning smoothly. Kendriya Vidyalayas are also equipped with LCD projector, OHP and other teaching aids. Sustained

efforts are being made to train large number of teachers to enable them to handle and use computers to make their teaching/learning meaningful. Computer instructors have also been engaged for the purpose. Most of the Kendriya Vidyalayas having computer labs are having internet connections also to facilitate teaching/learning. Computer awareness programme has been planned in Kendriya Vidyalaya Sangathan in a big way and it is expected that by the end of this financial year, pupil-PC ratio will be 20:1.

Training Programmes

KVS gives due emphasis to Refresher Courses for all categories of its teachers to update their knowledge, methodology and innovative practices. In 2005, training courses organised are given in table 8.2.

Project Think.com

This project was introduced in 25 KVs initially in which

students created their own web pages with articles, poems, stories, interesting pictures, video clips etc.. They visit websites of other students and exchange useful information. The content is being regulated by the teacher administrator of the school. On getting encouraging feedback, it is planned to extend the project to all Kendriya Vidyalayas having computer labs with internet facility.

In order to implement the project, a two tier training programme for Master Trainers has been organised by trainers from Oracle. These Master trainers, in turn, have trained one teacher administrator from each K.V. of their region. About 400 K.Vs. are registered with the project.

Other Activities

Other activities like Youth Parliament, Social Science Exhibition-cum-National Integration Camp, KVS Science Exhibition, Scouting & Guiding, Adventure Activities, Games & Sports and Population and Development Education etc., are part of the activities 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.

Guidance and Counselling

Kendriya Vidyalayas utilise the services of its teachers, especially of those having undergone the professional training in Guidance and Counselling to help children at times of their social needs and also in selection of their career and social obligations through personality development. At times, services and support of local Guidance & Counselling Institutes are also availed of by Kendriya Vidyalayas.

Hostel facilities

Kendriya Vidyalaya Sangathan also provides hostel facility to its boys and girls who need it. There are 09 K.Vs. having this facility.

Finance

The Kendriya Vidyalaya Sangathan is basically funded from the non-plan funds of the Government. However, some funds are allotted under plan head also. The budget sanctioned to KVS by the Government of India, Ministry of HRD (Department of Secondary and Higher Education) under non-plan and plan heads is given in Table 8.3.

Kendriya Vidyalayas in North East Region

Out of 931 Kendriya Vidyalayas of KVS, 86 Kendriya Vidyalayas are functioning in the North Eastern Region with an enrolment of 53,797. The K.Vs. in the N.E, Region are regularly inspected and academic programmes are monitored closely. Regular monitoring of academic programmes coupled with effective remedial measures have improved the academic standard and performance of Kendriya Vidyalayas in the N.E. Region. As against the All India CBSE Results 2005 for Class X and XII of 74.60 per cent and 77.80 per cent respectively the performance of Kendriya Vidyalayas of N.E. Region was 87.89 per cent for Class X and 89.69 per cent for Class XII. Out of 86 K.Vs. of N.E. Region 19 are under Project Sector and out of the remaining 67 K.Vs. construction of building has been completed in 34 K.Vs. In 14 K.Vs. construction work is continuing and in 02 cases it is under planning stage. In 17 Kendriya Vidyalayas land transfer is yet to materialise.

As far as K.Vs. located in North East Region are concerned an amount of Rs. 18.30 crore under Plan Head has been sanctioned for 2005-06. Girl students are encouraged to participate in all curricular and co-curricular activities of Kendriya Vidyalaya Sangathan.

Contact Details

Postal address of Kendriya Vidyalaya Sangathan and telephone numbers are given below:

Kendriya Vidyalaya Sangathan
18, Institutional Area
Shaheed Jeet Singh Marg
New Delhi – 110 016
Fax No.   :   26514179
EPABX No.   :   26858570
Website : www.kvsangathan.nic.in

Navodaya Vidyalaya Samiti (NVS)

Objective

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 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 as focal points for improvement in the quality of school education through sharing of experience and facilities.

Overview

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 Jawahar Navodaya Vidyalayas are fully residential, co-educational institutions, providing education up to senior secondary stage. Education in JNV 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 540 schools covering as many districts in 34 states and Union Territories with more than about 1.76 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).

Students Profile

In keeping with the objectives of providing and forward

Girls performing Sambalpuri dance during Annual Day celebration at JNV, Sambalpur, Orissa

Table 8.4: Class X and XII CBSE Examinations				
Agency	Class X		Class XII	
	2004	2005	2004	2005
CBSE	76.60	74.60	80.40	77.80
NVS	91.43	90.82	87.68	87.08
KVS	90.44	89.85	92.75	92.47

looking school system in rural areas, reservation of 75 per cent seats are made to students belonging to rural areas. Similarly, the scheme also provides a proportionate representation of SC/ST population subject to minimum national average. In addition to this, 33 per cent of the seats are reserved for girl students. In total 1,76,739 students were on the rolls of Jawahar Navodaya Vidyalayas as on 30.9.2005.

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 ST) during the year 2005-06 (as on 30.9.2005) as given below:

Year	SC	ST	Girls	Rural
2005-06	24.04	14.03	34.83	77.24

Thus, the JNVs are serving rural students, specially girls, SC and ST students in excess of national averages.

Excellence in Academics

Board Results of Navodaya Vidyalayas 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 of overall CBSE results (table 8.4).

Construction of Permanent Buildings

As on 31.12.2005, construction of permanent building complexes have been sanctioned to 477 Vidyalayas. 388 Vidyalayas have been completed and they have been shifted to their permanent buildings. Construction work

of 90 Navodaya Vidyalayas are under progress at different stages. Construction works in respect of remaining Vidyalayas are not sanctioned, due to non-transfer of land from the respective state governments. While 388 Vidyalayas are presently functioning at 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, Deptt. of Secondary and Higher Education. The details of funds related to NVs for the years 2002-03 to 2005-06 are as under:

	(Figures in Crore of Rupees)	
Year	Non-Plan	Plan
2002-2003	122.60	360.00
2003-2004	130.00	439.56
2004-2005	139.66	449.00
2005-2006	143.85*	550.00

* Rs. 7 cr. is proposed to be given as supplementary grant in 2005-2006.

Dining Hall at JNV, Idukki, Kerala

Jawahar Navodaya Vidyalaya, Tawang, Sikkim

Pace-setting Activities

Wherever adequate infrastructure is available, Navodaya Vidyalayas have undertaken several pace-setting activities for establishing better interaction with the society around them and for the education community in the district in which they are situated. Some of the pace-setting activities being carried out by the Navodaya Vidyalayas are given below:

❒ Interaction of teaching staff and students of JNVs with teachers and students of neighbourhood schools.

❒ Extension of computer literacy facility to neighbourhood schools

❒ Extending the facility of Library.

❒ Participation of neighbourhood schools in the sports, games, cultural activities and science fairs.

❒ Extension of community service facilities, conduct of adult literacy drives, tree plantation, population education, environmental education and other community support programmes.

❒ Sharing of audio-visual facilities.

❒ Seeking continuous interaction and support of the stakeholders.

Jawahar Navodaya Vidyalayas in NE Region

Status of JNVS in North Eastern Region as on 29.12.2005 is given in Table 8.5.

National Foundation for Teachers' Welfare

National Foundation for Teachers' Welfare (NFTW) was set up in 1962 under the Charitable Endowments Act, 1890. The main objective of the Foundation is to provide financial assistance to teachers who may be in indigent circumstances. The Corpus Fund of the Foundation consists of an initial contribution of

Status of JNVs in North Eastern Region as on 29.12.2005 (at a glance)					
S.No.	State	Total No. of Distts.	Total No. of JNVs sanctioned	No. of Distt. Yet to be covered	Total No. of JNVs functional	No. of JNVs non-functional
1.	Arunachal Pradesh	16	15	1	13	2
2.	Assam	27	22	5	20	2
3.	Manipur	9	9	0	9	0
4.	Meghalaya	7	7	0	7	0
5.	Mizoram	8	8	0	7	0
6.	Nagaland	11	7	4	6	1
7.	Sikkim	4	4	0	4	0
8.	Tripura	4	4	0	3	1
	Total	**86**	**76**	**10**	**64**	**12**

Rs.1,00,000/- by the Central Government and subsequent annual contributions received from the member States/Union Territories. In addition, all the State Working Committees transfer to the Foundation 10 per cent of the collections made on the occasion of Teachers' Day every year. At present, the Corpus Fund stands at Rs.64.87 crores.

The following schemes for the welfare of teachers all over India are being operated by the Foundation:

❒ Financial Assistance for Construction of Shikshak Sadans

❒ **Paid Holiday to Eminent Teachers who have rendered Meritorious Services**

❒ Support for Professional Education of Children of School Teachers

❒ Financial Assistance (Medical) to Teachers Suffering from Serious Ailments and

❒ Subsidy to Teachers for Academic Activity.

Under the above Schemes, an amount of Rs.2.27 crore has been disbursed to the teachers through the States/UTs during the year. The Foundation also organises a fund collection drive on the occasion of Teachers' Day on 5th September each year on all India basis.

Secondary Education in Union Territories

Academic and administrative matters in respect of school education of Union Territory is dealt by MHRD. This is mainly relevant in respect of UTs without legislature . The overall affairs of Union Territories including budgetary support falls under the purview of Ministry of Home Affairs. Cases of creation of posts in schools, matters pertaining to service conditions, amendment to Recruitment Rules, matters needing Presidential approval, etc, are handled by MHRD,

Number of schools in UTs as on 30th September 2003	
UTs	No. of Schools
Delhi	4537
Pondicherry	1061
Lakshadweep	46
Dadar & Nagar Haveli	240
Chandigarh	155
Andaman & Nicobar Islands	383
Daman & Diu	1247

which is the Administrative Ministry in respect of school education in UTs.

Information & Communication Technology in Schools (ICT @ Schools)

The Scheme of Information and Communication Technology in schools has been formed by merging the earlier schemes of Educational Technology (ET) and Computer Literacy and Studies in Schools (CLASS) and further modifying the same. The scheme became operational in December,2004.

The 'ICT in schools' scheme is a window of opportunity to the learners in the schools of India to bridge the 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.

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 audiovisual 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 with 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. However, in case of special category states, contribution is upto 90 per cent of funds for the State Computer Education Plan.

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. Under the ICT @ Schools Scheme, there is a provision of Rs. 50.00 crore during the current financial year i.e. 2005-06. An amount of Rs. 25.00 crore has been released to States and UTs etc., under the Scheme so far.

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 cost which includes maintenance, consumables, 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. KVS and NVS has established 31 and 33 smart school respectively. 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. KVS has covered 1264 schools under the Universalisation of Computer Literacy.

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.

Access and Equity

On the recommendation of the Working Group on Secondary Education for 10th Five Year Plan, a scheme namely "National Programme for Access with Equity in Schools" has been formulated. The scheme is for strengthening of Boarding and Hostel Facilities for Girl Students from class VI to XII. Under the Scheme, financial assistance is being given @ Rs.10,000/- per boarder as recurring expenditure and Rs.3,000/- per boarder as non-recurring expenditure to the eligible voluntary organisations. For being eligible for assistance under this scheme, there should be at least 50 girl students in a hostel studying in classes VI to XII, out of which at least 25 should be in the secondary classes. Assistance is given for a maximum of 150 inmates in a single hostel. Preference is given to organisations having girls hostels in educationally backward districts, particularly those predominantly inhabited by SCs/STs and educationally backward minorities.

During 2004-05 a total of around Rs. 3.72 crore was granted to 89 voluntary organisations. During 2005-06 funds amounting to Rs. 3.46 crore have been approved till 3.3.2006 for assistance to 73 NGOs to run girl hostels.

Quality Improvement in Schools (QIS)

During the Tenth Five Year Plan, it was 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 (ISES).

❑ Environmental Orientation to School Education (EOSE).

❑ National Population Education Project (NPEP).

❑ Introduction of Yoga in Schools and

❑ International Science Olympiads.

The Tenth Plan Outlay for this scheme is Rs. 115 crores. A budget provision of Rs. 10 crore was made for the year 2005-06. The composite scheme of Quality Improvement in Schools has since been approved by the Government in November, 2005 and the following decisions have been taken:

❑ It has been decided to transfer the component "Improvement of Science Education in Schools" to the State Governments/Union Territory Administrations as a State Sector Scheme;

❑ The other four components, would be transferred to the National Council of Educational Research and Training (NCERT), an autonomous body under the Department of Secondary and Higher Education, for implementation. It has been decided to delete hostel and other construction activities from the list of items for financing under the component "Introduction of Yoga in Schools". The transfer of these components to the NCERT will take effect from 1.4.2006.

The Planning Commission has been requested to make appropriate allocations to the State Governments/UT Administrations under their respective State plans for the Scheme of Improvement of Science Education in Schools.

A brief write-up 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 / Sr. Secondary Schools and Training of Science and Mathematics teachers. The Scheme also provides for 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 Chartered Accountant is required to be submitted by every voluntary organisation before considering further grants.

During 2004-05, only one State has been provided financial assistance to the extent of Rs. 64.37 lakhs, for up-gradation of science laboratories and library in 60 new Schools and training of 60 science teachers. 9 voluntary organisations have also been provided financial assistance to the extent of Rs. 69.76 lakhs for undertaking innovative and experimental projects.

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 2004-05, 12 voluntary organisations have been provided financial assistance to the tune of Rs. 180.68 lakhs.

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). Although NPEP has continued for over two decades, it has been changing its thrusts and strategies substantially after every five years. In view of its achievements and significance, the Government of India decided to continue it in the Tenth Five Year Plan. UNFPA also is supporting one of its components known

as Adolescence Education Programme during its VI Country Programme (2003-2007) being implemented by the national agencies.

The main objective of the National Population Project since its inception has been to attain 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, National AIDS prevention and Control Policy 2002 and National Youth Policy 2003, the Project is currently 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 substance (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.

Adolescence Education Programme, a component of NPEP supported by UNFPA is implemented by six key national organisations working in the school education sector, National Council of Educational Research and Training (NCERT), Council of Boards of School Education in India(COBSE), National Institute of Open Schooling (NIOS), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS).

Achievements of NPEP during 2004-05

The following activities related to different components of the Project at national and state levels were conducted:

National Level

❒ The material entitled 'Adolescence Education in Schools: Package of Basic Materials' was revised and the draft was prepared for its review;

❒ One Training Programme for the Resource Persons drawn from the National Implementing Agencies and two Training Programmes on Skill Development in Adolescence Education for State Resource Persons drawn from 18 States were conducted.

❒ One National Consultation Meet for Chairman and other senior officials of State Boards of various States of India was organised in January 2005 in collaboration with the Council of Boards of School Education in India (COBSE).

❒ A Study on Content Analysis of new NCERT Syllabi and Textbooks from the point of view of population education and adolescence education was conducted.

❒ A Supplementary Project Document was prepared

for upscaling the existing Project as Adolescence Education Programme with the support of United Nations Population Fund (UNFPA).

❒ UNFPA Sponsored 'International Poster Contest 2004' was organised during May-November 2004. More than 10,000 entries from all parts of the country were received and evaluated to select 12 National level winners, three in each of the four age categories.

❒ Three Project Progress Review Meetings – one for the national agencies and two for State implementing agencies – were organised.

❒ Two issues of Population Education Bulletin were published and disseminated.

Other National Agencies

❒ Since the Adolescence Education Programme supported by UNFPA was initiated in October 2004, the national agencies created necessary infrastructure facilities and undertook initial activities for launching the Programme in their respective organisations.

❒ Advocacy for Chairpersons of State Boards and content analysis of Syllabi, textbooks and question papers of terminal examinations was conducted by COBSE. The curricula and study materials of secondary stage was content analyzed by NIOS. Both NVS and KVS developed materials and organised Training programmes for Master Trainers.

State Level

❒ Materials on Population Education and Adolescence Education (64 titles) were developed by State Population Education Cells.

❒ States organised 147 advocacy programmes and about forty thousand educational administrators, opinion leaders, media persons and parents participated.

❒ Over 3500 key and resource persons and teachers were trained in adolescence education.

❒ State Population Education Cells organised co-curricular activities in about 3500 schools of 97 selected districts. They conducted 29 evaluation

studies, published 73 titles and brought out 48 mimeographed volumes.

Achievements/likely achievements for the year 2005-06

National Level

❑ In view of the new developments at national and international levels, a Package of Materials, Adolescence Education: Life Skills Development, was developed. It has six booklets: (i) Introduction; (ii) General Framework; (iii) Knowledge Base; (iv) Co-curricular Activities; (v) Questions and Answers; and (vi) Evaluation and Monitoring.

❑ Three training programmes on skill development in Adolescence Education for State Resource Persons of 13 State and Union Territories were organised.

❑ Spade work for National Source Book on Population Education was undertaken.

❑ A mid-term review of the implementation of National Population Education Project was conducted and the feedback was disseminated to concerned agencies.

❑ Other National agencies developed materials, conducted training programmes for trainers, organised advocacy programmes and conducted co-curricular activities in schools.

❑ The following activities will be completed by March, 2006:

   ❑ Training programme on Adolescence Education Programme for resource persons drawn from National agencies.

   ❑ One Project Progress Review (PPR) meeting under Adolescence Education Programme and two Project Progress Review (PPR) meeting under National Population Education Project.

   ❑ Two issues of Population Education Bulletin will be published.

State Level

❑ States will be organising activities related to

material development, advocacy, training, co-curricular activities, research and evaluation and monitoring.

Publications

The following publications were brought out at the national level:

❑ Adolescence Education in Schools: General Framework (Mimeograph)

❑ Adolescence Education in Schools: Co-curricular Activities (Mimeograph)

❑ Adolescence Education in Schools: Knowledge Base (Mimeograph)

❑ Adolescence Education in Schools: Teacher Counselling (Mimeograph)

❑ A report on Annual Project Progress Review Meeting 2005 (Mimeographed)

❑ Population Education Bulleting (Half-yearly)

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. It has now been decided that hostel and other construction activities would be deleted from the list of items for financing under this component. 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. About 4000 teachers have been trained since the inception of the scheme out of which about 1800 teachers have been trained during 10th Plan Period.

During the financial year 2004-05, 5 Voluntary organisations have been provided financial assistance

to the tune of Rs.10.77 lakh under Plan scheme and Rs. 65.00 lakh has been provided to Kaivalyadhama SMYM Samiti, Lonavla under Non-Plan. Around 255 teachers have been trained during the year. Grants to voluntary organisations are released only after the receipt of 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 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 6 secondary student contestants to IMO, 5 secondary student contestant at IPhO, 4 contestant student contestants to IChO and 4-student contestant to IBO apart from a Team Leader and a Deputy Team Leader. Since 2002 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 teams 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)/Indian Association for Research in Computing Science (IARCS) and Central Board of Secondary Education (CBSE). 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-2005 held at Taipei, Taiwan during July 2005, the Indian Team won 3 Silver and 1 Bronze medals. At IPhO-2005 held at Salamanca, Spain during July 2005, the Indian Team won 2 Gold, 2 Silver and 1 Bronze medals. At IBO-2005 held at Beijing, China during July, 2005, the Indian Team won 1 Gold and 3 Bronze medal. At IMO-2005 held at Merida, Mexico in July 2005, the Indian team won 1 Silver and 1 Bronze medals and 3 Honorable Mentions. India had also participated in International Olympiad in Informatics (IOI-2005) held in Nowy Sacz, Poland during August 2005.

Adolescence Education Programme

An intensive partnership between Department of Secondary and Higher Education and the National AIDS Control Organisation has paved new ground in mainstreaming HIV prevention across different sectors.

Given the rising epidemic and the urgent need to implement a multisectoral solution, Shri Arjun Singh, the Hon'ble Minister of Human Resource Development (MHRD) in Government of India took the initiative to

With a view to identifying and nurturing talent in Mathematics, Physics, Chemistry and Biology at school level, the International Mathematical Olympiad (IMO), International Physics Olympiad (IPhO), International Chemistry Olympiad (IChO) and International Biology Olympiad (IBO) is held every year. India has been participating in these Olympiads since 1989, 1998, 1999 and 2000 respectively.

convene an Inter-Ministerial meeting in October 2004 with Ministers and Secretaries of eight different Ministries. A holistic multisectoral strategy for addressing AIDS was agreed to at the meeting, in line with the international experience that AIDS is a multisectoral problem and not merely a health problem.

This meeting resulted in accelerating the ongoing partnership between Department of Education and National AIDS Control Organisation (NACO) to break new ground in HIV prevention efforts. Key components of the acceleration include:

❐ A review of the ongoing efforts in the area of Adolescence & Life Skills Education with the close cooperation of NACO and UNICEF, with a view to harmonise approaches and support scaled implementation. Programs reviewed were the School AIDS Education Programme (SAEP), the Scheme on Co-curricular Activities on Skill Development in Adolescence Education (CASDAE) under the National Population Education Programme (NPEP), the Adolescent Reproductive & Sexual Health (ARSH) Project, and the HIV/AIDS components of the National Framework on Teacher Education. Several agencies involved: the National AIDS Control Organisation (NACO), the National Council of Educational Research & Training (NCERT), the Council of Boards of Secondary Education (COBSE), the United Nations Fund for Population Activities (UNFPA), United Nations Children's Fund (UNICEF), and the National Council for Teacher Education (NCTE).

❐ Development of a detailed National Education Action Plan for integration of HIV prevention education. The Action Plan outlined specific outcomes and timeframes for scaling up the School AIDS Education Programme for co-curricular activities in classes IX-XII to 100 per cent of the schools across by the end of 2005 and for meeting substantial targets in terms of the other pillars of the Adolescence Education, viz. incorporation in education policy, pre-service / in-service teacher education / training, incorporation in curriculum,

and coverage of out-of-school learners through the Alternate Innovative Education Schemes (AIES) of SSA and other adult education schemes.

❐ Responsibilities were assigned to various nodal and partner organisations like the National Council for Teacher Education (NCTE), National Council of Educational Research & Training (NCERT), Council of Boards of Secondary Education (COBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Authority (CTSA), National Literacy Mission (NLM) and the National Institute of Open Schooling (NIOS) and each organisation was asked to develop their own activity-wise Action Plans with specific outcomes and timeframes in tandem with the National Action Plan.

❐ Education being a matter in the Concurrent List of the Constitution of India, responsibility for this rests with both the Central and State Governments. A major share of the school system is with 28 States and 7 Union Territories. A consultative process was initiated with them to develop corresponding State and UT Action Plans, while incorporating their concerns and accommodating the demands of contextualising the intervention to State/UT – specific needs and supporting such modifications technically or financially through MHRD, NACO and UNICEF.

❐ A series of Regional Workshops were planned jointly by MHRD, NACO and UNICEF at Patna, Kolkata, Chandigarh, Dehradun, Delhi, Mumbai, Chennai and Guwahati (March-May, 2005) to have in-depth sharing of views with the State/UT Departments of Education, State Councils of Education Research & Training (SCERTs), State/ UT Boards of Education and State AIDS Control Societies (SACSs) of all 35 States/UTs and to help finalise the State/UT Action Plans.

❐ In pursuance of the above initiatives, training resources for co-curricular activities were readied in the form of a Toolkit developed by DoE (MHRD), NACO with UNICEF. A Common Minimum Framework was developed by NCERT as

part of Scheme on Co-curricular Activities on Skill Development in Adolescence Education (CASDAE) under NPEP. For curricular activities, training resource and common Minimum Framework was developed by NCERT as part of the Scheme of Content on Adolescence Education. For teacher education, a revised National Framework on Teacher Education was finalised and this covers pre-service and in-service education of teacher and teacher educators.

A National Core Committee has since been constituted under the Chairmanship of Secretary (S&HE) in November 2005. The terms of reference of the Committee is indicated below:

i.   To review the overall progress in implementation of the NAP from time to time

ii. To lay guidelines for the implementation arrangement of the NAP

iii. To identify areas for coordination amongst various Departments/Ministries/Agencies involved and

iv. To give suggestions to the implementing agencies.

Integrated Education for the Disabled Children (IEDC)

The Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 by the then Department of Social Welfare and was later transferred to the Department of Education in 1982-83. The Scheme was last revised in 1992. The Scheme provides educational opportunities for disabled children in common schools to facilitate their integration and ultimate retention in the general school system. The scheme is being implemented through the Education Departments of State Governments and UT Administrations as well as through Non-Governmental Organisations. Under the Scheme of IEDC, 100 per cent assistance is being provided under various components for education of children suffering from mild to moderate disabilities in common schools. The components include educational aids, assistive equipment, salaries for special teachers and facilities for children with disability.

Against the actual allocation of Rs. 75.10 crore during the 9th Five Year Plan based on annual allocation for the five years (1997-98 to 2001-2002), an amount of Rs. 67.91 crore being 90.42 per cent of the total actual allocation of Rs.75.10 crore was spent till 31.03.2002 co-terminus with the end of 9th Five Year Plan. On physical target front as against the 9th Five year Plan projection of coverage of 90,000 children, a total of 1,34,380 children were already covered. By the end of the financial year 2005, a total of approximately 2 lakhs disabled children have been covered in nearly 85,000 schools. The total budgetary provision during the 10th Five year plan is Rs. 200 crore and during the year 2005-06, Rs. 45 crore has been allocated for the implementation of the Scheme of IEDC.

The Minister for Human Resource Development made a policy statement in the Rajya Sabha on 21st March, 2005 committing the Government to providing education through mainstream schools to children with disabilities in accordance with the provisions of the Persons with Disabilities Act,1995. In pursuance of this Statement, MHRD has initiated steps to revise the existing scheme of IEDC. The proposed revisions seek to modify existing physical and financial parameters and teaching methodologies to meet the needs of children with special needs. Wide ranging consultation with stake -holders has been done to develop the details of the proposed revised scheme.

A detailed Action Plan has also been proposed for translation of this statement into specific points of activity in each of the identified sectors of pre school, elementary, secondary and higher education.

National Awards to Teachers

Instituted in 1958, the National Awards to Teachers are given away by the President of India on the 5th September (Teachers Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. There are 356 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State and Union Territory has an earmarked quota based on the number of teachers. The

Presentation of National Award to Teachers by President Dr. A. P. J. Abdul Kalam, 5 September 2005

Scheme also covers teachers of the schools affiliated to CBSE including teachers of independent affiliated schools situated abroad, ICSCE, Sainik School, KVS, NVS, CTSA and schools run by the Atomic energy Education Society.

From the year 2001, 33 'Special Awards' have been earmarked to teachers promoting integrated integrated and inclusive education in schools for children with disabilities. The teachers of following categories will be considered for award:

❒ Teachers with disabilities working in regular schools.

❒ Special teachers or trained general teachers who may have done outstanding work for Inclusive Education.

The selection is made by a State level Selection Committee presided over by Director (Education) with a nominee of the Union Government as a member. The Committee's recommendations are forwarded by the State Government / Central Awards Committee in respect of teachers recommended by organisation in order of merit. The Government of India makes the final selection on the basis of merit. The award carries a medal, a certificate and Rs. 25,000/- as award money.

Since, 2004 one family member of the awardee teacher also being treated as a State Guest during their stay in Delhi for the award function . The expenses of the awardee teacher and accompanying family member is borne by the Ministry.

During 2004, 306 teachers were given the National Award. This includes 80 female teachers, 6 Sanskrit teachers, 2 teachers from Arabic/Persian schools and 6 teachers from schools practising inclusive education for the disabled.

10

University and
Higher Education

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. It serves as a coordinating body between the Union and state governments and Institutions of higher learning. Besides the role of 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 New Delhi as well as its six Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

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 Tenth plan. The assistance to Central and a few deemed universities, and colleges affiliated to Delhi and Banaras Hindu University is being provided both for development under the Plan and for maintenance under the Non-plan, while only development assistance is provided to state universities and their affiliated colleges under Plan. During the Tenth plan period (2002 – 2007), general development assistance to universities is being provided based on the outlays determined by the UGC. One-third of the outlay is based on the performance of the individual university.

The objective of Development Assistance programme is to improve the infrastructure and basic facilities in universities and colleges so as to achieve at least the thresh hold level qualitative development. In the Tenth plan, emphasis is laid on reducing disparities by supporting universities located in backward areas and underdeveloped Regions and also to increase the access and equity for marginalised groups and the weaker section of society.

Under the programme, the UGC is assisting each eligible university for personnel (both teaching and non-

teaching/technical), equipment for laboratories, special office equipment and modern teaching aids and for the repair of major equipment, books and journals, buildings, campus development, health centre, student amenities etc.

Central Universities

Two universities viz. Allahabad University and Manipur University became Central Universities during the financial year 2005-06, bringing the number of Central Universities to 20. Eighteen of these are being given maintenance and development grant by UGC. The remaining two i.e. IGNOU and Central Agricultural University, Imphal are being assisted by the Union Ministry of Human Resource Development and the Ministry of Agriculture, respectively.

During 2004-05, the UGC made available an amount of Rs. 730.98 crore for maintenance and Rs. 218.71 crore by way of development assistance to Central Universities. During 2005-06, (as on 31-12-2005) the UGC provided an amount of Rs.738.60 crore to meet the maintenance expenditure and Rs.46.50 crore as development assistance to Central Universities.

State Universities

As per section 12(B) of the UGC Act, State Universities established after 17th June, 1972 shall not be eligible to receive any grant from the Central Government, UGC or any other Organisation receiving funds from the Government of India, unless the Commission satisfies itself as per the prescribed norms and procedures, that such a university is fit to receive grants.

At present, there are 215 State Universities. Out of which, the UGC has been making budgetary plan allocation for only 113 state universities, excluding medical and agricultural universities. However, the other state universities, technical universities, 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 about qualitative development. During the third and mid year of the Tenth plan, plan grants amounting to Rs.238.47 crore were provided to 119 state universities for the purpose of general development. During 2005-06, (as on 31-12-2005) plan grants amounting to Rs.50.67 crore were provided to 54 state universities for development purpose.

Deemed to be Universities

Section 3 of the UGC Act provides that an institution of higher education, other than universities, can be declared as an institution deemed to be university. Such institutions enjoy the academic status and privileges of a university. At present, there are 100 deemed to be universities including 9 institutions which have been conferred deemed to be university status during 2005-06. During the financial year 2005-2006, (as on 31-12-2005) 12 Deemed Universities have been provided non-plan assistance amounting to Rs.54.15 crore and 19 Deemed Universities have been provided plan grants amounting to Rs.7.99 crores.

Colleges

During the Tenth Plan, the University Grants Commission has also been supporting, eligible colleges for the development of under graduate and post graduate education.

❒ for strengthening basic infrastructure and other requirements like books and journals, scientific equipment, staff, campus development, teaching aids etc., which are needed for proper instruction.

❒ for special assistance to Colleges catering to the needs of SC & ST students.

❒ for Colleges situated in the backward / rural / hilly areas with a view to removing or reducing disparities and regional imbalances.

To achieve the above objectives, the UGC released an amount of Rs.63.47 crore to state colleges and also an

amount of Rs. 1.65 crore to Delhi Colleges under various plan schemes or programmes during 2004-05. Maintenance grants to the tune of Rs. 270.00 crore to Delhi University colleges, Rs.2.38 crore to constituent colleges of Banaras Hindu University and Rs.19.52 crore to University College of Medical Sciences, Delhi were released during financial year 2004-05. During the year 2005-06, (as on 31-12-2005) maintenance grants amounting to Rs.232.79 crore to 53 Colleges of Delhi University and Rs.2.38 crore to four constituent Colleges of Banaras Hindu University were released by the UGC.

Unassigned Grant

Financial assistance is given 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 is to improve the quality and standard of education, to promote research potential amongst the teaching fraternity and to give them wider exposure in academic and research fields, the quantum of financial assistance is decided based on the faculty strength of the university. During the year 2004-05, an amount of Rs.3.83 crore was made available to 48 eligible state universities. During the year 2005-06, an amount of Rs.2.36 crore has been released till 31-12-2005.

Construction of Women's Hostels

Financial support is provided to universities and colleges for the construction of women's hostels to bring about gender equity in access to higher education and also to increase mobility of women by creating safe environment. The assistance is on cent per cent basis subject to enrolment of women. During the financial year 2004-05, an amount of Rs.4.27 crore to universities and Rs.17.09 crore to colleges was released. During the year 2005-2006, (as on 31-12-2005) the UGC released Rs.20.20 crore to Universities and Colleges.

Development Grants to 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.

Autonomous Colleges

For improving the quality of undergraduate education, Colleges are identified and provided 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 214 autonomous colleges spread over 47 universities of thirteen states. During 2004-05, the UGC and its Regional Offices provided grants to the tune of Rs.7.55 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 at work. The objective of the scheme is to help the women and working parents for pursuing their academic or other career with the university.

Under the scheme, a one time lump-sum amount of Rs. 3.00 lakhs is provided to the eligible university. This grant should be utilised for acquiring essential facilities. The day care centre is not run for profit by any individual or organisation. The scheme is operative for a plan period only. During 2004-05, an amount of Rs.33.00 lakhs was given to one Central and 10 state universities. During 2005-06, (as on 31-12-2005) an amount of Rs.0.27 crore was released towards Day Care Centres in Universities.

Infrastructure for Women Students, Teachers and Non-teaching Staff in Universities

The objective of the scheme is to provide assistance for creating and strengthening infrastructure for women students, teachers and non-teaching staff members in Universities. Under the scheme, a maximum of Rs. 10.00 lakhs as a one time grant (in the plan period) is provided to a University for creation and upgradation

of infrastructure. Proposals have been invited from eligible universities for financial support under this scheme. During 2004-05, a grant of Rs.35.00 lakhs was paid to one Central and six state universities.

Programmes for Enhancing Access and Equity

Adult & 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 & Extension Education should include programmes of training a short term nature aimed at various groups who do not normally enter 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 mid year of Tenth plan i.e. 2004-05, an amount of Rs.6.68 lakhs 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 2004-05, the UGC provided grants to the extent of Rs.0.43 crore as admissible honorarium for the Yoga Centres for their on going activities. During the year 2005-06, an amount of Rs.0.09 crore was released to the universities under the scheme of Yoga Education and Practice & Positive Health.

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 cent per cent financial assistance to universities on selective basis for setting up and running the centres on special studies on social thinkers and leaders. So far, the UGC has set up centres in 25 universities/colleges during X Plan (8 Gandhian Studies Centres, 7 Buddhist Studies Centres, 6 Ambedkar Studies Centres and 4 Sri Aurobindo Studies Centres). The tenure of these centres is co-terminus with the plan period. During 2004-05, a grant of Rs.1.96 crore was released to these studies centers. An amount of Rs. 1.69 crore was released during period 2005-2006 on this account.

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 2004-05, an amount of Rs.7.80 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. During 2005-2006 an

amount of Rs. 3.53 crore was paid to these centres for carrying out their activities on programmes and salary of project staff. Appointed on contractual basis.

Human Rights and Duties Education

To make teachers and students in universities and colleges aware of the Human Rights and Duties Education, 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. During the fiscal year 2004-05, the Expert Committee selected 75 proposals out of 151 received and recommended an amount of Rs.56.47 lakhs. Accordingly, the UGC released an amount of Rs.33.09 lakhs to universities and colleges for their activities. During the year 2005-2006, the Commission has released Rs. 0.09 crore to the universities/colleges.

Establishment of Scheduled Caste and Scheduled Tribe Cells in Universities

The main objective of the scheme is to ensure effective implementation and the monitoring of the reservation policy for Scheduled Castes and Scheduled Tribes and also programmes of the Government of India and UGC in Universities and Colleges. To attain this objective, the UGC has been financially supporting the Universities to establish Scheduled Caste and Scheduled Tribe Cells. So far, 120 cells have been established in various universities. During 2004-05, a grant of Rs.14.19 lakhs was given to these cells.

Remedial Coaching for SC/ST students in Universities and Colleges

In order to contribute towards social equity and socio-economic mobility of the underprivileged sections of the society, the Commission introduced Remedial Coaching Scheme at UG/PG level in 1994. The main objectives of the scheme are:

❒ To improve the academic skills and linguistic proficiency of the students in various subjects.

❒ To raise the level of comprehension of basic subjects

so as to provide a stronger foundation for further academic work.

❒ To strengthen their knowledge, skills and attitudes in the subjects where quantitative and qualitative techniques and laboratory work are involved.

❒ To improve the overall performance of these students in the examinations.

Remedial Coaching in Colleges / Universities also covers pre-entrance examination / tests for admission to Medical and Engineering Colleges. Priority is being given to regular teaching only. The tenure of assistance to Universities and Colleges is five years. During financial year 2004-05, 11 universities and 63 colleges have been selected to impart remedial coaching for SC/ST. An amount of Rs.3.70 crore was released to those Universities and Colleges, which have implemented the scheme. During the financial year 2005-06, an amount of Rs.2.72 crore was paid to the universities and colleges for imparting remedial coaching for weaker sections of the society particularly SC/ST. During the year 2005-2006, an amount of Rs. 2.72 crore was paid to the universities and colleges for imparting remedial coaching for weaker sections of the society particularly SC/ST.

Remedial Coaching Classes for Disadvantaged Minority Groups

The objective of the scheme is to impart remedial coaching to students belonging to disadvantaged minority groups so as to enable them to compete in various competitive examinations, to secure admissions in professional courses, to become self-reliant and organise orientation programme for Directors of the Coaching Centres so that professional approach can be introduced in the coaching of students. The scheme is from plan to plan basis.

As on 31st March, 2005, as many as 131 Coaching Centres have been functioning in various Universities and Colleges. During the financial year 2004-05, an amount of Rs.1.05 crore was released to Universities and Colleges for running these coaching centres for disadvantaged minority groups. During 2005-06 Rs.0.14 crore was released to these coaching centers.

Facilities for Differently Abled Persons

With the aim of catering to the needs of persons with their disabilities 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 UGC has, so far, identified and approved 10 Colleges and Universities under the TEPSE and 19 Colleges and Universities under the scheme of the HEPSN for financial support. During the financial year 2004-05, Rs.0.54 crore was paid to 9 institutions under the HEPSN and 6 institutions under the TEPSE.

Special Development Grants to Universities and Colleges in Backward Areas

The scheme's objective 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 upto Rs. 70.00 lakhs 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.3.39 crore and Rs.9.88 crore respectively to Universities and Colleges during 2004-05. During the year 2005-2006, (as on 31-12-2005) a grant of Rs. 16.45 crore was provided as special development grants for 17 universities and 404 colleges located in backwards areas.

Special Development Grants to 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 more students and teachers and to help introduce new courses. The Universities and Colleges which have been included under section 12(B) of UGC Act, 1956 from Eighth Plan onwards are eligible to receive grants from UGC. The eligible Universities and Colleges will get assistance as a one time additional grant over and above the Tenth Plan allocation upto 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 ground etc. During 2004-05, the UGC has released grants to the extent of Rs.3.18 crore and Rs.7.31 crore respectively to Universities and Colleges. During the year 2005-2006, (as on 31-12-2005) an amount of Rs. 6.30 crore was released as special development grants for 4 young universities and 263 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 lakhs as one time 'Seed Money' for five years in Humanities and Commerce Streams and Rs.7.00 lakhs for science stream. The colleges are to opt for a minimum of three courses in each stream. It is left to the universities and

To improve and maintain standards of teaching in universities and colleges, the UGC has established 51 Academic Staff Colleges during X Plan. These colleges are conducting specially designed Orientation Programmes of 4 weeks duration for newly appointed teachers and Refresher Courses of 3 week duration for in-service teachers.

colleges to identify their own 'Need Based' Career Oriented inter disciplinary courses.

The UGC has selected 228 colleges and 2 Deemed to be universities for Career Oriented courses to be started from the academic year 2005-06.

During the financial year 2004-05, an amount of Rs.26.07 crore was paid to the selected institutions. During the financial year 2005-06, an amount of Rs.2.88 crore was allocated for the scheme and the entire amount was released to various universities ad Colleges.

Academic Staff Colleges

To improve and maintain standards of teaching in universities and colleges, the UGC has established 51 Academic Staff Colleges during X Plan. These colleges are conducting specially designed Orientation Programmes of 4 weeks duration for newly appointed teachers and Refresher Courses of 3 week duration for in-service teachers.

Orientation Programmes are intended to inculcate in young lecturers the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence. The Refresher Course provides opportunities for serving teachers to exchange

experiences with their peers and learn from each other. It is a forum for keeping abreast with the latest advances in the subjects, technological spin off, etc.

Besides 51 Academic Staff Colleges, the UGC has also identified 84 universities and specialised institutions as UGC-Refresher Course Centres (UGC-RCC) across the country to run Refresher courses to cater to the needs of all the eligible teachers. At the beginning of the academic year 2005-06, 260 Programmes (221 Orientation Programmes + 39 Workshops) and 917 Refresher Courses have been approved and allocated to the 51 ASC and 84 universities identified as Refresher Course Centres(RCCs). During the third year of the Tenth plan, an amount of Rs.24.68 crore was made available to these Academic Staff Colleges/RCCs for conducting various Orientation Programmes and Refresher Courses for teachers through out the year as per the schedule of each Academic Staff College. During the year 2005-2006, (as on 31-12-2005) the Commission released funds to the tune of Rs. 7.20 crore for the purpose.

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 for 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 cent per cent basis.

During the year 2004-05, an amount of Rs.1.00 crore was made available to 211 college teachers, 6 Vice-Chancellors and one Commission Member. Also, the University Grants Commission is providing travel grant, on cent per cent basis, to enable the university/college teachers to collect source material and availing of fellowship. The assistance is given to those scholars only

who have received an assurance for maintenance at least for a period of two months from a recognised university / institute board. During 2005-06 the approval of the UGC was given to 220 college teachers and 4 Vice-Chancellors based on the recommendations of the Expert Committee and also an amount of Rs.0.46 crore released under the scheme during the year 2005-2006.

Area Studies Programme

The Commission is providing financial assistance to 39 centres identified as Area Study Centres in 25 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 frame work. The focus is on such countries and the regions with which India has had close and direct contact. During the mid year of Tenth plan, an amount of Rs.1.06 crore was made available to 28 Studies Centres. During the financial year 2005-06, an amount of Rs.0.85 crore was released to Universities where Area Studies Centres are functioning.

Cultural Exchange Programmes

The University Grants Commission, on behalf of the Government of India, is implementing the Bilateral Exchange Programmes between India and other countries connected with University Sector. During 2004-05, such programmes have been in operation with 23 countries and Educational Exchange Programmes with 11 countries. During 2004-05, the UGC hosted the visit of 26 foreign scholars from various countries and 42 Indian scholars were deputed abroad. Foreign delegations from Australia, Myanmar, Ethiopia , Bhutan and Finland visited UGC during 2004-05.

Under Indo-Tec Mauritius Agreement, the UGC has nominated five Indian Scholars to visit Mauritius. Nine Mauritian scholars also visited India.

Under the collaborative exchange programme, there is a provision for exchange of foreign language teachers at the Master's or Research level. During 2004-05, 22 foreign language teachers have been appointed in various Indian Universities.

Under the programme of Exchange of Social Scientists, 7 Indian Scholars have been nominated by the Commission for the year 2004-05 to visit France. Their visit has been materialised. Five French Scholars also visited India.

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 2004-05, the UGC has nominated four Indian scholars for MBBS course in Tribhuvan University, Kathmandu.

Under the programme of Commonwealth Academic Staff Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU) in United Kingdom and makes nominations for the award of Commonwealth Academic Staff Fellowships to enable promising faculty members in Indian universities and colleges to do research work at the Universities / Institutions in the United Kingdom. During 2004-05, 80 teachers have been nominated. Out of 80, 25 Scholars have finally been selected by the Association of Commonwealth Universities. The Commission has also nominated 14 Indian Scholars under Commonwealth Split-site Scholarships. Out of which, eight candidates have been accepted by the Commonwealth Scholarship Commission. Two Indian scholars have been nominated by the Commission under Indo-Finnish Government Scholarship, which offers scholarship for Postgraduate studies, Research and Teaching at a Higher Education Institution or Public Research Institute in Finland. The two scholars have successfully completed their visit.

During 2004-05, an amount of Rs.55.28 lakhs (excluding establishment expenditure) was incurred under these programmes. During 2005-06 the Commission released a grant of Rs.0.39 crore under various Cultural Exchange Programme.

Teaching and Research in Inter-disciplinary and Emerging Areas

The programme is to support the specialised courses at

undergraduate and postgraduate level including PG Diploma in Interdisciplinary and Emerging Areas and to accommodate brilliant ideas and innovative proposals to influence teaching, research, academic excellence, societal growth and relevant activities in various disciplines which meet educational, national and global priorities. The financial assistance is on cent 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 lakhs for both non-recurring and recurring items in addition to staff on actual basis. The duration of the programme is upto 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 overhead charges (10 per cent of the total allocation or Rs.2.00 lakhs whichever is less). During 2004-05, an amount of Rs.13.13 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 the PG programmes.

❑ To promote networking with other research centres/departments and the laboratories in the country.

❑ To achieve excellence in education, training and research to face the challenge of globalisation.

The target for identifying universities and colleges would be 5-15 universities and 100-150 colleges respectively 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 a follows:

Universities

❑ Accreditation by NAAC

❑ Should have at least 25 per cent of the existing PG departments being identified by the UGC under SAP /ASIST / Innovation Programmes.

❑ Proven evidence of successful academic, administrative and financial reforms during the last decade.

❑ Substantial research and development activity initiated through projects from external funding during the last decade.

❑ Potential for evolving an effective academic and management system that can serve, in general, as a model for recognising the university system in the country.

Colleges

❑ Colleges should be ten years old or more.

❑ Accreditation by NAAC

❑ Those Colleges which have not been accredited by NAAC must get the accreditation within a year.

❑ Every college should work out and submit a plan of action for the Tenth plan period 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 lakhs to Rs. 1.00 crore for Tenth plan period.

The Commission has already identified five universities namely, Pune, Hyderabad, Madras, Jadavpur and JNU and granted 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. During the first phase of identification, 47 colleges have been selected against the 155 slots. During 2004-05, an amount of Rs.37.00 crore to universities and Rs.15.70 crore to colleges respectively was paid. During 2005-2006, financial support to the tune of Rs. 10.00 crore was provided to the universities and released Rs. 0.75 crore to 47 colleges during 2005-2006.

UGC INFONET Programme

In order to provide relevant and quality education with enhanced access and quality, the UGC has launched a mega programme namely, UGC-INFONET, a network of Indian Universities and Colleges by integrating Information and Communication Technology and the process of teaching, learning and education management. The network will be run and managed by ERNET India. Information for Library Network (INFLIBNET), an autonomous Inter-University Centre of UGC is the nodal agency for coordination and facilitation of the linkage between ERNET and Universities and Colleges. So far, 144 universities have been connected electronically. During the financial year 2004-05, a total grant of Rs.3.75 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. The Committee submitted its report wherein it recommended various operative mechanisms for promotion of Indian Higher Education. During 2004-05, an amount of Rs.39.43 lakhs was expended 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 Net work (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 2004-05, an amount of Rs.23.50 crore was made available under the programme to the INFLIBNET Centre.

National Education Testing (NET) for Teaching and Research

The University Grants Commission conducts a National Level 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 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 81 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 Test for lecturership eligibility. The candidates who clear a SLET are eligible for lectureship 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 in December, 2004 at 65 centres across the country, 0.67 lakhs candidates appeared. Out of which, 3951 candidates were declared eligible for lecturership and in all 460 for Junior Research Fellowship.

During the year 2004-05, an expenditure of Rs.3.35 crore was incurred excluding 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 upto the extent of 25 per cent of the contribution received by the University, subject to a maximum of Rs. 25.00 lakhs per annum.

During the financial year 2004-05, the UGC supported 15 State/Deemed Universities to the extent of Rs. 3.43 crore as its matching share. During the year 2005-2006, the UGC paid Rs.1.51 crore to universities as an incentives share of the UGC.

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 multi media 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 lakhs
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 X Plan period.

During 2004-05, a total grant of Rs.9.67 crore was released to all eligible colleges. (The UGC has released Rs. 9.82 crore to the universities during 2005-2006.)

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 upto 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 lakhs in Science, Engineering & Technology

Rs. 60.00 lakhs for Mathematics, Statistics, Humanities and Social Sciences.

DSA   Rs. 75.00 lakhs in Science, Engineering & Technology

Rs. 50.00 lakhs for Mathematics, Statistics, Humanities and Social Sciences.

DRS   Rs. 50.00 lakhs in Science, Engineering & Technology

Rs. 40.00 lakhs for Mathematics, Statistics, Humanities and Social Sciences.

The number of departments approved for support under this programme, as on 31st March, 2005, has been 477 (CAS-64, DSA-155, DRS-258). During 2004-05, the UGC provided grants to the tune of Rs.33.81 crore to departments of Humanities, Social Sciences, Physical Sciences, Bio-Sciences, Engineering and Technology. During the financial year 2005-06, the financial support

to the extent of Rs.2.37 crore was made available to the departments of Humanities/Social Sciences and Rs.7.66 crore to the departments of Sciences and Engineering & 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 upto Rs.60 lakhs.

During 2004-05, 24 new departments were selected bringing the total to 56 and also an amount of Rs.2.87 crore was released.

Assistance for Strengthening of Infrastructure for Science and Technology (ASIST)

The basic objective of this programme is to assist selected Science & 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 post graduate 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 cent per cent basis. The financial limit for a selected department (in Sciences, Engineering and Technology) is Rs. 85.00 lakhs and for department of Mathematics & Statistics, is Rs. 60.00 lakhs for a duration of five years only. The departments, which are selected under the programme, are given functional autonomy. Since inception of the programme, 228 departments have been selected for support. During the financial year 2004-05, Rs.8.25 crore was paid to 31 departments. The target for induction of departments under the scheme during X plan has been fixed at 40.

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 teacher upto 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 lakhs

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 upto Rs.60 lakhs.

- ❒ Major Research project in Humanities, Social Science, Languages, Literature, Arts, Law and allied disciplines – Rs. 10.00 lakhs

- ❒ Minor Research Project – Rs. 1.00 lakh

The financial support is for Equipment, Books & Journals, Research Personnel, Hiring Technical Services, Contingency, Chemicals and consumables, Travel and Field work and any other special requirements. However, assistance towards Research Personnel will not be provided in Minor Research Projects. The duration of the Major and Minor Research Project is normally three and two years respectively. During 2004-05, as many as 483 Major Research Projects and 85 Minor Research Projects have been approved by the UGC Head Quarter and also released an amount of Rs.25.12 crore and UGC Regional Offices approved 3007 new Minor Research Projects and released Rs.10.84 crores.

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 10th plan under the following heads :

Recurring	Rs.3.87 lakhs
Non-Recurring	Rs.2.00 lakhs

During the financial year 2004-05, the Expert Committee recommended to support 19 universities and 34 colleges and an amount of Rs.1.40 crore was released to these IMF centres. During 2005-06, an amount of Rs.0.26 crore was released for the establishment to IMF Units.

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 would be to address contemporary development issues with multi-disciplinary approach. As of today, six Inter-University Centres are functioning within the university system. During 2004-05, a total grant both under Plan and Non-Plan of Rs.65.14 crore was released to these Inter-University Centres. During the financial year 2005-06, the UGC paid Rs.27.07 crore to Inter-University Centres under Plan an amount or Rs.1.73 crore was paid to 4 Centres of National Facilities.

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 been 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 (HP) and Crystal Growth Centre, Anna University, Chennai are functioning. During 2004-05, an amount of Rs.1.73 crore was released to the centres of national facilities.

Research Awards

Under this scheme, the UGC provides full salary of the Awardees to the respective institutions, and research grant upto Rs.2.50 lakhs in Humanities and Social Sciences and Rs.4.00 lakhs in Science and Engineering & 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 2004-05, an amount of Rs.3.36 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 2004-05, an amount of Rs.4.27 crore was released to various universities and colleges and also non-university institutions. During the financial year 2005-06, an amount of Rs.3.20 crore was paid to the universities/colleges and non-universities like NIEPA for organising various Seminars, Conferences and Workshops.

Emeritus Fellowships

The University Grants Commission floated the Scheme of Emeritus Fellowships in order to provide an opportunity to the highly qualified, experienced and superannuated teachers of Universities, Colleges and Institutions approved under Section 2(f) and 12(B) of the UGC Act, who have been actively engaged in research and teaching programmes of the Universities/ Institutions, Deemed Universities in the preceding years to undertake research, without any restriction of position or pay scales. The fellowship is awarded on the basis of quality of research and published work contributed by the teacher in his/her service career. The awardee can work under this scheme with a well defined time bound action plan up to the age of 70 years or up to two years (non-extendable) of the award whichever is earlier. The number of slots available under the scheme is 100 at any given time.

Under the scheme, the awardee is provided the honorarium of Rs. 10,000/- p.m. and a non-lapsable contingent grant of Rs. 20,000/- p.a. and such other privileges including medical facilities as available to the faculty members of the research centre. The awardee will ensure the completion of the project undertaken and submit a final report of the work to the Commission.

During 2004-05, Rs.0.41 crore were released to the Emeritus Fellow 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 2004-05, the Commission has provided 20 Junior Research Fellowships and 7 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/- p.m. and Rs. 9,000/- for the remaining three years. The contingency for the first two years is Rs. 10,000/- p.a. and Rs. 20,500/- p.a. for subsequent years. However, in the case of Sciences, the contingency is Rs, 12,000/- p.a. for the first two years and Rs. 25,000/- p.a. for subsequent three years. Admissible HRA and Departmental Assistance of Rs. 3,000/- p.a. are also provided to these fellows.

During 2004-05, an expenditure of Rs.22.29 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.6000/- p.m. and those with 5 years experience after Ph.D. are paid Rs.8000/- p.m. The Associateship also carries a contingency grant of Rs.10,000/- p.a. for full tenure of 5 years and Departmental Assistance @ 10 per cent of the Associateship.

Part-time Research Associateship is awarded annually to women upto 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 2004-05, an amount of Rs.1.00 crore was released to the selected part-time women Research Associates.

Engineering & Technology JRFs

The University Grants Commission has selected 50 candidates through direct interviews conducted in February, 2004 for the award of Junior Research Fellowships in the disciplines of Engineering & Technology. These awardees are being paid Rs.8,000/- p.m. for first two years and Rs.10,000/- p.m. for subsequent years with an annual contingency of Rs.12,000/- p.a. for first two years and Rs.25,000/- p.a. for the remaining two year period.

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 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 1st July of the year of award, extendable by five years for women and SC/ST candidates.

During 2004-05, an amount of Rs.3.53 crore was released against the budget allocation of Rs.4.00 crores.

Scheme of Professors of Eminence

A new scheme-'Professors of Eminence' was launched in 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.22000-24500 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 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.

Selection was not made to these positions due to reconsideration of the guidelines by the Commission.

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, UGC has partnered with National Science & Technology Entrepreneurship Development Board (NSTEDB) under the Department of Science & Technology (DST), Government of India to promote entrepreneurship, technology commercialisation, technology business incubation and knowledge processing parks in the country.

As a part of this initiative, 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 focus on entrepreneurship. A large number of institutions would be covered through this approach.

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. 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 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. 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 and proper strategy and action plan.

This would involve four distinct steps:

(1) 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 of offer;

(2) Information dissemination and promotion to bring credible and an up to date information to International students and evolve a communication strategy with focus on uniqueness of Indian education;

(3) Simplification and harmonisation of procedures for admission and visa etc.,

(4) Managing expectations with a view to provide good experience to students already here.

Under the PIHEAD initiative, UGC has embarked upon a focused nationally coordinated program to attract international students and to promote Indian Institutions to offer programs abroad. UGC has constituted a Standing Committee (SC) to advise and steer the PIHEAD Initiative.

Under its PIHEAD Initiative, UGC participated in NAFSA Conference at Baltimore, Maryland, USA in May 2004 to promote short-term India-centric programs for students in the developing countries. UGC also organised education fairs in East Africa (Ethiopia, Tanzania, Kenya) in June 2004 with the assistance of FICCI to attract students in regular programs form developing countries. Not only were both events hugely successful – these also gave 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. 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 & Training (DOPT), Government of India.

Meanwhile, UGC has initiated several training programmes – 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. 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.

Comprehensive Computerisation Initiative

With a view to enhance its efficiency and bring transparency in its working, 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. 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 UGC Library has been initiated to transform it into 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 problem of malpractices – such as fake certificates, facilitate statistics collection and compilation, 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.

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 administrators and academics of member universities 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 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 the member universities. The Government of India, Ministry of Human Resource Development provide 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, and for creation of question banks and database. AIU has a scheme to sponsor Inter-University sports events and inter-university youth festivals at zonal and national levels. This activity which was funded by the grants

The total number of students registered in IGNOU during 2005 was 4,60,807. The cumulative enrolment of students at IGNOU is about 1.3 million. The student support system network of IGNOU consists of 60 Regional Centres, seven Sub-Regional Centres and 1298 Study Centres.

received by AIU from Ministry of Youth Affairs and Sports out of the scheme of Grants for promotion of sports in Universities and Colleges, has since been transferred to the State Sector. AIU is now exploring other avenues to sustain this important activity. The Association has taken initiative to create an interface of the 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 institutions of higher education, professional bodies, etc., and on the courses offered by Indian universities and other institutions recognised by Government agencies.

Distance Education

Indira Gandhi National Open University (IGNOU)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promotion, coordination and determination of standards in such systems. To fulfil the first objective, IGNOU provides opportunities to study socially relevant, innovative and need based (general as well as continuing education for continuous professional development) programmes to all, including the disadvantaged groups (physically challenged, homemakers, minority groups, geographically remote). IGNOU practices a flexible and open system of education in regard to methods and pace of learning, combination of courses and eligibility for enrolment, place and age for entry and methods of evaluation etc. The University has adopted an integrated multiple-media instructional strategy consisting of print materials, audio-video, radio, educational TV teleconferencing, video conferencing and face to face counselling at study centres throughout the country. The evaluation system followed by the University consists of continuous assessment and term end examinations.

In the year of report, the University added sixteen new programmes; of these, six were at PG and two at Doctoral level. The University is now offering 117 programmes consisting of 12 Doctoral, 20 Master's Degree, 15 Bachelor's Degree, 20 P.G. Diploma, 15 Diploma Programmes, 35 Certificate and Awareness Programmes. The total number of students registered during 2005 was 4,60,807. The cumulative enrolment of students at IGNOU is about 1.3 million. The student support system network of IGNOU consists of 60 Regional Centres, seven Sub-Regional Centres and 1298 Study Centres. During the year, the University has also established (a) Inter University Consortium for ICT-enabled Flexible Education and Development, (b) National Centre for Innovations in Distance Education, (c) National Centre for Differently-abled, (d) School of Agriculture, and (e) School of Law.

The Distance Education Council (DEC) is responsible for promotion of Open and Distance Learning (ODL) system and coordination and maintenance of standards. As on 31.12.2005, there were 13 State Open Universities (SOUs) and 108 Correspondence Course

Institutes (CCIs) in 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. In this year, Rs. 15.65 crore were sanctioned to SOUs and Rs. 4.85 crore to CCIs for development. Research grant on topics of contemporary relevance, travel grants to individuals to attend international conferences and funds for organising seminar to institutions were also released.

Academic Programmes of IGNOU at International level are currently offered in 32 countries. These include UAE, Sultanate of Oman, Bahrain and Doha, Sri Lanka, Mauritius, Maldives, Nepal, Kenya, Fiji, Caribbean, Samoa, Malaysia, Kyrgyztan, Singapore and Ghana, among others. 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. In 2005, IGNOU hosted meetings of the Board of Governors of SAARC Consortium for Open and Distance Learning (SACODiL) and Global Mega Universities Network (GMUNET). Board of Governors of these Institutions. The University also hosted ICDE International Conference on the theme "Open and Distance Education in Global Environment, Opportunities for Collaboration" in association with ICDE Norway.

IGNOU coordinates the functioning of exclusive 24 hours satellite based Educational TV Channels – Gyan Darshan (DD). It is a collaborative venture of various government agencies. It has potential to offer bouquet of 6 channels. Under this, Gyan Darshan – 1 is the 24 hours exclusive Educational TV channel of the country. Prasar Bharti in 2005 put this channel on DTH, as it provides educational programmes on a variety of subjects. Recently, the University added Gulestan-e-Urdu under Bhasha Mandakini bouqet for teaching learning of Urdu and creating awareness about the

riches of the language. Gyan Darshan-2 is being utilised as interactive channel for tele-counselling, tele-training of coordinators/counsellors. The University conducts its convocations simultaneously at 22 Regional Centres through teleconferencing Gyan Darshan –3 'Eklavya' Channel is exclusively devoted to technical education for the benefit of engineering students in the country. Transmission of this channel has been fully automated. GD-4 hosts Vyas" Channel; a curriculum based higher education channel. In the year 2005, the University established about 100 EduSat supported Satellite Interactive Terminals in its regional centres and study centres all over the country.

Gyan Vani : IGNOU is nodal agency for the implementation of a radio cooperative of 40 FM channels dedicated to education and development. Seventeen FM stations are operational. These stations are located at Allahabad, Bhopal, Coimbatore, Bangalore, Mumbai, Lucknow, Vishakhapatnam, Delhi, Kolkata, Chennai, Varanasi, Guwahati, Jabalpur, Mysore, Rajkot, Raipur and Shillong. In addition, every Sunday, Radio Counselling is provided for one hour from 186 Radio Stations of AIR. Toll free conferencing facility is also available to the learners in 80 cities who interact freely with the experts.

Distance Education Programme – Sarva Shiksha abhiyan (DEP-SSA) in IGNOU is a national centre for training of in-service teachers and other functionaries involved in elementary educational programmes through distance mode. In 2005, SSA organised 60 teleconferencing sessions and more than one hundred capacity building workshops for learners and other functionaries associated with SSA. The project also participated in the launch of EduSat supported Rajiv Gandhi Education Project for the Tribal and remote schools. 740 Teachers of Sidhi District have trained for utilisation of EduSat for teaching-learning purposes.

The North East-Project (NEP) undertaken by the IGNOU for the educational development of the North Eastern States has contributed significantly for the establishment of a network of open and distance learning. All the academic programmes of IGNOU are being offered through the network of enhanced access

to the people in rural and remote areas of the Region. 10 per cent of the Universities Plan funds have been allotted for new initiatives and supporting on-going projects. During the year 2005-06, (as on 31-12-2005) IGNOU has increased the nature and levels of its activities in the NE Region, in view of the special needs. 49 Learner Support Services were established, taking the number of such Centres to 210 in the region, some of which are in remote, inaccessible and far-flung minority dominated areas. The student population registered a growth of about 30 per cent in 2005. Sixty academic programmes of IGNOU are being offered through this network. 29 centres in NER have been identified for setting up of EduSat terminals during the Ist Phase. Out of these, 15 are already operational. Gyan Vani Radio Stations have been set up at Guwahati and Shillong which run programmes based on curriculum, continuing education, teacher training and radio counselling.

As a part of its commitment towards development and welfare in the NER, the University through its Special Study Centre in Central Jail, Shillong is continuing to impart short term vocational training programmes to women inmates. The six month certificate in Primary Education Programme has been translated in Khasi and Garo for the benefit of teachers's training in Meghalaya. Besides, the regular programmes offered by the university, Training Programmes for Entrepreneurship Development in small scale sector, Electronic media, Fruit Processing, Computer Hardware and Mushroom Cultivation have also been conducted. During the year, about 3000 teacher trainees from the states of NER were sponsored by the State Government for training through IGNOU's teacher training programmes and 6854 students have benefited in the region from its Computer Literacy Programme.

Councils

Indian Council of Social Science Research

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. The ICSSR has six regional centres at Kolkata, Shillong, Chandigarh, New Delhi, Hyderabad and Mumbai. 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 engaged in the research activities in Social Sciences across the country.

In the year 2005, the ICSSR supported 40 ongoing research projects and awarded 65 fellowships for undertaking research in various disciplines of social sciences. The Council sponsored 16 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 2005-06 published 18 reports alongwith publication of regular Quarterly Journal of Documentations of Public Administration and Indian Social Science Review, in addition to half yearly publication of abstracts and reviews in various disciplines.

National Social Science Documentation Centre (NASSDOC) of ICSSR has developed machine readable databases like Social Science Research & Training Institutes in India; lists of CD-ROM Data bases in India, and Social Science Libraries & Information Centres in India. It also acquired 30 databases on social sciences. NASSDOC provided study grant to 100 scholars and 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. ICSSR organised a three day XVI Biennial Conference of AASSREC during November-December 2005. Financial assistance to 31 Indian Scholars to participate in International Conferences and colleting 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 and activate the research programmes in North East Region. Separate grants have been provided to North Eastern Cell for its activities.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research (ICPR) was set up with the objectives to promote teaching and research in Philosophy by review of the progress of research from time to time; coordination of research activities; sponsoring and assisting projects or programmes of research; and to providing financial assistance to institutions / organisations and individuals engaged in research in Philosophy and allied disciplines.

The Council awards fellowships, organise seminars, conferences, workshops and refresher courses, provides travel grants to scholars to present their papers at conferences/seminars held abroad; sponsors major and minor projects and brings out publications and a quarterly journal, viz. *Journal of Indian Council of Philosophical Research (JICPR)*, which 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, Residential Fellowships as well as short duration projects. In all, 65 fellowships have been sanctioned during the period under reporting. In addition to this, the fellowships awarded in the previous years were continued either in part of the year or throughout the year.

Under its publication programme, the Council published the following books and issues of the JICPR.

Books

(i) Philosophical Papers of *J.N. Chubb* by H.M. Jopshi

(ii) Carvaka Lokayata by Debiprasad Chattopadhyay (3rd Edition)

(iii) Monograph: A paradigm shifting Physics supports Immortality, by Ronal Pearson.

Journals

❑ JICPR Vol. XXI No. 1

❑ JICPR Vol. XXI No. 2

❑ JICPR Vol. XXI No. 3

Besides, about 12 more publications are at different stages of production.

Under the scheme for organising seminars/ conferences etc. the Council extended financial support to about 29 programmes. The Council had conducted 3 seminars related to its special programmes on the Comprehensive History of Indian Philosophy and Value-Oriented Education.

The ICPR has organised 18 periodical lectures, besides a special lecture in New Delhi by Professor Anil Gupta, Pittsburgh University, USA and some monthly lectures at the Academic Centre, Lucknow. Under the Annual National Lecture Programme of the Council, the Council has decided to organise the lectures of Professor Richard Sorabji at different universities and institutions in the country.

In addition, the ICPR also participated in 5 book fairs and sold its publications at different places in the Country and organised the Indian Philosophy Day on July 23, 2005.

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 the objective to encourage the writing of History with scientific approach, promote research in history and to provide Grant-in-aid and financial assistance to the scholars working for their research pursuits in History. The Council has two regional centres, one at Bangalore and other at Guwahati.

The ICHR is implementing various schemes, like Fellowship Scheme, Publication Subsidy Scheme, Grant-in-aid for Research Projects, Study-cum-Travel Grants and Financial Subsidy to the professional organisations for conducting Seminars/Conferences, Foreign-Travel Grants to the Indian scholars to attend the international conferences, seminars as well as for collection of source material to pursue research in History, in order to fulfil its mandate.

In the year under report, the ICHR has awarded 19 Post-Doctoral Fellowships; 17 Senior Research Fellowships; 289 Junior Research Fellowships; 36 Research Projects; 18 Foreign Travel Grant; 176 Contingency (Study-cum-Travel) Grants; and 84 Publication Subsidies.

The ICHR have published three issues of its Journal, viz., "*The Indian Historical Review*" (Vol. XXX, Nos. 1-2; Vol. XXXI Nos. 1-2; & Vol. XXXII No. 1. One issue of the "*Itihas*" (Hindi) [Vol. I (New Series)] has also been published. Besides, the ICHR have also brought out 6 more publications on various titles in Hindi, Punjabi and Malayalam. Almost 22 publications are at various stages of production. An updated version of the 'Research Funding Rules' of the Council as also the ICHR Newsletter have also been brought out.

One of the activities of the ICHR is to sponsor the national and international research-oriented Seminars. Four such Seminars were held during 2005-2006 on the different themes, namely, 'Turkish and Indian Studies: An Appraisal", 'Agriculture in South Asia's History: Issues and Paradigms', 'Medieval Historiography in India and Central Asia' and 'Rastriya Chetna ka Vikas Tatha Swadhinta Andolan Mein Kavietri Subhadra Kumari Chauhan ka Yogdan'. The ICHR have also planned to organise four more such Seminars and one international Seminar. 4 Lectures/talks on the themes of historical research have also been organised by the ICHR.

The Southern Regional Centre of the Council in Bangalore has organised 3 state level seminars and 5 periodical lectures and the Regional Centre at Guwahati has held 4 lectures as part of their academic activities.

The ICHR library, which extends reading, reference and consultation services to scholars, has added about 504 copies of latest publications largely on Indian history and allied subjects. About 29846 exposures were delivered to library scholars from their research requirements.

The one-man Review Committee (Bandyopadhyay Committee) appointed by the Ministry in 2004 to review the working of the ICHR submitted its final report to the Government in July, 2005. The report has been accepted by the Ministry and the findings as well as the recommendations of the Review Committee therein, have been communicated to the ICHR for appropriate action and implementation. In the light of the recommendations of the Review Committee in its interim report on "Towards Freedom" Project, the ICHR had appointed Prof. Sabyasachi Bhattacharya as the General Editor and Prof. Arjun Dev as the Co-ordinator of the Project.

National Council of Rural Institutes (NCRI), Hyderabad

The National Council of Rural Institutes (NCRI) was established in the year 1995, following the National Policy on Education 1986 and the Programme of Action of 1992, as a registered autonomous society, fully funded by Government of India, with the main objective of promoting rural higher education for advancing rural livelihoods with the instrument of education on the lines of Mahatma Gandhiji's revolutionary concept of Nai Talim through a process of Teaching, Training, Extension and Research by networking with policy making bodies like UGC, AICTE etc., and Research institutions like CSIR, ICAR etc. Other objectives include encouraging other educational institutions and voluntary agencies, to develop in accordance with Gandhian Philosophy of education.

Highlights

Projects Supported During the Year 2004-05

Grants to the extent of Rs. 26.43 Lakhs have been released during 2004-05 to various programmes, which included (1) Govind Ballabh Pant Social Science Institute, Jhusi, U.P. "For starting a PG Course in Rural

Development and Management; (2) Vidyabhavan Society, Udaipur, Rajasthan "For developing and consolidating an action research centre for extending the meaning of School Education"; (3) Shirdi Sai Rural Institute, Rahata, Ahmednagar "Survey in selected villages in Pravaranagar for establishment of Rural Institute"; (4) Gandhiniketan Ashram, T. Kallupatti, Madurai Dist, Tamil Nadu, "Non-formal application of Nai Talim at Community School Level"; and (5) Mahatma Gandhi Chitrakoot Gramodaya Visvavidyala, Chitrakoot, M.P. "Advancement of Rural Livelihood with the Instrument of education for Sustainable Gram Swaraj".

Projects Supported During The Year 2005-06

For strengthening and promotion of Rural Higher Education, the Governing Body has approved financial assistance to 9 institutions including three Vidyapeeths established by Mahatma Gandhi. These are Tilak Maharashtra Vidyapeeth, Pune; Gujarat Vidyapeeth, Ahmedabad and Mahatma Gandhi Kashi Vidyapeeth, Varanasi. Two projects of North Eastern Region have also been approved.

Special Efforts On North-Eastern Region

Consequently special efforts have also been made in this direction. As a part of these efforts, Vice-Chancellors of different Universities located in the North-Eastern States in the country have been addressed letters explaining NCRI and thrust areas and inviting proposals from them for providing financial assistance for promoting NCRI's objectives. Several Vice Chancellors of North-East Regions held discussions with the Council for promoting rural higher education in their respective regions.

Comprehensive Review of Procedures And Guidelines

The Council has undertaken a comprehensive review of the existing procedures and revised guidelines for release of grants during the year.

Framing Of Service & Recruitment Regulations

The Council has framed and drafted the Service & Recruitment Regulations and prepared the requisite

schedules for recruitment to the posts sanctioned for functioning of the Council.

Central Universities

There are, at present, 19 Central Universities under the administrative purview of the Department of Secondary and Higher Education. Each Central University, established by an individual Act by Parliament, exercises autonomy in its academic and administrative affairs in keeping with the provisions of the relevant Act, the Statutes and the Ordinances made thereunder. Their entire maintenance and development expenditure is met by the Central Government. All the Central Universities are required to function effectively at national level, to help removing regional imbalances, to contribute a corporate intellectual life in the country and to further national integration. Their all-India character is reflected in admissions, appointments and the nature of the programmes directed by them. University-wise brief review of the activities during the period under report follows.

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 3,35,358 of which 1,37,237 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 3,455.

The University has faculty strength of 668 consisting of 276 Professors, 262 Readers, 130 Lecturers and 17 Research Associates. The total non-teaching staff

strength of the University is 2,755. During the year under report, faculty members continued to publish papers in international journals and were conferred prestigious awards such as the Saint George Medal of the International Academy of Rating Technologies and Sociology "Golden Fortune" (Ukraine) and the J.J. Chinoy Gold Medal (2005) by the Indian Society for Plant Physiology. Chair in the memory of the Late Prime Minister Shri Rajiv Gandhi in the area of "Management of Innovation" and another Chair in the memory of the Late Prime Minister Shri Lal Bahadur Shastri in the area of "Ethics and Governance" were established.

During the year under report, syllabi of several undergraduate and postgraduate courses were revised; the infrastructure for teaching and learning was strengthened and new courses were introduced. The Campus-wide computer network of the University was extended to cover thirty-three colleges and it is planned to connect the remaining colleges by the end of this financial year. The restoration/ renovation of old heritage buildings like the Central Institute of Education

and of the old blocks of the Physics and Chemistry Departments was completed. In addition, new buildings to house the Faculty of Social Science Centre and the Academic Research Centre were built during the year.

Aligarh Muslim University

Aligarh Muslim University (AMU), which originated as M.A.O. College, was incorporated as a Central University by an Act of Parliament in 1920. It is one of the premier fully residential academic institutions of the country. The University has 102 departments/institutions/centres grouped under 12 faculties. It also maintains four hospitals, six colleges (including Medical, Dental and Engineering Colleges), two polytechnics and eight schools.

The University has on its rolls a total of 20,547 students (excluding its secondary schools' strength) drawn from 26 States of the country. There are 248 foreign students (187 Male + 61 Female) belonging to 17 countries. The total strength of teaching staff of AMU is 1,261 and that of non-teaching staff is 5,773, which includes about 465

employees belonging to SC/ST category. The Online Public Access Catalogue (OPAC) has been introduced in the Central Library of the University.

The new initiative taken in the areas of academics include introduction of a few new courses, namely, 4-Semester Master of Museum Studies (M.Sc.)/M.Sc. (Museology), 1-Year Pre-M.F.A. Bridge Course and 3-Year Diploma in Footwear & Leather Technology.

To sum up the significant contributions of the faculty members during the period under report, 51 National/ International Conferences/Seminars etc., have been organised; 82 research projects have been undertaken; 563 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 the students.

Banaras Hindu University

The Banaras Hindu University, established as a teaching and residential university in 1916, is one of the oldest and largest central universities of the country. It comprises of three Institutes, 14 Faculties, 123 Departments, four Inter-disciplinary Schools, one constituent College, four Affiliated Colleges and three Schools. There are also seven Centres for Advance Studies (CAS), 16 Fund for Improvement of Science & Technology Infrastructure (FIST) Programmes and seven Special Assistance Programmes (SAP) in various departments of the University.

Presently, the University is offering 32 undergraduate, 149 postgraduate, 29 diploma and 12 certificate courses. The total number of students on rolls of the University is 15,179 and the teaching and non-teaching staff during the year was 1104 and 4871 respectively.

Annual convocations of the Institute of Technology and the Faculties of Commerce & Management Studies, Science and Law were organised during the period under report.

Jawaharlal Nehru University

The Jawaharlal Nehru University (JNU), New Delhi came into existence in 1969. The University has nine schools consisting of 36 Centres of Studies. In addition, it has another four independent Centres of Studies. The strength of its teaching and non-teaching staff is 405 and 1351 respectively. The total enrolment in the University was 5151 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 62 Centres and two overseas Centres at Colombo and Kathmandu.

The faculty of the University published 88 books, contributed 221 chapters to books and published 577 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 Academic Staff College conducted nine Refresher Courses and three Orientation Programmes during the year 2004-05.

The Library has acquired 6762 new volumes during the year under report and the total collection of books and periodicals now stands at 5,21,306. A new book bank for M.A. students has also been established in JNU library. The University has signed 21 MoUs during the year 2004-05. Activities relating to maintenance and campus development were undertaken by the University which includes; construction of main ring road on the campus; a new shopping complex with parking and common amenities near Tapti Hostel; construction of ramps for physically disabled in various buildings; improvement of lighting in academic campus and upgradation of sports facilities etc.

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 30 departments grouped under 7 Faculties. It also maintains 15 Centres and 6 Schools. The University has

on its rolls a total of 14,800 students, including 107 foreign students from 30 countries. The total strength of the teaching staff of JMI is 639 and that of the non-teaching staff is 1108.

The new initiatives taken in the areas of academics include the establishment of one new faculty, namely, Faculty of Architecture & Ekistics and introduction of eight new courses; namely, Diploma in Italian Language, Diploma in Uzbek Language, Certificate in Spanish Language, Certificate in Portuguese Language, P.G. Diploma in Conflict Analysis & Peace Building, P.G. Diploma in Maintenance and Operation of Broadcasting Equipment, Advance Diploma in Journalism and Certificate/Diploma/ Advance Diploma in Pashto Language. The University is offering a total of 129 courses at the undergraduate and postgraduate levels, in addition to Ph.D, programmes in various disciplines.

During the period under report, the Academic Staff College of the University has organised four Orientation Courses and eleven Refresher Courses for a total of 551 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, more than 100 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. Besides, the University through its Faculties, Departments of Studies and Centres organised a good number of Seminars, Conferences and Symposia on important subjects on national and international levels making the campus academically vibrant.

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 40 Departments, including Centres of Studies, grouped under twelve institutes – eight at Shantiniketan, three at Sriniketan and one at Kolkata.. In addition, there are 8 Special Centres for research, instruction and other activities. The University has on its rolls a total of 5,708 students, including its Schools' strength. The total strength of teaching and non-teaching staff is 522 and 1,389 respectively. Apart from the Central Library, the University has 12 Sectional Libraries.

Visva Bharati has prepared a vision document captioned 'Comprehensive Perspective Plan for the Development of Visva Bharati during 2005-2025'. The vision document, duly approved by the appropriate authorities of the University contains the policy statements grouped under three modules – Module 1: Correcting the Course; Module 2: Catching up with the Past; and Module 3: The Course Ahead. The University is in the process of prioritising the policy statements contained in the vision document and converting the same into detailed plans for implementation. The University is also in the process of implementing Visva Bharati Online Information System, which aims at computerisation of various administrative and academic activities.

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 vis. the School of mathematics & Computer/ Information Sciences, School of Physics, School of Chemistry, School of Life Sciences, School of Humanities, School of Social Sciences, S.N.School of Arts, Fine Arts and Communication and the School of Management Studies.

The enrolment of students in different courses of the University during the year was 2530. There were 797 women students (31.5 per cent) on the rolls of the University. During the year, 281 candidates qualified for the award of research degrees which include 85 for the Ph.D. 126 for M.Phil and 70 for the M.Tech Degrees. Besides, 511 candidates qualified themselves for the award of Postgraduate degrees in various subjects. 236 Students of the University received UGC and CSIR fellowships. The Centre for Distance Education of the University offered about 13 Post Graduate Diploma courses enrolling 1475 students in various emerging areas such as Environmental Education and Management, Library Automation and Networking, Business Ethics and Cyber Laws and Legal Information Systems, Communicative English and Mass Communication & Translation Studies in Urdu.

During the year under report, the University had a faculty strength of 260 consisting of 116 Professors, 79 Readers and 65 Lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during the year. Many distinguished scholars visited the University and delivered lectures and interacted with the faculty of the University. A number of official delegations and teachers from India and abroad visited the University under various programmes. The Faculty of the University brought out over 600 research publications including books and papers in various journals of national and international repute. Many teachers were selected for national and international honours. Faculty members also obtained research project with an outlay of Rs.38 crore from UGC, CSIR, ICMR, DAE, DBT etc., 47 consultancy projects worth Rs.47.50 lakhs have also been undertaken from various public and private enterprises.

Pondicherry University

The Pondicherry University was established by an Act of Parliament in 1985 as a teaching-cum-affiliating university with its jurisdiction over the Union Territories of Pondicherry and Andaman & Nicobar Islands.

The University has 7 Schools 25 Departments and 5 Centres, and it offers Postgraduate programme in 35 disciplines, M.Tech in one discipline, M.Phil programme in 24 disciplines, Ph.D Programme in 26 disciplines and PG Diploma programme in 2 disciplines. The University has 53 affiliated institutions of which 35 are located in Pondicherry, 7 in Karaikal, 3 in Mahe, 3 in Yanam and 5 in Andaman & Nicobar Islands. The total students strength in these institutions is 24,149. The students enrolment in the University is 1658, out of which 201 students belong to SC/ST and women students are 437. The University has a faculty strength of 143 teachers and 528 non-teaching staff. 44 Research Scholars have been registered for the Ph.D programme. 79 sponsored Research Projects of topical relevance are in progress. The University decided to institute Best Teacher Award for the University Teachers, and best Ph.D thesis awards in Science and Non-Science disciplines. It has also established a corpus fund to give scholarship to one Ph.D student in each department who tops in the All India Admission Test every year.

The University has entered into MOUs with 15 Universities in the country and abroad which enables it to network with Universities and to globalise Indian education. The students from these universities can acquire credits in the Pondicherry University under exchange 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 Challenged students.

Babasaheb Bhimrao Ambedkar University, Lucknow

Babasaheb Bhimrao Ambedkar University (BBAU) was established in Lucknow in 1996 as Central University (By an Act of Parliament 1994) with the objects of promoting advance 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 life-time 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 5 schools comprising 9 departments vis. (1) School for Ambedkar Studies, (2) School for Biosciences and Bio-Technology, (3) School for Environmental Sciences, (4) School for Information Science and Technology, (5) School for Legal Studies. These schools offer postgraduate courses including Ph.D. programmes and have an intake capacity of 20 students each in postgraduate courses. The total enrolment of students is 270 including 35 Ph.D. scholars during the year 2005-06 out of which 100 (i.e. 37 percent) belong to the SC/ST category. The teaching is conducted by 31 regular teachers alongwith sufficient number of guest faculties. Non-teaching staff strength is 70. The University has built-up some necessary physical infrastructure and has undertaken steps to strengthen the infrastructure further during 10th Plan.

Mahatma Gandhi Antarrashtriya Hindi Viswavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act, 1996, seeking to establish a University at Wardha was passed by the Parliament in December, 1996 and the University came into existence with effect from December 29, 1997. The objects of the University are to promote and develop Hindi Language and literature in general and, for that purpose, to provide for instructional and research facilities in the relevant branches of learning; to provide for active pursuit of comparative studies and research in Hindi and other Indian languages; to create facilities for development and dissemination of relevant information in the country and abroad; to offer programmes of Research, Education and Training in areas like translation, interpretation and linguistics for improving the functional effectiveness of Hindi; to reach out to

Hindi schools and groups interested in Hindi abroad and to associate them in teaching and research and to popularise Hindi through distance education system.

During the year, two issues of 'Bahuvachan' and three issues of 'Pustak-Varta' have been published successfully. Besides a number of Seminars/ Workshops have been organised by the University in collaboration with other institutions. The thrust of these national and international seminars was to locate Gandhi's ideas and his life in a refreshingly new way. The students of Translation Technology were sent to CIIL, Mysore, C-DAC, Pune and University of Hyderabad for special training in computational linguistics and translation technology; the students of Mass Media and Communication were sent to CIIL, Mysore for special training in Mass Media. MGAHV has also offered a three-month German Language Course and English Language orientation course for students of the University. The university also celebrated 'Dandi Yaatra Hirak Jayanti' and 'International Women's Day' at the Campus during the year. A two-day workshop on this was organised in the Department of Ahimsa and peace studies.

The University has decided to launch P.G. Diploma in Translation Technology and P.G. Diploma in Mass Communication under the distance mode from 2006 and an Orientation course in Hindi as an international language for foreigners, Certificate courses in Indian and foreign languages and P.G. Diploma in Hindi as international language.

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 both in the conventional as well as distance education system.

The Government of Andhra Pradesh has allotted 200 acres of land at Gachibowli, Hyderabad for the University free of cost. The University has constructed the administrative building and has shifted to its new

campus at Gachibowli, Hyderabad. The construction work is in progress for the buildings of Directorate of Distance Education, Lecturer Hall Complex, Boys Hostel, Vice-Chancellor's Lodge, Professors quarters, Guest House and Type III quarters. The First Convocation of the University held on 05-08-2005, with Dr.A.P.J.Abdul Kalam the President of India as the Chief Guest. The University is offering Master's level programmes in Urdu, English, Mass Communication and Journalism and Business Administration. Two (2) years Bachelor of Education (B.Ed.) in distance mode as a joint degree programme with IGNOU and Urdu University and one (1) year B.Ed. programme at campus have also been started during the year.

With the establishment of two Centres in 2003-2004 and three Centres in the year 2004-2005, the University has Eight Regional Centres at Patna, Delhi, Bangalore, Bhopal, Dharbanga, Srinagar (J&K), Mumbai, Kolkata and 88 Study Centres spread over 14 states of the Country under the Distance Education Programme. The number of students admitted during the year is 17,915 in distance and regular courses. The University now has a full-time teaching faculty of 46 Members and 93 non-teaching staff.

During the year, the University library had 1,51,911 books, 61 journals, 100 bound volumes, 22 magazines and is 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. The University has established SC/ST Cell, UGC NET Coaching Centre and Centre for Women Studies at the campus during the year. The University has also decided to establish Urdu Museum and Multimedia Centre.

North-Eastern Hill University

NEHU was established in 1973 by an Act of Parliament 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 North-East Region, and, in particular their intellectual academic and cultural advancement.

Originally the university had 4 campuses, Shillong (Meghalaya), Medziphema & Kohima (Nagaland) and Aizawl (Mizoram). With the establishment of Nagaland and Mizoram Universities, NEHU now has the Shillong Campus and a newly established Tura Campus, both in Meghalaya. Currently the university has 27 departments of studies and 6 centres of studies. Seven departments of studies are supported by SAP (Botany, Zoology, Chemistry, History, Sociology, Philosophy and Geography), three by COSIST (Botany, Chemistry, Zoology) and six departments of studies have received special funds from DST under FIST (Biochemistry, Botany, Zoology, Chemistry, Physics and Geography). The university has University Science Instrumentation Centre and Sophisticated Analytical Instrumentation Facility to facilitate research and Campus Development Department and Planning Department for physical and academic planning of the university. Voice-Data network exists on the university campus. It enables faculty and students Internet access as well as access to UGC Infonet and Internet.

Among various academic activities of the year, the university organised several refresher courses and national/international seminars/conferences during the year such as the All India Conference of Linguists, National Seminar on Advances in Biochemical Education and Research, International Symposium on Recent Trends in Plant Ecology and Biodiversity Research, National Seminar on Plant Sciences, National Workshop on Conservation and Sustainable Utilisation of Medicinal Plants of Northeast India, a National Symposium on Environment. The university teachers received more than 12 national awards/honours/recognitions. Padma Bhushans were awarded to the Chancellor and Vice Chancellor of the university.

During the year total number male and female students enrolled at undergraduate (non-professional) courses were 12,125 and 12,944 respectively coming from 13 states of India. There are also Bangladeshi, Bhutanese and NRI students. In the professional courses and at Ph.D level, the total number of male and female students were 854 and 727 respectively. At the postgraduate level total male and female students enrolled were 646 and 934.

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The XV Convocation has held on 16th November, 2005. The total Plan Receipts for the year was Rs. 44,14,32,133 out of which UGC's share was Rs. 40,38,15,268 and the Non-Plan Receipts was Rs.7,08,69,659 out of which the UGC's share was Rs.6,85,00,000.

Assam University

Assam University was established on 21st January, 1994 at Silchar under an Act of Parliament. 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, under report 1529 students were enrolled in various programmes and courses in the Assam University. These include postgraduate and five year integrated courses leading to Postgraduate, M.Phil and PhD scholars. The number of male and female students was 770 and 759, respectively. The total number of faculty at the University is 135 and non-teaching staff 219. The proposal for establishment of school of Technology has been finalised during the year

and steps have been taken for starting the same from the academic year 2006-07.

The University has total collection of 65,503 books in its library which also subscribes to 274 Indian Journals, 44 Foreign Journals, 25 daily newspapers, 19 news magazines. A number of national/ regional seminars were organised by the University during the period under report. Faculty members also took part as Resource persons and participants in seminars and symposiums organised in other educational institutions. Research activities undertaken by the faculty is on 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 which include Vice-Chancellor's bungalow, electrical substation building etc. In addition, a number of works related to infrastructure development on the campus, under NLCPR have been completed. The construction of Library Building and Computer Centre is in the process of completion and various Academic Buildings are at various stages of Construction.

Tezpur University

Tezpur University, a teaching and residential University located at Napaam, Tezpur (Assam) was set up in January, 1994, with the aim of offering employment oriented, interdisciplinary courses, mostly at Post Graduate level to meet the local and regional aspirations of Assam and to offer courses and promote research in areas which are of special and direct relevance to the region in emerging areas of science and technology.

The University has presently 4 Schools of Studies, 14 Departments and 4 Centres. During the year under report the University has established two new departments, viz. Sociology and Food Processing Technology for offering Master's Level new programme. The present strength of faculty members of the University is 93 and that of non-teaching staff is 160. There are seven SC and five ST members in teaching staff whereas there are twenty two SC and nine ST members in non-teaching staff. The enrolment of students was 746 which included 480 male and 266 female students out of which 91 SC and 62 ST students.

During the year, major work undertaken by the University was for developing the academic infrastructure and physical facilities. Construction of 36 units of residential houses has been completed. Construction of two RCC academic buildings for the Departments of Energy and Chemical Sciences, Administrative Building, Students' Centre are going on. The Centre for Disaster Management has conducted a series of training programmes in different districts of the State. The ONGC sponsored Centre for Petroleum Biotechnology is conducting its research programme on petroleum biotechnology related fields.

The University received maintenance grant of Rs. 357.30 lakhs from UGC. During the X Plan the University has so far received plan grants of Rs.1125.00 lakh against the total allocation of Rs.2250.00 lakh.

Mizoram University

The Mizoram University, with its headquarters at Aizawl, was established as a teaching and affiliating university with effect from the 2nd July, 2001.

The academic activities of the University are presently carried out through its sixteen 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.

Nagaland University

The Nagaland University was established by the Nagaland University Act, 1989 of the Parliament on 6th Sept. 1994 as a teaching and affiliating University. It is the only University in the state, having three campuses viz. at Lumami Headquarters Kohima and Medziphema. At present University is functioning from its Kohima campus as interim headquarters.

Nagaland University has 25 Departments in various campuses viz. Lumami has 7 departments, namely, Botany, Chemistry, Economics, Geography, Political Science, Sociology and Zoology; Kohima campus has 6 departments namely Commerce, Education, English, Geology, History and Archaeology; Medziphema has 12 departments namely Agricultural Chemistry & Soil Sciences, Agricultural Economics and Statistics, Agricultural Engineering, Agricultural Extension, Agronomy, Animal Production & Management, Entomology, Genetics & Plant Breeding, Horticulture, Plant Pathology, Rural Development & Planning and Soil Conservation. The University has started 4 centres on Tribal Studies, Bio-diversity, Mass Communication (IIMC-NU) and Gandhian Peace Studies. Each campus of Nagaland University has its own administrative and academic unit to manage the day to day affairs. It has 46 affiliated colleges located in various parts of the State.

During the year, the University has organized National seminars on higher education, human values, Vice-Chancellors meeting of NE and J&K regions and vision 2020 for Nagaland. Nagaland University has also

initiated Centre on Women's studies and an Institute of Engineering as well as Institute of Management.

During the year the University has been sanctioned one Special Assistance Programme (SAP) to the Botany Department by the UGC and 3 FIST programme by the Department of Science and Technology (DST), Government of India. It has been granted Botanical garden and Fishery Training facilities by the Ministry of Environment and Forestry (Government of India) and DBT. During the year the University has revised and implement the curriculae at undergraduate and post graduate levels. The University has been deputing students and faculty members for participating in National and International conferences both in India and abroad. Socially relevant research activities have been undertaken and quality publication by faculty members are the indicators of excellence of the University.

University of Allahabad

The University of Allahabad, set up in 1887, is one of the oldest and most prestigious universities in the country. It has been declared as an Institution of national importance and has been established and incorporated as a central university under the University of Allahabad Act, 2005 which came into force on the 14th July, 2005.

The academic activities of the University are undertaken through 31 teaching Departments comprising in four on-Campus Faculties, four University Institutes and one independent Centre. In addition, the University has one University College constituting the off-campus Faculty of Medicine, three Constituent Institutes and eleven Constituent Colleges admitted to privileges of the University.

During the year under report, enrolment in the on-

Campus Faculties of the University and its Constituent Colleges added up to 51,508 students in graduate level courses, 2,800 in postgraduate courses and 1,200 in research degree programmes.

As at present, seven Departments are receiving special support under the Special Assistance Programme (SAP), the Assistance for Strengthening of Infrastructure for Humanities and Social Sciences Programme (ASIHSS) Programmes and the Innovative Subjects Programme of the UGC and the Fund for Improvement of S&T Infrastructure Programme (FIST) of the DST.

Manipur University

Manipur University established under an Act of the Manipur Legislative Assembly has been established and incorporated as a central university under the Manipur University Act, 2005 with effect from 13.10.2005.

The academic activities of the University are undertaken through its three Schools of Studies and 23 Departments. The number of students enrolled for the various Master's courses in the University during the year was 1,478. Besides, there were 727 scholars pursuing research in different Departments. The University has faculty strength of 121 comprising of 41 Professors, 39 Associate Professors and 41 Assistant Professors.

The University also has one Constituent College and 73 Affiliated Colleges located at various places throughout the State of Manipur.

Deemed-to-be-universities

Section 3 of the University Grants Commission (UGC) Act, 1956 empowers Government of India to declare an institution of higher education as Deemed-to-be-University on the advice of the UGC. By the time of writing this report, there are 100 institutions, which have been declared as deemed to be universities. Out of the said 100 institutions, the following nine institutions have been declared as deemed to be universities so far during the reporting year:

- National School of Drama, New Delhi
- North Eastern Regional Institute of Science & Technology, Itanagar
- International Institute of Information Technology, Bangalore
- Homi Bhaba National Institute, Mumbai
- Krishna Institute of Medical Science, Karad, Satara, Maharashtra.
- Datta Maghe Institute of Medical Science, Nagpur
- D.Y. Patil Education Society, Kolhapur, Maharashtra
- Saveetha Institute of Medical and Technical Sciences, Chennai.
- LNM Institute of Information Technology, Jaipur.

These institutions have expanded the base of higher education in the country and are offering 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.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, & Rashtriya Sanskrit Vidyapeetha, Tirupati.

The two institutions namely Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati were established in 1962 and 1986 respectively with the objectives of preserving of learning of Shastras as well as promotion of Sanskrit language, literature, philosophy through teaching and research. These institutions were accorded with the status of 'Deemed to be University' in the year 1987. A number of programmes and activities for realising their objectives in effective manner have been started by both of these institutions. These institutions are receiving annual grants through the University Grants Commission for meeting out their expenses in full.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, provided courses of study from Shastri to Vidya Vachaspati (D.Litt.). Since 1997-98,

Vidyapeetha is also offering diploma in Vedic and conducting refresher courses for teachers. It also offers programmes leading to two degrees, namely Vidya Varidhi (Ph.D.) and Manad Uppadhi (Honorary D.Litt.). The Vidyapeetha has four faculties namely : Sahitya; Sanskrit; Darshan and Veda Vedanga. These faculties have sixteen departments viz. Sahitya, Puranetihasa, Prakrit, Nyaya 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, 885 students have been admitted to the various courses and 683 of them have successfully completed their study.

Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati provides course of study in various disciplines ranging from Prak Shastri (Intermediate) to Vidya Varidhi (Ph.D). The Department of Pedagogy of this Vidyapeetha is functioning as an Institute of Advanced Study in Education (IASE) as a measure to use modern technology. A computer centre was established in

Vidyapeeth to accelerate its publication activities. The Vidyapeetha has four Faculties having nine departments namely, Sahitya, Vyakarana, Nyaya, Jyotisha, Advaitavedanta, Dvaita Vedanta, Visistadvaita Vedanta, Research and Publication, Physical Education and Education (IASE). During the academic year 2004-05, 840 students have been admitted to various courses.

Central Institute of English and Foreign Languages (CIEFL), Hyderabad

The Central Institute of English and Foreign Languages (CIEFL), Hyderabad with its Regional Centres at Shillong and Lucknow was accorded with the status of a 'Deemed to be University.' It is functioning under the administrative control of this Department of Secondary and Higher Education. CIEFL is fully 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
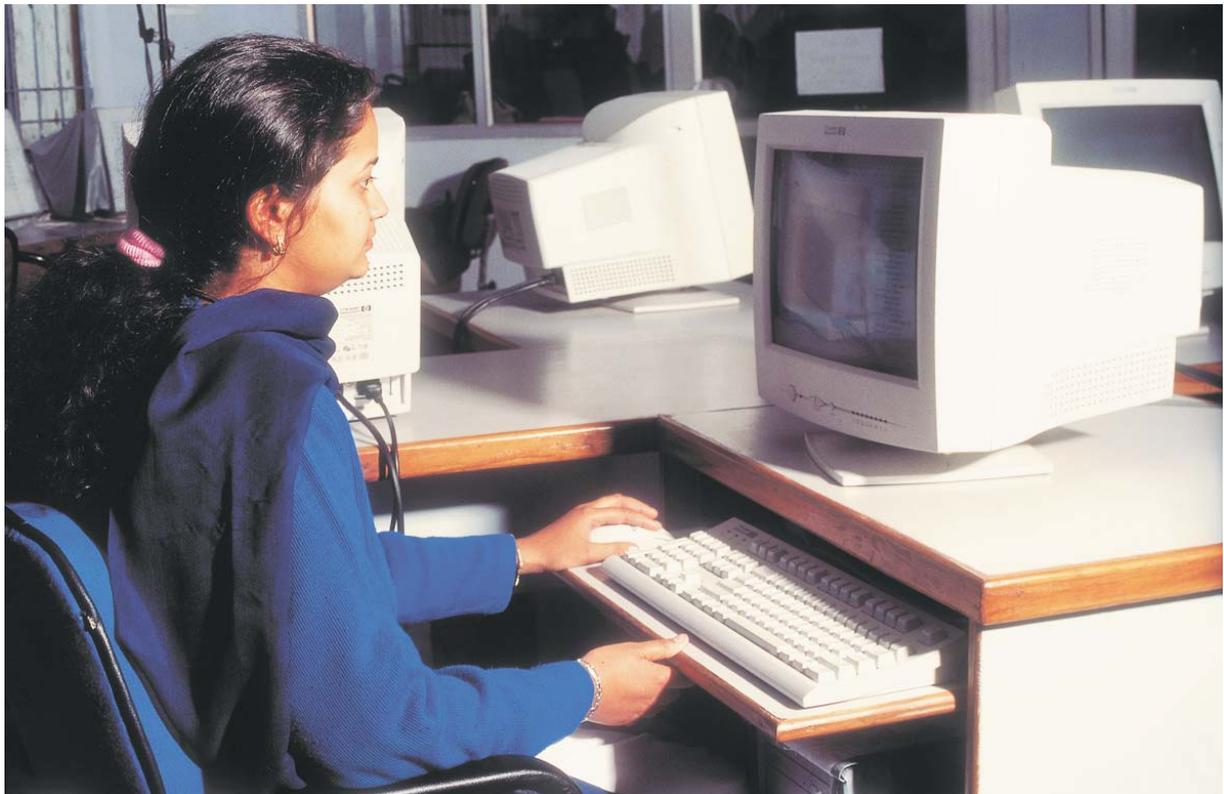
approaches appropriate to the Indian context.

❑ Evolving indigenous ways of testing language proficiency.

❑ Providing expertise in language and teacher education to foreign professionals.

CIEFL is 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 40,000 (approximately) secondary school English teachers in the government sector has been provided. There are fourteen ELTIs and 29 District Centres currently in operation.

CIEFL also provides financial assistance to individuals and voluntary organisations for publication of reference books in English 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.

The Indian Institute of Advanced Study (IIAS), Shimla 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 decided by the Institute from time to time. The Institute has exhaustive library and documentation facilities.

Other Institutions of Higher Learning

Indian Institute of Advanced Study, Shimla

The Indian Institute of Advanced Study (IIAS), Shimla was set up in the year 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 decided by the Institute from time to time. The Institute has exhaustive library and documentation facilities.

The IIAS, towards fulfilment of its objectives, awards fellowships for advance research in various disciplines every year. During the year under Report 31 fellows are in position. The Institute holds seminars, each year, on themes of national significance where outstanding scholars and experts are invited to join the members of the academic community of the institute to examine theoretical issues and contemporary problems. Visiting Professors, both from India and abroad, are invited from time to time to deliver a series of lectures at the institute. During the period under report five visiting Professors and 26 visiting Scholars visited the Institute and delivered lectures.

The IIAS organised the following Seminars/ Conferences/Symposia/ Colloquial/Workshops and Round Tables at the Institute:

❑ Symposium on "Early Indian Land Grants and Feudalism (May 31, 2005)

❑ Colloquium on "SECULARISM" (June 24, 2005).

❑ National Seminar on "Choices for Indian Economy in a Globalising World" (June 27 to July 1, 2005).

❑ Colloquium on "Literature and Society" (July 26, 2005).

❑ Colloquium on Society and Culture (August 26, 2005).

❑ Colloquium on "Secularisation and Development" (September 26-27, 2005)

❑ Colloquium on "UNESCO" World Philosophy Day" (November 17, 2005).

The Institute proposes to organise three National Seminars/Conferences on (i) "Law and Society with Special Reference to Human Rights", (ii) "Justice and Social Equality in Indian Perspective" and (iii) "Technology and Economic and Social Change in Pre-Colonial India" by March 31, 2006.

The Institute has planned to organise the following Seminars in the North East Region:

❐ National Seminar on "Integration and Cultural Specificities in the North East Region" at Tripura, and

❐ National Seminar on "Tribal Cultures" in collaboration with Manipur University, Imphal.

Under the auspices of the University Grants Commission, an Inter-University Centre (IUC) for Humanities and Social Sciences is located in the Institute, which was visited by University and College teachers from all over the country for their research and advancement of knowledge. The following activities were organised under the IUC during the period under report:

❐ National Seminar on "Buddhism in Arunachal Pradesh" on 26-27 April 2005 at Twang Monastery, Arunachal Pradesh.

❐ Colloquium on Identity of Women: Changing Perspectives (September 21, 2005 at IIAS).

The one-man Review Committee (Bandyopadhyay Committee) appointed by the Ministry in 2004 to review the working of the IIAS submitted its final report to the Government in July, 2005. The report has been accepted by the Ministry and the findings as well as the recommendations of the Review Committee therein, have been communicated to the Institute for appropriate action and implementation.

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. Prime Minister is the chairperson of the Trust and Minister of Human

Resource Development is the Vice-chairperson. 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 met 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 to the Trust for meeting out its share towards expenditure on maintenance of Zakir Husain College and its administrative expenses. A meeting of the Dr. Zakir Husain Memorial College Trust was held on the 5th of January, 2006.

Scheme of Assistance to the Institutions of Higher Learning of all India Importance

A centrally sponsored plan scheme of 'Assistance to the Institutions of Higher Learning of all India Importance' is being implemented by the Department of Secondary and Higher Education. Under this scheme, assistance is provided to institutions, which are outside the university system and are engaged in educational 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 conventional and established pattern of education. Financial assistance under the Scheme is given to such institutions of higher education, which are of nationwide importance as recommended by Visiting Committee constituted by Government of India.

The financial assistance to the following organisations was provided during the year under report :-

❐ Sri Aurobindo International Institute of Educational Research (SAIIER), Auroville, Tamil Nadu;

❐ Sri Aurobindo International Centre of Education, Pondicherry;

❐ Mitraniketan, Kerala;

❐ Lok Bharati, Sanosara, District Bhavnagar, Gujarat, and

❐ American Institute of Indian Studies, New Delhi.

Project of History of Indian Science, Philosophy & Culture

Project of History of Indian Science, Philosophy & 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 they developed in the past and as interacts in our own times with the modernity which is crystallising in our midst and to publish volumes and monographs on the history of Indian Science, Philosophy and Culture. Later on, in the year 1996-97, this project was made independent of ICPR, and it 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 has set a target of organising about 19 seminars in the year 2005-2006 on its proposed volumes. Out of this, 5 seminars have already been organised (*in the North East Region*) till the preparation of this report.

Against the target to publish 7 more volumes till 31.03.2006, 3 volumes have already been published. During 2005-2006, two more Editorial Fellows have been appointed to edit the volumes envisaged under the Project.

Miscellaneous

Shastri Indo-Canadian Institute

Shastri Indo-Canadian Institute (SICI) was founded in 1968 with the objective to promote academic relations and mutual understanding between India and Canada mainly through funding research and linking academic institutions in the two countries. SICI broadly meets its objective by promoting Canadian Studies in India and Indian Studies in Canada. In addition to this, academic relations have been strengthened through a project viz. Shastri Applied Research Project (SHARP) funded by CIDA and implemented by SICI.

The Government of India signed an MOU with SICI in 1968 to provide financial support to the Institute initially for a period of three years. The agreement was renewed from time to time by signing a Supplementary Addenda. The Addenda VIII to the MOU was signed on 01.09.2003, according to which Government of India has to provide funds to the tune of Rs.6.40 crore to the Institute during a period of three years beginning 01.04.2003.

SICI, as per the recommendations of Indian Institute of Management, Bangalore has undertaken it's restructuring to become a true binational institute. It has offered membership to Indian Educational Institutes and granted the membership to 34 Indian member Institutions which forms a part of its Governing Body alongwith 23 Canadian Member Institutions and the representatives of Government of India and Government of Canada.

SICI undertakes India Studies Programme in Canada with a funding from Government of India. Under this programme 34 Canadian Scholars undertook research in 2005-06, and books and journals on Indian Studies were supplied to 23 Canadian Universities, which are members of the Institute.

The Canadian Studies Programme in India is being funded by the Department of Foreign Affairs of Government of Canada and fellowships to Indian scholars and assistance to institutions engaged in teaching and research in Canadian Studies have been offered. The Institute, during 2005-06, selected 18 scholars for award of the fellowship to do research on different subjects in Canada. In addition to this, a grant of over Rs.12.81 lakhs was given to 13 centres promoting Canadian Studies in India at various Indian Universities to organise seminars and other activities related to Canadian Studies.

SHARP, which is a joint collaborative project administered by the SICI with an objective of bringing together researchers, policy makers and other stake holders from India and Canada on the issues related to economic reforms, environmental management and health sector reforms in India. Under the SHARP

Project, 19 research topics have been approved by Government of India, each having Canadian and Indian partners. These projects are likely to be completed by March, 2006.

American Institute of Indian Studies

American Institute of Indian Studies (AIIS), a consortium of about 54 major American Universities and Colleges was set up in 1962 to promote the study of Indian Civilisation and Culture in the United States through Fellowship Program, teaching Indian languages to American students, establishing research and archival facilities in Art, Art history, Archeology and Ethnomusicology, and Organising seminars workshops and Conferences in all fields of Indian studies.

For the year 2005-2006, AIIS submitted 78 research fellowship applications. It administered 21 Study Abroad Programmes bringing under graduate students from US Universities. It facilitated visit of language students to India to study various Indian languages. The Institute also organised workshops, Seminars and other events for visiting scholars and students.

United States Educational Foundation in India

The United States Educational Foundation in India (USEFI) was established in February, 1950 under a bilateral agreement, as replaced by a new agreement in 1963, between the Government of India and the Government of the United States 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.

The Ministry of Human Resource Development (MHRD) nominated five Indian citizens on the USEFI Board of Directors for the year 2005.

During the academic year 2005-06, 52 visiting lecturers, 35 research scholars, 8 teachers and 104 students/professionals were awarded Fulbright grants ranging from three months to a year.

The Foundation also administered, on behalf of the US Department of Education, research scholars grants and short-term group projects for American school/college teachers. The cost of the academic programme for such short-term group programme is reimbursed by the Ministry. Besides the regular exchange programmes, the Foundation conducted a number of workshops/seminars involving visiting American Fulbrighters, Indian Fulbrighters and eminent Indian faculty.

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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 diploma, undergraduate, postgraduate and research levels.

The Technical Education system at the Central level comprises the All India Council for Technical Education (AICTE), which is the statutory body for proper planning and coordinated development of the Technical Education System; seven Indian Institutes of Technology (IITs) which are Institutions of national importance; six Indian Institutes of Management (IIMs), five Deemed-to-be-Universities, namely, Indian Institute of Science (IISc), Bangalore, Indian School of Mines (ISM), Dhanbad, School of Planning & Architecture (SPA), New Delhi, Indian Institute of Information Technology and Management (IIITM), Gwalior and Indian Institute of Information Technology (IIIT), Allahabad, 4 Boards of Apprenticeship Training (BOATs), etc. During the period under report, 18 National Institutes of Technology (NITs) were

operating. Two more NITs have been established during the year at Raipur and Agartala. 100 per cent financial assistance is provided by Central Government to the 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 & Technology (SLIET), Longowal, North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, 4 National Institute of Technical Teachers Training & Research (NITTTRs) are playing important role in Technical Education Sector. There are other schemes at the central level which contribute significantly to Technical Education. These schemes are Programme for Apprenticeship Training (Scholarships and Stipends); Community Polytechnics; Third Technician Education Project assisted by the World Bank for Improvement of Polytechnic Education, Technical Education Quality Improvement Programme (TEQIP), Payment for Professional and Special Services; 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 & Technology (INDEST) Consortium and Technology Development Missions. There is one Public Sector Undertaking, namely, Educational Consultants India Ltd. (Ed. CIL) under the Technical Education System of the Ministry.

All the Central institutions like IITs, NITs, IIMs, IISc, ISM, SPA, IIITM, IIIT, NIFFT, NITIE, NITTTRs NERIST, SLIET, etc., provide instructional training to produce high quality trained manpower in the field of Technical Education. The Government has identified Shillong for setting up another IIM in the North Eastern Region. Indian Institute of Information Technology, Design & Manufacturing (IIITDM) has been established at Jabalpur as a Centre of Excellence for design and manufacturing. An Extension Centre of IIIT, Allahabad has been set up at Amethi.

New initiatives have been taken to promote research and education in basic sciences in the country. The Indian Institute of Science, Bangalore was sanctioned a special grant of Rs.100 crore to upgrade its infrastructural facilities, including laboratories. On the recommendation of the Scientific Advisory Council to the Prime Minister, two Indian Institutes of Science Education and Research have been approved at Pune

To enhance research productivity in Science and Technology Education and to improve quality of education, access to electronic journals and databases is being provided to all technical institutions. To benefit from lower costs, AICTE and INDEST have joined hands to form a combined AICTE-INDEST Consortium.

and Kolkota. These Institutes will combine education in basic sciences at undergraduate and postgraduate level, with world class research facilities.

The Scheme of Community Polytechnics contributes substantially by transferring appropriate and advanced technologies to the rural masses. Establishment of polytechnics for the physically challenged is a milestone. Greater emphasis is being given to strengthening and consolidating infrastructure facilities available at the Institutes of national importance/excellence like IITs, IIMs, IISc, NITs etc.

To enhance research productivity in Science and Technology Education and to improve quality of education, access to electronic journals and databases is being provided to all technical institutions. To benefit from lower costs, AICTE and INDEST have joined hands to form a combined AICTE-INDEST Consortium.

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

A National Programme on Earthquake Engineering is also being implemented by MHRD with seven IITs and IISc, Bangalore as resource institutions to train the teachers of Engineering Colleges to develop suitable curriculum to meet the crisis of earthquakes etc.

Technical Education Quality Improvement Programme (TEQIP) launched with the assistance of World Bank aims at upscaling and supporting ongoing efforts of the Government of India in improving quality of Technical Education.

A large number of Engineering Colleges and other Technical Institutes were established across the country with the approval of the AICTE, mainly through mobilisation of private initiatives. The number of

AICTE approved institutions up to 2005-06 is as per Annexure XV.

Tenth Plan 2002-07

The key issues relating to Technical and Management Education during the Tenth Plan are: -

- ❒ a continuing focus on increased intake capacity;
- ❒ improving quality;
- ❒ faculty development;
- ❒ optimisation of resources through networking;
- ❒ development of information technology education;
- ❒ improving the quality and quantity of research in technologies;
- ❒ modernisation/development of curriculum;
- ❒ international benchmarking;
- ❒ developing capacity in new and emerging technology areas;
- ❒ strategic planning and management of the technical education system;
- ❒ informal sector development.

Progress in the Tenth Plan

During the 10th Plan, there has been a significant increase in the number of Technical Education institutions and total intake of students. Of the Tenth Plan outlay of Rs.13,825 crore for the Department of Secondary and Higher Education, Rs.4,700 crore was earmarked for 16 programmes of Technical Education. Of this, the major share goes to the World Bank-aided Technical Education Quality Improvement Programme (TEQIP) with an outlay of Rs.900 crore; AICTE with an outlay of Rs.600 crore and IITs with an outlay of Rs.612 crore. The outlay for Annual Plan 2004-05 for Technical Education was Rs. 750.00 crore and expenditure Rs. 615.85 crore.

The seven IITs have been effectively enhancing the country's techno-economic strength and technological self-reliance. These institutes have distinguished themselves by the excellence of their academic activities and research programmes. The total Tenth Plan outlay for these institutions is Rs.612 crores. It is necessary to increase intake in IITs and at the same time to upgrade existing institutions in the country to the level of IITs.

The IIMs are institutions of excellence, established with the objective 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. These institutes conduct research to cater to the needs of non-corporate sectors like agriculture, rural development, energy, health, education, habitat etc. Expansion of such institutions of excellence, providing globally competitive manpower, are the priorities of the Ministry.

The Two cycle of the first phase of TEQIP is being implemented in thirteen States – Andhra Pradesh, Gujarat, Jharkhand, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttaranchal and West Bengal. The programme aims at upscaling and supporting the on-going efforts of the Government of India in improving quality and enhancing existing capacities of the Institutions. Forty lead institutions (including 18 Centrally funded NITs) and 114 state engineering/network institutions (including 20 Polytechnics) are participating in the programme in the first phase, which coincides with the Tenth Plan period. The programme will benefit 10,000 graduating students, each year by imparting superior skills and training and will also enhance the professional development of 1000 teachers.

Efforts are being made to strengthen the Community Polytechnics, which are wings of the existing polytechnics mandated to undertake rural/community development activities in their vicinity through the application of Science and Technology, by providing a one-time non-recurring grants-in-aid of Rs.7.00 lakh, and an annual recurring grant of up to a maximum of Rs.7 lakh. Community polytechnics provide a platform for transfer of appropriate technologies to rural masses for development on scientific lines, and provide technical/support services to the local community. At present, there are 669 community polytechnics in the country.

In brief allocation and Expenditure during 10th Plan is as under:

10th Plan 2002-07 Allocation	Rs. 4700 crore
Yearwise Expenditure	
2002-03	Rs.600.36 crore
2003-04	Rs. 625.07 crore
2004-05	Rs. 615.85 crore
2005-06(RE)	Rs. 580.93 crore

All India Council For Technical Education (AICTE)

All India Council for Technical Education (AICTE) was set up in 1945 and 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 performing various activities.

AICTE has set up National Board of Accreditation (NBA), a quality controlling 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 1924 programmes have been considered for Accreditation. The manual of accreditation was revised and published in January 2004 after detailed deliberation with stakeholders. Guidelines for accreditation of Management programmes are in the process of revision. NBA is in the process of obtaining provisional membership from Washington Accord Secretariat.

In the undergraduate and postgraduate levels, in consultation with the concerned State Government Agencies the AICTE grants approvals for starting of new technical institutions, starting 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 and grant approval of new institutions, starting new courses and variations in the intake capacity at diploma level technical institutions. The process of granting approvals

Table 11.1: Proposals received under various schemes during the year		
Scheme	No. of Proposals Received	No. of Proposals Approved
Research Promotion Scheme (RPS)	622	Under process
Modernisation and Removal of Obsolescence (MODROBS)	1279	265
National Facilities in Engineering & Technology with Industrial Collaboration (NAFETIC)	21	06
Entrepreneurship Management & Development (EMD)	131	15
Nationally Coordinated Project (NCP)	25	10
Industry-Institute Partnership Cell (IIPC)	134	14

Growth and Distribution of Intake in Degree (Engineering)

Regional Distribution

Region	Value
Central	28155
Eastern	24689
North	24549
North West	35469
South	139607
South West	59683
West	46886

All India Growth

Year	Value
1997-98	134298
1989-99	153151
1999-2000	179647
2000-01	209115
2001-02	293814
2002-03	356258
3003-04	380803
2004-05	450954
2005-06	508595

Growth and Distribution of Degree Colleges (Engineering)

Regional Distribution

Region	Value
Central	125
Eastern	119
North	129
North West	162
South	549
South West	209
West	165

All India Growth

Year	Value
1997-98	562
1989-99	644
1999-2000	755
2000-01	821
2001-02	1057
2002-03	1195
3003-04	1263
2004-05	1358
2005-06	1478

has been reviewed this year to make it more transparent, responsible and hassle free. The concerned agencies i.e. State Govts. & Universities are being consulted at all crucial stages of decision-making.

Research & Institutional Development (RID) Bureau is a critical wing of the Council, which financially supports Technical Institutions for growth in the original research and industry institute interaction. To meet this huge mission, the Council has several schemes to attract all kinds of stakeholders. During this year the Council received many proposals under the schemes (Table 11.1) which were evaluated and considered for funding.

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 & 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 Early Faculty Induction Programme (EFIP) to attract young students towards 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 future Planning 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 later to desired institutions in phased manner.

Under the AICTE-INDEST Scheme, AICTE has provided a grant of Rs. 2.47 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 endeavour for qualitative improvement of the Technical Education system, AICTE continues with the efforts for development of Model Curricula too.

To provide information to its stakeholders, and for transparency in its activities, AICTE has its own website

Degree Level Engineering Colleges (Approved)
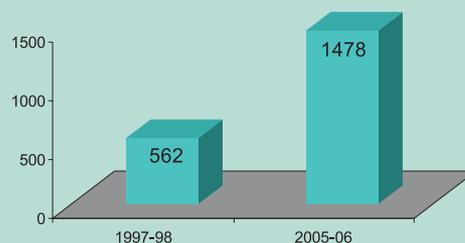
Expansion of Technical Institutions

- ☐ As compared to 562-degree level institutions in 1997-98, the total number of approved engineering colleges is now 1478. Intake capacity increased from 1,34,298 in 1997-98 to 5,08,595 at present.

- ☐ During the same period the number of institutions providing MCA courses increased from 224 to 976 with an intake of 55548.

- ☐ Accreditation process of institutions was expedited by the AICTE. During 2003—2004, 409 programmes were accredited where as during 2004-2005, 570 programmes were accredited. For the year 2005-2006, 279 programmes have been considered for accreditation. CENTRAL SECTOR INSTITUTIONS IN TECHNOLOGY & SCIENCE

wherein the relevant and current information is regularly updated. The website http:// www.aicte.ernet.in

Indian Institutes of Technology (IITs)

Indian Institutes of Technology (IIT) at Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee were established as 'Institutions of National Importance' under the Institutes of Technology Act, 1961. Their main objective is to impart world-class training in engineering and technology; to conduct research in the relevant field; and for advancement of learning and dissemination of knowledge. These Institutes are also

contributing significantly to education and research in basic sciences and humanities.

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, IITs offer B.Tech., M.Sc., M.Design., M.Phil., M.Tech. and Ph.D. degrees. IITs are maintaining quality of teaching and research of international standards. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in industry. They also contribute to updating the knowledge of faculty of other Engineering Colleges through Quality Improvement Programme and as host institutions under the Early Faculty Development Programme (EFIP), IITs act as Nucleus to cater to the technical requirements of the respective regions.

Over the years, these institutions have acquired unique strength and have demonstrated their potential. They have contributed tremendously to the technological development of the country and the graduates of these institutes have had definitive impact on the national and international professional arena. Looking towards the road map for the IITs in the coming years, new departments, centres and new programmes have to be introduced with consequential increase in intake. The increase in intake has to be at all levels, that is, undergraduates/postgraduates, doctoral/post-doctoral. Life sciences have to be introduced in IITs. The basic sciences, as advised by the Scientific Advisory Council to the Prime Minister, also need strengthening.

In recent years, there is substantial increase in students' intake to meet the growing demand for quality technical manpower, especially in the field of Information Technology. Strength of students in the IITs has increased over 40 per cent in the last 6-7 years. Computing and networking facilities have been upgraded. Electronic classrooms and video-conferencing are being increasingly used. These facilities are now state of the art. There is greater use of technology in teaching – learning processes in the IITs. This is resulting in transformation of the pedagogy.

IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. The IITs have distinguished themselves through excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contributions.

Indian Institutes of Technology have become role models for education and research in engineering and technology. These institutions are now globally competitive and contribute significantly to development of technical manpower and technology development in the country. During the 10th Five Year Plan, this role of IITs has been further strengthened and consolidated so that they continue to provide leadership to the Technical Education System in the country and effectively contribute to national development.

Government of India is committed to provide quality education in science & technology to a larger number of students. For this purpose, the capacities of existing IITs is being enhanced considerably during the 10th Five Year Plan, which is being done with only marginal increase in investment in infrastructure through optimal use of facilities and faculty resources. Based on the requirements, additions to the hostels, laboratory, classrooms and general academic infrastructure are being continuously made. To keep pace with the changes taking place in new technologies, new programmes are being started in identified areas such as - new materials, non-destructive evaluation technology, high speed networking and wireless technology, bio-technology and bio-informatics, smart materials, environmental energy, medical science and technology, medical instrumentation, electronics, electronics communication and membrane technology etc., There would be greater thrust on inter-disciplinary programmes with the blurring of boundaries of traditional disciplines of study. New programme delivery structure in the form of integrated Ph.D. programme, double degree programmes and sandwich programmes are also being taken up.

With the development of new technologies, there is need to modernise and replace outdated laboratory equipment in these institutes on large scale. Rate of obsolescence in information and communication technology is quite high. Even a 10-year old equipment in computer networks would need replacement and modernisation. Therefore, substantial investment would be required in modernisation of digital resources in these institutes. There would be greater thrust on collaborative working between different institutes, both for manpower development and joint research. In order to increase the reach of these institutes, web-based / multi-media based distance education shall be promoted.

IIT Guwahati which became operational during the 9th Plan period would be further expanded and strengthened to become comparable to other IITs. Substantial resources would be invested for the same.

As regards earmarking of at least 10 per cent of budget for the North-East, it is mentioned that IIT Guwahati is one of the IITs, that is situated in North-East Region. During the current financial year i.e. 2005-06, an amount of Rs. 50 crore which is much more than the 10 per cent allocation, has been earmarked for this Institute. The trend of allocation is likely to continue in the year 2006-07.

There is need to build women hostels keeping in view a large number of female students joining IITs. More hostels will also be required with the proposed increase in intake of students in various courses. Further infrastructural facilities such as libraries and opening and strengthening of new Departments of Biotechnology and Humanities, opening of schools of Life Sciences in IITs at Kharagpur and Kanpur are being created. The Plan budget proposed at RE 2005-06 is Rs. 286.00 crore (including an amount of Rs. 50.00 crore appropriated from NER head specifically for IIT Guwahati).

Indian Institute of Technology Bombay (IITB)

The Indian Institute of Technology Bombay (IITB), established in 1958 with the cooperation and participation of the then Government of USSR under

Government of India is committed to provide quality education in science & technology to a larger number of students. For this purpose, the capacities of existing IITs is being enhanced considerably during the 10th Five Year Plan, which is being done with only marginal increase in investment in infrastructure through optimal use of facilities and faculty resources. Based on the requirements, additions to the hostels, laboratory, classrooms and general academic infrastructure are being continuously made.

UNESCO's technical assistance programme, is one of the seven Institutes of Technology in the country, set up to provide leadership in Technological Education, train high quality manpower for industry, and promote state of the art technology application.

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, scholarship, travel

fellowship, faculty development fund, research excellence awards, etc.,

In keeping with national aspirations and expectation IITB has increased the student in the last more than five years. The students intake at undergraduate level for the academic session 2005-06 has been 2299 as against 1822 during the academic session 2004-05. Similarly, the student intake at post graduate level has been of the order of 2671 as against 2481 during 2004-05.

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 pertake 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 earlier, exposes undergraduate students to the world of research early in their academic life.

Centre for Distant Engineering Education Programme (CDEEP) in the Institute is involved in National Project on Technology Enhanced Learning (NPTEL), sponsored by the Ministry of Human Resource Development.

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.

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-years B.Tech. programmes in nine disciplines of engineering and technology, five year dual degree programme 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 tow 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 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). Several short-term (QIP/CEP) courses have been organised by the institute faculty and 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 offered 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 operational.

Indian Institute of Technology, Kanpur (IITK)

The Institute has enhanced its infrastructure over the past four years so as to meet the needs of the increased student strength and to undertake wide ranging research activities to improve the quality of postgraduate programmes. The students and faculty continued to bring outstanding honours and laurels. During the year a number of students/faculty of IIT Kanpur have been awarded the prestigious Awards such as Aditya Birla Scholarship, Shanti Swarup Bhatnagar Award, 2005, Swarnjayanti Fellowship, Fellow of the Indian National Academy of Engineering, Fellow of the Indian National Academy of Sciences, Fellow of the Institute of Electrical and Electronics Engineering, USA.

The Institute has launched several new academic programmes at B.Tech, M.Tech. as well as Ph.D levels.

Programmes in the field of Biological Sciences and Bio-Engineering have added new dimension of academic activities at IIT Kanpur.

The Institute has increased considerably the admission intake of doctoral as well as Master's level students in both sciences as well as engineering. In order to increase the science contents in the academic activity the science elective scheme was introduced in the curriculum.

An international distance education project – Indo-French Cyber University –has been undertaken jointly with University of Paris. The project envisages courses to be delivered in three areas –Optimisation, Computational Fluid Dynamics and Composite Materials. The Institute has also done well in terms of development of video as well as web-based course material under NPTEL scheme.

The Institute has provided considerable assistance in establishing Indian Institute of Information Technology,

Design and Manufacturing at Jabalpur. The Institute has also signed one MoU with University of Allahabad in the field of Digital Archaeology.

The Institute has established the SIDBI Centre for Innovation and Incubation. The centre is now fully functional and has seven incubating units. All IPR issues are handled by this centre. The centre is promoting the concept of converting IPRs in a revenue stream

With a view to attract young faculty to IIT K, a few step have been initiated such as payment of initiation grant, joining travel allowance, quick allotment of house, full support for preparation of research proposals etc., The Institute has also developed the scheme of Adjunct Faculty, Distinguished Honorary Faculty besides the Visiting Faculty appointments. The provision of Visiting Faculty Apartments of excellent quality is a unique feature of IIT K campus. These initiatives have indeed increased the number of international visiting scientists and faculty members to IIT Kanpur.

Indian Institute of Technology, Roorkee (IITR)

IIT Roorkee was converted from the famed University of Roorkee in Sept. 2001. The Institute has rapidly grown since then. It has 3929 students on roll, a faculty of 340 and supporting staff of 1250. The Institute has its main campus at Roorkee (365 acres) and a smaller campus at Saharanpur (25 acres), 50 kms away from Roorkee. An extension centre at Greater Noida (10 Acres) is under development.

The Institute offers 11 B.Tech./B.Arch. programmes, 50 M.Tech/M.Sc programmes and 3 Dual Degree (B.Tech. + M.Tech.) programmes. Ph.D. programmes is offered by all the 18 Academic Departments and 01 Academic Centres.

The Institute has progressed on all fronts. The student enrolment has increased by about 850 and additional rooms in existing hostels have been built to accommodate them. Policies/plans have been formulated for the effective retention and recouping of faculty. 5 year Dual Degree programmes have been introduced. The Institute has taken initiatives to establish collaboration with leading institutions of the world. Public Sector organisations have been invited to create Professorial Chairs through endowments. On research front, there has been 133 per cent increase in the number of publications and 120 per cent increase in terms of industrial consultancy outlay and 129 per cent increase in sponsored research outlay. On-campus recruitment for UG students has gone up by 76 per cent and for PG students, spectacularly, by 145 per cent, which is the highest among the IITs. A very substantial gain has been registered in the Internet connectivity and subscription of over 7000 on-line journals.

The Institute took a number of new initiatives during 2005-06 such as leading to starting new academic programmes, new centres of excellence, new MoUs for international collaboration, student and faculty exchange under MoUs, strengthening of Internet and Library resources, creation of new state–of–art building infrastructure for a 4-floor centrally air-conditioned library, a 30 room/suite VVIP Guest House, a 7 storeyed complex of 56 apartments for Group A employees, modernisation of sports arena and organisation of Inter IIT Sports Meet-2005, modernisation of telephone and power supply network in the campus and commencement of construction activities at the Greater Noida Extension Centre of the Institute.

Besides, the Institute continued to play its role in development of Nation through R&D projects in the fields of Small Hydro Power, Pro-poor IT Initiatives and e-governance, Highways Development and Traffic Management, Ecological Assessment, Earthquake Mitigation and Management, Railway engineering etc.,

Keeping in view the strength/expertise of the faculty/ departments, the Institute has created three multi disciplinary Centres of Excellence viz. Centre for Transportation Systems, Centre for Disaster Mitigation and Management and Centre for Nanotechnology during 2005-06 to promote intensive research and development in these areas:

The Institute has entered into new areas of academic collaboration through MoUs with leading international Institutes such as University of Karlsruhe, Germany; University of Applied Sciences, Dresden, Germany; University of Texas at Dallas(UTD), USA; Queensland University of Technology, Australia; Technische Universitat Munchen(TUM), Germany; New Jersey Institute of Technology, USA

Indian Institute of Technology Guwahati (IITG)

IIT Guwahati completed 10 years of its academic programmes at the beginning of 2005-2006. The Institute has 11 academic departments namely, Biotechnology, Chemical Engineering, Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering (all these offering B.Tech, M.Tech and PhD programmes), Design (offering B.Des and PhD programmes), Chemistry, Mathematics, Physics (offering M.Sc and PhD programmes), and Humanities and Social Sciences (offering a PhD programme). There are three inter-disciplinary centres, namely Energy, Environment, and Nanotechnology.

In July 2005 the Institute admitted 252 students in B.Tech/B.Des/Integrated M.Sc, 155 students in M.Tech, 54 students in M.Sc and 67 students in PhD for a total of 528. The Institute started a 5 year integrated M.Sc programme in Chemistry this year. Similar programmes in Physics and Mathematics will be started next year. The total student strength stands at 1553. By December 2005, the number of faculty reached 161, while the total non-teaching staff strength stood at 285. The Institute is at a stage of rapid expansion. The student strengths are planned to reach 1800, 2300 and 2800 in 2006, 2007 and 2008 respectively. Concomitants increases in faculty and staff strengths will take place.

The Infrastructure of the Institute has been strengthened. The current year saw the completion of the Library and Computer Centre Building, the hospital, the commercial complex, and 240 seats of the 500 seated new hostel. Ongoing Civil Works include an auditorium, a lecture hall complex, faculty residences, sports facilities, a Kendriya Vidyalaya building, two community centres, a sewerage disposal system, a water supply scheme, and two more hostels. Under the Plan budget, Rs. 37.7 crore has been spent by December 31 2005. The total allocation for the year is Rs. 50 crores.

The Institute has signed MOUs with a number of academic and research institutions for exchange programmes and for joint R&D. This year, MOUs have been signed with NIT Silchar, NICT Japan, ENST France, CESAR Brazil, among others.

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 was to promote higher technical education, research and consultancy. The activities of the Institute in various field of Science and Technology are now being carried out by 15 Departments and 5 Research Centres. The Institute Campus covers an area of 256 hectares of forest land and houses a community of about 11000 people.

The Institute offers several course-based undergraduate (UG) and postgraduate (PG) programmes as well as
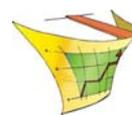
IIT Guwahati completed 10 years of its academic programmes at the beginning of 2005-2006. The Institute has 11 academic departments namely, Biotechnology, Chemical Engineering, Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering (all these offering B.Tech, M.Tech and PhD programmes), Design (offering B.Des and PhD programmes), Chemistry, Mathematics, Physics (offering M.Sc and PhD programmes), and Humanities and Social Sciences (offering a PhD programme).

research-based postgraduate and doctoral programmes. It has, over the years, responded to environmental changes and user needs by redesigning curricula, offering new UG and PG programmes and specially designing user-oriented (UoP) M.Tech. and continuing education programmes. IITM also offers part-time PG programmes that enable working professional to acquire higher degrees. Institution Preparatory Course Programme for Weaker Section Students offers intensive coaching to eligible candidates to prepare them for entry into IITM on successful completion of this one-year Programme.

The Institute also undertakes a large number of research and consultancy projects sponsored by a wide spectrum of funding agencies, including Government and Industry. IITM has active linkages with leading academic and research organisations in India, Australia, Germany, Japan , Malaysia, Singapore, UK and USA.

IITM offers UG & Dual Degree programmes in

Aerospace, Chemical , Civil, Computer Science, Electrical, Mechanical , Metallurgical & Materials and Ocean Engineering Department; PG programmes in Applied Mechanics, Mathematics, Physics, Chemistry and Humanities & Social Sciences Department and User Oriented programmes are offered in Biotechnology, Civil, Computer Science, Electrical , Mechanical & Ocean Engineering Department.

Keeping in view the crucial role of designers in engineering industry, a new dual degree program, with a B.Tech. in Engineering Design and a M.Tech. in Automobile Engineering has been started in IIT Madras. The Indian auto industry has promised full cooperation for making this programme a success. It is a unique blend of engineering and aesthetics in design, with a liberal spread of practical laboratory classes. The students need to spend six months in the industry as a part of the curriculum. The following new facilities are being created for this programme: a graphic art studio, a virtual reality laboratory, a product design laboratory, ergonomics laboratory, mechatronics laboratory, vehicle dynamics laboratory, a new IC engine laboratory and Control laboratory.

Indian Institute of Technology Kharagpur (IITKgpr)

The Indian Institute of Technology, Kharagpur (IITKgpr) 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.

This Institute offers B.Tech. (Hons.) courses in sixteen different branches of engineering, a B.Arch. (Hons.) course in Architecture and Regional Planning, and M.Sc. programmes in five sciences stream. The contents of the courses are constantly revised to meet the needs of the changing world with the focus on quality. The growth of postgraduate programmes has been quite impressive. At present, the Institute offers about fifty postgraduate degree courses leading to M.Tech./MCP. MBM/MMST degrees. The first batch of students of the

Master's in Medical Science and Technology (MMST) programme will be receiving their degree in this convocation. This is a unique programme, the first of its kind in the country, introduced in 2001-02 to bring medical science, physical sciences and technology on a common platform. The students are admitted to the programme through an All India Test conducted at IITs. The MS degree with major emphasis on research is also awarded in several other disciplines. As a part of a collaborative programme, students have visited foreign countries. A significant number of postgraduate projects are sponsored by industries.

The Institute has taken a lead in offering off-campus academic programmes leading to regular degrees/ diploma to the participants. A Postgraduate Diploma programme in Information Technology (PGDIT) is being offered in the hybrid mode at Kolkata and Bhubneshwar Extension Centres, and at STEP, IIT Kharagpur. The feedback received from the IT industry about the quality of this programmes has been very encouraging.

The Institute's alumni have played significant roles in enhancing the image of IIT Kharagpur. They have also provided generous support to set up specialised laboratories, Schools and distinguished Lecture Series. The Institute has taken up several programmes to network with our alumni spread all over the world. For this purpose, the institute has launched a website for on-line registration of the alumni. An extremely popular quarterly, Alumni newsletter "KGPlan" is being published regularly highlighting the achievements of students, faculty and alumni. The first Annual Alumni Meet was held at IIT K during 3-4 January 2004 where alumni from all over the world were invited Alumni from Australia, Thailand, USA and various parts of India attended this Meet. This was the first time that IIT Kharagpur organised such an event in a large scale. This is proposed to be an annual event in the Institute calendar.

IIT – Joint Entrance Examination (IIT-JEE) Reforms

The IIT-JEE exam will undergo major changes from

2006 onwards. The Joint Entrance Examination (JEE) conducted for admission to IITs will continue to be the sole criteria for admission in IITs and other participating institutes. The other salient features of the changes are:-

i)   Candidates appearing in (10+2) or equivalent qualifying examination in 2006 must secure at least 60 per cent (55 per cent for SC/ST and PD) marks in aggregate in their respective Board Examination.

     In case the respective Board awards only letter grades, without providing a norm for converting them to equivalent percentage marks, the norms decided by the Joint Implementation Committee of JEE shall be final.

(ii) Candidates who join any of the IITs, IT-BHU, Varanasi, and ISM, Dhanbad through JEE-2006 will NOT be permitted to appear in JEE in future.

(iii) One time exception for JEE 2006 only

Candidates, who have passed their qualifying examination in 2005 or earlier, will be permitted to appear in JEE 2006, as a last chance, irrespective of the marks secured or the number of earlier attempts at JEE subject to their satisfying the age limit.

All India Engineering Entrance Examination (AIEEE)

The All India Engineering Entrance Examination (AIEEE) is being conducted by CBSE from 2002 onward for admission to Undergraduate Courses to reduce the physical, mental and financial burden on student and their parents due to multiplicity of entrance examinations. Earlier, it was for admissions to Engineering, Pharmacy and Architecture Courses but in AIEEE-2005 it was restricted only to Engineering and Architecture.

It has been decided that all admission to the undergraduate programmes in Engineering, Architecture and Planning in all the National Institutes of Technology (NITs), Indian Institute of Information Technology (IIITs), Allahabad and Gwalior, National Institute of Forge & Foundry Technology (NIFFT), Ranchi, School of Planning and Architecture (SPA), New Delhi and other institutes of Central Government

as specified shall be made through All India Engineering Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education (CBSE). All the deemed 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.

Indian Institute of Science, Bangalore

The Indian Institute of Science, Bangalore came into existence in 1909. The Institute started functioning in 1911 with two Departments and over a period of nine decades, has grown steadily to occupy its present leading position among the institutions of Higher learning in the country. The Institute is a post graduate Institution providing quality education and excelling in research and development at the cutting edge of several disciplines in Science, Engineering and Technology. There are now over 40 Departments and Centres of Physical and Mathematical Sciences, Electrical Sciences, Mechanical Sciences and Information Science and Services.

The Finance Minister, in his budget speech 2005-06 had announced additional grant of Rs. 100 crore for the Indian Institute of Science (IISc), Bangalore, for the financial year 2005-06 to position it as one of the leading centres of Research, Science and Engineering in the world.

The Institute had recently started an Integrated Ph.D. programme in Science, which has already become one of the most powerful avenues for creating scientific manpower in the country. There is an increasing demand to extend this programme both vertically and horizontally to include many more areas of science and more importantly to Engineering.

The Institute offers advanced level courses leading to ME, M.Tech., M.Design , MBA, MSc.(Engg.) and Ph.D. degrees. An Integrated Ph.D. programme in the Science Faculty attracts the cream of B.Sc. graduates of the country. The Young Fellowship program in Sciences and Young Engineering Fellowship program are new initiatives of the Institute to motivate young students to take up a research career. The Institute is also the

The student enrolment at the IISc has increased from around 1500 in 1995-96 to around 2100 in the current year. The number of degrees awarded, particularly research conferment have also gone up by nearly 30 per cent while the number of publications in reputed international Journals has gone up by 50 per cent in the same period. The number of national and international awards, recognitions and academy fellowships bestowed on the faculty of the Institute is perhaps the largest across the country.

National focal point of conducting the KVPY program of the DST towards the same goal. Innovative teaching programs introduced in recent years include Satellite Technology, Internet Science and Engineering and Computational Science.

Besides formal education and research, the institute has been playing a very active role in offering lifelong learning opportunities to practicing scientists and technologists through its Centre for Continuing Education and Proficiency program. Every year over 1500 scientists and engineers are trained in these programs. Several outreach programmess of the Institute also provide close interactions with different sections of the society, especially the academic fraternity.

The Institute is vigorously pursuing interactions with leading institutions and universities all over the world. Through its International Relations Cell, the Institute has executed Memoranda of Understanding with universities and R&D Institutions in U.S.A., France, Australia, Germany and other countries. A joint activity with European Institutions to set-up a Cyber University for web-based education has been initiated. A unique collaborative arrangement with French Universities has resulted in the establishment of an Indo-French Research Centre in the area of Water Sciences.

The Institute has maintained in its various domains of activities – research, teaching, development, industrial liaison, international outreach and societal concerns. The Institute has formulated a series of new research programmes to foster and encourage interdisciplinary activities. These are in the areas in Genomics, Nano-science and nano-technology, Micro-electromechanical systems, Embedded systems, and Mathematics.

The IISc, Bangalore produces nearly 8-10 per cent of the nation's publications in scholarly journals of international repute. It produces nearly 25 per cent of nation's Ph.D. in Science and Engineering and is handling 150 consultancy projects and 470 projects under sponsored Research. The number of students at the Institute has been steadily increasing. Many new areas of research as well as many new academic programmes have been planned to be in tune with national requirements and international developments.

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Indian Institutes of Information Technology

Atal Bihari Vajpayee - Indian Institute of Information Technology & Management (ABV-IIITM), Gwalior

ABV-IIITM, Gwalior was set up by the Government of India in January 1996. Academic programmes started

in the year 1998-99. The educational experiment carried by the Institute integrates IT with basic managerial functioning which is highly appreciated by the industry. The objectives of the Institute were framed so as to create facilities for education, research, consultancy and professional development in the area of IT and management development through seamless integration. The Institute was declared as a Deemed University on 26th March 2001.

The Institute started its academic programmes from a rented premises in the year 1998-1999. The Institute has started its operations from the new campus which has state of art facilities and campus wide networking. It has students hostels, Lecture room complex, department buildings including the labs, administration building. Housing for faculty and Key support staff and the library are under construction.

The Institute started with a two year MBA programme in IT and Management during the year 1998-99. Presently, the institute offers five-year Integrated Post Graduate dual degree programme with an intake of 80, 5 MBA programmes and four M.Tech programmes. The Institute also has Ph.D. programmes. Total annual intake is 295, excluding Ph.D. Present strength is 555 including 85 girls students. All these programmes have interdisciplinary character. Admission to all programs is done on All-India basis through an entrance examination. Twenty two students are pursuing Ph.D programmes. Four batches of PGDMIT and three batch of PGDIT students have already passed out. All students got excellent placements through on the campus recruitment. The Institute has Departments of IT, Management and MDP and Continuing Education. The academic programmes are delivered through many pedagogic innovations, including pear learning, mentoring, case tools, group learning and co-operative learning.

In addition, several Management Development Programmes (MDPs) for industry executives and Continuing Education Programs for Teachers and industry have been done by the Institute. To deliver its role as National facilitator, the institute has organised Conferences and Seminars on newer subjects

successfully. The Institute has also received sponsored projects and undertaken consultancy projects.

47 faculty positions have been created for the institute of which 12 post have been filled, process for selection have been initiated for remaining post.

Keeping in view the future student strength the number of Departments / Centres would be increased in the new areas, Some of the new programmes / disciplines are: VLSI Design, Robotics and Flexible Manufacturing, Bio- Informatics, Communications Engineering, Management of Public Systems and E-governance, Management of Informal Systems. For increased strength, additional infrastructure in terms of classrooms, students hostels & amenities, laboratories & equipment has been planned.

Indian Institute of Information Technology (IIIT), Allahabad

Indian Institute of Information Technology, Allahabad was set up by the Government of India during the Ninth Five Year Plan to impart education, training, research and development in the field of Information Technology and related areas. The Institute was declared as a Deemed University in August 2000. The Institute started functioning from the year 1999-2000 from its temporary premises in the Allahabad University Campus and later on shifted to the new campus. The permanent campus has state of art facilities and campus wide networking.

The Institute started B.Tech Programme in Information Technology with an intake of 60 students during the year 1999-2000. From the year 2001-2002 intake has been increased to 120. During the year 2002-2003, 3 M.Tech. programmes in bio-informatics, intelligent systems and wireless communications and computing were started with an intake of 15 students each. Presently, there is a student population of 774 including 96 girl students. There are a total of 44 faculty (including 1 Director, 25 regular and 18 guest faculty) and 30 non-faculty in position.

The Institute is involved with number of other activities as well, such as: Gyan Vani (with IGNOU), Kundalini

(with DST) and Indo-Russian Centre for Biotechnology and Universal Digital Library (UDL) Project (with IISc Bangalore and Carnegie Mellon University, USA).

It is proposed to consolidate and enlarge undergraduate programmes, start more postgraduate and doctoral programmes in the areas of Software Engineering, Information Technology, Advanced Networking, Artificial Intelligence and Communication Engineering. New programme would be started for graduates in arts, science and commerce with focus on IT enabled services. In addition, continuing education programmes, short term training programmes and off campus education and web-based education and e-enabled commercial, legal and other societal programmes would also be taken up.

Extension Campus of IIIT Allahabad at Amethi.

The Government of India approved the proposal of IIIT Allahabad to set up an extension campus of the Institute at Amethi. The Foundation Stone laying ceremony of the Extension Campus viz. Rajiv Gandhi Institute of Information Technology, Tikarmafi, Amethi, was performed on 15.4.2005 at Amethi. The academic session 2005 has been started in the premises of Tikarmafi Ashram with the induction of 60 students including 3 girl students.

Pandit Dwarka Prasad Misra, Indian Institute of Information Technology, Design and Manufacturing Jabalpur (PDP-IIITD&M).

In order to meet the requirement of highly skilled and trained manpower particularly in Design and Manufacturing, the Government of India decided to set up the Pandit Dwarka Prasad Misra, Indian Institute of Information Technology, Design and Manufacturing at Jabalpur.

The Institute has been set up as a registered society and will be given the status of a deemed university. Vision of the Institute is to become an academic institution of excellence that would facilitate and promote the competitive advantages of Indian products and manufacturing of global markets. The mission of the Institute is to be Global Centre of Excellence in Design and Manufacturing Education and Research in the country. The Academic Session has started in 2005-06 (July, 2005) in rented accommodation and the 1st batch of 68 students including 2 girls joined the Institution in July, 2005.

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 Review 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. RECs were upgraded as National Institutes of Technology (NITs). On 14th May 2003 all these 17 Institutions were taken over as fully funded institutions of the Central Government. The Government of India has taken over Bihar Engineering College and named it as NIT-Patna in the year 2004 and the process of granting the status of Deemed University is in the final stages. Similarly, Engineering College, Raipur was taken over by the Central Government as fully funded Institute w.e.f. 1st December 2005 and granting Deemed University status will be taken up in due course. Thus the total number of NITs has gone up to 19. These institutes are expected to fulfil the demand of high quality undergraduate and postgraduate level education in engineering and technology. The total budget Estimates for all NITs for the year 2005-2006 was Rs.90.00 crore under Plan and Rs.195.66 crore under Non-Plan.

Motilal Nehru National Institute of Technology, Allahabad

Motilal Nehru National Institute of Technology, Allahabad, formerly, Regional Engineering College, Allahabad was established in 1961, and taken over by the Central Government on 26th June 2002. The Institute has eight departments. The Institute offers four-year undergraduate courses in the disciplines of Civil, electrical, mechanical, computer science, electronics, production and industrial engineering and information technology. The Institute 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 National Institute of Technology, Bhopal, formerly, Regional Engineering College, Bhopal, was established in 1961, and taken over by the Central Government on 26th June,2002. The Institute has eight Departments. The Institute offers four years BE Courses in the discipline of Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics & Communication engineering, Computer Science & Engineering, Information Technology and a five-years B.Arch. course. The total intake in undergraduate courses is 451. The Institute also offers M.Tech. courses in 13 different specialisations under regular and part-time mode with an intake of 115. The Institute admitted 163 students in MCA, MBA and other courses during the year. The Institute has five boys' hostels and one girls hostel. The Institute has established two problem-oriented research laboratories, one in fluid mechanics and hydraulic mechanics, and the other in heavy electrical mechanics to work on live problems in the industry and to transmit the useful experience gained to the students. The Institute 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 Institute. The website address of the Institute is www.manit.nic.in.

National Institute of Technology, Calicut

National Institute of Technology, Calicut formerly, Regional Engineering College, Calicut was established in 1961 and taken over by the Central Government on 26th June 2002. The Institute has eight Departments. The Institute offers four-years undergraduate courses in the disciplines of Civil Engineering, Architecture (arch) engineering, Electrical & Electronics engineering, Electronics & Communication engineering, Mechanical engineering, Production engineering & Management, Computer Science & engineering and a five-year B.Arch. course. The Institute also offers M.Tech. Degree in 11 different specialisations. In addition, three-year (six-semester) MCA programme is also offered. The Institute offers Ph.D. programme in all the disciplines. The Institute 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. Digital Library has been started as a part of the modernisation of the library. With the commissioning of NALANDA, i.e. Network of Automated Library and Archives- the library started to provide latest information users. More than 100 full-text electronics books, on engineering subjects are accessible through NALANDA website. The website address of the Institute is www.nitc.ac.in.

National Institute of Technology, Durgapur

National Institute of Technology, Durgapur formerly, Regional Engineering College, Durgapur was established in 1961 and taken over by the Central Government on 3rd July 2003. The Institute has 15 Departments. The Institute offers four-year undergraduate courses in the disciplines of Civil, Electrical, Mechanical, Chemical, Metallurgical, and Electronics & Communication, Computer Science & engineering and Information Technology. The Institute also offers M.Tech. courses. During the current year, a 120 seater boys hostel for foreign students, three of 120 seater lecturer galleries,

computer centre extension, electrical machine lab, head power lab were constructed. Further, two separate courses were conducted by the Department of Chemistry and Metallurgical Engineering under the aegis of C-NANCE. The website address of the Institute is www.nitdgp.ac.in.

National Institute of Technology, Hamirpur

National Institute of Technology, Hamirpur formerly, Regional Engineering College, Hamirpur was established in 1985 and taken over by the Central Government on 26th June 2002. The Institute has five departments. It offers four-years undergraduate courses in the disciplines of Civil, Electrical, Electronics & Communication, Computer Science & Mechanical engineering. The Institute has started a B.Arch. course during 2000-2001 and has also applied for starting of postgraduate courses. There are four boys and one girls hostel. The Institute has a well-equipped library. The total student intake is 220.

Malaviya National Institute of Technology, Jaipur

Malaviya National Institute of Technology, Jaipur formerly, Regional Engineering College, Jaipur was established in 1963 and taken over by the Central Government on 26th June 2002. The Institute offers nine undergraduate courses and nine full time and five part time postgraduate courses. The Institute offers four-year undergraduate courses in Electrical, Electronics & Communication, Mechanical & Metallurgical engineering and a five-year B.Arch. course. The Institute 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 Institute has at present 151 faculty members in position out of which 68 possess Ph.D. degree. The Institute is on the way to 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 & Computer Engineering funded by the World Bank, Swiss Development Corporation and Government of India. The Central Library is equipped with 1,12,000 books, 12,700 journals, more than 1000 videocassettes with video-viewing facilities, BIS standards and CD-ROM database for its eight Departments. The website address of the Institute is www.mnit.ac.in.

Dr. B.R. Ambedkar National Institute of Technology, Jalandhar

Dr. B.R. Ambedkar National Institute of Technology, Jalandhar formerly, Regional Engineering College, Jakandhar was established in 1986 and taken over by the Central Government on 17th October 2002. The Institute has 13 Departments and offers four-year undergraduate courses, in the disciplines of Chemical & Bioengineering, Civil engineering (structural engineering and construction management), Computer Science & engineering, Electronics & Communication engineering, Industrial engineering, Instrumentation & Control engineering, Leather Technology, Mechanical engineering (mechanical machine design and automation) and textile technology. The total enrolment in the undergraduate stream is around 1019. There are five boys and one girls hostel. The Institute has a well-equipped library. With the assistance of funds from Department of Science and Technology, a National Science and Technology Entrepreneurship Development Cell was established in the Institute for promoting Entrepreneurial culture among students by arranging various programmes. The website address of the Institute is www.nitj.ac.in.

National Institute of Technology, Jamshedpur

National Institute of Technology, Jamshedpur formerly, Regional Engineering College, Jamshedpur was established in 1960 and taken over by the Central Government on 27 December 2002. The Institute has 13 Departments. It offers four-year undergraduate courses, in the disciplines of Civil, Mechanical,

Electrical, Metallurgical and Computer Science & engineering with an intake of 285 students. The Institute also offers postgraduate courses with an intake of 61 and MCA with 80 seats. There are nine boys and one girls hostel. The Institute has a well-equipped library.

National Institute of Technology, Kurukshetra

National Institute of Technology, Kurukshetra formerly, Regional Engineering College, Kurukshetra was established in 1963 and taken over by the Central Government on 26 June 2002. The Institution is running five undergraduate courses in disciplines of Civil engineering, Electrical engineering, Mechanical engineering, Electronics & Communication engineering and Computer engineering. Institute also runs postgraduate courses in these subjects with an annual intake of 86 students. The total student strength of the Institute at present is 1,539. The Institute has well developed campus with fibre optic computer networking. The website address of the Institute is www.reck.nic.in.

Visvesvaraya National Institute of Technology, Nagpur

Visvesvaraya National Institute of Technology, Nagpur formerly, Regional Engineering College, Nagpur was established in 1960 and taken over by the Central Government on 26th June 2002. The Institute has 13 departments. The Institute offers four-years B.E. courses in the disciplines of Civil, Mechanical, Electrical, Metallurgical, Mining, Electronics, Computer Science, Structural engineering and five-years B.Arch. course. The Institute offers 11 M.Tech. courses under part-time and regular mode. The Institute 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 Institute 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 National Institute of Technology, Patna with effect from 28th January 2004. The Institute would be further strengthened during the coming years. The Institute has been provided with required funds under Plan and Non-Plan Scheme for its development. During the year 2004-2005, 183 students in UG and 67 in Postgraduate courses were admitted.

National Institute of Technology, Raipur

Engineering College Raipur has been taken over as a fully funded Institute of by the Central Government and its nomenclature has been changed to that of National Institute of Technology, Raipur with effect from 1st December 2005. It is proposed that this Institute would be developed as Centre for excellence in future.

National Institute of Technology, Rourkela

National Institute of Technology, Rourkela formerly, Regional Engineering College, Rourkela started in 1961 and was taken over by the Central Government on 26th June 2002. The Institute has 15 Departments and offers four-year undergraduate course in the disciplines of Chemical, Civil, Electrical, Mechanical, Metallurgical, Mining, Applied Electronics & Instrumentations engineering, Computer Science & engineering and Ceramic engineering. The total intake in the undergraduate stream is around 348 at the four-year B.E. level. The Institute 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 during the year five Ph.Ds in engineering and 3 Ph.Ds in basic science and has published 106 original research papers in national and international journals.

The Institute after being upgraded to the National Institute of Technology has adopted academic and evaluation processes similar to that followed in IITs for the 1st semester students admitted in 2005-2006. 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

National Institute of Technology, Silchar formerly, Regional Engineering College, Silchar was established in 1976 and taken over by the Central Government on 28 June 2002. After transformation into National Institute of Technology the institute is reorganising itself on the pattern of IIT's. As a part of this reorganisation, the Senate, Board of undergraduate Studies and Department Undergraduate Programme Committees have been constituted. In the first meeting of the Senate held on 28 September 2002, the new course structure, rules and regulations were approved.

The Institute is offering undergraduate courses leading to B.E./B.Tech. degree in various engineering disciplines like Civil, Electrical, Mechanical, Electronics & Telecommunication and Computer Science & engineering etc., During this year, the institute admitted 209 fresh students. With new admission, total student strength of the institute is now 900.

National Institute of Technology, Srinagar

National Institute of Technology, Srinagar formerly, Regional Engineering College, Srinagar, was established in 1960 and taken over by the Central Government on 7th August 2003. The Institute has 11 departments and offers four-year undergraduate courses in the disciplines of Civil engineering, Electrical, Electronic & Communication engineering, Mechanical engineering, Chemical and Metallurgical engineering and M.E. course in water resource engineering. The Institute 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.

Sardar Vallabhbhai National Institute of Technology, Surat

Sardar Vallabhbhai National Institute of Technology formerly, Regional Engineering College, Surat, was Surat established in 1961, and taken over by the Central Government on 4th October 2002. The Institute 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 Institute also offers M.E. courses in seven different specialisations. The Departments have facilities for Ph.D. programmes. The Institute has six boys hostels and one girls hostel. The website address of the Institute is www.svnit.ac.in.

National Institute of Technology Karnataka, Surathkal

National Institute of Technology, Surathkal formerly, Regional Engineering College, Surathkal was established in 1960 and taken over by the Central Government on 26th June 2002. The Institute 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 in the under graduate courses during the year under report. A total number of 60 candidates were admitted to the MCA programme. 18 students were admitted in Ph.D Programme. The Institute has a 1,00,000 books in the library.

The institute offers 15 M.Tech courses. A total number of 213 candidates were admitted to these M.Tech courses. The students of this Institute have performed exceedingly well in their university examinations. The website address of the Institute is www.nitk.ac.in.

National Institute of Technology, Tiruchirappalli

National Institute of Technology, Tiruchirappalli formerly, Regional Engineering College, Tiruchirappalli

was established in 1964 and taken over by the Central Government on 28th July 2003. The Institute has 13 departments offers four-year undergraduate courses in the disciplines of Civil, Computer Science & engineering, Electrical & Electronics, Mechanical, Electronics & Communication, Metallurgical Production, Chemical engineering, Instrumentation & Control engineering and a five years B.Arch. course. The total intake is around 464 in undergraduate courses and 382 in postgraduate courses. This institution has also been recognised for taking teacher from other educational institutions for the various postgraduate courses and doctoral programmes under the Quality Improvement Programme (QIP) Scheme of AICTE. The website address of the Institute is www.rect.edu.

National Institute of Technology, Warangal

National Institute of Technology, Warangal formerly, Regional Engineering College, Warangal was established in 1959 and taken over by the Central Government on 10th September 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. Majority of the students of this Institution are absorbed in medium-scale public and private industries.

The central library of this Institute is considered to be one of the best among the technical libraries in the state of Andhra Pradesh. The Institute has been allocated Rs. 21.00 crore under Technical Education Quality Improvement Programme (TEQIP).

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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.

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 the year 1989 to work as a model institution to generate skilled manpower in the field of Engineering and Technology as well as Applied Sciences streams. The courses provided are modular and terminal in nature and of two years duration each and are having bridge courses at appropriate levels. The Institute is offering 12 Certificate courses, 10 Diploma courses & 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 and exit. The Institute offers Post Graduate Courses (M.Tech.) in four discipline and 20 students are pursuing Ph.D in Science and Engineering .

North Eastern Regional Institute of Science and Technology, Itanagar, Arunachal Pradesh

The North Eastern Regional Institute of Sciences and Technology (NERIST), Itanagar, was established in 1986 to generate skilled manpower, in the field of Engineering and Technology as well as in the field of Applied Sciences, for the development of North-Eastern Region. NERIST is a unique institute offering a sequence of modular programme, each of two years duration leading to 6 Certificate, 6 Diploma and 7 Degree courses in Technology and Applied Sciences.

The modular programmes provide linkages 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. The thrust of this modular and innovative system allows the students to perform exceptionally well in their studies to go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skills. The Institute has been awarded Deemed University status from the year 2005.

Indian School of Mines, Dhanbad

The Indian School of Mines, Dhanbad was established in 1926 for providing instructions and research in mining and allied fields. In 1967, ISM was converted into an autonomous Institution with Deemed University status. The total strength of students is 1274. As part of academic curricula, a number of field visits and excursions are organised to various industries/ organisations, research institutions, manufacturing and process industries. The School has currently 41 major on-going R&D projects with total external funding of above Rs. 770 lakhs.

A Lecture Hall Complex costing about Rs. 4.00 crore is nearing completion, which will be handed over for use by students by the end of February 2006. A new 200 room boys hostel is under construction for accommodating 400 students, part of which will be also handed over by March 2006. Similarly, the School has already placed orders for campus wide networking costing about Rs. 145 lakhs to provide internet facilities. In addition, additional laboratory spaces are under construction for Electrical Engineering Department and Fuel & Mineral Engineering Department.

The Central Library added 4,067 volumes of books during the year. The library has computer facilities like surfing on websites, retrieval of information on internet, e-mail service, and on line retrieval of bibliographical information of documents from in-house database.

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 Development Programme (UNDP) through International Labour Organisation (ILO). Fully funded by the Government of India and registered as a society under the Societies Registration Act 1860, NITIE is an autonomous body and is governed by a Board of Governors comprising eminent personalities from the government, industry and academics. Since its inception in 1963, National Institute of Industrial Engineering (NITIE) has been providing solutions to the complex problems of industry and business.

NITIE, Mumbai, conducts Post-Graduate Diploma in Industrial Engineering (PGDIE), Post-Graduate Diploma in Industrial Safety & 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 & Forge Technology (NIFFT), Ranchi

The National Institute of Foundry & Forge Technology (NIFFT), Ranchi was established in the year 1966 in collaboration with UNESCO-UNDP, taking into cognisance the pivotal role of foundry & forge industries in the development of 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 the industries, R&D organisations and institutions.

It 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. During the year, the B.Tech and M.Tech programmes were permanently officiated in the Ranchi University. All courses of B.Tech and M.Tech were also accredited by AICTE.

As a premier institute in the SAARC region, SPA has 10 per cent of its seats reserved for foreign students from the developing countries. Apart from its regular educational programmes, the School is conducting continuing education programme and is the national nodal centre for conducting quality improvement programmes for teachers and professionals.

School of Planning and Architecture, New Delhi

The Institute was established by the Government of India in 1955 in the name of School of Town and Country Planning to provide facilities in education and training in the fields of rural, urban and regional planning. The Institute was renamed as the School of Planning and Architecture (SPA), New Delhi in 1959 after the Department of Architecture was included. 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 offers two undergraduate courses namely : Bachelor of Architecture; and Bachelor of Planning and ten postgraduate courses namely (i) Master of Architecture in Architectural Conservation; (ii) Master of Architecture in Urban Design; (iii) Master of Architecture in Industrial Design; (iv) Master of Landscape Architecture; (v) Master of Planning in Environmental Planning; (vi) Master of Planning in Housing; (vii) Master of Planning in Regional Planning; (viii) Master of Planning in Transport Planning; (ix) Master of Planning in Urban Planning and (x) Master of 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, 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 the various Government Departments. In order to promote research, various centres of research and advanced studies have been set up in the School. The school organised short-term courses, seminars, workshops, specialised programmes and exhibitions on areas of current interest and the academic thrust areas of the School.

Asian Institute of Technology, 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. The Government of India's contribution is by way of secondment of faculty and purchase of equipment, book and journals.

National Institutes Of Technical Teachers Training And Research (NITTTRs)

The Four National Institutes of Technical Teachers' Training & Research (NITTTRs) located at Bhopal, Chandigarh, Chennai and Kolkata were established during mid sixties as key catalyst institutions for ensuring quality in Technician Education in their respective region. These institutions are fully funded by Government of India. The nomenclature of the institutes was changed from Technical Teachers Training Institutes (TTTIs) to National Institute(s) of Technical Teachers' Training and Research (NITTTRs) with effect from 19th December 2003 on the recommendations of Prof. P.V. Indiresan Committee in 2003.

The objectives of these institutes is to develop curriculum for technical institutions in the country and material for instructions of technical subjects. The NITTTRs undertake project and programmes in the following five areas:

- ❑ Education & Training
- ❑ Curriculum Development
- ❑ Instructional Material Development
- ❑ Research and Development
- ❑ Extension Services & Consultancy

New disciplines are emerging fast in the Polytechnic/Engineering Institutions. The teachers have to impart education to students in these areas. Teachers training and retraining needs thus become paramount. The faculty needs to be constantly alert to upgrade curricula to improve their own competence in content area and pedagogical aspects , accelerate introduction of new knowledge in the class rooms. NITTTRs cater to the need of training and retraining of these teachers. These institutions are also resource centres for monitoring Community Polytechnic scheme and Polytechnics for Persons with Disabilities Scheme.

These 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 experience and expertise to the State Governments in implementing the World Bank Assisted Technicians' Education Project. NITTTRs have developed strong linkages with the business and industry and also professional relationship with the educational institutions to work in areas on common interests. These institutes are also conducting M. Tech. Programmes.

To see whether the mandate given to National Institutes of Technical Teachers' Training & Research have achieved its objective and the optimal utilisation of infrastructure, a Review Committee has been constituted under the chairmanship of the Chairman, AICTE.

Council of Architecture

The Council of Architecture (COA) has been

constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by the Parliament of India, which came into force on 1st September, 1972. The Council of Architecture is charged with the responsibility to regulate the practice of profession throughout India, besides maintaining the register of architects. There are 108 institutions, which impart architectural education in India leading to recognised qualifications. The COA oversees the maintenance of the standards periodically by way of conducting inspections through Committees of Experts. The COA is required to keep the Central Government informed of the standards being maintained by the institutions and is empowered to make recommendations to the Government of India with regard to recognition and de-recognition of a qualification.

CENTRAL SECTOR INSTITUTIONS IN MANAGEMENT EDUCATION

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 PhD), Short-term Management Development Programme 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.

Table 11.2: Students admitted in Post-graduate Programme (PGP) and equivalent courses in IIMs – 2005-06			
Name of the Institute	Total Students Admitted including SC/ST	No. of SC Students	No. of ST Students
IIM Ahmedabad	275	34	18
IIM Bangalore	374	33	14
IIM Kolkata	259	37	16
IIM Lucknow	298	36	14
IIM Indore	118	08	01
IIM Kozhikode	165	24	10
TOTAL	1489	172	73

The Government has identified Shillong (Meghalaya) to set up the seventh IIM in the country.

Details of students admitted, including SC&ST students, in Postgraduate Programme (PGP) and equivalent courses in IIMs during the Academic Session 2005-06 are given in Table 11.2.

Indian Institute of Management, Ahmedabad

Indian Institute of Management, Ahmedabad was established in 1961, with the objectives of developing manpower needed by the private and public sector enterprises, for assisting in the solution of management problems of the industry and for contributing to indigenous literature on management.

The Institute offers Postgraduate Programme in Management (PGP), Postgraduate Programme in Agri-business Management, Fellowship Programme in Management and Faculty Development Programme. The Institute also undertakes Research and Consultancy Projects.

The Post-Graduate 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 offered a new market research course with emphasis on data analysis for strategic decisions.

During the year 2005-06, the Intake in the Institute has been as under:

Courses	Intake 2005-2006
PGP	275
PGP-ABM	26

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), Post Graduate Programme in Management (PGP), Postgraduate Programme in Software Enterprise Management (PGSM), Executive Education Programmes, Research & Consultancy services. The curriculum of the flagship Programme-PGP is being constantly updated to make the Programme more relevant to the changing environment. Under the Students Exchange Programme, the PGP students are sent to reputed business schools outside India and in turn, students from overseas business schools also attend a term at the Institute.

Under the executive education Programmes, different types of Programmes like Open Programmes, Customised Programmes and International Programmes, are organised for practicing 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).

During the year 2005-06, the Intake in the Institute has been as under:

Courses	Intake 2005-2006
PGPM	233
PGSEM	141
FPM	08
PGPPM	31

Indian Institute of Management, Kolkata

Indian Institute of Management, Kolkata was set up in 1961 to fulfil the growing needs of private and public sector enterprises for managerial manpower through the provision of well-designed Programmes of professional management through research, consultancy and publications.

The Institute offers Post Graduate Programme in Management, Post Graduate Programme in Computer-

aided Management and Post Graduate Diploma in Business Management. The Institute also conducts Management Development Programmes, Extension Programmes, In-Company Training Programmes, and Training Programmes sponsored by Government. The Institute also undertakes Research and Consultancy Projects.

The Institute has various activity Centres such as Centre for Rural Development Management, Centre for Development and Environment Policy, Centre for Project Management, Centre for Studies and Research in Environment Management and Management Centre for Human Values.

The institute is equipped with state-of-art hardware and software resources capable of providing support for diverse computing requirements.

During the year 2005-06, the Intake in the Institute has been as under:

Courses	Intake 2005-2006
PGDM	209
PGDCM	55
PGDBM 3 Year Part Time evening programme	47

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

The Institute offers Post Graduate Programme, Management Development Programme, Fellow Programme in Management, Research Programme and International Exchange Programme.

An Information Technology and software Management Laboratory has been established to provide the state-of the-art software development methodologies, including net-based application to the students.

During the year 2005-06, the Intake in the Institute has been as under:

Courses	Intake 2005-2006
PGDBM	283
PGP-ABM	15

The Institute has also planned key activities from their new campus at Noida where 3 years programme for working executives with an intake of 60 started from July 2005. The Institute has also plans to start global management programme for middle level executives at Noida in 2007 and to have Faculty Development Centre and Centre for Entrepreneurial Venture.

Indian Institute of Management, Kozhikode

Indian Institute of Management, Kozhikode is the fifth of its kind, established by the Government of India. The Institute came into existence in September 1997.

The Institute offers Post Graduate Diploma in Management (PGDM) (equivalent to MBA). In addition to postgraduate programme, the Institute is conducting executive education programmes, undertaking consulting assignments and research projects.

The Institute is equipped with state-of-the-art hardware and software resources, capable of providing support for diverse computing requirements. The Library and Information Centre of the Institute has already earned recognition as one of the best-equipped information resources centres in the country.

During the year 2005-06, the Intake in the Institute has been as under:

Courses	Intake 2005-2006
PGP	165

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.

The Institute is equipped with a campus wide Local Area Network (LAN). Each student has been provided

with a PC in his/her room. Faculty and administration staff is also connected to LAN.

The Institute started conducting Management Development Programmes in 2000-2001.

To promote entrepreneurship, the Institute has set up a Business Incubator Unit (BIU) in 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 2005-06, the intake in the Institute has been as under:

Courses	Intake 2005-2006
PGP	118

Schemes

New Initiatives in Technical Education Sector

Indian Institutes of Science for Education and Research (IISERs) at Pune and Kolkata

The Scientific Advisory Council to the Prime Minister (SAC – PM) in its first meeting held on 04.03.2005 at New Delhi under the Chairmanship of Prof. C. N. R. Rao recommended creation of two new Institutions devoted to Science Education and Research to be named "National Institute for Scientific Education & Research (NISER)" to be located at Pune and Kolkata.

The vision of these institutes encompasses creation of research universities of the highest calibre in which teaching and education in basic sciences will be totally integrated with the state-of-the-art research. These universities will be devoted to undergraduate and postgraduate teaching in sciences in an intellectually vibrant atmosphere of research. These universities will make education and career in basic sciences more attractive by providing opportunities in integrative teaching and learning of sciences and break the barriers of traditional disciplines. The goals of these institutes, inter alia, envisage as follows:

❒ To create quality education and research in basic sciences.

❒ To attract and nurture high-quality academic faculty.

❒ To create integrated Masters Programme in sciences, following +2 curricula, in order to provide entry into research at a younger age. In addition, the Institutes will have integrated programmes leading to Masters and Ph.Ds to those who hold a Bachelor's degree in science.

❒ To make possible a flexible borderless curriculum in sciences.

❒ To actively forge strong relationship with existing universities and colleges and network with laboratories and institutions.

❒ To establish advanced research Laboratories and Central facilities.

The Expenditure Finance Committee, in its meeting held on 17.10.2005 under the Chairmanship of Secretary (Expenditure) recommended the project for setting up of the two IISERs at Pune and Kolkata with an expenditure of Rs. 500.00 crore spread over a period of seven years. Thereafter, the Cabinet in its meeting held on 27.10.2005 approved the proposal. MHRD is taking necessary follow-up action for setting up of the two Institutes.

Support for New and Emerging Areas

National Programme for Earthquake Engineering Education (NPEEE)

After the Orissa cyclone in the year 2000, and Gujarat Earthquake in January, 2001 as a follow up of the discussion by HRM with the Minister of Urban Affairs, a comprehensive National Programme on Earthquake Engineering Education (NPEEE) was launched by MHRD in 2002 with the seven IITs and IISc, Bangalore, as resource institutes. IIT Kanpur is the Coordinating Institute. 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 objectives of NPEEE are (a) to train the teachers of engineering colleges, polytechnics and schools of architecture, and (b) to develop suitable curriculum.

The NPEEE is being monitored and administered by a National Level Committee on Earthquake Engineering Education (NCEEE). A Programme Implementation Committee (PIC) has also been constituted for the purpose of ensuring timely implementation of the programme.

Activities under this National Initiative include:

- Faculty development through short-term crash programmes and long-term programmes.
- Development of resource materials / textbooks etc.,
- Development of library resources in technical institutions.
- Faculty exchanges between lead institutions and other institutions in the country, and the academia-industry exchanges.
- International exchanges wherein renowned experts from abroad can visit Indian institutions for varying duration for teaching and research, and younger Indian teachers/ professionals could spend time in top international institutions in this subject.
- Basic teaching laboratories may be funded at different engineering institutions. At the lead institutions, the proposed programme may fund development of major research laboratories that would be used by other institutions also.

This initiative is to build capacity in Earthquake Engineering in the country and would enhance country's preparedness to cope with earthquakes in future without avoidable loss of life and property.

Support for Distance Education and Web-based Learning

National Programme for Technology Enhanced Learning (NPTEL)

In order to enhance learning effectiveness in the field of technical education by using technology, the MHRD initiated the Project – National Programme for Technology Enhance Learning (NPTEL) to enhance quality engineering education in the country by developing curriculum based video courses (at least 100+100) and web based e.courses (at least 115) to be done by seven IITs and IISc, Bangalore as participating institutions. NPTEL was approved by the Standing Finance Committee on 18.12.2002 with a total outlay of Rs. 15.00 crore during the Tenth Five Year Plan.

Under the National Programme for Technology Enhanced Learning there is a National Programme Committee which overseas the management of the Programme and function as a Grants-in-Aid Committee to recommend release of funds under NPTEL.

Indian National Digital Library in Engineering Sciences and Technology (INDEST) Consortium

The Ministry of Human Resource Development (MHRD) has set-up the "Indian National Digital Library in Engineering Sciences and Technology (INDEST) Consortium" on the recommendation of an Expert Group appointed by the Ministry. The Ministry provides funds required for providing differential access to 15 full-text electronic resources and 8 bibliographic databases to 38 centrally-funded Government institutions. The INDEST Consortium is the most ambitious initiative taken so far in the country. The benefit of consortia-based subscription to electronic resources is not confined to 38 major technological institutions in the country but is also extended to all educational institutions under its open-ended proposition. AICTE Government / Government-aided engineering colleges are getting access to selected electronic resources with support from the AICTE and other engineering colleges and institutions have already joined the consortium on their own.

A new initiative was taken during the year by forming a joint consortium of AICTE and INDEST by having Chairman of AICTE as Co-chairman of the Steering committee of the INDEST Consortium. The re-constituted steering Committee would result in the

Scheme of Community Polytechnics

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 upto a maximum of Rs 7.00 lakh is released to the selected AICTE approved Diploma Level Institutions.

The target group under the scheme are unemployed youth, women, SCs/STs, minorities, school dropouts and other disadvantaged sections of the community. The main objective of the scheme is to train the target group in need based skills/trades to make them self/wage employable and in turn enhance their social and economic status.

Presently, 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 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 drop-outs and other disadvantaged section of the community to enable them to obtain gainful self/wage employment;

A new initiative was taken during the year by forming a joint consortium of AICTE and INDEST by having Chairman of AICTE as Co-chairman of the Steering committee of the INDEST Consortium. The re-constituted steering Committee would result in the number of total membership of the consortium from 173 to 350 members that would considerably lower the rate of subscription.

number of total membership of the consortium from 173 to 350 members that would considerably lower the rate of subscription.

A mechanism is in place wherein this consortium takes advantage of collective bargaining and passes on the benefit of e-journals to subscribing members. The Consortium is concentrating on Engineering & Technology to start with. Other Programmes under AICTE will also be covered shortly. INDEST-AICTE Consortium now announces availability of online journals of IEEE (IEL), ASCE, ASME (including AMR), Springer Link and other products namely DEL and ESDU to AICTE approved institutions. This will improve the quality of technical educational and research. Subscription to IEL online alone will meet the journal requirements of EE, ECE, E&I, I&C, CSE and IT faculty and students (i.e. journal requirements of almost 70 per cent of the students and faculty). The subscription to e-journals through the consortium would be treated as a substitute to the requirement of foreign journals in print.

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.

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 to integrate physically disabled persons into the mainstream through technical and Vocational Education.

Under the Scheme, 50 existing polytechnics in different locations of the country have been selected for upgradation so as to enable them to introduce technical / vocational and continuing education programmes for the persons with disabilities. The scheme is targeted to benefit around 1250 disabled students every year in the formal diploma level courses and 5000 students in short duration technical / vocational courses. The selected polytechnics will also conduct research and tracer studies relating to education and training, utilisation, employability etc., of students with disabilities and to develop institutional environment which gradually reduces discrimination and disparities and integrates the students with disabilities with the main stream of technical and vocational education. At initial stages many polytechnics have 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 & Kolkata)

and Ministry of Human Resource Development level, all the institutions by now are fully operational and are expected to achieve the desired targets fixed as per norms and guidelines of the scheme.

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 pass-outs 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 basic purpose of the scheme is to fill/match any gap, in so far as practical/hands-on-experience of fresh graduate engineers, diploma holders and 10+2 vocational pass-outs is concerned to enhance their technical skills for making them suitable in job absorption as per the needs of the industries.

The four Regional Boards of Apprenticeship/Practical Training located at Mumbai, Kolkata, Kanpur and Chennai which are fully funded, autonomous organisation 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 The 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 pass-outs as apprentices is Rs. 1970/-, 1400/- and 1090/- per month respectively.

Technician Education Project III

As a follow-up of the National Policy on Education, the Government of India initiated a massive effort for strengthening technician education and improving the

quality of polytechnic pass-out in the country. The Project was launched with the assistance of the World Bank as State Sector Project in two phases. The first Technician Education Project (Tech. Ed.I) commenced from December, 1990 and ended in September, 1998. The Second Technician Education Project Tech. Ed.II commenced in January 1992 and ended in October 1999. The two projects benefited 532 polytechnics in 19 States and Union Territories and have been rated highly satisfactory' by the World Bank.

For sustaining the gains made under these two projects and also to cover the States left out, the Government formulated another project called Third Technician Education Project (Tech. Ed.III) with the assistance of the World Bank in order to cover 12 existing and 9 new polytechnics in the states of Arunachal Pradesh, Jammu & Kashmir, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Union Territory of Andaman & Nicobar Islands. The project became effective from 17th January 2001 for duration of 5 ½ years.

Capacity Expansion

a) Establishing 9 new polytechnics, revamping all existing courses, starting new diploma and post diploma courses, increasing enrolment capacity of students and establishing hostel seats for men and women.

b) Introducing continuing education, transfer of technology and community service in every project institution to benefit about 8000 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 3 months from September to December, 2004

a) The setting up of learning resources utilisation centres in all polytechnics and the use of media in teaching.

b) Computer education for all students.

c) The introduction of hi-tech courses and subjects specially in information technology, computer sciences, production technology, textile and garment technology and automobile maintenance.

d) Introduction of course flexibility through MPECS.

e) Industrial training provisions for every regular student.

Efficiency Improvement

a) Enabling institutions to improve cost recovery.

b) Providing a reasonable degree of academic, administrative and financial autonomy to each project institution

c) Setting up or strengthening Directorates and Boards of Technical Education in each State.

d) Encouraging industries and community to cooperate in institutional governance, academic activities and resources mobilisation.

Technical Education Quality Improvement Programme (TEQIP)

The Ministry of Human Resource Development has launched in December, 2002 the "Technical Education Quality Improvement Programme of Government of India (TEQIP)" on a massive scale in the country which aims to upscale and support ongoing efforts of Government of India in improving quality of technical education and enhancing existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring both at national and international levels.

The Cabinet Committee on Economic Affairs in its meeting held on 19.12.2002 has approved for availing IDA Credit of SDR 189.0 million (US$250 million equivalent) for the "Technical Education Quality Improvement Programme of Government of India" and Central Plan component of "Technical Education Quality Improvement Programme of Government of India" for an amount of Rs.350 crore (Rs. 15 crore for NPIU + Rs. 335 crore for Centrally funded institutions selected under the programme).

For the first cycle of the First phase, 6 States namely, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra and Uttar Pradesh have been selected to participate in the above said Programme based on their commitment and preparedness. The cost of the First Phase of the programme is Rs. 1550 crore, out of which Rs. 350 crore is central component and Rs. 1200 crore is state component.

In the second cycle for the first phase of TEQIP, 7 states namely, Andhra Pradesh, Tamilnadu, Karnataka, Gujarat, Jharkhand, Uttaranchal and West Bengal are participating. In the first and second cycle of the programme, 114 State institutions and 18 Centrally Funded institutions are participating.

The programme will benefit 10,000 graduating students each year by imparting superior skills and training and will also enhance the professional development of 1,000 teachers. The Programme will end in June, 2008.

Miscellaneous

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 client's 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 & 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.

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 twelve years. In 1986 CPSC moved to Manila, Philippines.

The Colombo Plan Staff College is a unique organisation, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia - Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

International Technical Co-operation

A Memorandum of Understanding (MOU) between Ministry of Human Resource Development and the Ministry for Youth, National Education & for Research for the Government of the French Republic on establishing a Cyber University has been signed. The activities carry out at 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 development 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 six additional Cyber University courses which are as follows:-

1) Combustion and shock waves

2) Shape Optimisation

3) Control and Optimisation of Trajectories

4) Nonlinear Analysis

5) Finite Element Methods and Structures

6) Cryptography or Control and Homogenisation

Further, IIT, Kanpur will also be offering a programme in the area of Aerospace Engineering with the possibility of extending it to the other areas of Science/Engineering in future.

In addition, research seminars between India and France have also been organised.

Vocational Education

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

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education at +2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc., It also provides financial assistance to NGOs and voluntary organisations to implementation of specific innovative projects for conducting short-term courses.

The Scheme so far has created a massive infrastructure of 21000 Sections in 9583 Schools thus providing for diversion of about 10 lakhs of student at +2 level and the grants so far released has been to the tune of Rs. 758 crores.

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 & 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.

12

Language Development, Book Promotion, Copyright and Scholarships

Language Development

Language being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Therefore, promotion and development of 22 languages listed in the Schedule VIII of the Constitution of India, including classical languages on the one hand and English as well as the foreign languages on the other hand have received due attention.

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 VIII Schedule by making extensive use of information technology; appointment of Indian languages teachers; Scholarship Scheme for meritorious children as well as scholarship for students of non-Hindi States for study of Hindi; 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 Human Values has been strengthened for wider coverage and the scholarship scheme is being modified to enable meritorious children, **including single girl child students,** to avail of the scholarships. Similarly, the scheme for development of Sanskrit language has also been modified and further strengthened.

Central Hindi Directorate

The Central Hindi Directorate was established on 1st March, 1960 by Government of India to promote and propagate Hindi and to develop it as a link language throughout India in pursuance of Article 351 of the Constitution of India which reads as under:

"It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages."

Deriving it's commitments from the above directive, the Directorate has been implementing a number of schemes to achieve the objective as enshrined in the Constitution and to perform the duty of the Union Government as per Constitutional Directive. Ever since its inception the Directorate has been implementing a number of schemes for the promotion and development of Hindi.

The Headquarters of the Central Hindi Directorate is located in New Delhi with four Regional Offices situated in Chennai, Kolkata, Hyderabad and Guwahati.

Scheme of Preparation and Publication of Dictionaries

For developing and strengthening Hindi language the Directorate has been developing and publishing bilingual, trilingual, multilingual dictionaries from Hindi language to other languages and vice versa. Besides this the Directorate prepares conversational guides and self-teaching course material for beginners of Hindi learners.

Under its scheme of Preparation and Publication of Dictionaries the Directorate has published 15 practical bilingual, 19 foreign bilingual, 14 trilingual and 3
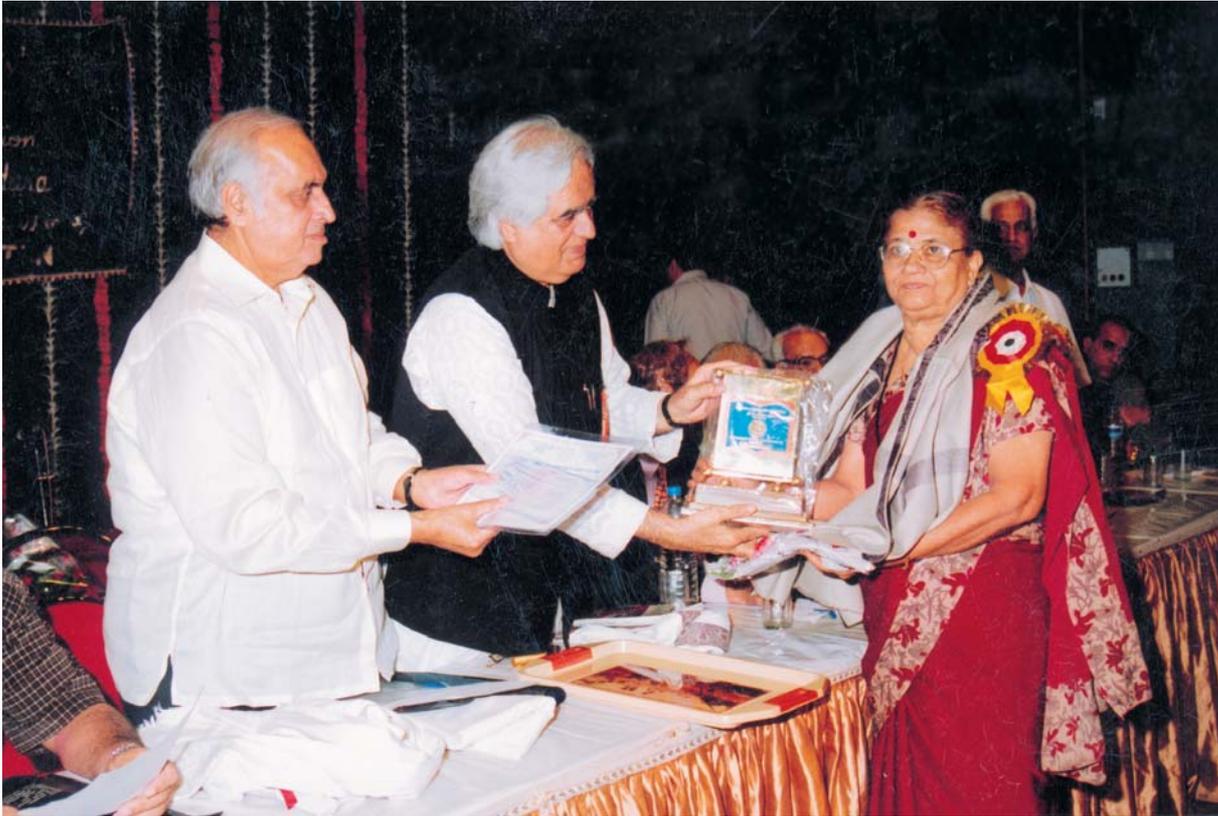
multilingual dictionaries. In addition, the Directorate has published 19 Conversational Guide and 5 Self-teaching course materials. Besides above the following Conversation Guides and Dictionaries are in being developed and are likely to be published during next year:

(1) Hindi-Arabic Conversation Guide

(2) Hindi-Persian Conversation Guide

(3) Hindi-Bulgarian Conversation Guide

(4) Hindi-Russian Conversation Guide

(5) Arabic-Hindi Dictionary

(6) Hindi-English Dictionary of common words.

Scheme of Teaching Hindi Through Correspondence

Correspondence Courses Department has been functioning since 1968 as teaching faculty of the Central Hindi Directorate, the premier agency of the Union Government for propagation and development of Hindi. The department has been teaching Hindi to the Non-Hindi speaking Indians and foreigners stationed in India and abroad as second and foreign language through the medium of English, Tamil, Malayalam and Bangla languages. The on-going courses of the Directorate, viz., Certificate Course in Hindi and Diploma Course in Hindi are aimed at imparting basic knowledge of Hindi language and skill in day-to-day communication.

Approximately, 4.20 lakh Indian and foreign students have benefited themselves through these courses till date. During the year 2005-06, 6645 students have already been enrolled in its various courses. The Department also conducted examinations of its various Hindi courses at 66 Centres in India and 7 centres abroad. The Department has scheduled to organise 10 Personal Contact Programme for the benefit of its students.

Encouraged by the overwhelming response to the Directorate's course, from the people in India and abroad, a new course, entitled 'Advance Diploma Course in Hindi' is being introduced. The course aims at further expounding the various aspects of Hindi

language through extensive teaching and thus developing a higher level of proficiency in use of the language. The course is expected to be highly useful for the Indians and foreigners alike, interested in learning Hindi and Indian Culture. Further, under its scheme of teaching Hindi through Cassettes/CDs, preparation of 8 such CDs in progress.

Extension Programmes

The Schemes pertaining to the Extension Programme aim at promotion and propagations of Hindi in non-Hindi-speaking states under which People speaking different languages and dialects come closer through these schemes by associating non-Hindi speaking lovers of Hindi, scholars, authors, researchers, students and professors. These schemes provide a common forum to the people speaking different languages and dialects which not only imparts latest information about Indian languages and their literature through Hindi medium but also helps in developing understanding through mutual discussions and dialogues by appreciating each other's traditions. In fact, these schemes encourage lingual unity by displaying common features programme that provides practical information about the all - India character of Hindi. Under this programme the Directorate has the following schemes:

Workshops for Neo-Hindi Writers of Non-Hindi-Speaking States

With a view to imparting latest detailed information of fiction, poetry, one-act play and other forms of Hindi literature as also translation, journalism etc., to neo-Hindi Writers of non-Hindi-speaking states, 8 workshops of 25 neo-Hindi Writers of non-Hindi-states each are organised every year. These workshops are conducted for eight days for providing necessary guidance to the neo-Hindi Writers. In these workshops writings of the neo-hindi Writers are discussed and necessary improvements are brought in their writings. Information about the latest trends in specific forms of literatures is given to them Thus, an efforts is made to give orientation to the creative and analytical calibre of neo-Hindi Writers. The neo-hindi Writers hailing from different linguistic groups and writing of Neo-

Hindi Writers gets a positive orientation through this scheme. Several neo-Hindi-speaking Writers participating in these workshops have been constantly proving their identity in the contemporary literary perspective.

During the year, 8 workshops have been organised at Pune (Maharashtra); Cuttack (Orissa); Dharwar (Karnataka); Bomdila (Arunachal Pradesh); Payyanur (Kerala); Paikamal (Orissa); Bhilai (Chhattisgarh); and Dimapur (Nagaland).

National Symposia

With a view of mutual discussion on various forms in Indian and comparative India literature, two seminars are organised every year under the scheme at national level. Out of these two seminars one is organised in a University/reputed institution located in non-hindi speaking areas and other in Hindi speaking areas respectively. In each of these seminars four Hindi professors, literators and scholars from Hindi speaking and similarly four from non-hindi speaking states hold detailed discussions on the specific literary topics and submit their papers. In fact, this scheme motivates the scholars for conducting mutual exchange of ideas about the fundamental unity and common features of India literature. In brief this scheme provides information about the common elements of India literature, availability of Indian literature in Hindi and also the facility of translation of Hindi literature in other Indian languages

Under this scheme 3 such symposia have been organised at Banaras Hindu University, Varanasi, Lal Bahadur Shastri National Administration Academy, Mussoori, and Amaravati University, Maharashtra.

Travel Grants

Twenty students carrying on research in Hindi language and literature in the Universities located in non-Hindi Speaking states, are provided travel grant for travelling Hindi speaking states for securing research matter and undertaking exchange of ideas.

This scheme plays a significant role in collecting

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necessary material related to research and also provides them an opportunity to contact the scholars and literators residing in the Hindi speaking touring area. Thus the scheme focuses practical aspect of Hindi Research.

Under its scheme of travel grants to Research Scholars of non-Hindi-speaking areas 20 Research scholars of various universities located in non-Hindi-speaking States have been selected for travel grants during the year.

Students Study Tours

Two study tours are organised every year for students of non-Hindi-speaking states studying Hindi language and literature at the graduate and postgraduates levels. In every study-tour fifty students are taken to 3 universities/voluntary Hindi organisations located in Hindi-speaking states and are introduced to distinguished scholars, literators of Hindi and Hindi companions. As far as possible they are also taken to place of historical, cultural and literary importance. This scheme considerably helps the students to understand the practical form of Hindi as well as variation in pronunciation. This scheme also provide the direct and latest information of various aspects of Hindi language and literature to the students. Students coming from

various states stay together in these study tours for nine - ten days and exchange their ideas through Hindi language. In this way the Indian Youth launch their journey of unity through the forum of Hindi.

Under its scheme of study tours of students of graduate and postgraduate levels of non-Hindi-speaking states a special study tour was organised for the students of Mizoram to acquaint them with the Hindi mainstream.

Professor's Lecture Series

With a view to enable exchange of ideas and bring coordinating among the Hindi Departments of universities located in the Hindi speaking and non-Hindi speaking states The Professors' Lecture Series has been launched. Under the scheme four professors of the Universities of the non-Hindi-speaking states similarly four professors of the Universities of Hindi speaking states deliver three lectures each in three universities of the Hindi speaking and non-Hindi speaking states on various current literary topics of Hindi. In fact, this mutual exchange of ideas from such a Hindi forum links up the professors, students and lovers of Hindi at the intellectual and emotional level

Scheme of Financial Assistance for the Promotion of Hindi

In the First Five-Year Plan, the Government of India introduced a scheme for giving financial assistance to Voluntary Hindi Organisations for propagation and development of Hindi. The scheme was carried over and is being continued during the current Plan period also. The scheme has proved to be very useful and it not only enlists cooperation but also helps those engaged in the propagation of Hindi

Under this scheme, financial assistance may be given to the Organisations/Educational Institutions to continue and/or to expand their activities or tread fresh ground in the propagation and development of Hindi. Activities such as organising Hindi classes, Hindi Shorthand and typing classes and for running Hindi Libraries/Reading Rooms, and supporting the efforts of Hindi organisations in general for promotion of Hindi language are covered under the scheme. During the

financial year 248 VHOs have been approved financial assistance. Details of the organisations who have been approved grants more than Rs.1.00 lakh are shown in Annexure XIII.

Free Distribution of Hindi Books and Exhibition of Hindi Books

Under the scheme of Free distribution of Hindi books about 800 institutions have been supplied Hindi books during the current financial year. Under the scheme of Exhibition of the Publications of the Central Hindi Directorate 11 exhibitions have been organised.

Awards Scheme

The Directorate is also giving awards to Hindi Writers of non-Hindi-speaking states and 'Shiksha Puraskar'. The Award scheme provides for a total of 24 awards of the value of Rupees One lakh each under these schemes. 19 awards and 5 awards are given under the first and second category respectively. On the basis of recommendations of High Power Committee these

schemes are being revised to make them more transparent and to attract the best writers/authors.

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 the production of text books, supplementary reading material and reference literature in all disciplines of learning so as to facilitate the smooth change over the medium of instruction at University level. Its main responsibilities are the evolution and development of technical terminology in Hindi and other Modern Indian languages.

Till now 8.5 lakh technical Hindi equivalents belonging to all major disciplines have been evolved and finalised. Terminology evolved by CSTT is being computerised and will be made available on the Internet. It will thus be possible to make references on the Internet or also download the Terminology of any subject from the

Internet. This is being done so that the whole the terminology will be globally available. The terminology of each and every subject will be made available on the floppies/CDs also.

Besides above the Commission also undertakes various activities such as assisting in production of University level books, developing definitional dictionaries, holding workshops for developing termininologies, book fairs and publishing journals. A brief details about these activities is given below:

Production of University Level Books

The change over of the medium of instruction at University level is closely linked with the production of adequate number of college books of various University subjects. Under this programme so far 14100 books have been published, of which about 3100 books are in Hindi and about 10,500 books in other Modern Indian languages. Book production in Agriculture and Engineering is being undertaken by CSTT and will be ready in near future.

Definitional Dictionaries

Scientific and Technical terms are best understood in the context of their definitions. Therefore, the CSTT has undertaken to produce definitional dictionaries in all subjects. So far 60 definitional dictionaries covering almost all the basic sciences, humanities, social sciences and many other specialised subjects have been published. Two comprehensive definitional dictionaries containing about 50,000 entries each, one for science and other for Social Sciences and Humanities, work encyclopaedia on Biotechnology, Information technology and Chemistry are in progress.

Publishing Journals

With a view to helping evolution of an appropriate style of scientific writing in Hindi and to provide latest information relating to various fields of knowledge, CSTT has started publishing two quarterly journals "Vigyan Garima Sindhu" and "Gyan Garima Sindhu" for Sciences and Social Sciences respectively. The magazine is circulated to various Hindi institutes/VHOs to

The Kendriya Hindi Sansthan and its regional centres conduct more than 25 types of Hindi teaching and training courses. More than 44287 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/ employees have been trained by the Institute. Foreigners from 71 countries, both students and oriental scholars, have learnt Hindi so far under the programme "Propagation of Hindi abroad".

educate them about scientific development through Hindi language.

Technical Workshops and Book Fairs

Commission also conducts terminology workshops wherein discussions and active interaction take place with language and technical experts. 4-6 such programmes are conducted in a month. During the year 20 workshops conducted in different states.

CSTT organises Book Exhibitions from time to time in which publications of the Commission as well as those of the various Granth Academies are displayed.

Kendriya Hindi Shikshan Mandal (KHSM), Agra

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organisation fully funded by the Government of India under the over all control of the Ministry of Human Resource Development, Department of Secondary and Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis and it was established on 19th March, 1960 by Ministry of Education and Social Welfare of the Government of India. The Sansthan is recognised as an advanced centre for teaching, training and research in Hindi as a second/foreign language and also for applied

Hindi linguistics and functional Hindi. It has six regional centres at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur and an extension centre at Bhubaneshwar.

The Sansthan and its regional centres conduct more than 25 types of Hindi teaching and training courses. More than 44287 Indian and foreign students/teachers/ students-cum-teachers/in-service teachers and officers/ employees have been trained by the Institute. Foreigners from 71 countries, both students and oriental scholars, have learnt Hindi so far under the programme "Propagation of Hindi abroad".

During the year 2005-06, the Sansthan organised 18 teaching training programmes for Indian and foreign students in which 2075 students were trained. In the advanced orientation courses for Hindi Teachers of Universities/Colleges, 130 teachers were trained. Apart from this, 130 teachers were trained under the language improvement courses conducted for the Hindi teachers of the Non-Hindi speaking states. Similarly, the Institute and its regional centres trained about 1210 teachers in

the orientation courses conducted for the schoolteachers of different Non-Hindi speaking States.

Sansthan efforts in the teacher's training efforts and propagation of Hindi language include the following activities/programmes which have been undertaken:

❒ Regular Parangat (B.Ed.) programmes are held in Agra and Hyderabad Centre for Hindi teachers of non-Hindi States.

❒ Guwahati centre of KHS started Parveen (D.Ed) level course. It also started weekend diploma programme for translation for those interested in the programme. Both the programmes are very successful.

❒ Delhi Centre of the Institute and also at Agra, Hindi Journalism 10 month courses were started to enable the Hindi-knowing people to get productive employment. Delhi Centre also conducts post MA diploma in 'Linguistics' and post MA diploma in 'Hindi translation', which are very high on demand.

❒ The work of preparing textbooks for different

grades of the Hindi Teachers Training Diploma Courses in Dimapur, Nagaland was undertaken and a textbook of social studies (Part-III) published. The preparation of Language Technology and Audio material for various linguistic areas continues.

❒ The Material production and Research Unit of the Sansthan has prepared a 'Devnagari Script and Spelling System' for the 1st year course for Foreigners, and a 'Hindi Module' for the High School Hindi teachers of Karnataka.

❒ Realising the acute shortage of a practical Hindi Dictionary for Non-Hindi learners, a project of compiling such a Dictionary had been undertaken and is now almost over.

❒ The Institute also signed, MoU with CIIL, Mysore for developing 'Hindi on-line' self learning programme and for 'Development of Hindi Corpora' for machine translations.

❒ During the year 2005-06, a new girls hostel for foreign students was completed and building work of Mysore and Delhi centres started. Delhi centre conducted special orientation programme for Hindi teachers at 'Leh' in Ladakh and Hyderabad centre conducted special orientation programme for 'Andaman Nicobar' Hindi teachers.

❒ KHS has organised a "Premchand Smriti Samaroh" on 17-18 September, 2005 at Agra. The subject of the Samaroh was "Premchand aur unka samaaj". The function was organised under the Presidentship of Dr. Kunwar Pal Singh and the Chief Guest was Prof. Rajendra Yadav. The aim of the Samaroh was to draw the attentions of the writers to write on the social evils.

❒ Subhadra Kumari Chauhan Birth Century was celebrated first at Jabalpur followed by programmes at Allahabad on 6-9 August, 2005.

❒ An International Seminar on Re-Reading Godan was held at Varanasi in collaboration with Premchand Sahitya Sansthan, Varanasi.

Appointment of Language Teachers

This Department implements the Centrally Sponsored Scheme of financial assistance for appointment of Language Teachers which has following three components:

Appointment of Hindi Teachers in non-Hindi speaking States/Union Territories

In pursuance of the provisions contained in Article 351 of the Constitution of India the Central Government had introduced in the Second Five year Plan the Scheme of (a) appointment of Hindi Teachers & (b) opening/strengthening of Hindi teachers training college in non-Hindi speaking State/UTs with a view to assist these States for implementing effectively the three language formula. Under this scheme 100 per cent financial assistance is provided to various State Government on approved funding pattern for appointment to new posts of Hindi teachers for a Plan period, in upper primary, middle, High school and Higher secondary schools and opening/strengthening of Hindi teachers training colleges for training of the untrained Hindi teachers available in the States/Union Territories.

During the year grants have been released to the following State Governments under the scheme:

Name of the State Govt	Amount Released (Rs. in lakhs)	Teachers assisted (in Numbers)
Andhra Pradesh	125.48	500
Arunachal Pradesh	204.00	200
Karnataka	665.60	325
Mizoram	375.57	991
Total	1370.65	2016

Appointment of language teachers (Urdu)

The objective of the Scheme is to provide financial support to the State /Union Territories, for appointing Urdu teachers and payment of honorarium to the existing teachers teaching Urdu language, with a view to promote Urdu. Under the scheme 100 per cent financial assistance is provided for a period of five years irrespective of the Plan period towards payment of salary

to teachers recruited and also a sum of Rs.500 p.m. is paid as honorarium to existing teachers teaching Urdu language. The scheme is being implemented in the blocks/districts having concentration of educationally backward minorities as identified by Ministry of Social Justice and Empowerment.

During the first year of operation of the scheme i.e. 2004-05, financial assistance to 15 State Government/ Union Territories were disbursed on a normative basis based on the educationally backward minority blocks/ districts as has been identified by Ministry of Social Justice and Empowerment. Accordingly, funds under the scheme for appointment of Urdu teachers for the year 2004-05 an amount of Rs.193.80 lakhs was released to 15 State Governments on normative basis for recruitment of 1615 Urdu teachers in 323 blocks (as per 1981 census) identified as educationally backward minority blocks by Ministry of Social Justice and Empowerment. Besides this an amount of Rs. 45.72 lakhs was released to Kerala State for existing Urdu teachers recruited during the plan period and Rs.85.74 lakhs to Government of Maharashtra, as honorarium to existing Urdu teachers. A list of States for which grants have been released is at Annexure. However, during the current financial year no releases could be made as no proposals have been received from the State Governments.

Appointment of Teachers of Modern Indian Languages

The objective of the scheme are to effectively help in the implementation of the three language formula whereby assistance is provided to Hindi speaking States and Union Territories to develop manpower for teaching the Modern Indian Language (MIL) preferably a South Indian Language (SIL) as a third language in schools. Under the scheme 100 per cent financial assistance is provided to the States for paying the salaries and allowances to teachers appointed for teaching MIL. During the year no financial assistance could be given as no proposals have been received from the States.

Central Institute of Indian Languages (CIIL), Mysore

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office of the Ministry of Human Resource Development, 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 comprehensive schemes.

Main Schemes and Programmes

The objectives of CIIL, Mysore is carried on under the following four categories of schemes.

Scheme I – Development of Indian Languages

Seeks to develop Indian languages through research, development of human resources and the production of materials in modern Indian languages, including tribal/ minor/minority languages.

Scheme II – Regional Language Centres

Aims at implementation of 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 7 Regional Language Centres conduct teacher-training programmes.

There are 299 teacher trainees undergoing 10 months Intensive Course in different Indian languages. Assamese-10, Bengali-33, Gujarati-5, Kannada-33, Kashmiri-10, , Malayalam-23, Manipuri-21, Marathi-8, Nepali-14, Oriya-18, Punjabi-15, Sindhi-10, Tamil-27, Telugu-15, Urdu-57. In addition to training, several workshops to prepare instructional materials and seminars in this connection are also conducted. In addition to these, the National Integration Camps, Refresher Courses are also conducted for the ex-teacher trainees

Scheme III – Grant in Aid

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). A statement showing the list of organisations which received grant more than one lakh for the last three years from 2003-04 to 2005-06 is given in Annexure XI.

Scheme IV – Classical Tamil

Consequent upon declaration of Tamil language as a classical language, a Central Plan Scheme for development of Tamil language has been approved by Government of India. The Central Institute of Indian Languages has been entrusted with the responsibility of implementing the said scheme. The budget provision for the scheme during the 10th Plan period is 3.21 crores. The scheme broadly includes:

a. Creation of a Centre of Excellence for Classical Tamil at CIIL, Mysore,

b. Setting up a Tamil language Promotion Board,

c. Honouring and giving awards, including international awards to Tamil Scholars and linguists, and

d. Giving fellowship for research scholars conducting research in the field of classical Tamil.

The first meeting of the Tamil language Promotion Board was held in Chennai on 10th December 2005 and it has given certain suggestions for an effective implementation of the scheme, and in general for promotion of Tamil Language. CIIL, Mysore, in consultation with the Ministry is finalising the other aspects of the scheme.

The following have been the important activities/ programs during the year:

i. During April 1, 2005 to December 1, 2005 the Institute has conducted : 60 Workshops, 7 Orientation Courses, 6 Refresher Courses, 4 Special Lectures, 2 Seminars, 7 Meetings, 2 Field Works, 1 Colloquium, 1 National Seminar, 1 Conference and 2 other programmes. In addition to the above programmes, 44 Project Workshops are going on.

ii. Kannada Online Course was inaugurated by Shri Ramalinga Reddy, Minister for Primary Education, Government of Karnataka on April 25, 2005 at Mysore.

iii. The Digital Library of the Institute under Bhasha Bharathi & Library Automation Project was inaugurated by Shri B.S. Baswan, Secretary, Department of Secondary and Higher Education, Ministry of Human Resource Development on May 5, 2005 at Mysore.

iv. Final Jury Meeting of Bhasha Bharathi Samman : 2003-04 was held on May 28, 2005 at New Delhi.

v. On June 27, 2005 Prof Krisha Kumar, Director, National Council for Educational Research & Training gave a special lecture on "National Curriculum Framework : 2005" at Mysore.

vi. During July 17 – 19, 2005 Foundation Day Lectures were delivered by Prof. Namwar Singh on "Historical and Thematic Background", Prof. Kamala Prasad on "The Concept of Incommensurability" and Prof. S.L. Bhyrappa on "Theory and Reality : Metaphorical Construal".

Apart from the above the following important conferences have been held by CIIL, Mysore:

a. Colloquium on the Philosophy of Language and Space was held at Shillong from 4th to 6th May 2005.

b. Grants in Aid Committee Meeting was held on 25th August 2005 at Mysore under the Chairmanship of Mrs. Bela Banerjee, Jt. Secretary (Languages), Ministry of Human Resource Development.

c. National Seminar on Redefining Feminism was held at Ahmedabad during October 16 – 18, 2005.

d. The India Workshop on Multilingual Education with Special Focus on Tribal Education was organised by CIIL in collaboration with UNESCO, UNICEF and NCERT from October 25 – 27, 2005

Central Institute of English and Foreign Languages (CIEFL), Hyderabad

The Central Institute of English and Foreign languages

(CIEFL), Hyderabad with its Regional Centres at Shillong and Lucknow is a deemed university under the administrative control of this Department funded by University Grants Commission. In order to bring about substantial improvement in the standards of teaching/learning of English, the Government is giving assistance through the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for the setting up of at least one district centre for English language in each State.

The University is 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 during the in-service training to 5,000 secondary school English teachers in the government sector has been provided. Presently there are 14 ELTIs and 36 Districts Centres currently in operation. The State wise breakup of the District centres is as indicated below:

State-wise Distribution of District Centres	
Andhra Pradesh	7
Assam	4
Chhattisgarh	2
Kerala	12*
Madhya Pradesh	11*
Maharashtra	6
Mizoram	3
Orissa	43*
Pondicherry	1*
Sikkim	1

The University also gives 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)

National Council for Promotion of Urdu Language (NCPUL) is the national nodal agency under the Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India responsible for promotion of Urdu language in the country. Council advises Government of India on issues connected with Urdu language and having bearing on education as may be referred to it. The Council operates schemes and programmes to the objective of Urdu language promotion. A brief details about its activities/Schemes are given in following paragraphs.

Diploma in Computer applications and Multilingual DTP

One of the significant initiatives of the Council has been the transformation of the Urdu speaking population into part of the employable technological workforce in the emerging information technological scenario and the penetration of computer education to the grass root level. NCPUL launched one-year course 'Diploma in Computer Applications and Multilingual DTP' across the country. So far Council has established 184 Computer Centres in 22 States covering 117 Districts. Approximately 11000 students are pursuing this course. Council has also reserved 50 per cent seats for girls. This course is highly job oriented programme and on completion of one year diploma the students are absorbed as middle level IT professionals.

To popularise the Urdu language, a national programme of Urdu learning through Distance Mode is undertaken through 142 Urdu Study Centres in 18 States during 2005-06.

Calligraphy and Graphic Design Training Centres

To preserve the rare art of Calligraphy an important segment of our national cultural heritage, Council has launched a diploma course in Calligraphy and Graphic Design. Calligraphy has been linked to modern technology by use of computer to provide better employment opportunities to the Urdu calligraphers.

Diploma Course in Urdu & functional Arabic

To popularise the Urdu language, a national programme of Urdu learning through Distance Mode is undertaken through 142 Urdu Study Centres in 18 States during 2005-06. A Diploma is awarded at the end of the programme. During the year 2005-2006, 19,347 learners have been enrolled in this course. NCPUL has also launched a two year 'Diploma in Functional Arabic'

course to enrich the instruction of Arabic and provide experience to the students of modern and colloquial Arabic at spoken level as well as at writing level. This course is job oriented and very popular. So far NCPUL has established 194 Arabic Study Centres in 17 States. During the year 2005-06, 7833 students have registered in this course and at present, 14203 students are pursuing the Course.

Publication activities

Publication is an important activity of the NCPUL. The Council endeavours to make available to the readers authentic texts of classics produced during last 300 years of evolution of Urdu poetry and prose. So far 1150 books have been published by NCPUL. During the year 2005-06 Council has published 72 titles so far. Council also brings out two journals (i) Urdu Duniya (Monthly), (ii) Fikr-o-Tehqeeq (quarterly).

Support to voluntary organisations for seminars/conferences/workshops

Financial assistance towards conducting of Seminar/ Conference/ Workshop in favour of 22 NGOs was approved by the Council during the year.

Participation in book fairs

The Council organised 7th Kul Hind Urdu Kitab Mela from 19th – 27th December 2005 at Christian Degree College Ground, Lucknow. NCPUL participated in several book fairs organised by other national agencies like NBT ITPO etc., across the country.

National Council for Promotion of Sindhi Language (NCPSL), Vadodara

The National Council for Promotion of Sindhi Language (NCPSL) is a fully funded autonomous organisation under the Ministry of Human Resource Development, Department of Secondary and Higher Education with its headquarters at Vadodara.

The main objectives of the NCPSL are to promote, develop and propagate the Sindhi Language and 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 and to advise the Government of India on issues connected with Sindhi Language and having bearing on education as may be referred to it.

For the purpose of propagation and development of Sindhi language, the organisation operates a number of schemes by which assistance is given to Sindhi scholars, writers, NGO's, etc for promotion of Sindhi language. The major activities/schemes of the organisation are:

- ❐ Giving financial assistance to Voluntary Organisations for selected promotional activities relating to the Sindhi Language;

- ❐ Award of Prizes to Sindhi Writers for Literary books. Five awards of Rs.20,000/- each are given to Sindhi writers, Sahityakar Samman Award Rs.50,000/- and Sahitya Rachna Samman Award Rs.50,000/- are given under this category.

- ❐ 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 is also given for publication and purchase of books in Sindhi Language; and

- ❐ Conducting Sindhi Language Learning Classes.

During the year, NCPSL has:

- ❐ given financial assistance given to five Writers (individuals) to get published their manuscripts.

- ❐ has published Sindhi Reader III for Advance Diploma of Sindhi Language Learning Courses of NCPSL.

- ❐ Award Function of NCPSL for honouring the scholars and writers was in Mumbai in which five Awards of Rs.20,000/- each and one award each under Sahityakar Samman Award and Sahitya Rachna Samman Award Rs.50,000/- were given to the Awardees.

- ❐ Two Voluntary Organisations were given 100 per cent financial assistance to organise seminar & conference.

- ❐ Indo-Pak Conference at various places of India was organised by NCPSL during September/October 2005.

Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan, a Deemed University w.e.f. 7.5.2002, under the Ministry of Human Resource Development (Department of Secondary and Higher Education), is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit teaching up to the Doctorate level through ten Kendriya Sanskrit Vidyapeethas at Puri, Jammu, Jaipur, Sringeri, Mumbai, Allahabad, Trichur, Lucknow, Garli and Bhopal. Towards this end, the Sansthan has been giving financial assistance to voluntary organisations, supporting the Adarsh Mahavidyalayas and Shodh Sansthan, conducting teaching courses at its various centres, supporting eminent Sanskrit scholars, giving awards for

contributions in the field of Sanskrit, Pali/Prakrit, etc, and supporting efforts of the non-formal teaching institutions. The activities of the Sansthan briefly are as given under:

i   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 along with English and Hindi. Besides tutorial facility of one modern subject such as Political Science, History, Economics, Sociology etc. which is provided at Under Graduate level.

ii 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.

iii Besides this, the Sansthan also gives assistance to Adarsh Sanskrit Mahavidyalayas including Shodh Sansthan under a separate scheme called 'Financial assistance to Adarsh Sanskrit Mahavidyalayas and Shodh Sansthan'. So far financial assistance has been provided to 23 such institutions, whereby 95% of recurring and 75% of non-recurring expenditure has been provided by the Rashtriya Sanskrit Sansthan.

iv 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 organization of vocational training, for the purchase and publication of Sanskrit books and rare manuscripts and the organization of the All India Elocution Contest.

v   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. 348 awardees are presently getting grants from the Rashtriya Sanskrit Sansthan. From the year 2002 onwards, 8 young scholars have also been selected for the Maharishi Badrayan Vyas Samman, under which the Sansthan will pay a one-time award of Rs. 1,00,000/- to each scholar.

vi Sansthan is also teaching Sanskrit through non-Formal Sanskrit institutions at 100 locations by providing necessary assistance. This has proved a great success. Sansthan has conducted third round of Non-formal Sanskrit classes of three months duration in around 1200 centres (100 in North East and 1100 in the rest of the Country) in 2 phases, one from October, 2004 - December, 2004 attended by 40,266 students and other from January-March, 2005 attended by 28,801 students. Through this programme a minimum of 80,000 students will be initiated into Sanskrit learning throughout India.

Scheme for Development of Sanskrit Education

The Central Scheme for Development of Sanskrit Education is operated since 1962 based on the recommendations of the Sanskrit Commission appointed by Government of India in 1956. The Scheme has been modified from time to time and last such revision in the Scheme was made during the year 2005-06 to give it wider coverage and to encourage smaller institutions/NGO's working in this field. Under the provisions of the Scheme 100% financial assistance is provided to the State Government/voluntary organisations, universities/Deemed Universities, Sanskrit Board, and also provides for Samman Rashi to Eminent Sanskrit Pandits in indigent circumstances, and for scholarships to students of Class IX to XII to encourage students to study Sanskrit. The following are the main components of the Scheme:

Samman Rashi 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, and 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. As per the modified scheme this Samman Rashi will be paid to pandits through their bank account and disbursed by Rashtriya Sanskrit Sansthan.

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 an 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 Pathshalas.

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, is also 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 the 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 XI and XII.

Grants to State Governments, Deemed Sanskrit Universities, and NGOs for Various Schemes for the Promotion of Sanskrit

i   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.

ii Proposals for research/research projects in Sanskrit, received from Deemed Sanskrit Universities and NGOs (Registered Bodies) are covered under the scheme. Such assistance is limited by the conditions that no NGO will receive more than Rs. 20,00,000/- per institution per project, subject to a maximum of three projects in a financial year. Under the revised norms/the proposals of NGO's could be received through the Rashtriya Sanskrit Sansthan and amount released through them.

Central Grant to Rashtriya Sanskrit Sansthan/ Deemed Universities/CBSE/ NCERT

Financial assistance up to 100 per cent 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 considered for assistance.

An amount of Rs.19 crores has been provided for the year 2005-06 for this Central scheme for Development of Sanskrit. Under the scheme, all the financial assistance to State Governments/ Voluntary agencies/ NGOs are given either through the concerned State Government or RSKS, New Delhi.

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 for research in Vedas and vedic literature.

Its important programmes and activities during 2005-06 are:

i   Providing financial assistance to 40 Veda Pathashalas/Vidyalayas and other institutions for teaching Samhitas of various shakhas of Vedas, Sanskrit, English and Arithmetic. During the year, assistance has been provided to 40 veda Pathashalas/vidyalayas and 65 other institutions for teaching traditional oral recitation of Veda Samhitas,

ii Has awarded one senior and one general fellowship and conducted of Seminars, Workshops, etc. for promotion of research in Vedas and Vedic literature,

iii Has conducted one All India and six Regional Vedic Sammelans for propagation of Vedas;

iv Provided financial assistance to Nityagnihotries and aged Vedic Pandits,

v   Video/Audio recording of Vedic recitation of various shakhas of Vedas;

vi Under the programme of publishing rare and out-of-print Veda Samhits, Brahmanas and other Vedic literature, etc, eight books have printed and twelve books are under preparation.

vii The quarterly journal 'Veda Vidya' is being published from 2003-04.

An amount of Rs.250.00 lakh has been earmarked for Maharshi Sandipani Rashtriya Veda Vidya Pratishthan during 2005-2006 for expenditure on ongoing schemes and new programmes.

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. The Scheme has been revised in the X 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.

Under the scheme, financial assistance is provided for projects of Government agencies, educational institutions, Panchayat Raj institutions registered societies, Public trusts and non-profit making companies. Financial assistance is given to the extent of 100% of the cost of project within a ceiling of Rs. 10.00 lakh and as approved by the Grant-in-aid Committee for activities relating to Strengthening of Culture and Values in Education.

During 2005-2006, against an allocation of Rs. 3.00 crore under the Scheme, an amount of Rs. 2.73 crores has been spent and 56 organizations have been assisted for implementing the projects for promoting cultural and value education. A list of NGO's to whom assistance has been granted amounting to rupees one lakh and above during the financial year 2005-06 is indicated in Annexure XVI.

Book Promotion

National Book Trust, India

Established by the Government of India in 1957, the main objectives of the National Book Trust, India (NBT) are:

- to publish and to encourage the publication of good literature, and to make such literature available at moderate prices to the public;

- in furtherance of the above objects to publish more particularly books of the following types in English, Hindi and other languages recognised in the Constitution of India :

  - the classical literature of India;

  - outstanding works of Indian authors in Indian languages to another;

  - translation of outstanding books from foreign languages;

  - outstanding books of modern languages for popular diffusion; and In addition, The Trust also publishes Braille Books for Blind students, Books for neo-literates etc., The Trust also publishes Braille books for blind students.

- to bring out book lists, arrange exhibitions and seminars and take all necessary steps to make the people book-minded.

In furtherance of the above objectives, NBT organises activities which can be classified under the following five broad heads:

1. Publishing books for general readers of different age-groups on a variety of subjects in various Indian languages including English;

2. providing assistance to authors and publishers to bring out text and reference books for the higher education section;

3. organising seminars, workshops, book exhibitions, village level mobile book exhibitions and fairs and National Book Week to promote the habit of reading;

4. participating in international book fairs, organising book exhibitions abroad and undertaking other activities to promote the export of Indian books; and

5. encouraging the preparation and production of quality books for children in all the languages of India through the National Centre for Children's Literature.

Actual/projected achievements of the Trust under the various schemes for the financial year 2005-2006

Publishing

During the period April to December 2005, the Trust published 891 titles in different languages including English. For the remaining period of this financial year, estimated number of titles to be published is 300.

National Book Week Celebrations:

The Book Week was observed all over the country from 14 – 20 November, 2005 by means of organising book exhibitions and book related activities.

New Delhi World Book Fair

The New Delhi World Book Fair organised every alternate year till now, is the largest Book Fair in Asia and Africa. It attracts participation not only from all over India but also from other countries.

The 17th New Delhi World Book Fair was held from 27 January 2006 to 4 February 2006. Around 1300 participants including 37 from 18 foreign countries and international bodies such as ILO, WHO, UNICEF and European Union among others attended the fair. Spread over 36000 square meters (including mezzanine floors) in eight halls of the sprawling Pragati Maidan exhibition complex, the World Book Fair covered nearly 2300 stalls and stands in Hall Nos. 1 – 6 and Hall Nos. 14 and 18.

Plan: Strengthening Of Regional Offices

NBT's Regional Offices at Kolkata, Mumbai and Bangalore are essential for the sale and marketing of NBT's publications, the main responsibility assigned to the Regional Offices is to maintain a close contact with

the Book Trade and the Government Book Buying Agencies. The Regional Offices also promote books.

In addition, the Trust puts its special efforts through its Kolkata Office to reach all corners of the North-Eastern Region including Sikkim and to spread the culture of Book Reading Habit by making available good books for all strata of society.

Besides publishing in north eastern languages, the Trust participates in number of book fairs and organises village level mobile book exhibitions and seminars/workshops in the north eastern region. During the last quarter of this financial year, the Trust will organise book exhibition at Itanagar, (Arunachal Pradesh) and Aizwal, (Mizoram). In addition, the Trust will organise short-term training course in the month of March 2006 at Aizwal.

Other Promotional Activities of the Trust

Actual/projected physical achievements/targets of promotional activities under various schemes of the Trust for the financial year 2005-06:

Guest of Honour Presentation - Frankfurt Book Fair, 2006

India has been bestowed with the honour of Guest of Honour for Frankfurt Book Fair, 2006. The Trust has been designated as a nodal agency for implementing various programmable activities under Guest of Honour presentation.

Scheme of Book Promotional Activities and Voluntary Agencies

Under the **Scheme of Book Promotional Activities & Voluntary Agencies,** 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., Grants are released upto maximum of 75 per cent of the total expenditure approved by the Grant-in-aid Committee.

Copyright

The Copyright Division of the Department of Secondary and Higher Education has been entrusted with the responsibility of being the Copyright Office under the Section 9 of the Copyright Act, 1957 as well as with evolving the Indian position on issues related to the Education Sector being negotiated in the World Trade Organisation. In addition, the Division also coordinates IP related matters with various Universities. This Division was also the nodal office of the Government of India for interaction with the World Intellectual Property Organisation, a responsibility now with the Department of Industrial Policy and Promotion.

Copyright Office

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

Copyright Board

The Copyright Act provides for a Copyright Board to settle copyright disputes, a Copyright Office for registration of copyright works and for setting up of copyright societies to do copyright business. 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 Copyright Office provides secretarial assistance to the Board.

The present Copyright Board has been reconstituted for a period of five years w.e.f. 22nd February, 2001. Till December 2005, the Board heard 154 cases in 15 meetings held in different zones.

Collective Administration Societies

The Copyright (Amendment) Act, 1994 provides for setting up of separate Copyright Societies for different categories of works. So far four Copyright Societies have been registered: one each for cinematograph films (Society for Copyright Regulation of Indian Producers of Films and Television – SCRIPT), musical works (Indian Performing Rights Society Limited – IPRS) and sound recordings (Phonographic Performance Limited -PPL). The last one recently established is the Indian Reprographic Rights Organisation (IRRO) for photocopy rights. In addition to collective management of rights, 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 copyright works. Department of Secondary and Higher Education interacts frequently with these Copyright Societies and encourages them to be proactive in the field of copyright administration

Copyright Enforcement in India

Chapter XIII of the Indian Copyright Act, 1957, provides penalties for the offences committed under the Copyright Act and empowers the police to take necessary action. The actual enforcement of the law is the concern of the State Governments through police force. However, during the last few years, the Central Government has taken various steps to improve the enforcement of the Copyright Act to curb piracy. These measures include the setting up of a Copyright Enforcement Advisory Council (CEAC), which has as its members from all concerned Departments and representatives of Industry with a view to regularly review the implementation of the Copyright Act including the provisions regarding anti-piracy. Several other measures taken by the Central Government include (i) persuading the State Governments for the setting up of Special Cells in State Government for enforcement of Copyright Law (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 Law; (iv) collective administration by Copyright Societies.

Copyright Enforcement Advisory Council

The Copyright Enforcement Advisory Council (CEAC) was set up on November 6, 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of Copyright Enforcement Advisory Committee is 3 years. The CEAC is reconstituted periodically after expiry of the term. The current CEAC has been reconstituted on 22nd February, 2005 for a period of 3 years.

Special Cells for Copyright Enforcement

Most of the States/ Union Territories have set up Enforcement Cells. They 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 organisation and the enforcement agencies in the matter of enforcement of Copyright Law, the Ministry requested the State Governments to designate Nodal Officers. As on date most of the States and UTs have designated Nodal Officers in their respective State Governments. Ministry of Human Resource Development organised a Nodal Officers Conference on 16th May, 2005 in New Delhi which was attended not only by the Nodal Officers but also by the experts and representatives of the copyright industry.

International Copyright Union – India's contribution to World Intellectual Property (WIPO)

This is a scheme to meet India's annual contribution to the World Intellectual Property Organisation (WIPO) of which India is a member. The Indian contribution for the year 2005 was made in time.

Participation In WIPO Meetings

India is a member of the World Intellectual Property Organisation (WIPO), a specialised agency of the United Nations, which deals with copyright and other intellectual property rights, and plays an important role in all its deliberations. This year delegations from India participated in the following WIPO meetings under the auspices of the Ministry of Human Resource Development:

- Thirteenth Session of the Standing Committees of Copyright and Related Rights held in Geneva from November 21 to 23, 2005.

- 8th Inter-Governmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore held in Geneva from June 6 to 10, 2005

- First Intersessional Intergovernmental meeting on Development Agenda held in Geneva from April 11 to13, 2005

- Second Intersessional Intergovernmental meeting

on Development Agenda held in Geneva from June 20 to 22, 2005.

- Third Session of Intersessional Intergovernmental Meeting on Development Agenda in Geneva from July 20 to 22, 2005

- 11th Session of the Standing Committee on the Law of Patents held in Geneva from June 20 to 22, 2005

- Regional Consultations for the Asian Region on the Treaty for protection of the rights of Broadcasting Organisations, July 27 to 29, 2005 at Manila, Philippines.

As per recent amendments in the Government of India (Allocation of Business) Rules, 1961 the work relating to Coordination with WIPO has been transferred from this department to Ministry of Commerce and Industry, Department of Industrial Policy and Promotion

International Seminars on Copyright and IPR Issues

India organised the following International Seminars:

- WIPO National Symposium on Intellectual Property, Intellectual Property Education, Training and Research held in New Delhi from August 17 to 18, 2005.

- WIPO and National Institute of Educational Planning and Administration (NIEPA) WIPO Seminar on Collective Management of Copyright in the Digital Era, Trends, Problems and Prospects held in New Delhi from September 12 to 14, 2005.

Training in Copyright

Officials of Department of Secondary and Higher Education dealing with copyright and related rights at different levels were deputed to participate in the following training course in copyright:

WIPO- Inter-regional Intermediate Seminar on Copyright and Related Rights, held in Geneva (Switzerland) from 12th to 14th October, 2005 and followed by a Training Course on Copyright and Related Rights held in London, United Kingdom from 17th to 27th October, 2005, attended by Registrar of Copyrights.

Appreciation course in Intellectual Property Rights with special emphasis on Copyrights organised for the Officers and staff of the Copyright Division by Indian Law Institute, New Delhi with support from the Copyright Division.

Scheme of Intellectual Property Education, Research and Public Outreach

The Scheme of Intellectual Property Education, Research and Public Outreach was operationalised in the Tenth Five Year Plan Period by merging of three Plan schemes namely, (I) Scheme of Organising Seminars and Workshops on Copyright Matters and Scheme for Financial Assistance for Intellectual Property Rights Studies and (iii) Financial Assistance on WTO Studies as the all schemes are 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 both the schemes alongwith expenditure incurred till December, 2005 are as under:

Year	Amount Spent (in lakhs of Rupees)
2000-01	Rs.44.50
2001-02	Rs.151.51
2002-03	Rs.187.93
2003-04	Rs.243.00 (amount booked)
2004-05	Rs.75 .00
2005-06	Rs.44.43

IPR Chairs

In addition to the six IPR Chairs 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 and Technology, Cochin to promote teaching and research in Intellectual Property Rights Studies, ten new chairs were set up for the same purpose at:

(i) On IP Management.

❐ Indian Institute of Management, Allahabad.

❐ Indian Institute of Management, Kolkata.

❐ Indian Institute of Management, Bangalore.

(ii) In areas of IPRs pertaining to patents, trademarks, industrial designs and geographical indicators.

❐ Indian Institute of Technology, Delhi

❐ Indian Institute of Technology, Kharagpur

❐ Indian Institute of Technology, Chennai.

❐ Indian Institute of Technology, Mumbai

❐ Indian Institute of Technology, Kanpur.

(iii) Intellectual Property Rights and Development.

❐ Delhi School of Economics, University of Delhi.

❐ Centre for Economic Studies and Planning, Jawaharlal Nehru University.

The Division is currently engaging the institutions in detailed discussions on operationalising the chairs at the earliest.

General Agreement on Trade in Services

Education is identified as one of the twelve services which are to be negotiated under the **General Agreement on Trade in Services (GATS).** For the purpose of negotiations Education Sector has been divided into five sub-sectors. They are as follows.

1. Primary Education

2. Secondary Education

3. Higher Education

4. Adult Education

5. Other Education

The negotiations under GATS take place under the Offer and Request approach. Countries make offers to the Foreign Service Providers to access to their internal market. Similarly Countries make request to their trading partners to grant access to their markets. The discussions take place under four modes of Supply. They are as follows.

1. Cross Border Supply

2. Consumption abroad

3. Commercial presence

4. Movement of Natural Persons

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment.

Under Education Services the Indian revised offer was to open up the Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fees to be fixed by an appropriate authority provided such fees do not lead to charging capitation fees or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

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 2005-06 are detailed below.

National Merit Scholarship Scheme (NMSS)

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 rate of Scholarship is Rs. 250/- per month for Classes IX & X, Rs. 300/- per month for Classes XI & XII, Rs. 500/- per month for graduation courses and Rs. 750/- per month for B.E./B.Tech/MBBS/ LLB/B.Ed and Post graduation level courses. The Scheme is operated through the State Governments/UT Administrations. The parental income ceiling has been raised from Rs.25,000/- per annum to Rs. 1,00,000/- per annum.

The budget allocated for 2005-06 is Rs.11.00 crore. The funds released during the year to various State Government under the schemes and number of beneficiaries are indicated in the Table 12.2.

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

Table 12.1: State-wise Budget allocated for 2004-05 and Number of Beneficiaries of Hindi Scheme		
State/UTs	**No. of scholarships for XI & above**	**Grant Released**
Andhra Pradesh	480	20,64,000
Arunachal Pradesh	5	17,000
Assam	89	3,84,000
Chandigarh	16	65,900
J & K	23	97,000
Karnataka	325	14,00,000
Kerala	239	4,67,000
Maharashtra	255	10,94,000
Meghalaya	10	43,000
Mizoram	5	18,200
Manipur	10	31,000
Nagaland	-	-
Sikkim	5	24,000
A & N	5	24,000
Daman & Div	2	8,000
Dadra & Nagar Haveli	3	11,000
Lakshadweep	3	7,000
Goa	32	3,200
Tripura		64,219
Tamil Nadu	455	15,61,000
Orissa	110	4,73,000
West Bengal	239	10,29,000
Punjab		-
Gujrat	135	78,000
Total	2433	89,63,519

Table 12.2: State-wise Budget allocated for 2005-06 and Number of Beneficiaries of NMSS				
Name of State/UTs	Physical Achievement			Financial Achievement
	Number of scholarship Fresh For class-IX out of 10,976 total scholarships	For class XI and above out of 17,000 total scholarships	Number of renewal scholarships	out of total BE of Rs. 11.00 Crores (Grant released by 19-1-06)
Andhra Pradesh	662	1351	-	57,00,000
Arunachal Pradesh	112	4	-	2,98,500
Assam	438	487	-	30,68,500
Chhatisgarh	302	296	-	19,56,000
Delhi	14	228	14+21	9,79,500
Goa	22	22	-	1,44,000
Gujrat	460	898	-	41,86,830
Haryana	222	319	713	48,25,500
Himachal Pradesh	144	97	-	1,42,605
Jammu & Kashmir	238	148	-	11,94,500
Jharkhand	418	439	-	28,24,000
Madhya Pradesh	610	816	-	47,13,110
Maharashtra	638	1708	-	68,10,000
Meghalaya	64	34	-	2,36,400
Mizoram	44	4	-	1,24,000
Manipur	66	40		3,27,000
Nagaland	104	17		3,30,000
Orissa	628	637	-	41,51,000
Rajasthan	474	741	-	30,95,000
Sikkim	0	1	-	3,000
Tripura	58	50	-	2,78,000
Uttar Pradesh	1612	2800	-	1,53,70,000
Uttaranachal	192	124	-	9,80,000
West Bengal	678	1421	-	74,49,000
Daman & Diu	4	2	-	*16,000*
Andaman & Nicobar	10	4		43,500
Chandigarh	2	38	2+38	5,22,843
Dadra & Nagar Haveli	2	3	-	16,000
Pandichery	6	14	-	69,500
Lakshadweep	18	1	-	48,000
Tamilnadu	770	1086	-	51,58,910
Total	9012	13830	788	7,50,61,198

has been revised from 2004-05. The revised rates of scholarships varies from Rs.300/- to Rs.1000/- per month, depending upon the course of study. This scheme is implemented through the State Governments. The budget allocated for the year 2005-06 is Rs.1.50 crore. The funds released under the schemes is in Table 12.1.

Authentication of Educational Documents

The Department of Secondary and Higher Education has been authenticating the educational qualifications of people going abroad for employment for approximately the last one & 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 Education Departments also. Accordingly, the State Government of Kerala and 13 other States, from which a large number of people are going abroad for employment have already been authorised on 01-7-2004, 08-7-2004 & 29 September,2005, 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 within the State Education Departments without the trouble of travelling to Delhi for authentication of educational certificates by the Ministry of Human Resource Development.

As a result of the efforts made, Regional Authentication Centres (RAC) have been set up by the Government of Kerala vide order dated 20.10.2004 at Thiruvanthapuram, Kochi and Kozhikode. Due to authentication being done by the Kerala Government,

there has been a significant reduction in the number of 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, who do not now have to stand for long hours in the queue. The matter is also is being pursued with other state Governments for expediting the opening of RACs by them. Monthwise Authentication data for 2005-06 is given in Table 12.3.

External Scholarship Division

Scholarship is an incentive as well as encouragement to meritorious students. A special emphasis is given to studies abroad where innovative methods are used and substantial development have taken place in the field of education. The Ministry of Human Resource Development facilitates the award of foreign scholarships with a view to encourage meritorious students & scholars and to enable them to enhance their knowledge of developments taking place outside our country. The External Scholarship Division of the Ministry processes scholarships offered by various foreign countries under Cultural/Educational Exchange Programmes which enable Indian students to study at the level of Post Graduate/Ph.D/Post Doctoral Research work abroad.

Table 12.3: Monthwise Authentication Data for 2005-06	
Month	No. of certificate authenticated
April 05	8502
May 05	12639
June 05	5525
July 05	4983
August 05	4321
September 05	4043
October 05	3581
November 05	3121
December 05	3530
Total	50245

Many Scholarships/Fellowships are awarded to Indian nationals by the Governments of U.K., Canada and New Zealand under the Commonwealth Scholarship/Fellowship Plan. The Commonwealth Scholarship Plan covers a large number of disciplines, such as, Remote Sensing Technology, Communication Engineering, Bio-technology/ Bio-chemical Engineering, Robotics, Agronomy/Forestry, Social Sciences, Physical/Life Sciences, Management Studies, Environmental Studies etc., During the year 2004-05, 28 Indian nationals were awarded scholarships under the Commonwealth Fellowship/Scholarship Plan.

The Government of India have entered into agreements for providing scholarships to Indian students through Cultural Exchange Programmes (CEP) or Educational Exchange Programmes (EEP) signed between India and Japan, China, Mexico, Israel, Norway, Belgium, Italy, Czech, Portugal and the Slovak Republic. 72 Indian nationals were awarded Scholarships under various CEPs/EEPs during 2004-05.

The European Union (European Union) signed a Memorandum of Understanding (MoU) with India on 7th January 2005 offering a scholarship programme for Indian students to study in various European countries. The Erasmus Mundus Programme provides a separate India Window Programme for Indian students only. An amount of Euro 33 million has been earmarked for the years 2004 to 2009. It is reported that 133 Indians have been selected by the EU authorities during the year 2004-05.

The 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 fields of History, Economics and Political Science. A consolidated stipend of £24,536/- per annum is paid by the Government of India to St. Antony's College, Oxford (U.K.). The present Fellow who joined the College in October 2005 is undertaking further research in History in addition to teaching.

The British Visitorship Programme is a directly handled by the British Council in India. The Council sponsors candidates for short-term courses in the United Kingdom in the fields of Education, Science, Medicine, Technology & Arts by enabling Indian Academics/Researchers to Visit Institutions/counterparts in U.K. for mutual discussions, updating their professional knowledge through conferences, seminars and courses.

No Obligation to Return to India Certificate (NORI) is required by a persons who proceeded to the USA on J1 and J2 Visas and wish to convert these to H1 or H2 Visas for settling or gaining regular employment in USA. This certificate is issued by the Embassy of India/Consulates General of India (CGI) in the USA, after obtaining clearance from the Ministry of Human Resource Development.

Introduction of Undertaking

The earlier provision for taking a Bond of Rs.60,000/- from Indian scholars before their departure for higher studies abroad has been replaced by an Undertaking keeping in view the present scenario of globalisation of economy & job opportunities in India vis-à-vis other developed countries. However, the Bond would continue to operate in respect of those countries where Government of India arrange air passage and provide supplementary stipend to Indian scholars. As no Government of India funds are involved, it is felt sufficient to take an Undertaking from the students as is the practice in other organisations. The new system will avoid unnecessary obligation/burden to the awardees of Scholarships.

Budget Provision

During the financial year 2005-2006, a budget provision of Rs.70/- lakh was made to meet the expenditure towards holding meetings of Selection Committees constituted for Scholarships offered by various countries. Keeping in view the utilisation of fund, it has been proposed to enhance the provision to an amount of Rs.80 lakh in the Revised Budget.

Achievements

During the year 2004-05, a total of 100 Indian students/scholars availed scholarships against 238 nominated

Table 12.4: Country-wise Foreign Scholarship

Country	2004-2005		2005-2006	
	Nominated	Utilised	Nominated	Utilised (upto Dec. 2005)
Japan	37	30	32	28
China	23	11	26	13
Israel	09	02	06	06
Mexico	04	-	04	03
Slovak	03	02	02	02
Czech	03	01	03	02
Iran	08	05	-	-
U.K.	57	22	55	19
Canada	35	06	21	07
Belgium	08	03	08	01
Italy	31	14	48	09
Portugal	06	01	07	01
Norway	10	03	06	02
Greece	04	-	01	-
Grand Total	238	100	219	93

under CEPs/EEPs and Commonwealth Scholarship Plan. During the current year, about 93 Indian nationals have availed scholarships till 31st December 2005 under various CEPs/EEPs and Commonwealth Scholarship Plan against 219 nominated. More number of awards are awaited from various countries. Details are given in the table 12.4.

Annexures

Annexure I

STATEMENT 1: Total Number of Recognised Institutions in India 2003-2004

S.No.	States/UTs	Primary/ Junior Basic Schools	Middle/ Senior Basic Schools	High Schools/ Hr. Secondary Intermediate/ Pre-Degree/Jr. Colleges	Degree and above levels		Universities/ Deemed Univs./ Institution of National Importance #
					Colleges for General Education	Colleges for Professional Education	
1	2	3	4	5	6	7	8
1	Andhra Pradesh	63897	15215	16427	1330	378	23
2	Arunachal Pradesh	1364	449	204	10	4	1
3	Assam	30068	8143	5338	317	50	7
4	Bihar	40337	9922	3624	743	45	12
5	Chhattisgarh	32556	9350	2666	213	5	9
6	Goa	1009	73	443	24	13	1
7	Gujarat	7233	30646	7641	422	124	12
8	Haryana	11500	2171	5120	163	73	7
9	Himachal Pradesh	11013	2076	2129	69	16	5
10	Jammu & Kashmir	12256	3613	1956	73	18	5
11	Jharkhand	16417	4324	1088	146	22	6
12	Karnataka	26163	25612	11249	930	362	19
13	Kerala	6717	2975	4157	186	127	9
14	Madhya Pradesh	66648	30592	8706	513	105	17
15	Maharashtra	41258	26033	17985	1208	544	33
16	Manipur	2552	832	652	58	5	2
17	Meghalaya	5851	1559	655	48	2	1
18	Mizoram	1504	908	514	26	2	1
19	Nagaland	1495	480	383	36	2	1
20	Orissa	42104	11510	7682	567	51	9
21	Punjab	13265	2493	3977	209	81	8
22	Rajasthan	55757	23942	9383	456	114	15
23	Sikkim	497	126	123	2	3	1
24	Tamil Nadu	32242	6825	8995	441	215	27
25	Tripura	2075	435	651	14	3	1
26	Uttar Pradesh	119404	35427	12387	733	224	30
27	Uttaranchal	14304	3557	1839	47	4	7
28	West Bengal	49865	1984	7816	354	88	17
29	A&N Islands	209	56	94	2	1	0
30	Chandigarh	24	9	122	12	9	2
31	D&N Haveli	127	91	22	0	0	0
32	Daman & Diu	53	24	28	1	1	0
33	Delhi	2126	681	1678	63	44	15
34	Lakshadweep	20	4	13	0	0	0
35	Pondicherry	329	125	215	11	16	1
	Total	**712239**	**262286**	**145962**	**9427**	**2751**	**304**

As per Association of Indian Universities (As on January, 2003)

STATEMENT 2: Enrolment by Stages 2003-2004 as on 30.09.2003 (Provisional)

S. No	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry. (Classes VI-VIII)			Sec/Hr. Sec/Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	4044148	3931511	7975659	1863312	1639157	3502469	1656558	1234920	2891478	502442	295415	797857
2	Arunachal Pradesh	97342	82911	180253	31183	26191	57374	22982	16082	39064	4439	2548	6987
3	Assam	1648903	1583644	3232547	712492	625718	1338210	563827	403004	966831	147618	74692	222310
4	Bihar	5477856	3993330	9471186	1175552	640010	1815562	879732	339385	1219117	396505	127605	524110
5	Chattisgarh	1766331	1631464	3397795	657586	501001	1158587	407180	249527	656707	98086	57288	155374
6	Goa	56577	51298	107875	38782	34683	73465	31414	29971	61385	9544	12562	22106
7	Gujarat	3601055	2950715	6551770	1514849	938152	2453001	1026156	711503	1737659	334775	265287	600062
8	Haryana	1070770	939889	2010659	604498	485249	1089747	532055	375790	907845	147887	103140	251027
9	Himachal Pradesh	346813	320125	666938	218773	201105	419878	199302	174974	374276	53074	41007	94081
10	Jammu & Kashmir	516062.6	434233.4	950296	238713	190516	429229	195065	140855	335920	36965	32242	69207
11	Jharkhand	1764061	1376191	3140252	498959	348160	847119	234109	139956	374065	138254	65753	204007
12	Karnataka	3238145	3029680	6267825	1530949	1365770	2896719	1043870	903181	1947051	376130	263060	639190
13	Kerala	1273564	1218866	2492430	869000	793436	1662436	577421	573502	1150923	117254	180139	297393
14	Madhya Pradesh	4804466	4026267	8830733	1864236	1258462	3122698	1210275	669860	1880135	338752	198938	537690
15	Maharashtra	5829244	5346512	11175756	3236109	2851681	6087790	2526029	2020347	4546376	799512	560384	1359896
16	Manipur	175410	163700	339110	70210	62700	132910	48148	44000	92148	20264	16468	36732
17	Meghalaya	180413	180494	360907	60854	61173	122027	32492	31738	64230	16179	13970	30149
18	Mizoram	66170	60887	127057	26112	24984	51096	17886	18338	36224	6317	5256	11573
19	Nagaland	109752	100658	210410	38876	37663	76539	21439	18926	40365	7910	5269	13179
20	Orissa	2592488	2325579	4918067	786434	641822	1428256	586556	428838	1015394	223994	124712	348706
21	Punjab	1050832	928462	1979294	551187	487201	1038388	453624	390290	843914	129081	136548	265629
22	Rajasthan	5205025	4274730	9479755	1811621	1025383	2837004	1181515	474112	1655627	244151	124775	368926
23	Sikkim	38573	38226	76799	11551	13251	24802	7543	7489	15032	4159	2632	6791
24	Tamil Nadu	3410465	3180648	6591113	1884470	1716400	3600870	1427746	1347593	2775339	413977	345762	759739
25	Tripura	235854	215877	451731	98674	87977	186651	64166	53840	118006	12727	8829	21556
26	UttarPradesh	12964090	11116777	24080867	4082817	2865426	6948243	3689945	2119673	5809618	819093	474116	1293209
27	Uttaranchal	601690	562795	1164485	283169	259573	542742	261045	199004	460049	72317	52794	125111
28	West Bengal	5281739	5045986	10327725	2004877	1813384	3818261	1312142	922630	2234772	440826	258078	698904
29	A&N Islands	20981	19407	40388	11938	10510	22448	9093	8963	18056	1142	1302	2444
30	Chandigarh	36097	29937	66034	20881	18155	39036	22177	20047	42224	17990	19500	37490
31	D&N Haveli	17830	15082	32912	7207	4512	11719	3626	2452	6078	0	0	0
32	Daman & Diu	8579	7643	16222	4366	3754	8120	2973	2394	5367	313	275	588
33	Delhi	772425	669834	1442259	438411	393380	831791	334272	293050	627322	96483	91221	187704
34	Lakshadweep	3813	3348	7161	2503	2050	4553	1933	1729	3662	149	79	228
35	Pondicherry	52859	49162	102021	34952	32306	67258	28376	28714	57090	9421	9761	19182
	Total	68360423	59905868	128266291	27286103	21460895	48746998	20612672	14396677	35009349	6037730	3971407	10009137

STATEMENT 3: Gross Enrolment Ratio in Classes I-V, VI-VIII & IX-XII of Schools for General Education (All Students) 2003-2004 (Provisional) as on 30.09.2003

S. No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes IX-XII (14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	87.42	88.03	87.72	67.10	62.49	64.86	49.08	39.74	44.61
2	Arunachal Pradesh	115.35	103.47	109.56	67.99	59.06	63.60	44.30	32.75	38.68
3	Assam	88.22	88.09	88.16	66.02	61.15	63.65	45.69	35.54	40.83
4	Bihar	80.20	64.20	72.57	30.64	19.21	25.33	22.05	10.53	16.90
5	Chattisgarh	123.69	122.86	123.29	78.51	62.21	70.52	42.93	28.37	35.92
6	Goa	100.30	95.50	97.96	104.77	97.55	101.23	62.33	62.80	62.55
7	Gujarat	117.67	108.62	113.41	81.88	57.40	70.40	44.40	35.02	40.01
8	Harvana	73.53	77.31	75.25	68.24	62.40	65.51	48.67	41.72	45.53
9	Himachal Pradesh	106.10	106.88	106.47	99.91	96.49	98.24	72.16	67.25	69.78
10	Jammu & Kashmir	75.55	67.25	71.52	54.46	46.46	50.60	36.72	28.21	32.60
11	Jharkhand	86.70	71.10	79.09	42.47	32.19	37.54	18.27	12.53	15.60
12	Karnataka	110.53	107.23	108.91	78.95	73.32	76.20	42.95	40.27	41.66
13	Kerala	97.25	96.59	96.92	95.69	91.49	93.64	47.67	48.33	48.00
14	Madhya Pradesh	112.11	100.68	106.59	71.78	53.88	63.30	41.24	27.29	34.89
15	Maharashtra	108.32	106.84	107.60	89.41	85.52	87.55	55.73	51.70	53.86
16	Manipur	139.30	135.64	137.51	86.95	81.57	84.33	47.86	44.59	46.24
17	Meghalaya	104.19	106.88	105.51	60.27	62.02	61.14	27.95	28.23	28.09
18	Mizoram	122.54	117.71	120.17	77.25	76.70	76.98	42.54	44.81	43.66
19	Nagaland	80.95	79.97	80.48	43.56	45.85	44.66	18.31	17.77	18.06
20	Orissa	114.23	107.44	110.91	58.13	49.69	54.01	37.52	27.89	32.74
21	Punjab	71.04	76.38	73.45	59.31	60.93	60.06	38.79	39.30	39.03
22	Rajasthan	120.18	109.41	115.07	74.30	47.22	61.54	43.16	20.25	32.60
23	Sikkim	116.54	116.48	116.51	52.02	61.63	56.75	27.04	27.99	27.51
24	Tamil Nadu	117.47	115.49	116.51	102.28	98.44	100.41	57.26	56.42	56.85
25	Tripura	125.73	119.68	122.76	75.34	70.23	72.84	40.37	35.83	38.16
26	Uttar Pradesh	96.69	92.58	94.75	53.61	42.97	48.64	43.85	30.71	37.93
27	Uttaranchal	106.10	107.66	106.85	81.08	79.59	80.36	61.09	50.70	56.12
28	West Benaal	107.45	107.21	107.33	65.90	62.57	64.28	36.45	28.36	32.61
29	A&N Islands	118.78	113.23	116.05	100.13	91.41	95.85	55.30	60.55	57.78
30	Chandigarh	72.00	70.77	71.44	69.19	69.85	69.50	53.14	63.02	57.41
31	D&N Haveli	133.92	117.88	126.06	95.75	66.08	81.64	40.55	32.79	37.02
32	Daman & Diu	111.66	111.01	111.35	100.85	94.11	97.62	42.34	46.86	44.24
33	Delhi	90.34	89.81	90.10	84.83	85.91	85.34	50.09	54.21	51.93
34	Lakshadweep	111.65	100.93	106.37	104.04	89.77	97.09	67.00	62.89	64.99
35	Pondicherry	121.94	118.72	120.37	121.89	117.37	119.68	72.34	75.88	74.08
	TOTAL	100.63	95.58	98.20	66.76	57.62	62.40	42.94	34.26	38.89

STATEMENT 4: Enrolment by Stages (Scheduled Castes) 2003-2004 (Provisional) as on 30 September 2003

S. No	States/UTs	Primary/Jr. Basic (Classes I-IV)			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	806308	777643	1583951	364687	303923	668610	328831	220826	549657	76217	36232	112449
2	Arunachal Pradesh	188	104	292	110	67	177	65	22	87	0	0	0
3	Assam	171588	160193	331781	84623	76468	161091	74873	56434	131307	13280	6847	20127
4	Bihar	946726	569108	1515834	166337	83608	249945	66416	29326	95742	56408	6725	63133
5	Chattisgarh	247054	218139	465193	115812	87999	203811	61010	35099	96109	12649	5738	18387
6	Goa	1232	1214	2446	591	572	1163	428	371	799	133	122	255
7	Gujarat	220741	200065	420806	141486	112795	254281	93382	58596	151978	46234	20004	66238
8	Haryana	296464	266672	563136	130416	103306	233722	80336	53568	133904	14173	8791	22964
9	Himachal Pradesh	103336	98053	201389	57496	53108	110604	41632	35058	76690	8081	4605	12686
10	Jammu & Kashmir	45838	46069	91907	22978	19415	42393	13482	11644	25126	220	315	535
11	Jharkhand	240354	163998	404352	59346	34927	94273	23910	10489	34399	3302	1743	5045
12	Karnataka	666683	595925	1262608	327064	255264	582328	177201	131164	308365	32183	19495	51678
13	Kerala	132476	125350	257826	86964	77875	164839	57788	61088	118876	13342	21667	35009
14	Madhya Pradesh	853479	710790	1564269	343835	204881	548716	177036	87202	264238	48147	15537	63684
15	Maharashtra	861101	805028	1666129	481112	413581	894693	360586	279902	640488	75092	44464	119556
16	Manipur	4306	3937	8243	2673	2527	5200	1863	1584	3447	539	541	1080
17	Meghalaya	1146	964	2110	1201	1212	2413	888	739	1627	253	190	443
18	Mizoram	0	0	0	0	0	0	0	0	0	1	0	1
19	Nagaland	0	0	0	0	0	0	0	0	0	13	62	75
20	Orissa	529681	470835	1000516	144423	109508	253931	84183	57712	141895	32092	11972	44064
21	Punjab	485299	442843	928142	186802	167650	354452	111977	96390	208367	20205	17900	38105
22	Rajasthan	1019982	814573	1834555	303261	147570	450831	161192	49574	210766	36935	18037	54972
23	Sikkim	2449	2580	5029	628	740	1368	365	292	657	153	139	292
24	Tamil Nadu	713998	636979	1350977	352559	323565	676124	246838	232412	479250	59851	43923	103774
25	Tripura	46991	43615	90606	18715	16632	35347	11420	8902	20322	2174	1430	3604
26	Uttar Pradesh	2594545	1533620	4128165	734717	269712	1004429	429477	96983	526460	167360	53087	220447
27	Uttaranchal	148391	146502	294893	73048	58028	131076	42078	23751	65829	13154	5055	18209
28	West Bengal	1499255	1415520	2914775	478450	369996	848446	258210	154867	413077	59053	28835	87888
29	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
30	Chandigarh	5041	4435	9476	2478	2100	4578	913	788	1701	1856	1718	3574
31	D&N Haveli	316	296	612	140	127	267	118	83	201	0	0	0
32	Daman & Diu	364	326	690	204	189	393	200	165	365	11	15	26
33	Delhi	109926	100778	210704	44711	39633	84344	26126	22403	48529	13021	9027	22048
34	Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
35	Pondicherry	9158	8940	18098	6900	6463	13363	5114	4909	10023	1473	1207	2680
	TOTAL	12764416	10365094	23129510	4733767	3343441	8077208	2937938	1822343	4760281	807607	385423	1193030

STATEMENT 5: Gross Enrolment Ratio (SC Students) in the age group (6-11) and (11-14) 2003-2004 (Provisional) as on 30.09.2003

S. No.	States/UTs	Enrolment Ratio SC (I-V)			Enrolment Ratio SC (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	91.41	90.92	91.17	96.51	88.21	92.55
2	Arunachal Pradesh	-	-	-	-	-	-
3	Assam	65.20	63.06	64.15	74.82	73.21	74.05
4	Bihar	82.21	55.31	69.51	39.59	23.33	32.10
5	Chattisgarh	97.10	92.45	94.86	109.41	88.97	99.54
6	Goa	111.07	122.21	126.63	79.08	82.38	80.67
7	Gujarat	65.37	66.05	65.69	97.34	88.91	93.41
8	Haryana	80.35	86.21	83.02	80.24	73.45	77.09
9	Himachal Pradesh	98.74	110.53	103.83	93.43	94.37	93.88
10	Jammu & Kashmir	83.53	87.54	85.49	76.46	70.02	73.36
11	Jharkhand	70.06	51.22	60.97	46.13	30.02	38.48
12	Karnataka	104.47	94.92	99.74	112.57	92.45	102.77
13	Kerala	97.36	94.67	96.04	87.53	82.44	85.05
14	Madhya Pradesh	105.84	94.70	100.47	104.75	71.42	89.21
15	Maharashtra	108.67	107.80	108.25	91.26	87.51	89.49
16	Manipur	134.56	131.57	137.81	90.35	86.34	86.88
17	Meghalaya	95.81	100.06	97.71	83.13	86.84	84.95
18	Mizoram	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-
20	Orissa	94.33	110.30	101.23	57.57	61.47	59.19
21	Punjab	106.05	113.34	109.41	75.10	77.82	76.36
22	Rajasthan	92.10	82.00	87.33	81.13	46.60	65.29
23	Sikkim	89.00	93.70	91.35	43.70	48.29	46.07
24	Tamil Nadu	115.90	106.82	111.43	96.99	94.26	95.66
25	Tripura	122.83	123.05	122.94	78.56	73.22	75.96
26	Uttar Pradesh	81.74	55.02	69.25	56.98	23.88	41.53
27	Uttaranchal	101.91	111.15	106.30	110.49	93.97	102.51
28	West Benaal	116.68	113.19	114.96	105.70	90.29	98.38
29	A&N Islands	-	-	-	-	-	-
30	Chandigarh	69.33	65.46	67.46	59.37	54.13	56.84
31	D&N Haveli	101.58	110.99	105.92	96.97	93.18	95.13
32	Daman & Diu	115.55	109.06	112.39	78.87	82.65	80.64
33	Delhi	66.70	68.11	67.37	51.18	48.73	50.00
34	Lakshadweep	-	-	-	-	-	-
35	Pondicherry	119.32	119.49	121.00	116.30	109.04	111.73
	TOTAL	**93.12**	**83.00**	**88.30**	**79.39**	**63.35**	**71.86**

STATEMENT 6: Enrolment by Stages (Scheduled Tribes) 2003-2004 (Provisional) as on 30 September 2003

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	450552	408980	859532	132367	84520	216887	100662	49496	150158	18792	7617	26409
2	Arunachal Pradesh	70660	60388	131048	21898	18736	40634	16278	11849	28127	3233	2063	5296
3	Assam	243304	232269	475573	127511	107647	235158	101763	69345	171108	18732	9780	28512
4	Bihar	51216	28831	80047	8277	3743	12020	3664	1971	5635	14664	4509	19173
5	Chattisgarh	535464	493765	1029229	187992	137652	325644	113497	60537	174034	9280	4650	13930
6	Goa	1803	1648	3451	1399	1283	2682	778	593	1371	142	69	211
7	Guiarat	558586	512918	1071504	194298	153886	348184	110856	79255	190111	26854	17560	44414
8	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
9	Himachal Pradesh	18664	18037	36701	10612	9096	19708	8077	6695	14772	2413	1734	4147
10	Jammu & Kashmir	71233	53487	124720	24780	14305	39085	10859	6694	17553	316	452	768
11	Jharnhand	552509	414343	966852	124747	79660	204407	47532	27587	75119	8877	8610	17487
12	Karnataka	243720	227120	470840	114633	88519	203152	61579	44210	105789	11398	6267	17665
13	Kerala	17941	16822	34763	9210	8214	17424	4892	4855	9747	1385	2116	3501
14	Madhya Pradesh	994883	743572	1738455	271101	165309	436410	129806	60265	190071	30986	8504	39490
15	Maharashtra	665778	583085	1248863	274634	218044	492678	162130	100999	263129	24902	10780	35682
16	Manipur	63681	53874	117555	18851	15962	34813	11758	9902	21660	6096	5417	11513
17	Meghalaya	142426	143681	286107	46347	53749	100096	22841	22821	45662	13391	11801	25192
18	Mizoram	66170	60707	126877	26112	24984	51096	17886	18338	36224	6067	5180	11247
19	Nagaland	97832	85578	183410	35773	31547	67320	19797	17260	37057	7691	5165	12856
20	Orissa	645697	542495	1188192	126881	84968	211849	70137	44972	115109	18637	7132	25769
21	Punjab	0	0	0	0	0	0	0	0	0	0	0	0
22	Rajasthan	733797	591375	1325172	210046	101819	311865	115581	34743	150324	19616	9372	28988
23	Sikkim	13059	13721	26780	3909	4834	8743	2321	2454	4775	708	567	1275
24	Tamil Nadu	53188	33601	86789	23198	21418	44616	11773	10807	22580	2969	1477	4446
25	Tripura	93905	80879	174784	26110	20703	46813	14748	10097	24845	1578	953	2531
26	UttarPradesh	22974	14939	37913	9186	4302	13488	6626	2501	9127	8051	2110	10161
27	Uttaranchal	19366	19887	39253	9540	8920	18460	7584	5523	13107	1594	337	1931
28	West Bengal	326981	286694	613675	86596	55517	142113	43645	20956	64601	8045	3872	11917
29	A&N Islands	1820	1624	3444	1002	845	1847	544	1088	1632	75	70	145
30	Chandigarh	0	0	0	0	0	0	0	0	0	143	142	285
31	D&N Haveli	13203	11638	24841	5318	2983	8301	2392	1323	3715	0	0	0
32	Daman & Diu	1118	994	2112	556	422	978	253	174	427	70	23	93
33	Delhi	882	781	1663	300	282	582	226	204	430	2171	1506	3677
34	Lakshadweep	3786	3304	7090	2479	2043	4522	1840	1625	3465	137	77	214
35	Pondicherry	0	0	0	0	0	0	0	0	0	22	19	41
	TOTAL	6776198	5741037	12517235	2135663	1525912	3661575	1222325	728595	1950920	269034	139932	408966

STATEMENT 7: Gross Enrolment Ratio (ST Students) in the age group (6-11) and (11-14) 2003-2004 (Provisional) as on 30.09.2003

S. No.	States/UTs	Enrolment Ratio ST (I-V)			Enrolment Ratio ST (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1	Andhra Pradesh	81.85	77.20	79.57	87.94	62.17	75.71
2	Arunachal Pradesh	99.76	89.96	94.99	91.87	65.21	77.30
3	Assam	66.21	70.02	68.02	94.93	95.34	95.11
4	Bihar	88.04	79.54	84.78	66.18	40.11	55.04
5	Chattisgarh	110.41	111.98	111.15	99.75	83.76	92.30
6	Goa	-	-	-	-	-	-
7	Guiarat	92.05	100.48	95.90	77.74	67.58	72.90
8	Haryana	-	-	-	-	-	-
9	Himachal Pradesh	119.23	123.79	118.68	99.89	94.24	97.20
10	Jammu & Kashmir	83.80	65.23	74.68	48.59	31.10	40.29
11	Jharkhand	94.89	76.50	86.03	91.56	67.94	80.63
12	Karnataka	92.80	91.61	92.22	106.63	88.79	98.05
13	Kerala	116.65	116.13	116.40	99.74	93.54	96.71
14	Madhya Pradesh	95.12	70.97	83.03	77.32	57.05	68.15
15	Maharashtra	105.97	105.02	105.52	90.46	75.91	83.39
16	Manipur	130.07	122.89	126.82	77.51	67.88	72.77
17	Meghalaya	95.05	98.94	96.97	63.71	73.67	68.70
18	Mizoram	122.74	117.36	120.11	77.74	69.02	73.21
19	Nagaland	72.40	64.17	68.31	48.72	42.26	45.46
20	Orissa	96.24	94.14	95.27	76.11	58.92	68.14
21	Punjab	-	-	-	-	-	-
22	Rajasthan	94.89	87.84	91.61	82.03	48.42	66.88
23	Sikkim	131.31	137.83	140.94	71.14	84.76	78.08
24	Tamil Nadu	121.78	84.01	103.73	120.50	115.36	117.98
25	Tripura	128.52	119.56	124.21	65.76	53.68	59.81
26	Uttar Pradesh	75.06	53.32	64.67	73.88	37.90	56.71
27	Uttaranchal	89.33	99.50	94.21	86.36	86.28	86.32
28	West Bengal	74.02	72.45	73.28	61.49	38.49	49.85
29	A&N Islands	118.19	78.20	95.23	95.16	64.09	77.89
30	Chandigarh	-	-	-	-	-	-
31	D&N Haveli	100.22	92.98	96.70	101.65	64.96	84.50
32	Daman & Diu	109.98	118.22	113.71	90.98	79.47	85.63
33	Delhi	-	-	-	-	-	-
34'	Lakshadweep	113.94	99.82	106.89	103.26	90.79	97.22
35	Pondicherry	-	-	-	-	-	-
	TOTAL	**94.66**	**87.77**	**91.37**	**84.00**	**66.62**	**75.76**

Statement-8: Dropout rates in Classes (I-V), (I-VIII) and (I-X) for the year 2003-2004

S.No.	State/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	42.42	42.80	42.61	57.93	61.78	59.79	65.08	68.53	66.70
2	Arunachal Pradesh	46.07	46.67	46.34	64.38	62.46	63.52	71.40	73.02	72.09
3	Assam	54.70	51.36	53.15	69.54	72.41	70.81	75.07	74.57	74.84
4	Bihar	59.05	58.99	59.03	77.00	79.62	78.03	80.97	85.36	82.58
5	Chattisgarh									
6	Goa	-5.53	1.91	-1.90	6.15	12.91	9.43	37.64	38.26	37.94
7	Gujarat	27.42	24.17	26.02	45.09	49.48	46.94	62.38	63.96	63.05
8	Haryana	13.24	13.39	13.31	19.03	23.92	21.26	19.37	34.85	26.54
9	Himachal Pradesh	15.87	18.15	16.98	13.29	15.32	14.28	31.85	33.03	32.42
10	J&K	36.04	37.44	36.65	51.26	41.87	47.49	60.51	59.93	60.26
11	Jharkhand									
12	Karanataka	10.10	9.36	9.75	50.29	50.94	50.59	59.67	61.16	60.38
13	Kerala	0.00	0.00	0.00	-12.55	-6.40	-9.54	12.13	4.88	8.58
14	Madhya Pradesh	24.74	22.58	23.78	44.41	49.99	46.81	58.97	70.29	63.81
15	Maharashtra	12.40	13.81	13.07	30.71	36.01	33.25	50.22	54.11	52.06
16	Manipur	26.42	26.41	26.41	31.52	29.59	30.61	51.55	46.11	49.02
17	Meghalaya	53.92	52.91	53.42	70.67	71.59	71.13	83.52	82.95	83.24
18	Mizoram	55.95	55.23	55.61	65.18	63.08	64.19	72.08	67.18	69.74
19	Nagaland	31.43	34.27	32.81	46.76	42.73	44.83	71.85	72.10	71.97
20	Orissa	41.19	34.36	38.19	64.58	57.51	61.72	66.13	62.59	64.72
21	Punjab	23.60	20.21	22.03	35.13	35.26	35.19	42.57	44.42	43.45
22	Rajasthan	59.29	55.83	57.94	64.64	73.87	68.50	71.63	81.78	75.47
23	Sikkim	56.93	50.69	53.85	76.63	69.62	73.29	81.80	79.71	80.82
24	Tamil Nadu	3.42	3.04	3.23	25.35	24.92	25.15	60.81	56.45	58.82
25	Tripura	45.07	44.50	44.80	62.64	66.10	64.29	74.77	73.78	74.31
26	Uttar Pradesh	23.03	-1.91	13.51	44.96	39.48	42.84	40.75	49.42	44.10
27	Uttaranchal									
28	West Bengal	34.12	32.73	33.46	62.72	64.92	63.77	76.37	84.44	80.24
29	A&N Islands	-1.10	0.47	-0.35	18.67	19.07	18.86	53.44	47.67	50.68
30	Chandigarh	-7.94	1.25	-3.62	-1.23	-2.91	-2.03	14.57	9.27	12.13
31	D&N Haveli	21.38	36.55	28.40	35.81	56.61	45.24	70.97	74.31	72.48
32	Daman & Diu	0.00	0.00	0.00	12.05	23.14	17.36	50.29	50.62	50.45
33	Delhi	15.71	28.73	22.03	26.43	29.02	27.71	44.12	48.56	46.30
34	Lakshadweep	0.00	1.09	3,03	-1.35	11.66	4.90	47.51	36.53	42.24
35	Pondicherry	0.00	0.00	0.00	-3.20	-6.11	-4.60	25.72	20.04	22.96
	INDIA	33.74	28.57	31.47	51.85	52.92	52.32	60.98	64.92	62.69

*Dropout rates are shown combined with the respective parent state.

Statement 9: Dropout Rates of SC Students in classes I-V, I-VIII and I-X – 2003-04

S.No.	State/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	44.09	46.12	45.09	63.41	68.87	66.05	71.18	75.93	73.41
2	Arunachal Pradesh	21.88	32.26	26.98	54.55	50.00	52.54	60.00	58.82	59.26
3	Assam	58.58	52.83	56.00	67.28	67.64	67.44	72.56	68.87	70.90
4	Bihar	46.88	45.42	46.36	83.37	84.68	83.85	89.31	91.46	90.02
5	Chattisgarh									
6	Goa	34.88	31.21	33.10	43.12	41.90	42.53	57.56	59.40	58.52
7	Gujarat	28.83	23.71	26.44	39.50	59.11	48.43	69.42	80.47	74.78
8	Haryana	19.29	19.90	19.58	39.14	47.82	43.20	52.25	63.83	57.70
9	Himachal Pradesh	13.01	17.54	15.27	30.19	32.52	31.33	47.70	48.46	48.06
10	J&K	35.54	11.15	25.78	33.66	33.98	33.80	62.94	60.84	61.99
11	Jharnhand									
12	Karanataka	6.12	14.03	9.97	27.19	51.62	38.62	64.13	69.44	66.66
13	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	26.13	16.51	21.43
14	Madhya Pradesh	21.41	19.26	20.48	39.40	51.10	44.37	71.55	80.01	75.08
15	Maharashtra	17.02	18.21	17.59	30.03	38.22	33.98	51.46	55.89	53.59
16	Manipur	31.06	19.62	25.51	0.00	0.00	0.00	18.68	19.64	19.14
17	Meghalaya	58.20	59.34	58.72	68.61	69.09	68.84	74.27	79.88	77.02
18	Mizoram									
19	Nagaland									
20	Orissa	44.99	42.36	43.81	63.73	67.17	65.26	72.32	75.09	73.55
21	Punjab	33.22	29.27	31.37	54.67	51.50	53.19	63.75	64.83	64.27
22	Rajasthan	53.07	36.29	47.69	69.65	80.07	73.87	78.53	87.65	81.76
23	Sikkim	61.07	43.05	52.99	80.51	72.58	76.98	89.12	90.11	89.56
24	Tamil Nadu	27.08	26.75	26.95	42.97	38.90	41.09	64.23	63.13	63.71
25	Tripura	35.85	35.88	35.87	61.95	69.07	65.41	76.61	78.62	77.55
26	Uttar Pradesh	45.69	56.40	49.84	63.46	75.45	67.96	73.78	90.21	79.93
27	Uttaranchal									
28	West Bengal	37.82	36.58	37.25	66.40	67.34	66.80	76.46	78.11	77. 11
29	A&N Islands									
30	Chandigarh	4.20	15.28	9.58	55.02	56.19	55.57	87.15	80.53	84.44
31	D&N Haveli	16.13	18.03	17.07	27.59	24.53	26.13	54.90	33.33	45.16
32	Daman & Diu	0.00	0.00	0.00	0.00	0.00	0.00	29.58	33.90	31.54
33	Delhi	32.64	49.05	41.62	0.00	0.00	0.00	76.27	77.30	76.75
34	Lakshadweep									
35	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00	24.86	23.06	23.97
	INDIA	36.83	36.19	36.56	57.33	62.19	59.42	71.41	75.49	73.13

*Dropout rates are shown combined with the respective parent state.

Statement 10: Dropout Rates of ST Students in classes I-V, I-VIII and I-X – 2003-04

S.No.	State/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	63.29	68.47	65.76	76.80	82.49	79.33	82.81	87.57	84.83
2	Arunachal Pradesh	48.58	48.37	48.48	68.07	68.12	68.09	75.88	77. 70	76.69
3	Assam	61.30	53.20	57.80	71.80	75.26	73.25	77.92	75.63	76.94
4	Bihar	62.28	59.51	61.22	81.71	84.39	82.84	88.14	90.41	89.05
5	Chattisgarh	`	`	`	`	`	`	`	`	`
6	Goa	`	`	`	`	`	`	`	`	`
7	Gujarat	36.18	43.10	39.35	66.45	68.66	67.41	80.21	82.93	81.45
8	Haryana	`	`	`	`	`	`	`	`	`
9	Himachal Pradesh	10.87	10.79	10.83	14.07	26.69	20.29	44.65	48.31	46.41
10	J&K	43.48	39.16	41.76	41.77	50.35	45.45	73.07	77.65	75.03
11	Jharkhand	`	`	`	`	`	`	`	`	`
12	Karanataka	4.88	4.96	4.92	53.81	56.80	55.19	59.62	63.92	61.61
13	Kerala	6.13	9.46	7.75	33.49	37.54	35.45	56.86	49.71	53.43
14	Madhya Pradesh	35.26	38.91	36.89	56.80	61.61	58.80	71.23	79.28	74.51
15	Maharashtra	34.42	42.82	38.38	59.12	65.14	61.91	70.51	82.44	76.18
16	Manipur	38.77	54.99	46.96	62.11	60.91	61.56	78.98	78.98	78.98
17	Meghalava	56.76	54.43	55.60	76.32	76.21	76.27	87.22	86.12	86.67
18	Mizoram	55.57	54.82	55.21	64.58	62.59	63.64	71.90	66.98	69.55
19	Nagaland	35.36	34.49	34.95	60.88	57.58	59.34	66.81	67.90	67.33
20	Orissa	59.58	63.19	61.20	76.49	76.56	76.52	83.30	84.01	83.58
21	Punjab	`	`	`	`	`	`	`	`	`
22	Rajasthan	52.19	38.31	47.80	70.42	79.63	74.00	78.77	87.04	81.53
23	Sikkim	25.25	-1.13	12.60	58.18	40.44	49.74	76.94	71.79	74.52
24	Tamil Nadu	16.82	12.00	15.37	48.76	3.54	32.73	66.68	55.08	61.49
25	Tripura	58.06	61.25	59.56	79.75	82.04	80.82	85.71	87.38	86.47
26	Uttar Pradesh	25.68	19.40	23.11	34.03	31.75	33.07	46.01	60.69	52.11
27	Uttaranchal	`	`	`	`	`	`	`	`	`
28	West Bengal	67. 76	51.55	62.41	84.89	78.68	83.05	80.72	71.60	78.80
29	A&N Islands	0.58	5.47	2.97	24.16	28.02	26.03	60.10	41.60	51.52
30	Chandigarh	`	`	`	`	`	`	`	`	`
31	D&N Haveli	28.17	45.01	35.99	43.54	65.37	53.42	76.77	82.78	79.45
32	Daman & Diu	-3.88	3.48	-0.41	26.01	38.65	31.81	76.41	77.06	76.69
33	Delhi	78.66	82.72	80.62	79.62	81.42	80.49	77.81	79.81	78.83
34	Lakshadweep	0.00	1.10	3.03	-10.66	8.12	-1.38	48.04	37.55	42.98
35	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	INDIA	49.13	48.67	48.93	69.04	71.43	70.05	77.92	81.16	79.25

*Dropout rates are shown combined with the respective parent state.

Statement 11: Number of Teacher 2003-04 (Provisional) as on 30.09.2003

S.No.	State/UTs	I-V Primary			VI-VIII Middle/Upper Primary			IX-XII Sec./Hr. Sec.		
		Male 3	Female 4	Total 5	Male 6	Female 7	Total 8	Male 9	Female 10	Total 11
1	AndhraPradesh	96649	75952	172601	58075	42290	100365	112105	68551	180656
2	Arunachal Pradesh	2259	936	3195	2125	844	2969	2699	783	3482
3	Assam	55018	28901	83919	56321	16826	73147	56291	20748	77039
4	Bihar	78568	17246.7	95815	44476	12178	56654	37709	4935	42644
5	Chattisgarh	50044	18468	68512	19379	5834	25213	16927	7658	24585
6	Goa	445	1868	2313	154	410	564	2806	4758	7564
7	Gujarat	8116	10366	18482	92899	106442	199341	52059	18919	70978
8	Haryana	22679	23886	46565	5345	3044	8389	36318	26339	62657
9	Himachal Pradesh	16598	12140	28738	6391	2808	9199	16970	9884	26854
10	Jammu & Kashmir	17771	12075	29846	15563	11061	26624	15799	8764	24563
11	Jharkhand	24806	6344	31150	18853	7683	26536	8850	4660	13510
12	Karnataka	27772	23536	51308	82696	107072	189768	64808	30984	95792
13	Kerala	11152	29407	40559	14740	30424	45164	33188	73956	107144
14	Madhya Pradesh	130406	66696	197102	82851	49332	132183	63196	36452	99648
15	Maharashtra	74088	113731	187819	106004	80817	186821	186513	86144	272657
16	Manipur	5064	3185	8249	5224	3610	8834	7263	5016	12279
17	Meghalaya	7300	6445	13745	3581	3026	6607	3566	2708	6274
18	Mizoram	3009	2840	5849	3943	1663	5606	2774	1120	3894
19	Nagaland	4896	2578	7474	3775	1590	5365	4714	3088	7802
20	Orissa	54589	23593	78182	35817	13969	49786	50570	14429	64999
21	Punjab	15303	25502	40805	6639	6904	13543	30105	37927	68032
22	Rajasthan	88457	31911	120368	112773	42148	154921	82009	32069	114078
23	Sikkim	2667	2364	5031	730	410	1140	478	234	712
24	Tamil Nadu	44493	76743	121236	25935	34144	60079	82317	125684	208001
25	Tripura	7501	7105	14606	5158	1864	7022	12390	5531	17921
26	UttarPradesh	263861	131341	395202	111474	45200	156674	132817	50432	183249
27	Uttaranchal	19099	21428	40527	10528	5552	16080	21166	8168	29334
28	West Bengal	117669	39728	157397	8421	2967	11388	88031	36354	124385
29	A&N Islands	422	534	956	355	382	737	1366	1378	2744
30	Chandigarh	62	253	315	16	162	178	880	4280	5160
31	D&N Haveli	291	387	678	152	61	213	167	156	323
32	Daman & Diu	99	327	426	133	148	281	193	119	312
33	Delhi	7784	16915	24699	2468	6724	9192	20032	39171	59203
34	Lakshadweep	171	142	313	58	53	111	321	125	446
35	Pondicherry	784	2092	2876	734	859	1593	2632	2925	5557
	TOTAL	1259892	836966	2096858	943786	648501	1592287	1250029	774449	2024478

Annexure II

List of Institutes Selected in different States for Monitoring of Sarva Shiksha Abhiyan

State	Institutions Selected for the State with 2-3 institutions	Lead Institution	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

State	Institutions Selected	Lead Institution for the State with 2-3 institutions	Region
Maharashtra	1) Indian Institute of Education, Pune 2) DOE, SNDT University	SNDT University	West
Nagaland	Nagaland University	–	NE
Orissa	1) NKC Centre for Development Studies, Bhubaneswar 2) DOE, Sambalpur University Studies, (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

Progress of Civil Works and Teacher Recruitment under SSA

Sl	State	Total works sanctioned	Total works completed and in progress	Total works completed	% age of works comp + IP	% age of works comp	Total teacher post sanctioned	Recruitment till Sep. 2005	%
1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	31529	23458	20520	74.4	65.1	34676	34676	100
2	Arunachal Pradesh	3375	3327	1951	98.6	57.8	1951	1206	62
3	Assam	15284	10928	7440	71.5	48.7	5410	7969	147
4	Bihar	68584	38815	6313	56.6	9.2	103559	65650	63
5	Chattisgarh	22889	14447	9998	63.1	43.7	44499	28913	65
6	Goa	452	0	0			179	0	0
7	Gujarat	22064	21287	16699	96.5	75.7	1848	1662	90
8	Haryana	17874	10642	8179	59.5	45.8	4629	4639	100
9	Himachal Pradesh	13368	10596	5120	79.3	38.3	2730	1911	70
10	Jammu & Kashmir	9026	4056	1636	44.9	18.1	16532	15697	95
11	Jharkhand	34218	29572	18027	86.4	52.7	56140	31303	56
12	Karnataka	62204	62242	44517	100.1	71.6	11604	10998	95
13	Kerala	20851	6165	4934	29.6	23.7	0	0	
14	Madhya Pradesh	59702	67783	36417	113.5	61.0	89072	49723	56
15	Maharashtra	46004	33429	19657	72.7	42.7	1236	1236	100
16	Manipur	4179	593	0	14.2	0.0	123	0	0
17	Meghalaya	2322	1658	16	71.4	0.7	4043	4566	113
18	Mizoram	4607	2442	2128	53.0	46.2	781	170	22
19	Nagaland	3850	1728	157	44.9	4.1	0	0	
20	Orissa	32419	20467	8540	63.1	26.3	50082	35283	70
21	Punjab	45455	33380	25395	73.4	55.9	2660	1868	70
22	Rajasthan	51449	48424	24478	94.1	47.6	40910	32894	80
23	Sikkim	1691	945	943	55.9	55.8	406	191	47
24	Tamil Nadu	43963	33217	22786	75.6	51.8	8686	8519	98
25	Tripura	4187	3579	1815	85.5	43.3	2504	1629	65
26	Uttar Pradesh	158036	59087	56728	37.4	35.9	209926	131394	63
27	Uttaranchal	13880	7584	6237	54.6	44.9	3374	3528	105
28	West Bengal	58762	47638	12633	81.1	21.5	73536	16148	22
		0	0	0					
29	Andaman Nicobar	241	44	24	18.3	10.0	53	53	100
30	Chandigarh	150	16	0	10.7	0.0	580	240	41
31	Dadra Nagar Haveli	439	128	0	29.2	0.0	517	192	37
32	Daman Diu	123	0	0	0.0	0.0	66	0	0
33	Delhi	621	0	0	0.0	0.0	0	0	
34	Lakshadweep	2	0	0	0.0	0.0	3	3	100
35	Pondicherry	862	191	0	22.2	0.0	30	0	0
	Total SSA	**854662**	**597868**	**363288**	**70.0**	**42.5**	**772345**	**492261**	**64**

Annexure IV

States and Districts Covered under DPEP

Name of State	No. of districts covered under DPEP	Names of Districts
ANDHRA PRADESH (Phase II)	14	Adilabad, Ananthapur, Chitoor, Cuddappah, Guntur, Khammam, Mahaboobnagar, Medak, Nalgonda, Nizamabad, Prakasham, Rangareddy, Srikakulam and Visakhapatnam
ORISSA	8	Boudh, Koraput, Malkangiri, Sonepur, Kandhamal, Nabarangapur, Nuapada, Mayurbhanj
WEST BENGAL (Phase II)	5	Jalpaiguri, Malda, Purulia, North Dinajpur, South Dinajpur
UTTAR PRADESH ((Phase III)	36	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, kushi Nagar, Pratapgarh, Rae-Bareli, Sultanpur, Unnao, Barabanki, Baharaich, Rampur and Srawasti
UTTARANCHAL	6	Bageshwar, Hardwar, Pithoragarh, Champawat, Tehri Garhwal, Uttar Kashi.
BIHAR Rohtas,	20	Muzaffarpur, West Champaran, Sitamarhi, Sheohar 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
GUJARAT	6	Kutch, Sabarkantha and Surendranagar, (Bhavnagar, Jamnagar, Junagarh –Funded under State Sector)
Total districts covered	**123**	

Annexure V

Position of External Assistance Tied up for DPEP 2005-06

Funding Agency	Amount	Period	States and No. of Districts Covered
World Bank *(Soft loan)* + UNICEF *(Grant)*	US$ 152.4 million (Rs. 530 crores) + US $ 10 million (Rs. 36 crores)	February, 1998 31-3-2006	DPEP Phase - III Bihar (20). Jharkhand (7)
World Bank *(IDA)*	US $ 137.4 million (Rs. 570 crores)	February, 1999 31-9-2005	DPEP - APREP : Andhra Pradesh (14)
IDA *(Soft loan)*	US $ 85.7 million (Rs. 360.00 crores)	July, 1999 to 31.12.2005	DPEP - IV : Rajasthan (10)
World Bank *(IDA)* (6)	(US$ 182.4 million) (About Rs.800 cr.)	February, 2000 to 31-3-2006	UP-DPEP - III : Uttar Pradesh (32), Uttaranchal
DFID (UK)	£ 30.00 million (About Rs. 2.00 cr.)	February, 1999 to September, 2006	DPEP - Expn. : West Bengal (5)
DFID (UK)	£ 41.21 million (AboutRs.300cr.)	January, 2001 to January, 2008	DPEP - Expn. : Orissa (8)
IDA *(Soft loan)*	US $ 74.34 million (about Rs. 370.00 cr)	July, 2001 to 31.12.2006	DPEP - Expn. : Rajasthan (9)
Total external assistance tied up for DPEP	Approx. Rs. 3166.00 crores		

Annexure VI

Physical Targets and Achievements of Nine States Under DPEP (Civil Works)

As on 30.9.2005

S. No.	Name of State	New Schools Buildings			BRC			CRC			Repair Works			Toilets (No. of schools)			Drinking water (no. of schools)			Addl. Classrooms		
		1			2			3			4			5			6			7		
		T	P	A	T	P	A	T	P	A	T	P	A	T	P	A	T	P	A	T	P	A
1.	Gujarat	98	0	98	33	1	28	289	0	289	1838	0	1838	520	0	520	568	0	568	729	0	729
2.	Bihar	2763	510	711	250	57	134	1854	336	1054	82	56	27	6242	1069	2170	7411	471	1498	2469	834	1663
3.	West Bengal	1533	384	1125	330	42	275	0	0	0	1309	83	1186	2455	988	1213	1465	988	1211	8688	4061	3598
4.	A.P.	10333	0	10333	975	0	975	0	0	0	658	0	658	1129	0	1129	2168	0	2168	16870	0	16870
5.	Uttranchal	753	59	693	32	0	32	280	0	280	1057	0	1057	2326	29	2297	1245	28	1217	944	77	853
6.	Orissa	1497	390	621	70	17	42	476	141	316	1569	52	269	784	325	157	3164	1224	661	1304	398	781
7.	U.P.	5479	71	5407	376	2	374	3833	6	3827	900	0	900	12366	0	12366	55	0	55	10040	10	10030
8.	Rajasthan	1490	168	1417	137	32	99	1729	21	1704	13734	803	12403	13026	540	12442	6739	640	5004	6725	837	6322
9.	Jharkhand	991	111	880	84	21	63	541	36	505	0	0	0	2302	722	1580	1817	0	1380	4481	1463	3018
	Total	24937	1693	21285	2287	172	2022	9002	540	7975	21147	994	18338	41150	3673	33874	24632	3351	13762	52250	7680	43864

Annexure VII

Statement showing the status of non-submission of Utilization Certificate (UCs) in respect of Grant in aid sanctioned under the Scheme of financial assistance to NGO/Voluntary Organizations operated by the INC Section

Year	Name of NGO/ Voluntary Organizations	Amount for which UCs have not been submitted by the NGO/ Voluntary Organizations	Reasons for not submitting the UCs	Reasons for allowing further grants to these NGOs/ Voluntary Organizations (as in col. I) without insisting for UCs
2002-03	Poverty Elimination Rehabilitation and Liberation Society, Peresandra-562104, Chickballapur Tq. Kolar district, Karnataka	Rs. 25,000/-	NGO has not utilized the fund for the purpose for which it was sanctioned.	No further grant have been released to the NGO

Annexure VIII

Statement showing the Status of Non-Submission of UCs in respect of Grant-in-aid sanctioned to NGOs for the year 2002-03

Grantee	City	Sanction Date	Amount
Bhubaneswar Science And Environment	Bhubaneshwar	28-Jun-02	75000
Vidhya Vardgini Shikshan Sansthan	Nanded	16-Jul-02	367750
Majhihira National Basic Educaion Institution	Purulia	11-Sep-02	1213460
Sarva Shiksha Abhiyan Samiti	Kolkata	03-Oct-02	58012875
Sarva Shiksha Abhiyan Samiti	Mayurbhanj	27-Aug-02	186390
Gujarat Council Of Primary Education	Gandhinagar	18-Oct-02	250000000
Maharishi Shiksha Sansthan	Noida	16-Jan-03	250000
Gramin Abhyuday Sewa Samiti	Gonda	25-Oct-02	500000
Saryu Gramodyog Sewa Sansthan	Gonda	25-Oct-02	398000
Daraganj Gram Udyog Vikas Sansthan	Allahabad	25-Oct-02	1333000
Buxar Sampurna Saksharata Samiti	Buxar	16-Oct-02	4589000
Indra Siksha Niketan Samiti	Bahraich	25-Oct-02	785000
Hyderabad Science Society	Hyderabad	08-Jul-02	227500
Regional Research Laboratory	Jorhat	11-Jul-02	95000
Ushodaya Yuvajana Sankshema Sangham	Guntur	09-Jan-03	400000
Betalish Leuva Patidar Samaj Seva Mandal	Patan	03-Jan-03	512000
Venkateswara Social Service Association	Ranga Reddy	14-Jan-03	400000
Joint Umbrella For Social Technology in Community Education	Anantapur	31-Jan-03	400000
Leading Organisation for Rural Development	Anantapur	31-Jan-03	400000
Pragati Voluntary Organisation	Puri	20-Jan-03	529675
Shashwat Sewa Sansthan	Begusarai	06-Jan-03	644000
Rural and Urban Development Society	Jehanabad	06-Jan-03	466000
Poetry Elimination Rehabilitation and Liberation Society	Kolar	01-Jan-03	25000
Ganesh Shikshan Sansthan	Allahabad	03-Jan-03	250000
Gram Vikash Parishad	Nagaon	08-Jan-03	400000
Satdubi Mahila Mandal	Midnapore	31-Dec-02	495000
Brotherhood Society	Dimapur	03-Jan-03	700000
DPEP	Hyderabad	09-Dec-02	330625
DPEP	Guwahati	23-Dec-02	1250000
Jan Shikshan Sansthan	Basti	28-Mar-03	500000
Zilla Saksharata Samiti	Jaisalmer	07-Jan-03	489333
Tamil Nadu Mission of Education for All	Chennai	31-Mar-03	37006000
Tamil Nadu Mission of Education dor All	Chennai	31-Mar-03	2854000
Rajiv Gandhi Shiksha Mission	Bhopal	10-Feb-03	199545000
Orissa Primary Educaion Programme Authority	Bhubaneshwar	31-Mar-03	100000000
Sri Ram Saraswati Jan Kalyan Siksha Samiti	Badaun	28-Mar-03	449595
Suman Technical Institue	Etah	28-Mar-03	411600
Gramin Abhyuday Sewa Samiti	Gonda	28-Mar-03	153765

Grantee	City	Sanction Date	Amount
J.P. Sewa Samiti	Bahraich	28-Mar-03	449940
Greenfields	Calcautta	02-Sep-02	195900
Adarsh Shikshu Shiksha Vihar	Gorakhpur	28-Mar-03	379200
Shree Bhardwaj Gramodyog Sewa Sansthan	Maharajganj	28-Mar-03	401340
Indira Siksha Niketan Samiti	Bahraich	28-Mar-03	426360
Narayan Gramodyog Sewa Sansthan	Bahraich	28-Mar-03	444195
Samwedana	Lucknow	28-Mar-03	544905
United Educational Society	Lucknow	28-Mar-03	382755
Sashi Mahila Kalyan Samiti	Balrampur	28-Mar-03	406575
Pandit Jagannath Prasad Inter College Shiksha Samiti	Badaun	28-Mar-03	512790
Maya Selai Karai Prashikshan Sansthan	Badaun	28-Mar-03	323745
Gramin Mahila Vikas Evam Lok Kalyan Sansthan	Rampur	28-Mar-03	101715
Chetna Sewa Sansthan	Rampur	28-Mar-03	460605
Purvanchal Manav Kalyan Sansthan	Maharajganj	28-Mar-03	454320
Purvanchal Vikas Evam Prashikshan Sansthan	Maharajganj	28-Mar-03	105090
Friends of Tribals Society	Kolkata	17-Mar-03	2733750
Gramin Vikas Sansthan	Siddharth Nagar	28-Mar-03	240555
Pandit Jagat Narain Harihar Nath Chaturvedi Audyogik Prashikshan Samiti	Sant Kabir Nagar	28-Mar-03	397005
Gramin Mahila Rojgar Prashikshan Kendra	Siddharthnagar	28-Mar-03	622200
Karmsakshi Sewa Sansthan	Siddharthnagar	28-Mar-03	278700
Society For Rural Development in Agriculture Science and Extension	Bahraich	28-Mar-03	501780
Adarsh Jan Kalyan Sewa Sansthan	Badaun	28-Mar-03	647910
Basera Mahila Vikas Evam Jan Kalyan Sansthan	Gonda	28-Mar-03	615000
Presentation	Lucknow	28-Mar-03	337500
Zilla Saksharata Samiti	Araria	14-Nov-02	4335000
Slma Literacy and Continuing Education	Jaipur	22-Oct-02	18393250
M.V. Foundation	Secunderabad	31-Oct-02	875758
Institute of Psychological & Education Research(IPER)	Kolkata	11-Jul-02	522940
Institute of Psychological & Educaional Research	Kolkata	11-Jul-02	130421
Agragamee	Rayagada	11-Jul-02	540281
The Enabling Centre, Lady Irwin College	New Delhi	11-Jul-02	192719
Gajapati Samaj Kalyan Samiti	Gajapati	29-Jul-02	126800
Shree Ramakrishna Ashram	Kalahandi	11-Jul-02	289500
Rashtrotthana Parishat	Bangalore	05-Aug-02	3891000
Bhagavatula Charitable Trust	Yellamanchili	11-Jul-02	1007895
Youth Forum Welfare Society	Dimapur	06-Sep-02	295000
J.P. Sewa Samiti	Kannoj	25-Oct-02	814000
Narayan Gramodyog	Bahraich	25-Oct-02	665000
Shree Bhardwaj Gramodyog Seva Sansthan	Maharajganj	25-Oct-02	927000
Bankey Bihari Mahila Seva Sansthan	Mathura	26-Sep-02	680000
The Pathari Vocational Institute	Nagaon	04-Dec-00	87700
Kasturi Educational Society	Hyderabad	31-Mar-03	250000
Hyderabad City Women's Welfare Council	Hyderabad	31-Mar-03	300000

Grantee	City	Sanction Date	Amount
Jagdis Bose National Science Talent Search	Kolkata	19-Dec-02	945000
Socio Economic Development Organisation	Guwahati	24-Dec-02	100000
Jagdish Bose National Science Talent Search	Kolkata	11-Jul-02	202805
Nab Workshop for The Blind	Mum Bai	19-Jul-02	149831
Society for Assistance and Vocational Education	Krishna	07-Jan-03	400000
Kasturi Education Society	Ranga Reddy	20-Jan-03	400000
Navodaya Integration Cultural Social Educaion & Voluntary Action	Kurnool	10-Jan-03	640000
Rural Development Association	Cuddapah	09-Jan-03	640000
Managing Trustee	Perambalur	03-Jan-03	209375
Viswa Santhi Balananda Kendram	Ongole	25-Oct-02	880000
Kusuma Mahila Mandali	Anantapur	09-Jan-03	544000
Womens Organisation of Rural Development and Technical Advancement and Human Welfare Society	Ranga Reddy	14-Jan-03	410000
Sri Venkateswara Mahila Mandali	Guntur	14-Jan-03	675000
Smt. Girija Shastry Memorial Trust	Bangalore	27-Dec-02	130625
National Association for The Blind	New Delhi	27-Jan-03	977000
National Association for The Blind	Goa	20-Jan-03	137350
Zarpan Nasarpur Vibhag Kelvani Mandal	Surat	03-Jan-03	650000
Social Action for Social Development	Mahabubnagar	31-Mar-03	250000
Rural & Urban Development Society	Jehanabad	31-Mar-03	385000
Rural Education for Development, Economic Environment Motivation	S R Nagar	30-Mar-03	380000
Society for Health Educaion and Development	Cuddapah	30-Mar-03	600000
Human Resource Development Society	Ranga Reddy	29-Mar-03	709000
Manab Seva Sadan	Dhenkanal	31-Dec-02	265000
Social Nutritional Educational Health Association	Dhenkanal	26-Dec-02	400000
Gandhi Sarak Gram Seva Kendra	Kolkata	17-Jan-03	548000
Uttarakhand Seva Nidhi	Almora	26-Nov-02	1247195
CPR Environment Education Centre	Cheennai	19-Dec-02	1408000
CPR Environment Education Centre	Cheennai	19-Dec-02	134750
CPR Environment Education Centre	Cheennai	19-Dec-02	572163
Karpuri Thakur Gramin Vikas Sansthan	Patna	09-Jan-03	490000
Vimochana Devadasi Punaravasti Sangh	Athani	15-Jan-03	158000
Samarthanam Trust for The Disabled	Bangalore	03-Jan-03	403000
Adarsh Shishu Shiksha Vihar	Gorakhpur	25-Oct-02	833000
Purvanchal Manav Kalyan Sansthan	Maharajganj	25-Oct-02	905000
Poorvanchal Gramin Vikas Sansthan	Lucknow	25-Oct-02	974000
Gram Shilp Samiti	Gonda	25-Oct-02	650000
Basera Mahila Vikas Evam Jan Kalyan Sansthan	Gonda	25-Oct-02	689000
Karmsakshi Sewa Sansthan	Gorakhpur	25-Oct-02	655000
Nav Jyoti Sewa Sansthan	Lucknow	25-Oct-02	950000
Gramin Mahila Rojgar Prashikshan Kendra	Gorakhpur	25-Oct-02	1067000
North India Ngo Consortium Trust	Gorakhpur	25-Oct-02	1015000
Pandit Jagat Narain Harihar Nath Chaturvedi Audyogik Prashikshan Samiti	Gorakhpur	25-Oct-02	890000
Suman Technical Institue	Etah	25-Oct-02	968000

Grantee	City	Sanction Date	Amount
Bhawa Gramin Evam Nari Vikas Sansthan	Moradabad	25-Oct-02	1089000
Arpit Sewa Sansthan	Badaun	25-Oct-02	718000
Sri Ram Saraswati Jan Kalyan Siksha Samiti	Badaun	25-Oct-02	757000
Adarsh Jan Kalyan Sewa Sansthan	Badaun	25-Oct-02	1653000
Adarsh Jan Kalyan Sewa Sansthan	Badaun	25-Oct-02	652000
Samrpan Sewa Samiti	Badaun	25-Oct-02	781000
Pandit Jagannath Prasad Inter College Shiksha Samiti	Badaun	25-Oct-02	920000
Gramin Mahila Vikas Evam Lok Kalyan Sansthan	Rampur	25-Oct-02	363000
Chetna Seva Sansthan	Rampur	25-Oct-02	989000
Directorate of Education (AE)	Pune	11-Sep-02	1000000
Zilla Saksharata Samiti	Bargarh	11-Sep-02	2880000
Jan Shikshan Sansthan	Shimoga	10-Oct-02	974713
Bhagavtula Charitable Trust	Yellamanchili	29-Oct-02	1692828
Zilla Saksharata Samiti	Chatra	24-Oct-02	4000000
Zilla Saksharata Samiti	Sheikhpura	14-Nov-02	4925000
Zilla Saksharata Samiti	Banka	20-Nov-02	6000000
Sarva Shiksha Abhiyan Samiti	Chandigarh	15-Nov-02	486800000
Zilla Saksharata Samiti	Muzaffarpur	03-Dec-02	5579000
Slma Directorate of Literacy and Alternative Education	Lucknow	14-Nov-02	20713250
Zilla Saksharata Samiti	Gonda	15-Nov-02	8016000
Lok Jumbish Parishad	Jaipur	04-Dec-02	200000000
Mahila Samakhya	Bangalore	25-Nov-02	8000000
Department of Continuing and Adult Education and Extension Work	Mum Bai	05-Dec-02	270250
Jan Shikshan Sansthan	Purulia	30-Jul-02	700000
Zilla Saksharata Samiti	Sheohar	14-Nov-02	3633000
IIM	Bangalore	28-Aug-02	1000500
Zilla Saksharata Samiti	Puri	22-Nov-02	1800000
Zilla Saksharata Samiti	Banka	25-Nov-02	852991
Jan Shikshan Sansthan	Sultanpur	03-Dec-02	1189687
Andhra Pradesh Pradhamika Vidya Parishad	Hyderabad	03-Sep-02	172500000
Bidi Argana Zilla Saksharata Samiti	Gumla	05-Aug-02	8280000
State Resource Centre for Adult Educaion	Thiruvanantapuram	20-Aug-02	491928
State Resource Centre For Adult Educaion	Bhubaneshwar	21-Aug-02	184122
State Resource Centre For Adult Educaion	Hyderabad	23-Aug-02	1600000
State Project Director, DPEP	Gandhinagar	06-Sep-02	303308000
Rajiv Shiksha Kendra	Bhopal	09-Sep-02	140000000
Patel Educaion Society	New Delhi	16-Aug-02	97000
Zilla Saksharata Samiti	Shrawasti	11-Sep-02	5250000
Directorate of Literacy & Continuing Educaion	Gandhinagar	06-Sep-02	14688500
Directorate of Literacy & Continuing Educaion	Gandhinagar	12-Sep-02	16073250
Directorate of Literacy & Continuing Educaion	Gandhinagar	02-Aug-02	27231000
Slma Of Rajasthan and Director DTE. of Literacy & Continuing Educaion	Jaipur	06-Sep-02	7880750
Slma Andhra Pradesh	Hyderabad	03-Sep-02	16563250
Zilla Saksharata Samiti	Khordha	11-Sep-02	3000000

Grantee	City	Sanction Date	Amount
Lok Jumbish Parishad	Jaipur	09-Sep-02	150000000
Manav Kalyan Pratishtan	Sambalpur	27-Aug-02	149850
Bodh Shiksha Samiti	Jaipur	19-Sep-02	438031
Samanvay Ashram	Bodh Gaya	09-Sep-02	951591
Antyodaya Lok Karyakaram	West Champaran	18-Jul-02	585776
Bharatiya Shiksha Seva Sansthan	Allahabad	02-Sep-02	200000
Majhihira National Basic Educaion Institution	Purulia	11-Sep-02	1213460
Gujarat Council of Primary Education	Gandhinagar	18-Oct-02	250000000
Buxar Sampurna Saksharata Samiti	Buxar	16-Oct-02	4589000
Rajiv Shiksha Kendra	Bhopal	24-Oct-02	430000000
Daraganj Gram Udyog Vikas Sansthan	Allahabad	25-Oct-02	1333000
SAHAJ	Baroda	05-Dec-02	408000
Bagnan Chamber Commerce & Industry	Howrah	06-Sep-02	592500
Bhagirath Seva Sansthan	Ghaziabad	20-Aug-02	41550
Banadurga Sanskrutik Parisad	Kendrapara	06-Sep-02	232375
Jhanshi Mahila Samiti	Jajpur	06-Sep-02	410000
West Bangalscheduled Castes, Tribes & Minority Welfare Association	Midnapore	13-Sep-02	310750
Biswa Bharati Sikshya Niketan	Bolangir	13-Sep-02	1212600
Shikishit Yuva Sewa Samiti	Basti	13-Sep-02	941851
Digantar Shiksha Evam Khel Kud Samiti	Jaipur	12-Jul-02	440415
Bhoomiheen Seva Samiti	Allahabad	16-Dec-02	54000
Shramabharti Khadigram	Jammui	13-Mar-03	741758
Bhagvatulla Charitable Trust	Yellamanchili	17-Mar-03	3385654
Institute of Psychological & Educaional Research	Kolkata	11-Mar-03	538894
Indra Siksha Niketan Samiti	Bahraich	25-Oct-02	785000
J.P. Sewa Samiti	Kannauj	25-Oct-02	814000
Narayan Gramodyog Sewa Sansthan	Bahraich	25-Oct-02	665000
Shree Bhardwaj Gramodyog Sewa Sansthan	Maharajganj	25-Oct-02	927000
The Presentation	Lucknow	25-Oct-02	810000
Society For Rural Development in Agriculture Science And Extension	Bahraich	25-Oct-02	1867000
Gramin Vikas Sansthan	Siddharthnagar	25-Oct-02	1251000
Sashi Mahila Kalyan Samiti	Balrampur	25-Oct-02	996000
Slma Andhra Pradesh	Hyderabad	18-Oct-02	53584750
Tamil Nadu State Mission of Educaion for all	Chennai	11-Nov-02	50000000
Slma Adult Educaion	Bhopal	18-Oct-02	24882000
Slma Adult Educaion	Bhopal	18-Oct-02	14637750
Slma Adult Educaion	Bhopal	28-Oct-02	30138250
Association of Development of Rural People	Saravasthi	25-Oct-02	1389000
United Educational Society	Lucknow	25-Oct-02	872000
Samwedana	Lucknow	25-Oct-02	857000
Maya Selai Karai Prashikshan Sansthan	Badaun	25-Oct-02	824000
Jan Shikshan Sansthan	Jodhpur	10-Oct-02	1189209
Pahal	Nanital	21-Oct-02	100000

Grantee	City	Sanction Date	Amount
Zilla Saksharata Samiti	Muzaffarpur	21-Nov-02	2721837
Zilla Saksharata Samiti	West Champaran	20-Nov-02	17200000
Bhartiya Gram Seva Niketan Udyog Mandal	Deharadun	11-Nov-02	200000
Suman Technical Institute	Etha	23-Apr-02	178200
Rajasthan Council of Primary Educaion	Jaipur	06-May-02	390000000
Rajiv Gandhi Shiksha Mission	Raipur	16-May-02	130000000
Rajiv Gandhi Shiksha Mission	Raipur	16-May-02	140000000
Primary Educaion Development Society	Thiruvananantapuram	23-May-02	35000000
Tamil Nadu State Mission of Educaion for all	Chennai	13-May-02	30000000
Rajiv Shiksha Kendra	Bhopal	06-May-02	370000000
Rajiv Shiksha Kendra	Bhopal	06-May-02	230000000
Women's Action Development	New Delhi	29-May-02	300000
Lok Jumbish Parishad	Jaipur	03-Jun-02	100000000
Shramabharti Khadigram	Jamui	30-May-02	98000
Andhra Pradesh Open School Society	Hyderabad	31-Mar-03	9826373
Samarpan Sewa Samiti	Badaun	28-Mar-03	637800
Anam Mahila Kalyan Samiti	Rampur	28-Mar-03	183030
Gramodhyog Vikas Sansthan	Rampur	28-Mar-03	136350
Adarsh Jan Kalyan Sewa Sansthan	Badaun	28-Mar-03	401520
Bhawa Gramin Evam Nai Vikas Sansthan	Moradabad	28-Mar-03	449850
Zilla Saksharata Samiti	Korea	07-Feb-03	3794511
Zilla Saksharata Samiti	Garhwa	25-Mar-03	10600000
Zilla Saksharata Samiti	Mahasamund	07-Feb-03	3540800
Mahila Samakhya Society	Ahmedabad	31-Mar-03	3000000
Society for Welfare of Weaker Sections	Gajapati	20-Mar-03	399409
Institute of Psychological & Educational Research	Kolkata	13-Mar-03	538894
Digantar Shiksha Evam Khel Kud Samiti	Jaipur	20-Feb-03	1359695
Gujarat Vidyapeeth	Ahemdabad	31-Mar-03	500000
Lokpal Education Society	Tumkur	30-Mar-03	344000
Samrpana Development Organisation	Raichur	30-Mar-03	360000
Purba Thaur Sitala Pragati Sangha	Kolkata	31-Mar-03	350000
Manipur Women Coordinating Council	Imphal	27-Mar-03	800000
Brotherhood Society	Dimapur	31-Mar-03	625000
Ganesh Shikshan Sansthan	Allahabad	31-Mar-03	250000
Gyan Niketan	Sahibganj	29-Mar-03	515000
Vidyasthali	Dumka	29-Mar-03	545000
Sri Parameswari Educaional Society	Atmakur	30-Jan-03	758000
Priyadarsini Service Organisation	Visakhapatham	29-Mar-03	800000
Society for Cultural & Upliftment of Rural Education	Guntur	30-Mar-03	480000
Ekalavya Memorial League	Prakasam	30-Jan-03	300000
Dr. Ambedkar Dalithavaraga Abhivruddi Sangam	Cuddapah	30-Mar-03	250000
Viveka Educaional Foundation	Prakasam	29-Mar-03	250000
Navodaya Integration Cultural Social Education & Voluntary Action	Kurnool	31-Mar-03	550000
Shashwat Sewa Sansthan	Begusarai	31-Mar-03	500000
Gopinath Juba Sangha	Khurda	29-Mar-03	500000

Grantee	City	Sanction Date	Amount
Society of Jesus Mary and Joseph	Cuddapah	31-Mar-03	500000
Karpoori Thakur Gramin Vikas Sansthan	Patna	31-Mar-03	400000
Sri Gudibandi Somi Reddy Educational Society	Guntur	30-Mar-03	300000
Surangama Kala Kendra	Muzaffarpur	31-Mar-03	375000
Gujarat Instt. of Educational Technology	Ahemdabad	31-Mar-03	400000
Shri Gayatri Vikash Mandal	Bharuch	30-Mar-03	655000
Sansthapan Sanstha	Shekhpura	30-Mar-03	400000
Rural Development Society	Anantapur	30-Jan-03	400000
Gracy Organisation for Development Services	Nizamabad	09-Jan-03	400000
Maheripar Adarsha Samaj Kalyan Samity	Nagaon	29-Mar-03	250000
Utthan Bharati	Panna	29-Mar-03	832000
Orissa Media Centre	Bhubaneshwar	29-Mar-03	400000
Institute of Social Welfare Action and Research	Jajpur	29-Mar-03	484000
Sree Maa Mangala Jubak Sangh	Jajpur	30-Mar-03	357000
All India Federation of Sc, St & Minorities	Kolkata	31-Mar-03	455000
Satdubi Mahila Mandal	Midnapore	31-Mar-03	450000
Bansgaria Prativa Club	Midnapore	31-Mar-03	450000
Gandhi Seva Sangh	Bilaspur	31-Mar-03	540000
Shri Shivakumar Swamiji's Ekata Charitable Trust	Bangalore	30-Mar-03	400000
Vani Mahila Mandali	Guntur	29-Mar-03	400000
Bapuji Grameen Vikas Samiti	Karwar	29-Mar-03	415000
Jagdis Bose National Science Talent Search	Kolkata	23-Sep-02	945000
Gram Vikas Vuluntary Organisation	Khammam	07-Oct-02	696000
Sri Sairam Educational Society	Nellore	16-Oct-02	7200000
Indian Institute of Education & Care	Bhubaneshwar	06-Jan-03	1140950
Integrated Education Improvement Council	Madurai	06-Jan-03	1010135
Society for The Care & Education of The Disabled	Pondicherry	07-Jan-03	265736
Healors Society	Kurnool	07-Jan-03	632256
Gandhi Seva Sangha	Bilaspur	31-Dec-02	540000
Banasgeria Prativa Club	Midnapore	31-Dec-02	486000
Sewashram Baniyadih	Giridih (Bokaro)	26-Dec-02	720000
Deep Jyoti	Deogarh	01-Jan-03	510000
Anuvrat Vishwa Bharati	Udaipur	17-Dec-02	214500
Gujarat Instt. of Educational Technology	Ahemdabad	11-Jul-02	3228000
Gram Vikas Sangh	Jabalpur	26-Sep-02	448000
Mahila Seva Mandal	Satna	26-Sep-02	472000
Rural Development Society	Ratlam	04-Oct-02	840000
Nari Jagaran Sewa Samiti	Lucknow	25-Oct-02	1089000
Gramin Vikas Sansthan	Siddharath Nagar	02-Oct-02	1251000
Sashi Mahila Kalyan Smiti	Balrampur	02-Oct-02	996000
State Literacy Mission Authority	Hyderabad	18-Oct-02	53584750
Association of Development of Rural People	Saravasthi	25-Oct-02	1389000
United Educationalsociety	Lucknow	25-Oct-02	872000
Maya Selai Karai Prashikshan Sansthan	Badaun	25-Oct-02	824000
Pahal	Nainital	21-Oct-02	100000

Grantee	City	Sanction Date	Amount
Bhartiya Gram Seva Niketan Udyog Mandal	Deharadun	11-Nov-02	200000
State Resource Centre Deepayantan	Patna	26-Feb-03	1900000
Sudrak	Kolkata	05-Feb-03	250000
Deep Jyoti	Deogarh	21-Feb-03	510000
All India Federation of Sc, St & Minorities	Kolkata	18-Feb-03	488000
West Bengal Scheduled Cvastes, Tribes & Minority Welfare Association	Midnapore	20-Feb-02	730000
India Mime Theatre	Kolkata	05-Feb-03	83000
Sri Gudibandi Somi Reddy Educational Society	Guntur	06-Feb-03	83000
Orissa Media Centre	Bhubaneshwar	07-Feb-03	166000
National Association for The Blind	Mum Bai	06-Feb-03	66000
Social Action for Social Development	Mahaboobnagar	31-Mar-03	250000
Rural and Urban Development Society	Jehanabad	31-Mar-03	385000
Society for Health Educaion and Development	Cuddpah	30-Mar-03	600000
Jhansi Mahila Mandali	Anantapur	29-Mar-03	400000
Sri Venkateswara Mahila Mandali	Guntur	31-Mar-03	675000
Meera Bai Mahila Vikas Sansthan	Bharatpur	31-Mar-03	305000
Women's Voluntary Organisation	Imphal	31-Mar-03	400000
Mahila Seva Mandal	Satna	31-Mar-03	295000
Manab Seva Sadan	Dhenkanal	31-Mar-03	265000
West Bengal S.C. S.T. & Minority Welfare Association	Midnapore	31-Mar-03	700000
Rural Development Society	Ratlam	31-Mar-03	525000
Gram Vikas Sangh	Jabalpur	31-Mar-03	280000
Adarsh Samaj Kalyan & Khadi Gramodyog	Allahabad	29-Mar-03	125000
Yoho Women Society, Zion School	Dimapur	28-Mar-03	600000
Uchchadhikar Prapt Samiti Sabhi Ke Liye Pariyoja Parishad	Lucknow	22-Jul-02	7900000
Mahila Samakhya Society	Ahmedabad	06-Jan-03	5000000
State Resource Centre	Lucknow	11-Feb-03	1500000
Welfare Organisation for The Degraded Women	Hailakand	03-Oct-02	87900
Padmaja Mahila Mandali	Chittor	26-Sep-02	400000
Adarsha Integrated Rural Development Association	Anantapur	26-Sep-02	800000
Social Action for Social Development	Mahaboobnagar	26-Sep-02	250000
Priyanka Mahila Mandali	Prakasam	30-Sep-02	480000
Bihar Blind Peoples Care Society	Patna	28-Nov-02	1253877
Karpoori Thakur Gramin Vikas Sansthan	Patna	28-Nov-02	64350
Uttarakhand Seva Nidhi	Almora	09-Dec-02	2344644
State Institue of Educational Technology	Thiruvanantapuram	31-Mar-03	1650000
Anupam	Nawadah	30-Mar-03	400000
Siddhartha Gyan Kendra Kusaiya	Samastipur	30-Mar-03	250000
Kaumudi Samanay Goshti	Nagaon	29-Mar-03	250000
Jan Kalyan Shiksha Samiti	Kushinagar	30-Mar-03	585000
Maulana Abdul Jalil Chowdhary Memorial Socieal Welfare and Research	Nagaon	29-Mar-03	250000
Goutam Vihar	Sitamarhi	30-Mar-03	474000

Annexure IX

Statement showing the Status of Non-Submission of UCs in respect of Grant-in-aid sanctioned to NGOs for the year 2001-02

Grantee	City	Sanction Date	Amount
Ramakrishna Mission Ashram	24 Paraganas	21-May-01	800000
Centre for Youth & Social Development	Bhubaneswar	08-Jun-01	150000
Daraganj Gramodyog Vikas Sansthan	Allahabad	25-Jun-01	132000
Gyan Vigyan Samiti	Guwahati	07-Aug-01	170000
Indian Institute of Management	Bangalore	17-Sep-01	1000750
Social Welfare of India Organisation	Jammu	20-Sep-01	400000
Zilla Saksharata Samiti	Munger	06-Sep-01	4456891
Jan Shikshan Sansthan	Indore	28-Feb-02	600000
Slma of Tamil Nadu	Chennai	08-Jan-02	18038000
Sarav Shiksha Abhiyan Samiti	Bangalore	08-Feb-02	6100000
Maharashtra Shikshan Parishad	Mumbai	28-Jan-02	7645000
Samaj Uthan Avam Anusandhan Sansthan	Allahabad	12-Feb-02	330000
Jan Jagarity Educational Society	New Delhi	01-May-01	785870
Educational Concultants (India) Limited	New Delhi	14-May-01	20000000
Src North Eastern Hill University	Shillong	13-Mar-02	500000
Jan Shikshan Sansthan	New Delhi	28-Feb-02	500000
Siliguri Mahakuma Saksharta Samiti	Darjeeling	01-Mar-02	521618
Slma of Bihar	Patna	22-Aug-01	1250000
Uttaranchal Sabhi Ke Liye Shksha Parishad	Dehradun	03-Dec-01	4139750
Slma of Haryana	Chandigarh	22-Aug-01	750000
Slma of Uttaranchal	Dehradun	11-Jan-02	750000
Slma of Meghalaya	Shillong	22-Aug-01	750000
Rural Development	Mandya	11-Mar-02	996819
Deccan Development Society	Hyderabad	20-Mar-02	1151514
Deen Dayal Sodh Sansthan	Satna	13-Mar-02	310450
Uttaranchal Sabhi Ke Liye Shiksha Parishad	Dehradun	18-Mar-02	1748136
Rashtriya Seva Samiti	Tirupati	28-Feb-02	477478
Maharashtra Prathmik Shikshan Parishad	Mumbai	20-Mar-02	9076000
Mahila Samakhya Society	Ahmedabad	26-Mar-03	5000000
Insan School	Purnea	12-Nov-01	132000
State Resource Centre	Pune	22-Mar-02	1500000
Sevamandir	Anantapur	04-Sep-01	132000
State Resource Centre for Adult Educaon	Indore	14-Sep-01	2000000
Bharatiya Grameen Mahila Sangh	Indore	18-Sep-01	332300
Rural Centre For Human Interest Shalana	Sirmour	04-Sep-01	132000
Gajapati Samaj Kalyan Samiti	Gajapati	18-Sep-01	146900
Sarva Shiksha Abhiyan Samiti	Bangalore	03-Sep-01	9070000
Majhihira National Basic Educaion Institution	Purlia	19-Oct-01	1310189
Samaj Uthan Avam Anusandhan Sansthan	Allahabad	10-Aug-01	300000

Grantee	City	Sanction Date	Amount
Daraganj Gramodyog Vikas Sansthan	Allahabad	07-Aug-01	100000
Mahila Samakhya	Bangalore	12-Sep-01	10000000
State Resource Centre	Chennai	10-Oct-01	437636
West Bengal State Literacy Mission Authority	Kolkatta	20-Sep-01	10000000
Ashok Sansthan	Ghazipur	10-Oct-01	273055
State Resource Centre	Pune	10-Oct-01	921364
Gyan Vigyan Samiti	Guwahati	27-Aug-01	2269430
Directorate Of Literacy and Alt Educaion	Lucknow	03-Sep-01	7900000
Rajiv Gandhi Shiksha Mission	Bhopal	03-Oct-01	66200000
Haryana Prathamik Shikshan Pariyojana Par.	Chandigarh	19-Oct-01	150000000
Vikash Jyoti Zilla Saksharata Samiti Gaya	Gaya	24-May-01	13804000
Gujrat Council of Primary Education	Gandhinagar	03-Oct-01	75000000
Rajiv Shiksha Kendra	Bhopal	31-Mar-02	150000000
Andhra Pradesh Pradhamika Vidya Parishad	Hyderabad	31-Mar-02	50000000
Jan Shikshan Sansthan	Darbhanga	22-May-01	600000
Krishnamurty Foundation India	Chennai	21-Mar-02	525080
Krishnamurty Foundation India	Chennai	17-Jan-02	1044575
Ujala Society	Srinagar	28-Jan-02	14556000
Ujala Society	Srinagar	09-Oct-01	1250000
Ujala Society	Srinagar	21-Mar-02	2415600
Zilla Saksharata Samiti	Chandoli	24-May-01	6541000
Directorate of Literacy & Continuing Educaion	Gandhinagar	13-Jun-01	12900000
Swami Vivekananda Institute of Social Work & Allied Services	Nuapada	08-Jun-01	132000
Gajapati Samaj Kalyan Samiti	Gajapati	15-Jun-01	146900
Society for Human and Envirenmental Dev	Mumbai	25-May-01	249000
Rajyoga Education & Research Foundation	Mysore	25-May-01	100000
Help The Women	Kakinada	17-May-01	200000
Indian Adult Educaion Association	New Delhi	08-Aug-01	102000
New Public School Samiti	Lucknow	21-Aug-01	113500
Sadhbavana Trust	New Delhi	07-Aug-01	140000
Bhartiya Shikshan Seva Sansthan	Allahabad	16-Aug-01	300000
State Literacy Mission Authority	Shimla	22-Aug-01	750000
State Literacy Mission Authority	Hyderabad	22-Aug-01	1250000
State Literacy Mission Authority	Bhubaneswar	22-Aug-01	1250000
State Literacy Mission Authority	Lucknow	22-Aug-01	1250000
State Literacy Mission Authority of Tripura	Agartala	22-Aug-01	750000
State Literacy Mission Authority of Maharashtra	Pune	22-Aug-01	1250000
State Literacy Mission Authority of Rajasthan	Jaipur	22-Aug-01	1250000
NIEPA	New Delhi	18-Dec-01	1500000
Guru Tegh Bahadur	New Delhi	19-Dec-01	300000
A.P. Prathmik Vidya Parishad	Hyderabad	10-Dec-01	150000000
Andhra Pradesh Prathamik Vidya Parishad	Hyderabad	22-Nov-01	50000000
Maharashtra Rajya Saksharata Parishad	Pune	04-Jan-02	10000000
Zilla Saksharata Samiti	Mandsore	18-May-01	500000

Grantee	City	Sanction Date	Amount
NCERT	New Delhi	23-Jan-02	565400
Eklavya Foundation	Bhopal	13-Dec-01	2280100
Jan Shikshan Sansthan	Mysore	11-Jan-02	1370625
Jan Shikshan Sansthan	Indore	16-Oct-01	1766590
H.P. Primary Educaion Society	Shimla	14-May-01	100000000
Badlao Foundation	Dumka	01-May-01	407625
Rajiv Gandhi Shiksha Mission	Bhopal	11-May-01	200000000
State Resource Centre for Adult Education	Kolkata	22-Mar-02	3421665
Sarav Shiksha Abhiyan Society	Chandigarh	31-Mar-02	10000000
T.N. State Mission of Education for all	Chennai	31-Mar-02	80000000
National Institute of Educational Planning & Admn.	New Delhi	28-Mar-02	2500000
Rajiv Shiksha Kendra	Bhopal	31-Mar-02	100000000
Reena Samaj Seva Samiti	Datia	11-Mar-02	996819
Saksharata Samiti	Bhadrak	23-Jan-02	3780800
Zilla Saksharata Samiti	Nashik	23-Jan-02	1068000
Zilla Saksharata Samiti	Uttarakashi	26-Feb-02	800000
Uttaranchal Sabhi Ke Liye Shiksha Parishad	Dehradun	06-Nov-01	2795000
Jharakhan Education Project Council	Ranchi	14-Jan-02	100000000
Zilla Saksharata Samiti	Khurda	08-Feb-02	683000
State Resource Centre for Adult Education Bhartiya Grameen Mahila Sangh	Indore	11-Feb-01	1200000
A.P. Pradhamika Vidya Parishattu	Hyderabad	11-Dec-01	30400000
Maharashtra Prathamik Shikshan Parishad	Mumbai	18-Feb-02	3375000
Kerala Educational Development and Employment Society	Thiruvananthapuram	05-Feb-02	1600000
Vishwa Seva Sansthan	Lucknow	05-Feb-02	1600000
NCERT	New Delhi	19-Feb-02	300000
A.P. Pradhamika Vidya Parishattu	Hyderabad	21-Feb-02	68803000
SLMA of Orissaa	Bhubaneswar	02-Jan-02	20000000
Vyasakabi Saksyarata Samiti	Balasore	21-Feb-02	4000000
Jan Shikshan Sansthan	Gaya	08-May-01	304500
Health Agricultural Rural Development Society	Anantapur	23-May-01	12500
Tulsi Adhyatma Needam	Nagaur	25-May-01	142000
Sudrak	Calcutta	25-May-01	250000
Jan Shikshan Sansthan	Tirupati	28-Feb-02	500000
Jan Shikshan Sansthan	Trissur	28-Feb-02	500000
Jan Shikshan Sansthan	Kolar	11-Jan-02	966150
Mahila Samakhya Society	Ahmedabad	04-Jan-02	4000000
Zilla Saksharata Samiti	Sultanpur	24-Aug-01	4118907
Jan Shikshan Sansthan	Tirupati	14-Dec-01	1309430
Uma Educational & Technical Society	Kakinada	31-Mar-02	125000
Indira Mahila Seva Society	Nandurbar	31-Mar-02	209250
Manipur Shifting Cultivators Development Association	Imphal	31-Mar-02	178175
Rajib Seva Sadan	Sonitpur	31-Mar-02	317813
Zilla Saksharta Samiti	Kushinagar	14-Feb-02	5729000
Zill Saksharata Samiti	Ferozabad	14-Jun-01	3825000
Mahila Samakhya Society	Thiruvanathapuram	28-Mar-02	2000000

Grantee	City	Sanction Date	Amount
Rajiv Gandhi Shiksha Mission	Raipur	14-Jan-02	80000000
Rajiv Gandhi Shikshan Mission	Raipur	14-Jan-01	140000000
JK Destitite & Handicapped Welfare Association	Jammu	02-Aug-01	1000000
State Resource Centre Literacy House	Lucknow	20-Jul-01	238165
Rural Litigation & Entitlement Kendra	Dehradun	24-Jul-01	200000
Ramakrishna Mission Ashram	Kolkata	02-Jul-01	786595
Jan Shikshan Sansthan	Mysore	21-May-01	800000
National Institute of Adullt Educaion	New Delhi	15-Jun-01	3000000
Ramakrishna Mission Ashram	Kolkata	14-Dec-01	2400000
State Literacy Mission Authority of T.n.	Chennai	31-Dec-01	15000000
Zilla Saksharata Abhiyan Samiti	Akola	28-Aug-01	2112500
Rural Litigation & Entitlement Kendra	Dehradun	15-Feb-02	800000
Zilla Saksharata Samiti	Basti	23-Jan-02	3000000
Orissa Primary Education Programme Authority	Bhubaneswar	19-Dec-01	122988000
Lok Jumbish Parishad	Jaipur	14-Jan-02	200000000
NCERT	New Delhi	24-Jan-02	100000000
State Literacy Mission Authority of T.N. Adult Education	Chennai	22-Aug-01	1250000
National Institute Of Adult Educaion	New Delhi	14-Jan-02	3000000
H.P. Primary Educaion Society	Shimla	07-Feb-02	70000000
National Institute of Education Planning & Administration	New Delhi	14-Feb-02	1000000
Ramakrishna Mission Ashram	Kolkata	11-Feb-02	589508
NCERT	New Delhi	20-Nov-01	300000
Jan Shikshan Sansthan	Tirupati	22-May-01	600000
Jan Shikshan Sansthan	Kolar	22-May-01	600000
State Literacy Mission Authority of T.n.	Chennai	08-Jan-02	5467000
Educational Consultants India Limited	New Delhi	01-Jan-02	7118000
JK Destitute & Handicapped Welfare Association	Jammu	06-Dec-01	700000
Gyan Vigyan Samiti	Guwahati	06-Dec-01	2000000
State Resource Centre	Pune	19-Oct-01	2000000
Centre For Electronics Design and Technology of India	Mohali	10-Dec-01	600000
Oases Spcoety	New Delhi	16-May-01	295000
Jan Shaikshan Sansthan	Indore	21-May-01	800000
Ram Mohan Library and Free Reading Room	Kolkata	10-Dec-01	112500
Rural Upliftment of Health & Educational Society	Kurnool	17-Jan-02	432750
Rashtriya Seva Samiti	Tirupathi	10-May-01	132000
Jan Shikshan Sansthan	Chennai	22-May-01	1000000
JK Destitute & Handicapped Welfare Association	Jammu	24-Jul-01	1000000
Rashtriya Seva Samiti	Tirupati	05-Jul-01	415444
State Resource Centre for Adult Educaion	Hyderabad	16-Aug-01	1887722
Jagori	New Delhi	19-Jul-01	200000
Asian Development Research Institute	Patna	20-Jul-01	500000
Pahal	Nainital	25-Jul-01	140000
A.P. Open School Society	Hyderabad	16-Aug-01	7500000
Adithi	Patna	25-Jul-01	80000
Zilla Saksharata Samiti	Chitrakoot	31-Jul-01	1000000

Grantee	City	Sanction Date	Amount
Jan Shikshan Sansthan	Bharuch	16-Oct-01	1800000
Mahila Samakhya Society	Thiruvanathapuram	08-Oct-01	2000000
Directorate of Literacy & Continuing Education	Gandhinagar	26-Sep-01	5745015
Apslma And Secretary to Govt. of A.P.	Hyderabad	27-Aug-01	19403662
A.P. Open School Society	Hyderabad	11-Oct-01	2000000
Maharashtra Shikshan Parishad	Mumbai	03-Sep-01	9076000
Burdwan Zila Saksharata Samiti	Burdwan	10-Oct-01	150000
Maharashtra Rajya Saksharata Parishad	Pune	14-Jan-02	20000000
Maharashtra Rajya Saksharata Parishad	Pune	06-Nov-01	2694286
Maharashtra Rajya Saksharata Parishad	Pune	14-Jan-02	20000000
Maharashtra Rajya Saksharata Parishad	Pune	04-Jan-02	10000000
State Literacy Mission Authority	Jaipur	21-Dec-01	20000000
Haryana Prathamik Shiksha Pariyojana Parishad	Chandigarh	07-Feb-02	270000000
Rajiv Shiksha Kendra Mission	Bhopal	14-Jan-02	500000000
Araria Zilla Saksharata Samiti	Araria	09-Oct-01	2000000
Primary Educaion Development Society	Thiruvananthapuram	17-Jan-02	100000000
Nuapada Zilla Saksharata Samiti	Nuapada	13-Jul-01	500000
Advisory Committee, DPEP Ignou	New Delhi	20-Dec-01	8000000
Tagore Educaion Society	New Delhi	09-Jan-02	1000000
Ramaksirhna Mission	West Siang	20-Mar-02	62500
Jhansi Mahila Samiti	Jajpur	31-Mar-02	125000
Vishwa Shanti Balananda Kendram	Ongole	31-Mar-02	75000
Amba Saraswati Seva Sansthan	Chandauli	31-Mar-02	353125
Adarsha Educational Institution	Mysore	15-Jan-02	203125
State Institute of Educational Technology	Hyderabad	30-May-01	4470000
State Institute of Educational Technology	Patna	30-May-01	2900000
Central For Environment Education	Ahmedabad	18-Jun-01	1705200
V.M. Salgaocar College of Law	Goa	04-Jul-01	300000
Vinmathee Educational & Rural Dev. Society	Trichy	13-Jul-01	455250
Kakatiya University	Warangal	06-Jul-01	80000
Pen West Bengal	Kolkatta	26-Jul-01	12600
Ashufimei Development Society Chowaiun Village	Senapati	18-Sep-01	136500
Jeevan Jyoti School	Varanasi	01-Nov-01	217530
Navayuga Education Society	Hyderabad	18-May-01	200000
Lia Society	Dimapur	14-Dec-01	659375
Chamdil Khubul Social Welfare Arts & Assoc.	Chandel	17-May-01	200000
Sankalp	New Delhi	28-Dec-01	200000
Pathari Vocational Institute	Nagaon	19-Dec-01	87700
Acme Rural Welfare Society Ltd.	Kohima	19-Dec-01	50000
Gandhi Sarak Gram Seva Kendra	Jogendranagar	17-Jan-02	353125
Rajiv Gandhi Shiksha Mission Chhattisgarh	Raipur	14-May-01	40000000
Rajiv Gandhi Shiksha Mission Chhattisgarh	Raipur	14-May-01	60000000
Cooch Behar Learning & Development	Cooch Behar	15-May-01	6135000
Rural Litigation & Entitlement Kendra	Dehradun	20-Aug-01	300000
Jan Kalyan Vikas Parishad	Patna	16-Aug-01	88920

Grantee	City	Sanction Date	Amount
Shramabharti Khadigram	Jamui	12-Nov-01	147000
Jan Shikshan Sansthan	New Delhi	16-Oct-01	1399311
Zilla Saksharata Samiti	Haridwar	24-Aug-01	500000
Zilla Saksharata Samiti	Haridwar	25-Oct-01	2242313
Alagesan	Coimbatore	16-Oct-01	2092488
State Literacy Mission Authority	Gandhinagar	22-Aug-01	1000000
Advisory Committee DPEP	New Delhi	12-Jun-01	7000000
Lok Jumbish Parishadjaipur	Jaipur	14-Jun-01	200000000
Zilla Saksharta Samiti	Aligarh	07-Jun-01	3137130
Jan Shikshan Sansthan	New Delhi	22-May-01	600000
State Resource Centre, Pune	Pune	30-May-01	600000
Rajiv Gandhi Shiksha Mission	Bhopal	14-May-01	250000000
A.P. Prathamik Vidya Parishad	Hyderabad	14-May-01	20000000
A.P. Prathamik Vidya Parishad	Hyderabad	14-May-01	300000000
Indian Adult Educaion Association	New Delhi	11-May-01	103000
Rural Literacy & Entilement Kendra	Dehradun	04-May-01	200000
Primary Educaion Development Society of Kerla	Trivandrum	10-May-01	50000000
Primary Educaion Development Society of Kerla	Trivandrum	10-May-01	70000000
State Resource Centre, Pune	Pune	04-May-01	1400000
Rajiv Shiksha Kendra	Bhopal	21-Nov-01	300000000
Sampoorna Saksharata Evam Gram Swarajya Samiti	Siwan	12-Oct-01	1500000
Sampoorna Saksharata Evam Gram Swarajya Samiti	Siwan	10-Aug-01	5000000
Himmat Gramin Yuva Club	New Delhi	04-Jun-01	400000
Bhartiya Gram Seva Niketan Udyog Mandal	Dehradun	06-Dec-01	855500
Gramin Vikas Samiti	Allahabad	06-Dec-01	964250
Suman Technical Institue	Etah	05-Dec-01	297000

Annexure X

Statement showing the details of the grants released amounting to Rs.1.00 lakh & above to NGO/Voluntary organisation during the year 2004-05 – Department of Elementary Education & Literacy

Grantee	City	Sanction Date	Amount
State Resoure Centre	Agartala	14-03-2005	1166268
Dir, State Resoure Centre, Bharat Gyan Vigy. Samiti	Agartala	20-01-2005	1500000
Jan Shikshan Sansthan, Agartala	Agartala	27-12-2004	1200000
Mahila Samakhya	Ahmedabad	04-02-2005	6000000
Jan Shikshan Sansthan	Ahmedabad	10-02-2005	483636
Mahila Samakhya	Ahmedabad	30-07-2004	3000000
Dir, State Resoure Centre for AE,	Ahmedabad	14-03-2005	707170
Dir.(State Resoure Centre for AE)	Ahmedabad	13-10-2004	1500000
Mahila Samakhya,	Ahmedabad	31-03-2005	1000000
Jan Shikshan Sansthan	Ahmedabad	21-04-2004	1200000
Maharas Homoeopathik Foundation	Ahmednagar	17-03-2005	1500000
Jan Shikshan Sansthan	Aizawl	02-03-2005	1500000
Jan Shikshan Sansthan	Ajmer	10-02-2005	1130512
Jan Shikshan Sansthan	Ajmer	16-11-2004	600000
Jan Shikshan Sansthan	Alappuzha	27-12-2004	1200000
Jan Shikshan Sansthan	Alibag,Raigad	27-12-2005	1200000
G E S Welfair Sansthan	Aligarh	07-01-2005	400000
Jan Shikshan Sansthan	Allahabad	21-10-2004	1000000
Kanakpur Gram Vikas Seva Sansthan	Allahabad	29-03-2005	567000
Jan Shikshan Sansthan	Allahabad	21-03-2005	1000000
Secy.daraganj Gramodyo Vikas Sansthan	Allahabad	07-01-2005	190858
Late Bd Devi Gramo Evam Shik.sansthan	Allahabad	17-03-2005	1500000
Jan Shikshan Sansthan	Allahabad	10-02-2005	1000000
Jan Shiksha Sansthan	Alto Parvari	21-04-2004	1000000
Jan Shikshan Sansthan	Alto-Parvari	10-02-2005	608184
Jan Shikshan Sansthan	Ambedkar Nagar	21-03-2005	1000000
Jan Shikshan Sansthan	Ambedkarnagar	21-10-2004	1000000
Jan Shikshan Sansthan	Amethi,Sultanpur	27-12-2004	1000000
Dir. Jan Shikshan Sansthan	Anantapur	21-09-2004	1000000
Jan Shikshan Sansthan	Anantapur	10-02-2005	1000000
Hilal Institute	Anantnag	22-03-2005	125000
Jan Shikshan Sansthan	Angul	10-02-2005	1000000
Jan Shikshan Sansthan	Angul	21-04-2004	1000000
Jan Shikshan Sansthan	Arwal	27-12-2004	1200000
Dir. State Resoure Centre (MS Instt. of AE)	Aurangabad	14-03-2005	3488721
Dir. State Resoure Centre (MSI of AE)	Aurangabad	13-10-2004	1500000
Dir. State Resoure Centre (MS Instt. of AE)	Aurangabad	14-03-2005	466489
Jan Shikshan Sansthan	Aurangabad	21-04-2004	1200000
Jan Shikshan Sansthan	Aurangabad	21-03-2005	1200000

Grantee	City	Sanction Date	Amount
Jan Shikshan Sansthan	Aurangabad	16-11-2004	600000
Jan Shikshan Sansthan	Bagalkot	27-12-2004	1200000
Jan Shikshan Sansthan	Bahraich	21-03-2005	1000000
Ceo Zila Panchayat	Balaghat	11-06-2004	2014500
Organisa. for Awareness & Action	Balangir	10-11-2004	687941
National Peace Unison,	Balangir	10-11-2004	415301
Jan Shikshan Sansthan	Banda	21-04-2004	1000000
Mahila Samakhya (Karna	Bangalore	28-03-2005	8000000
Mahila Samakhya	Bangalore	24-01-2005	5000000
Jan Shikshan Sansthan	Bangalore	21-03-2005	818930
Jan Shikshan Sansthan	Bangalore	27-12-2004	1400000
Mahila Samakhya	Banglore	08-06-2004	5000000
Mahila Samakhya	Banglore	30-07-2004	9000000
Jan Shikshan Sansthan	Barabanki	10-02-2005	825131
Dir. Jan Shikshan Sansthan	Barabanki	21-10-2004	1000000
Bareilly D.S.S. Centre	Bareilly	25-05-2004	246000
Project Dir. (DRDA)	Barpeta	11-06-2004	2023181
Jan Shikshan Sansthan	Basti	21-10-2004	1000000
Jan Shikshan Sansthan	Basti	21-03-2005	1000000
Jan Shikshan Sansthan	Beed	27-12-2004	1200000
Mukti	Belpara, Bolangir	10-11-2004	695472
Card	Berhampur, Ganjam	10-11-2004	229958
Proj. Dir. Dist Rural Deve. Agency	Bhadrak	24-05-2004	1662828
Jan Shikshan Sansthan	Bharuch	21-04-2004	1000000
Jan Shikshan Sansthan	Bharuch	10-02-2005	1000000
Ceo-zila Panchayat	Bhilwara	25-05-2004	4863377
Jan Shikshan Sansthan	Bhimtal, Nanital	21-04-2004	1000000
Jan Shikshan Sansthan	Bhind	21-10-2004	1000000
Jan Shikshan Sansthan	Bhind	10-02-2005	1000000
Jan Shikshan Sansthan	Bhopal	21-03-2005	1000000
Dir. Incharge (State Resource Centre)	Bhopal	31-03-2005	2405789
Jan Shikshan Sansthan	Bhopal	21-10-2004	1000000
State Resource Centre	Bhopal	14-03-2005	333156
Eklavya Foundation	Bhopal	24-01-2005	2227684
Kevij Shiksha Samiti	Bhopal	17-03-2005	1500000
Animal Welfare Society of Orissa	Bhubaneswar	07-01-2005	1500000
Chhatra Vikas Parisad	Bhubaneswar	31-05-2004	105625
State Resource Centre	Bhubaneswar	14-03-2005	3267027
Dir. State Resource Centre for Janasiksha Bhawn	Bhubaneswar	14-03-2005	122330
Dir. State Resource Centre for Janasiksha	Bhubaneswar	20-01-2005	1500000
Jan Shikshan Sansthan	Bhubaneswar	27-12-2004	1000000
Jan Shikshan Sansthan	Bhubaneswar	21-03-2005	1000000
Chhatra Vikas Parisad	Bhubaneswar	09-03-2005	105625

Grantee	City	Sanction Date	Amount
Dir. (State Resource Centre)	Bhubneswar	23-04-2004	8350201
Jan Shikshan Sansthan	Biharsharif	21-03-2005	951475
Jan Shikshan Sansthan	Bikaner	21-10-2004	1000000
Jan Shikshan Sansthan	Bikaner	21-03-2005	737524
S.A.H.A.R.A.	BOLANGIR	10-11-2004	339674
A.R. for H and Socio-Econ. Develop.	Bolangir	10-11-2004	195242
Nehru Yuvak Sangha	Bolangir	10-11-2004	493193
Social Awareness Institu	Bolangir	10-11-2004	791021
Netaji Club	Bolangir	10-11-2004	162298
Jeevan Jagruti Sewa Sanstha	Bolangir	10-11-2004	114194
Palli Vikas	Borigumma, Koraput	10-11-2004	388726
Jan Shiskshan Sansthan	Calicut	21-10-2004	1000000
Jan Shikshan Sansthan	Calicut	10-02-2005	1000000
Zilla Sakshar.samiti	Chamarajanagar	24-03-2005	800000
Adhikar,	Chandanhandi, Nabrangpur	10-11-2004	672926
Officiating Dir, (RRCACE)	Chandhigarh	14-03-2005	664125
Dir. RRC for Adult & Conti.	Chandigarh	13-10-2004	1500000
Dir. RRC for Adult & Contin.	Chandigarh	03-03-2005	3124907
Jan Shikshan Sansthan	Chandigarh	21-04-2004	1200000
Jan Shikshan Sansthan	Chandigarh (UT)	10-02-2005	1178042
Jan Shikshan Sansthan	Chennai	21-03-2005	1400000
Krishnamurty Foundation	Chennai	19-01-2005	3236784
Dir. State Resource Centre	Chennai	13-10-2004	2500000
Jan Shikshan Sansthan	Chitrakoot	21-10-2004	1000000
Jan Shikshan Sansthan	Coimbatore	16-11-2004	600000
Jan Shikshan Sansthan	Coimbatore	27-12-2004	1200000
Jan Shikshan Sansthan	Coimbatore	10-02-2005	1200000
Jan Shikshan Sansthan	Cuttack	21-04-2004	1200000
Jan Shikshan Sansthan	Cuttack	16-11-2004	600000
Jan Shikshan Sansthan	Cuttack	10-02-2005	1200000
Jan Shikshan Sansthan	Datia	10-02-2005	1000000
Jan Shikshan Sansthan	Datia	27-12-2004	1000000
Mahila Samakhaya	Deharadun	08-02-2005	5000000
Mahila Samakhya Shiksha Sankul	Deharadun	30-07-2004	6000000
Dir. (State Resource Centre for AE)	Dehradun	13-10-2004	1500000
Dir, State Resource Centre for AE,	Dehradun	03-03-2005	1430456
R.1.& E. Kendra	Dehradun	20-08-2004	927060
Jan Shikshan Sansthan	Dehradun	27-12-2004	1200000
Dir. State Resource Centre for AE	Dehradun	14-03-2005	336000
Jan Shikshan Sansthan	Delhi	21-04-2004	1000000
Jan Shikshan Sansthan	Deoria	27-12-2004	1200000
Zilla Saksharata Samiti	Dhamtari	29-03-2005	2040000
S.J. Pathagar	Dhandamal,	10-11-2004	535939

Grantee	City	Sanction Date	Amount
	Bolangir		
Jan Shikshan Sansthan	Dhenkanal	21-03-2005	1000000
Jan Shikshan Sansthan	Dhenkanal	21-04-2004	1000000
Jan Shikshan Sansthan	Dholpur	21-03-2005	1000000
Jan Shikshan Sansthan	Dholpur	21-10-2004	1000000
Proj, Dir. Dist. Rural. Deve. Agency	Dhubri	25-05-2004	2082864
Jan Shikshan Sansthan	Dimapur	27-12-2004	1200000
Karbi A.Z.S.A. Samitee	Diphu	04-11-2004	7658010
Rajiv Gandhi Edu.founda.	Ernakulam	17-03-2005	1500000
Secy, Suman Tech. Instt.	Etah	23-03-2005	116939
Jan Shikshan Sansthan	Faizabad	10-02-2005	1000000
Jan Shikshan Sansthan	Faizabad	16-11-2004	600000
Dir. Jan Shikshan Sansthan	Faizabad	21-10-2004	1000000
Jan Shikshan Sansthan	Farrukhabad	21-03-2005	666271
Jan Shikshan Sansthan	Fategarh	16-11-2004	600000
Jan Shikshan Sansthan	Fatehgarh	27-12-2004	1000000
Soceity for Mahila Vikas	Gajapati	10-11-2004	735350
Jankalyan Pratisthan	Gajapati	10-11-2004	401400
Centre for Community Develop	Gajapati	10-11-2004	723072
Jan Shikshan Sansthan	Gaya	16-11-2004	600000
Dir. Jan Shikshan Sansthan	Gaya	21-10-2004	1000000
Jan Shikshan Sansthan	Gaya	10-02-2005	1000000
Jan Shikshan Sansthan	Ghaziabad	16-11-2004	600000
Jan Shikshan Sansthan	Ghaziabad	10-02-2005	1000000
Jan Shikshan Sansthan	Ghaziabad	27-12-2004	1000000
Ashok Sansthan	Ghazipur	29-03-2005	380548
President, Ashok Sanstha	Ghazipur	03-02-2005	1388750
Ashok Sansthan	Ghazipur	29-03-2005	1300000
Netaji Yubak Sangha,	Goilbhadi, Bolangir	10-11-2004	1103573
Jan Shikshan Sansthan	Gonda	10-02-2005	1000000
Shree Ambedkar Seva Sansthan	Gonda	22-03-2005	207000
Jan Shikshan Sansthan	Gonda	16-11-2004	600000
Jan Shikshan Sansthan	Gonda	21-04-2004	1000000
Lok Kalyan Shikshan Sanstha	Gondia	17-03-2005	1500000
Jan Shikshan Sansthan	Guna	21-03-2005	977188
Jan Shikshan Sansthan	Guna	21-10-2004	1000000
Jan Shikshan Sansthan	Guntur	16-11-2004	600000
Jan Shikshan Sansthan	Guntur	21-10-2004	1200000
Jan Shikshan Sansthan	Guntur	10-02-2005	1200000
Assam Mahila Samata Society	Guwahati	18-02-2005	5000000
Jan Shikshan Sansthan	Guwahati	31-03-2005	500000
Jan Shikshan Sansthan	Guwahati	21-03-2005	576036
Dir. (State Resource Centre) Assam,	Guwahati	13-10-2004	1500000
Dir (State Resource Centre)	Guwahati	14-03-2005	258387
Dir, (State Resource Centre), Assam	Guwahati	03-03-2005	2586993

Grantee	City	Sanction Date	Amount
Jan Shikshan Sansthan	Guwahati	21-04-2004	1000000
Genel. Secy, Sagp Sanstha	Haiborgon	04-03-2005	361672
Jan Shikshan Sansthan	Haldia	21-04-2004	1000000
Ceo, Zila Parishad	Hanumangarh	11-06-2004	1229894
Sri Shakthi Asso	Harihar	17-03-2005	1500000
N.I.R.V.A.R	Hatamuinguda, Rayagada	10-11-2004	136625
Jan Shikshan Sansthan	Hazari Bagh	21-03-2005	854387
Jan Shikshan Sansthan	Hazaribagh	21-04-2004	1000000
Jawahar Lal Y.W.&S.R. Centre	Hoshangabad	07-01-2005	1500000
Jan Shikshan Sansthan	Howrah	21-04-2004	1000000
Jan Shikshan Sansthan	Howrah	21-03-2005	871263
Jan Shikshan Sansthan, Rangareddy	Hyderabad	21-03-2005	1200000
Dir. State Resource Centre for AE & Cont. Edu.	Hyderabad	03-03-2005	476865
Jan Shikshan Sansthan	Hyderabad	16-11-2004	600000
Jan Shikshan Sansthan	Hyderabad	10-02-2005	1289676
AP Mahila Samatha Society	Hyderabad	18-02-2005	10000000
Dir. (SPACE)	Hyderabad	13-10-2004	2500000
Jan Shikshan Sansthan	Idukki	21-10-2004	1000000
Jan Shikshan Sansthan	Idukki	21-03-2005	429675
Distt. Literacy Society	Imphal West	15-12-2004	1450000
Jan Shikshan Sansthan	Indore	21-03-2005	1200000
Dir. (State Resource Centre for Aebgmsangh)	Indore	13-10-2004	2500000
Jan Shikshan Sansthan	Indore	21-10-2004	1200000
State Resource Centre for Adult Edu.	Indore	14-03-2005	628275
Jan Shikshan Sansthan	Indore	16-11-2004	600000
Gomukh Waterplus	Indore	07-01-2005	1500000
Dir, State Resource Centre for AE	Indore	03-03-2005	2761025
Jan Shikshan Sansthan	Jaipur	27-12-2004	1200000
Dir. State Resource Centre, Raj. AE Asso.	Jaipur	03-03-2005	3428993
Dir (State Resource Centre) Raj. Adult Edu.	Jaipur	14-03-2005	686837
Jan Shikshan Sansthan	Jaipur	10-02-2005	1188743
Dir. (State Resource Centre) Rae Asso.	Jaipur	13-10-2004	2500000
Jan Shikshan Sansthan	Jalpaiguri	21-04-2004	1000000
Jan Shikshan Sansthan	Jalpaiguri	16-11-2004	600000
Jan Shikshan Sansthan	Jalpaiguri	21-03-2005	756805
Jan Shikshan Sansthan	Jammu	10-02-2005	983137
Jan Shikshan Sansthan	Jammu	21-04-2004	1200000
Jan Shikshan Sansthan	Jamshedpur	10-02-2005	1088552
Jan Shikshan Sansthan	Jamshedpur	21-04-2004	1200000
Jan Shikshan Sansthan	Jaunpur	21-03-2005	1000000
Jan Shikshan Sansthan	Jaunpur	27-12-2004	1000000
Marr Munning Ashram	Jeypore, Koraput	10-11-2004	274908
Jan Shikshan Sansthan	Jodhpur	10-02-2005	1197662
Jan Shikshan Sansthan	Jodhpur	21-10-2004	1200000
Jan Shikshan Sansthan	Jorhat	02-03-2005	1200000
Jan Shikshan Sansthan	Kakinada	10-02-2005	1000000

Grantee	City	Sanction Date	Amount
Jan Shikshan Sansthan	Kakinada	21-10-2004	1000000
Dapta	Kalahandi	10-11-2004	214066
Gangadhar Yubak Sangh	Kalahandi	10-11-2004	115874
Community Management Group	Kalahandi	10-11-2004	163812
Seva	Kalahandi	10-11-2004	126031
Karmi	Kalahandi	10-11-2004	329254
Shree Rk Ashram	Kalahandi	19-01-2005	1248000
Bs Anusthan	Kalahandi	10-11-2004	230930
Antodaya	Kalahandi	10-11-2004	803340
Farr	Kalahandi	10-11-2004	129622
Jan Shikshan Sansthan	Kalkata	21-04-2004	1200000
Jan Shikshan Sansthan	Kalol	21-04-2004	1000000
Jan Shikshan Sansthan	Kalol	21-03-2005	473537
Chil Chil Asian Mission Society	Kanglatongbi	17-03-2005	1500000
Jan Shikshan Sansthan	Kanpur	10-02-2005	1200000
Jan Shikshan Santhan	Kanpur	21-10-2004	1200000
Jan Shikshan Sansthan	Kanpur	16-11-2004	600000
Jan Shikshan Sansthan	Kanwar	21-10-2004	1000000
Jan Shikshan Sansthan	Karwar	16-11-2004	600000
Jan Shikshan Sansthan	Karwar (Uttar Kannada)	10-02-2005	1000000
Zila Panchayatkatni	Katni	24-05-2004	2108805
Jan Shikshan Sansthan	Keonjhar	10-02-2005	1000000
Jan Shikshan Sansthan	Keonjhar	21-04-2004	1000000
Youth Asso. for Rural Recon	Khaliapali, Bolangir	10-11-2004	197489
Ceo. Zila Panchayat	Khandwa	24-05-2004	1772300
Ahead	Khariar, Nuapada	10-11-2004	181320
Zilla Saksharata Samiti	Khordha	30-11-2004	2900000
Art Work for Awareness and Zeal	Khurda	09-03-2005	105625
A.W.A.Z	Khurda	14-10-2004	105625
R.K. Mission Ashram	Kolkata	21-03-2005	1200000
Instt. of Psyshol. and Edul. Research	Kolkata	09-03-2005	827506
Jan Shikshan Sansthan	Kolkata	16-11-2004	600000
Dir, State Resource Centre for AE	Kolkata	03-03-2005	3988813
Disburse. to The Instt. of Psychogi. Edul. Res (IPER)	Kolkata	09-03-2005	826559
Dir, State Resource Centre for AE	Kolkata	14-03-2005	540922
Vikramshila Edul. Resour Society	Kolkata	18-02-2005	713491
Dir. (State Resource Centre for AE)	Kolkata	13-10-2004	2500000
Jan Shikshan Sansthan	Kollam	21-03-2005	665251
Jan Shikshan Sansthan	Kollam	27-12-2004	1000000
Zilla Saksharata Samiti	Koppal	24-03-2005	1000000
Need	Koraput	10-11-2004	659635
S.R.E.E.A	Koraput	10-11-2004	296318
Ekta	Koraput	10-11-2004	112714
Integrated Develop Socie	Koraput	10-11-2004	155568
Bright Career Academy	Koraput	10-11-2004	570648
Gospel Develop. For Orissa	Koraput	10-11-2004	122563

Grantee	City	Sanction Date	Amount
Gangama Nehuru Yuvak Sangha	Koraput	10-11-2004	102545
Ankuran	Koraput	10-11-2004	378473
Jan Shikshan Sansthan	Kota	21-10-2004	1200000
Jan Shikshan Sansthan	Kota	16-11-2004	600000
Jan Shikshan Sansthan	Kota	10-02-2005	1199905
Jan Shikshan Sansthan	Kundrakudi	21-10-2004	1000000
Jan Shikshan Sansthan	Kutch	21-04-2004	1000000
Jan Shikshan Sansthan	Kutch (Bhuj)	21-03-2005	902354
Adhar	Loisingha, Bolangir	10-11-2004	167878
Mahila Samakhya	Lucknow	03-01-2005	10000000
Jan Shikshan Sansthan	Lucknow	16-11-2004	600000
Mahila Samakhya	Lucknow	22-11-2004	15000000
Dir. State Resource Centre	Lucknow	13-10-2004	2500000
Jan Shikshan Sansthan	Lucknow	10-02-2005	990892
Jan Shikshan Sansthan	Lucknow	21-10-2004	1000000
S.M.A.R.T.	Lucknow	31-05-2004	147875
Mahila Samakhya	Lucknow	18-03-2005	4000000
Jan Shikshan Sansthan	Lucknow	21-10-2004	1200000
Dir. State Resource Centre	Lucknow	03-03-2005	3987569
Dir. State Resource Centre	Lucnow	14-03-2005	535505
Jan Shikshan Sansthan	Ludhiana	27-12-2004	1200000
Manav Vikas Evam Sewa Sansthan	Luknow	17-03-2005	1500000
Jana Chetna Parishad	Luxmipur, Koraput	10-11-2004	304032
Jan Shikshan Sansthan	Madurai	16-11-2004	600000
Jan Shikshan Sansthan	Madurai	21-03-2005	1173708
Jan Shikshan Sansthan	Madurai	27-12-2004	1200000
Harmony	Malkangiri	10-11-2004	107453
Parivartan	Malkangiri	10-11-2004	285466
O R R I S S Activities	Malkangiri	10-11-2004	343896
Jan Jagariti Edul. Society	Mangolpuri	14-10-2004	211250
Jan Jagariti Edul. Society	Mangolpuri, Delhi	09-03-2005	211250
Jan Shikshan Sansthan	Mathalpur, Koraput	02-03-2005	1200000
Jan Shikshan Sansthan	Maunathbhanjan	27-12-2004	1200000
Jan Shikshan Sansthan	Mirzapur	02-03-2005	1200000
Jan Shikshan Sansthan	Mohali	21-03-2005	960618
Jan Shikshan Sansthan	Mohali	21-04-2004	1000000
Mdm Litercy Authority	Mokokchung	30-03-2005	780000
Sarva Daliya M.V. Kendra	Moradabad	25-05-2004	600000
Sarva Daliya Manav Vikas Kendra	Moradabad	09-03-2005	600000
Jan Shikshan Sansthan	Morena	21-10-2004	1000000
Jan Shikshan Sansthan	Morena	10-02-2005	1000000
Jan Shikshan Sansthan	Mumbai	21-04-2004	1400000
Jan Shikshan Sansthan	Mumbai	10-02-2005	1312737
Jan Shikshan Sansthan	Mumbai	16-11-2004	600000
Jan Shikshan Sansthan	Mumbai	21-04-2004	1400000
Jan Shikshan Sansthan	Mysore	27-12-2004	1200000

Grantee	City	Sanction Date	Amount
Dir. State Resource Centre (KSAE Council	Mysore	14-03-2005	557712
Dir. State Resource Centre (KSAE Council)	Mysore	03-03-2005	2347667
Jan Shikshan Sansthan	Mysore	21-03-2005	1074051
Dir. (State Resource Centre) Karnataka (SAEC)	Mysore	13-10-2004	1500000
Jan Shikshan Sansthan	Mysore	16-11-2004	600000
Village Develop. Centre	Nabarangpur	10-11-2004	396504
Panabeda, Bikash Parishd	Nabarangpur	10-11-2004	331618
I C D Service	Nabarangpur	10-11-2004	230930
S. Unnayan Kendra	Nabrangpur	10-11-2004	367786
S.S.B.M. Sewa Sangha	Nabrangpur	10-11-2004	205730
N.E. & E.E. Society	Nabrangpur	10-11-2004	366929
Democratic Action	Nabrangpur	10-11-2004	324322
Instt. for Youth and Socia Action	Nabrangpur	10-11-2004	560162
IHDAWC	Nabrangpur	10-11-2004	362304
Gramya Vikas Sangathan	Nabrangpur	10-11-2004	746801
Project Dir. (DRDA)	Nagaon	28-04-2004	1208459
Jan Shikshan Sansthan	Naharlagun	31-03-2005	500000
Jan Shikshan Sansthan	Naharlagun	21-03-2005	988720
Jan Shikshan Sansthan	Naharlagun	21-04-2004	1000000
Jan Shikshan Sansthan	Nainital	10-02-2005	785547
Jan Shiskhan Sansthan	Nalanda	21-10-2004	1000000
Jan Shikshan Sansthan	Nandurbar	21-04-2004	1000000
Jan Shikshan Sansthan	Nashik	21-04-2004	1000000
Jan Shikshan Sansthan	Nashik	10-02-2005	1000000
Mahila Vikash	Naupada	10-11-2004	563196
Srusthi	Naupada	10-11-2004	302808
Resource Develop. Center	Naupada	10-11-2004	282523
Enabling Centre, Lady Irwin College	New Delhi	28-03-2005	916889
Jan Shikshan Sansthan	New Delhi	21-03-2005	1000000
Disha	New Delhi	31-05-2004	261250
State Resource Centre	New Delhi	14-03-2005	782358
Dir. (State Resource Centre) J.M.I.	New Delhi	13-10-2004	1500000
Prayas	New Delhi	31-05-2004	2700000
Genl.secy,Gram.swambhim	New Delhi	29-03-2005	2740500
Dir, State Resource Centre, JMI	New Delhi	03-03-2005	3781791
Genl. Secy, Gramin Swabhi	New Delhi	23-03-2005	1237500
Patel Edu. Society	New Delhi	30-03-2005	159163
Jan Shikshan Sansthan	Noida	02-03-2005	1200000
Holy Home	Nuapada	10-11-2004	186919
Orissa Project & Marketi. Devel. Centre	Nuapada	10-11-2004	228281
Banabshi Sangha	Nuapada	10-11-2004	413474
Jan Shikshan Sansthan	Ongole	10-02-2005	1000000
Dir. Jan Shikshan Sansthan	Ongole (Prakasam)	21-10-2004	1000000
Nava Marshal Zilla Saksharata Simiti	Pakur	07-05-2004	5000000
Jan Shikshan Sansthan	Panta	21-10-2004	1000000
PP Zilla Sakshar. Samiti	Papum Pare	11-03-2005	1440000

Grantee	City	Sanction Date	Amount
Organis. for Rural Develop.	Parlakhemundi, Gajapati	10-11-2004	388200
Gajapati	Patna	10-02-2005	1000000
Dir. State Resource Centre (Deepayatan)	Patna	03-03-2005	4261840
Dir. (State Resource Centre) Adri	Patna	13-10-2004	2500000
Dir. (State Resource Centre) Deepayatan	Patna	13-10-2004	2500000
Dir, State Resource Centre, Deepatan	Patna	14-03-2005	548613
S E M A F	Patna	17-03-2005	1500000
Dir. State Resource Centre, (Adri)	Patna	03-03-2005	3503755
Dir, State Resource Centre (Adri)	Patna	14-03-2005	489946
Memb. Secy. Adri	Patna	11-05-2004	924500
Pdm Litercy Authority	Phek	11-03-2005	1008000
Jan Shikshan Sansthan	Pilibhit	10-02-2005	466606
Jan Shikshan Sansthan	Pilibhit	21-04-2004	1000000
Jan Shikshan Sansthan	Pratapgarh	21-03-2005	948493
Dir. Jan Shikshan Sansthan	Pratapgarh	21-10-2004	1000000
Dir. State Resource Centre, Pune	Pune	03-03-2005	2897305
Jan Shikshan Sansthan	Pune	10-02-2005	1186331
Jan Shikshan Sansthan	Pune	21-04-2004	1200000
Dir. (State Resource Centre), Pune	Pune	13-10-2004	2500000
Dir, State Resource Centre,	Pune	29-03-2005	245837
Jan Shikshan Sansthan	Purani Krishi Mandi	16-11-2004	600000
Jan Shikshan Sansthan	Purba Medinipur	10-02-2005	1000000
Jan Shikshan Sansthan, Daya Vihar	Puri	21-03-2005	940085
Jan Shikshan Sansthan	Puri	21-04-2004	1000000
Sankalp	Puri	18-02-2005	750000
Jan Shikshan Sansthan	Purulia	16-11-2004	600000
Jan Shikshan Sansthan	Purulia	10-02-2005	985727
Jan Shikshan Sansthan	Purulia	21-04-2004	1000000
Isara	R.udayagiri, Gajapati	10-11-2004	520721
Jan Shikshan Sansthan	Raichur	10-02-2005	1000000
Jan Shikshan Sansthan	Raichur	21-10-2004	1000000
Jan Shikshan Sansthan	Raipur	21-04-2004	1000000
Jan Shikshan Sansthan	Raipur	21-03-2005	696198
Rural Litigation & Entitl. Kendra,	Rajpur, Dehradun	17-03-2005	1500000
Dir. Jan Shikshan Sansthan	Ramanathapuram	21-10-2004	1000000
Jan Shikshan Sansthan	Ramanathapuram	21-03-2005	977195
Shakti	Ramnaguda, Rayagada	10-11-2004	223176
Dir-in-charge, State Resource Centre (Adri)	Ranchi	03-03-2005	2327304
Dir.(State Resource Centre), Adri	Ranchi	13-10-2004	2500000
Jan Shikshan Sansthan	Ranchi	21-04-2004	1000000
Centre for Social Develo. & Research	Raniguda, Rayagada	10-11-2004	150461
Jan Shikshan Sansthan	Ratlam	10-02-2005	1000000
Jan Shikshan Sansthan	Ratlam	21-10-2004	1000000
Jagaran	Rayagada	10-11-2004	492324
Sahara, Inst.	Rayagada	10-11-2004	102974
Adibasi Kalyan Parishad	Rayagada	10-11-2004	177982
K.A.S. Help Society	Rayagada	10-11-2004	191758

Grantee	City	Sanction Date	Amount
Helpline	Rayagada	10-11-2004	117773
Pragati	Rayagada	10-11-2004	142682
Action for Social & Human Acme	Rayagada	10-11-2004	528794
Chetak Club	Rayagada	10-11-2004	443374
L.N.S.R.D.	Rayagada	10-11-2004	226651
Soceity for N.E. & Health Bariguda	Rayagada	10-11-2004	577704
Friends Asso. for Rural Reconst.	Rayagada	10-11-2004	1783010
Universal Service Organ.	Rayagada	10-11-2004	473174
Sneha	Rayagada	10-11-2004	495446
L.I.F.E. Society	Rayagada	10-11-2004	176837
Dir. (State Resource Centre) Search	Rohtak	13-10-2004	1500000
Jan Shikshan Sansthan	Rohtak	27-12-2004	1200000
Dir, State Resource Centre (Search)	Rohtak	03-03-2005	1960021
Dir, State Resource Centre, Search	Rohtak	14-03-2005	396000
L.D.V. (Zilla Saksharata Samiti)	Roing	03-09-2004	504000
Jan Shikshan Sansthan	Rourkela	16-11-2004	600000
Jan Shikshan Sansthan	Rourkela	21-04-2004	1200000
Jan Shikshan Sansthan	Rourkela	10-02-2005	1200000
Deendayal Research Instt.	Satna	27-01-2005	294211
Jan Shikshan Sansthan	Satna	21-03-2005	1000000
Zilla Saksharata Samiti	Shahdol	17-05-2004	113505
Ceo. Zila Panchayat	Sheopur	25-05-2004	502782
Dir, State Resource Centre (NE Hill Univ.)	Shillong	03-03-2005	2010996
Dir, State Resource Centre, Neh Univ.	Shillong	14-03-2005	569704
Dir. State Resource Centre, (Neh Univ.)	Shillong	13-10-2004	1500000
Hon. Dir, State Resource Centre (RGV Kendra)	Shimla	14-03-2005	422735
Dir. (State Resource Centre) RGVKS Sadan	Shimla	13-10-2004	1500000
Hon. Dir. State Resource Centre, Rajya Gyan Vigyan Kendra	Shimla	03-03-2005	1526754
Jan Shikshan Sansthan	Shimoga	10-02-2005	1000000
Jan Shikshan Sansthan	Shimoga	21-10-2004	1000000
Savyasanchi C.U.R. devlop	Sidhi	07-01-2005	1500000
Jan Shikshan Sansthan	Silchar	21-04-2004	1000000
Jan Shiksthan Sansthan	Silchar	31-03-2005	781498
Jan Shikshan Sansthan	Silchar, Cachar	21-03-2005	1000000
Jan Shikshan Sansthan	Sindhudurg	21-04-2004	1000000
Jan Shikshan Sansthan	Sindhudurg	10-02-2005	807571
Jan Shikshan Sansthan	Sirsa	21-04-2004	1000000
Jan Shikshan Sansthan	Sirsa	21-03-2005	696126
Jan Shikshan Sansthan	Sivaganga	21-03-2005	869972
Jan Shikshan Sansthan	Sivakasi	21-03-2005	233449
Jan Shikshan Sansthan	Sivakasi	27-12-2004	1000000
Jan Shikshan Sansthan	Sonepat	10-02-2005	1000000
Jan Shikshan Sansthan	Sonepat	21-05-2004	1000000
Seawa	Sonepore	10-11-2004	441881
BB Pathagar	Sonepur	10-11-2004	214260
CPSD Sonepur	Sonepur	10-11-2004	414086
Magdeshwar Club	Sonepur	10-11-2004	888787
Ramjas Shiksha Samiti	Sonipat	17-03-2005	1500000

Grantee	City	Sanction Date	Amount
Dir.src, Univ. of Kashmir	Srinagar	13-10-2004	1500000
Dir. State Resource Centre, Univ. of Kashmir	Srinagar	03-03-2005	1020692
Dir. Jan Shikshan Sansthan	Sultanpur	21-10-2004	1000000
RM Vikas Sansthan	Sultanpur	07-01-2005	1500000
Jan Shikshan Sansthan	Sultanpur	10-02-2005	1000000
Jan Shikshan Sansthan	Surat	10-02-2005	1145797
Jan Shikshan Sansthan	Surat	16-11-2004	600000
Jan Shikshan Sansthan	Surat	21-04-2004	1200000
Jan Shikshan Sansthan	Thiruvananthapuram	21-10-2004	1200000
Dir. (State Resource Centre)	Thiruvananthapuram	13-10-2004	1500000
Jan Shikshan Sansthan	Thiruvananthapuram	16-11-2004	600000
State Resource Centre	Thiruvananthapuram	03-03-2005	2674207
Dir. State Resource Centre	Thiruvannthapuram	14-03-2005	543401
Jan Shikshan Sansthan	Thiruvarur	27-12-2004	1200000
Jan Shikshan Sansthan	Thoubal	31-03-2005	540700
Jan Shikshan Sansthan	Thoubal, Wangjing	10-02-2005	1000000
Jan Shikshan Sansthan	Thrissur	27-12-2004	1000000
Jan Shikshan Sansthan	Thrissur	10-02-2005	949354
Jan Shikshan Sansthan	Tiruchirappalli	21-10-2004	1200000
Jan Shikshan Sansthan	Tiruchirappalli	21-03-2005	566782
Rashtriya Seva Samithi,	Tirupati	31-05-2004	417264
Zila Parishad	Tonk	06-05-2004	2362802
Kerala Mahila Samakhya Society	Trivanduram	28-02-2005	5000000
Jan Shikshan Sansthan	Tumkur	27-12-2004	1000000
Jan Shikshan Sansthan	Tumkur	21-03-2005	392154
Ashra	Tusura,Balangir	10-11-2004	119662
Secy, Khadi Gramodyoga Niketan	Udham Singh Nagar	22-03-2005	283250
Jan Shikshan Sansthan	Ujjain	10-02-2005	811316
Jan Shikshan Sansthan	Ujjain	16-11-2004	600000
Jan Shikshan Sansthan	Ujjain	21-10-2004	1000000
S.A.H.A.R.A.	Umerkote, Nabrangpur	10-11-2004	197263
Jan Shikshan Sansthan	Unnao	21-03-2005	1000000
Dir. Jan Shikshan Sansthan	Unnao	21-10-2004	1000000
Jan Shikshan Sansthan	Vadodara	21-04-2004	1200000
Jan Shikshan Sansthan	Vadodara	10-02-2005	1200000
Jan Shikshan Sansthan	Vadodara	16-11-2004	600000
Jan Shikshan Sansthan	Varanasi	21-03-2005	1000000
Jan Shikshan Sansthan	Varanasi	16-11-2004	600000
Jan Shikshan Sansthan	Varanasi	10-02-2005	971804
Dir. Jan Shikshan Sansthan	Varanasi	21-10-2004	1000000
Jan Shikshan Sansthan	Vijayawada	10-02-2005	1200000
Jan Shikshan Sansthan	Vijayawara	21-10-2004	1200000
Jan Shikshan Sansthan	Visakhapatnam	21-03-2005	1200000
Jan Shikshan Sansthan	Visakhapatnam	16-11-2004	600000
Jan Shikshan Sansthan	Vishakapatnam	21-10-2004	1200000
W.W.A.G.S.	Wangjing	11-08-2004	243579
Jan Shikshan Sansthan	Wangjing	21-04-2004	1000000
Jan Shikshan Sansthan	Washim	21-04-2004	1000000
West Kameng Zilla Saksharata Samiti,	West Kameng	25-10-2004	720000
East Garo Hills Dist. Literacy Cpuncil	Williamnagar	27-05-2004	930584
Zilla Saksharata Samiti	Ziro	03-09-2004	864000

Annexure XI

List of NGOs to whom more than one lakh & above have been sanctioned during 2004-05 in respect of Department of Secondary and Higher Education

Grantee	City	Sanction Date	Amount
Secy. (RE & Research Foun.)	Yellapur	27-08-2004	250000
Vikram A. Sarabhai Comm. Scienc. Centre	Ahmedabad	07-01-2005	2792584
Centre of Environ. Edu	Ahmedabad	31-03-2005	600000
Gujrat Instt. of Edul. Tech	Ahmedabad	31-03-2005	10000000
Centre for Environ.edu	Ahmedabad	28-02-2005	350000
Centre Environ. Edu. (CEE)	Ahmedabad	31-03-2005	100000
Centre for Environment Edu	Ahmedabad	28-02-2005	1477795
Centre for Environment Edu.	Ahmedabad	12-10-2004	230860
Chairman, K.J. Mahila & Bal Vikas Sangh	Ahmedabad	27-08-2004	225000
SH.C.P. Nilya Public Trust Girl Hostel	Akki-allur, Haveri	04-02-2005	500000
Grayanchl. Audyogik Seva Sansthan	Allahabad	31-03-2005	335160
Bharatiya Adim Jati Sevak Sangh	Allahabad	12-10-2004	500000
Vaishnavi Shiksha Samiti	Allahabad	09-02-2005	400000
I.A.S.S.	Allahabad	12-01-2005	250000
Dir. National Instt. of Carrier Develop.	Allahabad	07-03-2005	125000
Parakh Vill. Thousand	Allahabad	31-03-2005	401000
Gramyan. Audyog. Seva Sansthan	Allahabad	31-03-2005	760000
Uttrakhand S.N.P.S. Sans	Almora	02-09-2004	1977219
Uttarakhand S.N.P. Shiks. Sansthan	Almora	15-12-2004	2000000
Matti Health Care and Social Welf. Instt.	Ambedkarnagar	16-03-2005	168750
Sree Hanuman Vyayam Prasa. Mandal	Amravati	01-09-2004	126485
Raegistrar, Sri Sathya S. Instt. H.L	Anantapur	21-10-2004	100000
President, Kusuma Mahila Mandali	Anantapur	10-02-2005	100000
Secy.-Cum-Dir., Bikalpa Bikash	Angul	18-11-2004	200000
Secy. P.C. for IE	Arakkonam	09-09-2004	323750
Secy. Auroville Foundati.	Auroville	20-01-2005	2500000
AICC & Edul. Develop. Societ.	Azamgarh	09-12-2004	200000
Bhagyjyoti Edu. Trust	Bagepalli	31-03-2005	225000
Secy. JBBB Sikshy. Niketan	Balangir	06-05-2004	2169150
Jagat Bandhu Biswa B.S Niketan	Balangir	23-03-2005	1776350
Secy. J.B.B. Bharati Sikshy. Niketan	Balangir	10-08-2004	1375000
S.S. Society	Bangalore	17-08-2004	250000
Mysore Edu. Socity Kisho Kendra	Bangalore	24-02-2005	100000
Ved Society®	Bangalore	15-06-2004	150000
Trustee, Sri Sri R.V.M. Trust	Bangalore	06-05-2004	125000
Samartha. Trust for The Disabled	Bangalore	30-03-2005	181520
Sarvodaya Service Society	Bangalore	17-08-2004	250000
Trustee, Sri Sri R.V.M. Trust	Bangalore	14-05-2004	125000
Sneha Bharahi Edu. Soci.	Bangalore	02-09-2004	500000

Grantee	City	Sanction Date	Amount
Smt. G. Shastri Memorial Trust	Bangalore	27-10-2004	131500
Indian Academy of Scienc.	Bangalore	03-09-2004	625000
Vidya.edu.and Devel.sociy	Bangalore	02-09-2004	250000
Sri S S Ekata Charitable Trust	Bangalore	15-02-2005	250000
V.E. &Develop.society	Banganlore	11-10-2004	220000
Sahaj	Baroda	10-11-2004	434846
Genl. Secy, Al-hilal Human Welfare Socity	Barpeta	09-03-2005	187500
Dir. SKT. Yuva Sewa Samiti	Basti	20-01-2005	1694760
Dir. Shikshit Yuva Sewa Samiti	Basti	02-12-2004	1489060
Shashwat Seva Sansthan	Begusarai	31-03-2005	420000
Dir. SCH. of Rehabilitati.	Betul	18-08-2004	631800
SCH and Rehabili. Centre for The Blind	Betul	31-03-2005	465400
Utkaliya Hindu Dharama Sansad	Bhadrak	31-03-2005	250000
Mitra Mandli Tarun Samaj Samiti	Bharatpur	11-11-2004	150000
M M Tarun Samaj Samiti,	Bharatpur	30-03-2005	150000
Shri Gayatri Vikas Mandl	Bharuch	31-03-2005	795686
Secy. Gautam Shiksha Prasar Samiti	Bhind	09-02-2005	405280
Secy, SRSSSP Samiti,	Bhind	16-03-2005	150000
Secy. Blind Relief Asso.	Bhopal	06-01-2005	132633
Blind Relief Asso.	Bhopal	31-03-2005	116552
Chairperson, N.K. Mahila Parishad	Bhopal	20-10-2004	250000
Chairman, MSV Samiti	Bhopal	25-05-2004	250000
Science Centre (Gwalior)	Bhopal	14-09-2004	279800
Secy. H.R. Diwakar Shiksh. Samiti	Bhopal	27-10-2004	168500
Genl. Secy. the Orissa Asso. Blind	Bhubaneswar	02-11-2004	1750697
Sec. Orissa Media Centre	Bhubaneswar	20-04-2004	484950
Dir, Ind. Instt. of Edu. & Car.	Bhubaneswar	23-03-2005	1649155
Secy. Bhubaneswar Scien. & Envir.forum	Bhubaneswar	11-08-2004	213250
Secy. Kalinga Youth Asso.	Bhubaneswar	22-11-2004	174500
Genel. W.C.V. Handicapped,	Bhubaneswar	21-12-2004	350000
Secy. Bhubanes. Science & Enviro. Forum	Bhubaneswar	17-01-2005	378000
State Institute of Education Technology	Bhubaneswar	31-03-2005	10000000
Dir. IIE Care	Bhubaneswar	04-01-2005	1649155
Genel. Secy. the Orissa Asso. for Blind	Bhubaneswar	07-03-2005	1653646
Dir. I.I.E. & Care	Bhubaneswar	30-07-2004	2631540
Secy. Orissa Media Centr	Bhubaneswar	06-01-2005	601450
Secy. Orissa Media	Bhubneswar	27-10-2004	179500
S Siddali. V. Sangh	Bijapur	25-02-2005	550000
Veera Bharathi A.K. Sama	Bijapur	13-12-2004	250000
Shri Siddal. Vidhya. Sangh	Bijapur	07-03-2005	400000
Secy. Asso. for Handicapp. Persons	Bishnupur	02-11-2004	280675
Sec. Association for Handicapped Persons-10600mani	Bishnupur	21-04-2004	280675
SVVP Mandal	Bori Phonda	24-02-2005	134500
Sec. Greenfields	Calcutta	21-04-2004	195900
Secy. Greenfields,	Calcutta	08-11-2004	233950
Dir, Centre for Karuna Sadan	Chandigarh	09-02-2005	160000

Grantee	City	Sanction Date	Amount
Central for Rehabilitation	Charampa	26-02-2005	224250
CPR, Environ. Edu. Centre,	Chennai	07-03-2005	1774000
CPR, Environt. Edu. Centre	Chennai	18-01-2005	955762
Hon. Dir., CP Ramaswamy Aiyar Foun.	Chennai	27-12-2004	325000
TN Asso. for The Blind	Chennai	23-03-2005	375050
Eklavya Memorial League	Chirala Prakasam	29-03-2005	167990
Secy. (Seeds)	Churachandpur	23-11-2004	110000
Secy. Cheran Region Chri. Society	Coimbatore	28-10-2004	2530777
Crc Society for The Disab Children	Coimbatore	19-03-2005	2346395
Secy. CRCS for The Disabl. Children	Coimbatore	04-01-2005	3300600
C.C.A.V. Vidyapeetham	Combatore	06-09-2004	250000
Sec. Intergrated Edu Prom Coun. ST. Joseph	Cuddalore	10-08-2004	2568887
Secy, Integr. Edu. Promotio Council,	Cuddalore	16-03-2005	1000000
Secy, I.E.P. Council	Cuddalore	10-12-2004	1624135
Chaitanya Edul. & Rural Develp. Society	Cuddapah	16-11-2004	250000
Sandya Edul. Academy	Cuddapah	22-11-2004	500000
Kavya Edul. Society	Cuddapah	29-03-2005	175000
Society of Jesus Mary and Joseph	Cuddappah	22-03-2005	469207
Matru Shakti Club	Cuttack	22-11-2004	330000
Secy. (SAI)	Cuttack	04-02-2005	125000
Secy. Tribal Life Society	Cuttack	22-11-2004	100000
Secy, Maa Durga Rural Women Udyog	Cuttack	10-02-2005	157500
B.A.A. Harijan Kalyan Parisad	Cuttuck	25-11-2004	250000
Secy. ZBM Unnyan Samaj	Darrang	17-03-2005	256500
Secy. N.H. Women and Child Develop. Society	Darrang	06-01-2005	159850
Secy. D.R.P.H. Devep. Asso.	Darrang	09-09-2004	199625
Secy. DRPHD Asso.	Darrang	22-12-2004	326050
I. Environmental Society,	Delhi	07-01-2005	295000
Chairmen, SPIC-Macay	Delhi	04-11-2004	1250000
Indian Environl. Society	Delhi	31-03-2005	1000000
IAPP & Develop.	Delhi	20-10-2004	150000
Pancham	Delhi	31-03-2005	186000
Pancham	Delhi	31-03-2005	186000
Managing Secy., A.J.R. & R Centre	Delhi	15-12-2004	301150
Amar Jyoti R&R Centre	Delhi	29-03-2005	250000
Managing Secy. Amar Jyoti R and R,	Delhi	30-07-2004	243325
All India Tribal Students Asso. C&I	Delhi	31-03-2005	100000
Secy. R.K. Mission	Deoghar	01-09-2004	150000
Jnana Jyoti Edu. Society	Devanahalli, Bangalore	29-03-2005	100000
Sheha Edu. & Develop. Society	Dharward	28-03-2005	250000
Social Nutri. Edul. Health Asso. (Sneha)	Dhenkanal	30-03-2005	215607
Dir. Birda	Dhenkanal	03-02-2005	100000
Manab Seva Sadan	Dhenkanal	11-01-2005	200000
Dhula Regional Physically Handicapped	Dhula	02-06-2004	166000
Vivekananda K.V.	Dibrugarh	27-10-2004	496000

Grantee	City	Sanction Date	Amount
Chairmen, Shumta Welfar Society	Dimapur	14-02-2005	511900
Chairman, Okho Elhi Society	Dimapur	22-04-2004	251250
Chairman, Shumta Welfai. Society	Dimapur	09-09-2004	437400
Vonchi Welfare Society	Dimapur	21-04-2004	227500
Gramina Abhyudaya Samsthe	Doddaballapura	28-03-2005	240605
Vidyasthali	Dumka	30-03-2005	900000
Joint Secy., Kishora Edu. Society	Faridabad	09-02-2005	250000
Hony. Genel. Secy., National Asso. Blind	Faridabad	08-02-2005	1817008
Secy. Asso. for The Welfai. of Handicap	Faridabad	06-05-2004	934936
Genel. Secy. Asso. for The Welf. Handic	Faridabad	26-02-2005	724518
Joint Secy. Kishora Edu. Society,	Faridabad	26-10-2004	100000
Secy. Asso. for The Blind	Faridabad	06-05-2004	1817008
Hony. Genel. Secy. National Asso. Blind	Faridabad	28-01-2005	1886522
Swami A.G. Shiks. Sanstha.	Farrukhabad	31-03-2005	500000
Vice-President, (GSIA Stud)	Gadaipur	06-09-2004	205000
Secy. Bhagirath Sewa Sansthan	Ghaziabad	16-02-2005	124000
President, Gramyanchal Pragati Semite	Ghazipur	07-05-2004	160000
Nvgv Samiti,	Ghazipur	25-11-2004	114400
Secy. PSD Society,	Ghazipur	20-01-2005	290750
Sanmyak India Mltipurp. Foundation	Gondia	07-03-2005	156250
Viswa Edul. Socity	Guntur	31-03-2005	250000
Viswa Edul. Society	Guntur	31-03-2005	250000
Hony. President, National Asso. Blind	Gurgaon	07-03-2005	154090
Assam Scince Society	Guwahati	31-03-2005	543000
Assam Science Society	Guwahati	17-08-2004	1175146
Secy. Socio Economic Devep. Organ.	Guwahati	30-04-2004	575000
Secy. Socio-Economic Dev. Organis.	Guwahati	06-12-2004	250000
Assam Science Society	Guwahati	04-08-2004	100000
Jiwaji Univ. instt. of Ethno.	Gwalior	31-03-2005	117750
Exet. Secy. (Wodwichee)	Hailakandi	02-11-2004	557390
Wodwichee	Hailakandi	28-03-2005	250000
Execut. Secy.,Wodwichee	Hailakandi	25-01-2005	695340
President, BGV Samiti	Hardoi	21-03-2005	150000
Secy. M. Welfare Society	Hazaribag	07-05-2004	120000
Marksman Welfare Society	Hazaribag	31-03-2005	500000
Annapurna Shikshan Sanstha	Hingoli	31-03-2005	450000
Jan Shikshan Sansthan Sakri Law College	Hubli	31-03-2005	112500
Klesgk Law College	Hubli	31-03-2005	117750
Village Develop. Society	Hyderabad	29-03-2005	100000
State Institute of Education Technology	Hyderabad	31-03-2005	10000000
KSR Memorial Charita. Trust Rural deve.	Hyderabad	28-03-2005	404927
Secy. Young Envoys. International	Hyderabad	26-10-2004	250000
Chairman, Instt. of Human Study	Hyderabad	27-10-2004	226200
Sai Pratibha Edul. Society	Hyderabad	22-02-2005	300000
Prabudda. Bharti Nirman Sanstha	Hyderabad	12-01-2005	200000

Grantee	City	Sanction Date	Amount
Mahila Dakshata Samiti	Hyderabad	12-10-2004	500000
Manipur Women Co-ordin. Council	Imphal	27-01-2005	880000
Manipur Women Co-ordin. Council	Imphal	27-01-2005	390000
Secy. ARD and WW	Imphal	07-02-2005	192000
President Yvd Organ.	Imphal	02-11-2004	233000
Secy, Peol. Welfare Organ.	Imphal	04-02-2005	449600
SR & DO	Imphal	21-12-2004	400000
Women Voluntary Org.	Imphal West	29-03-2005	250000
Secy.national Asso. for The Blind	Indore	16-03-2005	189804
B.S. Shodh and Nirdesan Sansthan	Jaipur	31-03-2005	100000
Sankar Jyoti	Jaipur	04-06-2004	100000
Jhanshi Mahila Samiti	Jajpur	31-03-2005	250000
Laxminarayan H.A.B.D. Society	Jajpur	18-11-2004	500000
Dir.natural Instte. for Social Welfare	Jajpur	09-02-2005	116000
Adarsh Youth Club	Jajpur	11-02-2005	250000
President, Amine-Shariat Edu. Trust	Jamnagar	03-12-2005	112500
President, RTLK Vikas Mandal	Jintoor	26-02-2005	300000
Managing Trustee, JBSK Nyas	Jodhpur	16-03-2005	120080
R.R. Laboratory	Jorhat	10-11-2004	145000
Execut. Dir., Uma Manovika Kendram	Kakinada	10-12-2004	1142862
Uma Manovikasa Kendram	Kakinada	30-04-2004	891450
Uma Edul. and Tech. Socity.	Kakinada	24-08-2004	250000
Help the Women's	Kakinada, East Godavari	31-03-2005	250000
Secy. Creads	Kalkata	04-02-2005	132500
Community Based Deve. Soci. of Kamr.	Kamrup	28-03-2005	256500
Secy. K.G. Sangam	Kancheepur	15-12-2004	649800
Sec. Keelottivakkam Grama	Kancheepuram	23-04-2004	526850
Secy, Led, Keelottiv. Gram. Sangam	Kancheepuram	16-03-2005	600000
Dir. Indian Instte. Youth & Develop.	Kandhamal	02-02-2005	639275
Oriental Women Society	Kanglatongbi	31-03-2005	250000
Oriental Women Society	Kanglatongbi	31-03-2005	500000
Scec. Arushi	Kanker	31-05-2004	1066390
Arushi	Kanker	23-03-2005	914880
Rogurtook Club & Lib.	Karimganj	18-03-2005	347500
Rogurtook Club & Lib.	Karimganj	31-03-2005	488662
Rogurtook Club & Lib.	Karimganj	31-03-2005	239000
President, Banadurga Sansk. Parishad	Kendrapara	15-12-2004	412025
Exect. Dir, Holy Home	Keojhar	03-02-2005	125000
Secy. Bharat Jyoti	Keonjhar	02-02-2005	220000
Sri Aurobin. Yubak Sangh.	Keonthar	22-02-2005	250000
Gram Vikas Voluntary Organi.	Khammam	31-03-2005	800000
Gopinath Juba Sangh	Khurda	31-03-2005	500000
Secy. Saheed Yuba Sangha	Khurda	20-04-2004	373450
Ssecy, Saheed Yuba Sanha	Khurda	21-03-2005	300000

Grantee	City	Sanction Date	Amount
Gopinath Juba Sangh	Khurda	31-03-2005	600000
Sec. Antharashtra Pusthakotsava Simiti	Kochi	03-12-2004	175000
SS Movement	Kochi	29-12-2004	400000
Gnanod. Edu. Society	Kolar	31-03-2005	240000
Gauvery Rural Develop. Society	Kolar	30-03-2005	244300
Cauvery Rural Develop. Society	Kolar	15-09-2004	476800
Ashakirna Edu. & Rehabili Society	Kolar	31-03-2005	320000
Secy. Mahajati Sadan	Kolkata	16-02-2005	100000
Indian Instt. of Bio-Social Rese. & Devep.	Kolkata	21-09-2004	120000
Secy. publish. & Book Seller Guild	Kolkata	03-12-2004	1000000
Paresident, SB Blind Oper	Kolkata	10-02-2005	200000
Secy. R.K. Mission Instt. of Culture	Kolkata	27-10-2004	184500
JBNS Talent	Kolkata	09-08-2004	945000
President, Sneh	Kolkata	03-02-2005	891000
Secy. Padatik	Kolkata	24-02-2005	175000
Science Communicator's Forum	Kolkata	08-07-2004	150000
Secy. Indian Mine Theatre	Kolkata	30-12-2004	163000
Vikramshilaedu Resource Society	Kolkata	01-11-2004	101000
Dir. Nandikar	Kolkata	25-11-2004	250000
Asso. for Rehabill. of the Disabled,	Koppal	31-03-2005	500000
Secy. Kranti Edu. Society	Kurnool	27-02-2005	2425938
N.I.C.S. Edu. & Vaction,	Kurnool	31-03-2005	600000
Rural Up-Liftment of Heal and Edul. Society	Kurnool	31-03-2005	203490
Secy. Kranti Edu. Society	Kurnool	24-01-2005	1902865
Secy. Healors Society	Kurnool	24-01-2005	942676
Secy. Healors Society	Kurnool	01-02-2005	1061636
Dir. S.A.C.A.R. Trust	Kuruchikuppam	27-10-2004	210000
Secy, Ahilya BSP Mandal	Latur	18-03-2005	150000
National Asso. for the Blind	Lucknow	23-03-2005	524325
PRAG Sarvodaya Samiti	Lucknow	31-03-2005	187500
Secy. Rang Yatra	Lucknow	03-02-2005	162500
State Institute of Education Technology	Lucknow	31-03-2005	10000000
Genl. Secy., National Asso. for the Blind	Lucknow	13-10-2004	291643
Chairman Spic-Macay	Lucknow Road, Delhi	27-10-2004	750000
Centre for Environ. Edu. Himaly.	Lucnow	31-03-2005	335775
Integrated Edu. Improve Council	Madurai	22-03-2005	1300525
Integrated Edu. Implem. Committee	Madurai	22-03-2005	2825840
Integ. Edu. Implem. Committee	Madurai	01-06-2004	2797020
Genl. Secy. IEI Committee	Madurai	07-02-2005	3051840
Genl. Secy. Integ. Edu. Improve Council	Madurai	01-06-2004	950225
Genl. Secy. IEI Council	Madurai	11-02-2005	1300525
Venkateswara Social Ser Asso.	Malkagiri, RR Distt.	29-03-2005	220000
Gyan Deep Shiksha Bharti	Mathura	09-03-2005	120000
Rural Org for Social Elevation	Mayurbhanj	26-02-2005	280550
Secy. Lokchhanda Cultural Unit	Midnapore	25-05-2004	198000

Annexures

Grantee	City	Sanction Date	Amount
Secy.lok Chanda Cultura. Unit	Midnapure	09-02-2005	265500
KJ Somaiya Centre for Buddhi. Studies	Mumbai	30-12-2004	125000
Spastics Society of Ind.	Mumbai	01-02-2005	150000
Dir. Yuvak Biradari (BHAR)	Mumbai	06-09-2004	500000
Homi Bhabha Centre for Science Edu.	Mumbai	10-11-2004	1190369
Dir.yuvak Biradari(BHAR)	Mumbai	03-01-2005	172000
National Asso. for Blind	Mumbai	16-03-2005	584890
Dir. Yuvak Biradari (Bha.)	Mumbai	27-10-2004	187500
Harijan Adivasi Mahila Kalyan Samiti	Munger	31-03-2005	187500
Society for Health & Edu. Develop.	Mydukur, Kaddapah	02-02-2005	200000
President, RKIMS Edu.	Mysore	25-05-2004	250000
President, R.K.M.S. Education	Mysore	25-05-2004	121321
Adarsha Edul. Society	Mysore	04-02-2005	250000
President, Rimse	Mysore	24-02-2005	129500
Dir. (RE & RF)	Mysore	27-08-2004	585000
S.A.G.P. Santha	Nagaon	19-11-2004	325000
Gram Vikas Parishad	Nagaon	31-03-2005	500000
Gram Vikas Parishad	Nagaon	31-03-2005	250000
Sadau Asom Gram Puthi Sanstha	Nagaon	31-03-2005	787265
Pathari Vocational Instt	Nagaon	28-07-2004	100000
Gramin Vidyapeeth Sanst.	Nagaur	17-01-2005	554000
Bhartiya Adim Jati Sevak Sangh	Nagpur	24-02-2005	125000
President, Balaji Shiksha Sanstha, is 4 People Co-o	Nanded	10-12-2004	271270
President, V.V. Shik. Sansth. 797 Hingoli Peop.co-op.b	Nanded	15-12-2004	703730
President, Sampark Prati. C/o S.K. Hou. 15 Hp Coop B.	Nanded	26-02-2005	300000
Balaji Sikshan Sanstha	Nanded	23-03-2005	271270
Presid. Sampark	Nanded	23-04-2004	321000
Vidhya Vardhini Shikshan Sanstha	Nanded	11-08-2004	671625
President, VVS Sansthan	Nanded	29-03-2005	703730
National Asso. for the Blind	Nasik	19-03-2005	273620
Amar Jyoti Women Welfa. Asso.	Nelamangala, Bangalore	30-03-2005	250000
Bharathi Mahila Volun. Servi. Organi.	Nellore	31-03-2005	750000
Secy. Socio-Service Art	New Delhi	21-10-2004	200000
Convener, Sri Aurobindo Education Society	New Delhi	26-10-2004	250000
Convener, Sri Aurobindo Education Society	New Delhi	09-11-2004	250000
Secy. Socio-Service Art Group	New Delhi	06-09-2004	200000
Dir. Jeevan Vigyan Academy	New Delhi	25-05-2004	250000
Chairman, Sankalp	New Delhi	21-10-2004	500000
Hony. Secy. Servants of the People Society	New Delhi	10-08-2004	4538647
M.s., Ircen, (IIRCC)	New Delhi	25-05-2004	250000
Secy. Pustak Mela Samiti	New Delhi	22-11-2004	200000
Dean, Sri Sathya Sai Inter Centre and Sch.	New Delhi	27-10-2004	750000
Secy. Rajyoga Education & Resea. Found	New Delhi	09-11-2004	250000
Chairman, Sankalp	New Delhi	29-06-2004	1000000
Secy. I.R. Journalists Asso.	New Delhi	22-11-2004	250000

Grantee	City	Sanction Date	Amount
Member. Secy, (IIRC Centre)	New Delhi	27-10-2004	250000
Memb. Secy, IIRC Centre	New Delhi	22-02-2005	250000
Secy. Hamdard Education Society	New Delhi	03-02-2005	230000
Mmg for Literacy and Development	New Delhi	08-02-2005	160000
Bengal Association	New Delhi	31-03-2005	150000
President, Sakshi	New Delhi	16-02-2005	115000
Conenor, Sri Aurobindo Education Society	New Delhi	09-02-2005	250000
Executive Secy, Seyand Down	New Delhi	02-03-2005	100000
General Secy. I.C. Foundation	New Delhi	03-02-2005	225000
Hony. General Secy. National Asso. Blind	New Delhi	10-02-2005	1295050
Tauthors Guild of India	New Delhi	28-03-2005	127500
Servants of the People Society	New Delhi	31-03-2005	1659531
Secy, R.K. Mission	New Delhi	15-02-2005	108000
R.K. Mission, R.K. Ashrama	New Delhi	22-02-2005	162500
American IIS	New Delhi	31-03-2005	1500000
Secy. Socio-Service Art Group	New Delhi	18-02-2005	200000
Haryali Centre for Rural Development	New Delhi	09-03-2005	150000
Secy, Pustak Mela Samiti	New Delhi	22-03-2005	200000
Genel. Secy. Sehyog Vikas Samiti	New Delhi	01-03-2005	112500
Chairman, Sankalp	New Delhi	03-01-2005	500000
Secy. General (Wave)	New Delhi	09-11-2004	250000
President, (IRAM)	New Delhi	03-12-2004	125000
General Secy., Federation of Ind. Publis.	New Delhi	28-12-2004	2000000
Cer and Action Group	New Delhi	31-03-2005	300000
Convenor, Sri Aurobindo Education Society	New Delhi	30-12-2004	250000
Genel. Secy., Federation of Ind. Publish	New Delhi	28-12-2004	500000
Chairman, Sankalp	New Delhi	03-02-2005	500000
Khny Samakhya	Nidadavole	31-03-2005	300000
Hony. General Secy., Asso. for Welfare Handic	Nit Faridabad	07-02-2005	751876
Education Consultants of India Ltd.	Noida	23-02-2005	4000000
Dir. Brechtian Mirror	Noida	16-02-2005	215000
Dir. Brechtion Mirror	Noida	09-02-2005	215000
President, BKASK Samity	Noor Nagar (Nagaon)	06-05-2004	456352
Correspondent, IEP for the Disabled	Palayamkottai	15-12-2004	206270
President, NDS Sanstha	Parbhani	21-03-2005	135000
Ramanand Teerth Lok Kalyan Vikas Mandal	Parbhani	21-04-2004	321000
East & West Education Society	Patna	31-03-2005	1800000
State Institute of Education Technology	Patna	31-03-2005	10000000
East & West Edul. Society	Patna	31-03-2005	500000
Secy., Central English Academy	Patna	25-05-2004	145000
Secy., Arya Sewa Foundation	Patna	16-03-2005	168750
Managing Trustee, St. John Sangam Trust	Perambalur	07-02-2005	127440
Managing Trustee, St. John Sangam Trust	Perambalur	04-02-2005	235832
Secy., the Society for Care & Education	Pondicherry	11-08-2004	336019

Grantee	City	Sanction Date	Amount
Secy., SKR Pupil Society	Prakasam	04-02-2005	213250
State Institute of Education Technology	Pune	31-03-2005	10000000
Kaivalya Smym Samiti	Pune	07-03-2005	2000000
K. Smym Samiti	Pune	05-11-2004	2000000
Secretary, Kaivalyadhama, Smyoga Mandir Samiti	Pune	14-05-2004	1000000
Secretary, Nilachal Seva Pratishtan	Puri	26-02-2005	317000
General Secretary, Prachi Pathagara	Puri	20-04-2004	241250
Gram Unnyan Samiti	Puri	22-03-2005	258250
Instt. of Self Employ. and Rural Development	Puri	30-03-2005	250000
Nilachal Seva Pratisthan	Puri	31-03-2005	250000
Gram Unnyan Samiti	Puri	31-03-2005	234445
Secretary, Pragati Voluntary Organ.	Puri	02-02-2005	617600
Anchal Kunjes. Sansk. Sans (Akss)	Puri	10-02-2005	116000
General Secretary, Prachi Patha	Puri	17-12-2004	200000
Sh. Jagdamba Vidya Prasa Mandal	Purna	31-03-2005	970000
President, Sh. RK Ashrama	Rajkot	24-02-2005	500000
Chairmen, Arsha Vidya Mandir	Rajkot	16-02-2005	150000
Secretary, Anurat Vishwa Bharti V.S. Nilayam	Rajsamand	25-05-2004	194719
Anuvrat Viswa Bharti	Rajsamand	16-02-2005	214500
Humanity	Ranchi	31-03-2005	150000
Secretary, Jan Sarokar	Ranchi	02-03-2005	100000
Secretary, Vidya Niketan Shiksh Samiti	Reshikesh	21-03-2005	187500
Sssvkp Mandal	Sangli	25-03-2005	336028
V.B. Sangham	Saroornagar	16-11-2004	300000
Wordtahw Society	Saroornagar	23-03-2005	700000
Vani Balananda Sangham-15156 Mahesh Cooperative Ur	Saroornagar	25-02-2005	150000
Satya Sodh Blind Welfar Centre	Satara	29-03-2005	227100
M.g.chitrakoot Gramody. V. Vidyalaya	Satna	10-02-2005	115000
Janjati Mahila Vikas Sansthan	Sawai Madhopur	22-02-2005	250000
Secretary, Pbn Samastha	Secunderabad	14-05-2004	246500
Navya Edul. Society	Secunderabad	10-03-2005	121490
Director. M.B.of St. Gabriel	Shillong	27-10-2004	110000
Secretary, Navjyothi Edul. Society	Sirmour	21-03-2005	281250
Registrar, Riesw	Sitamarhi	09-02-2005	222250
President, JS & Kpmandal, 585 Solapur Distt. Cen.Co.Op	Solapur	21-04-2004	328978
President, Shree BVPB Samstha	Solapur	23-12-2004	230000
VMK Gurukul Mahavidya	Sonepat	31-03-2005	250000
Manager, Y.E.D. Badhitarth	Sultanpur	20-04-2004	299450
Director Y.E.D.B.K. Sewa Sansthan	Sultanpur	02-12-2004	299450
Sri Satya Sai Janseva At-Birachinta	Sundergarh	23-03-2005	579750
Chairman, Office of the Echu. Welfare Society V.B.	Tyankho (Wokha) N	21-04-2004	219300
General Secretary, National Association for the Blind	Thiruvananthapuram	10-12-2004	383460
National Association for the Blind	Thiruvananthapuram	23-03-2005	377650
Weaker Section Development Association	Thoubal	31-03-2005	500000

Grantee	City	Sanction Date	Amount
SC/ST Bwcdora	Thoubal	09-02-2005	200000
Dir.sister of Cross Socie for Education	Trichy	24-01-2005	394362
Director SCS for Education Development	Trichy	15-12-2004	405136
Vinamathee Education & Rural Development Society	Trichy	22-03-2005	643350
Sisters of the Cross Socity	Trichy	25-03-2005	405136
Secretary, VE & Rural Development	Trichy	02-02-2005	695700
Secretary, Bengal Fine Arts College	U.c.pargana	20-10-2004	155000
President, JSKP Mandal	Udagi	12-03-2005	328978
VDTR Zila Pustakalaya	Unnao	22-03-2005	168750
Instt. for Rural Entrepre. Development & Res	Unnao	28-02-2005	150000
Secretary, Bengal Fine Art College	Uttar Chabbish Pargana	04-02-2005	155000
Director (SACAR)	Vaithi Kuppam	08-09-2004	249000
Director Jeevan Jyoti	Varanasi	15-12-2004	148920
Gandian Instte.of Studies	Varanasi	24-11-2004	250000
Amba S.S. Saraswatipurm	Varansi	28-03-2005	500000
Kranti Education Society	Velgode, Kurnool	29-03-2005	1674700
Mitraniketan Vellanad	Vellanad	30-03-2005	1500000
Secretary, P.C. for Intergrated Education	Vellore	17-01-2005	437670
Secretary, Society for Thecare and Education	Villianur	17-12-2004	418406
Society for the Care and Education of Disbu.b. of Maha.	Villianur	25-03-2005	418406
Secretary, People Action for Social Service	Visakhapatnam	23-03-2005	320250
President, SPE Society	Visakhapatnam	07-01-2005	200000
President, S.P. edul. Society	Vishakhapatnam	21-04-2004	237250
Sec. People Action Social Service	Vishakhapatnam	20-04-2004	320250
Chaitanya Bharathi	Vizianagarm	03-12-2004	400000
Chairman, Kyong Welfare Society	Wokha	21-04-2004	207250

Annexure XII

Statement showing the details of the Grants sanctioned amounting to Rs. 1.00 Lakh and above to NGO's/Voluntary organizations (as on date) during the year 2005-06 (Department of Secondary & Higher Education)

S. No.	Name of the Organisation	Amount Sanctioned
1.	The Federation of Indian Publishers, Delhi	15.00
2.	Bhartiya Vidya Adyayan Kendra, Varanasi, U.P	1.80
3.	Charity club Multipurpose Society, Nagaland	1.50
4.	Toppers Educational Society, Chhattisgarh	1.93
5.	Darshan Cultural society, Kottayam, Kerala	3.00
6.	Sehyog Vikas Samiti, Badarpur, New Delhi	2.00
7.	Badhte Kadam, Patna, Bihar	2.00
8.	Publishers and Booksellers Guild, Kolkata	7.00
9.	Marksman Welfare Society, Hazaribagh, Jharkhand	4.90
10.	Socio Economic Welfare Association, Pondicherry	1.50
11.	Vishwambhar Dayalu Tripathi Rajkiya Pustakalaya, Unnao, U.P	1.69
12.	Martoliya Handicraft Rural Women Scheduled Caste and Scheduled Tribe Association, Uttaranchal	1.50
13.	Harijan Adivasi Mahila Kalyan Samiti, Munger, Bihar	2.00
14.	Parivartan, Jind district, Haryana	1.00
15.	Rural Area Welfare Society, Jilpar, Assam	1.50
16.	Yug Chetna Prasar Evam Kalyan Samiti, Bhind, M.P	1.50
17.	Astha Sanskritk Sanstha, Jaipur, Rajasthan	1.00
18.	Marathwada Sahitya Parishad, Aurangabad, Maharashtra	2.00
19.	Initiative for Reconstruction and Mobilisation, Delhi	1.50
20.	Delhi Gramin Vikas Samiti, Delhi	1.00
21.	Jalagam Samiti, Sajgouri, Uttaranchal	1.75
22.	Renaissance, Delhi	1.35
23.	Rural Community Development Organisation, Andhra Pradesh	1.60
24.	Centre for Urban and Rural Development, Bangalore	1.75
25.	Sri Ramswaroop Singh Shiksha Prasar Samiti, Bhind, M.P	1.75
26.	Aishwarya Rural women and Children Welfare Association, Hasan District, Karnataka	1.20
27.	Prag Sarvodaya Samiti, Lucknow	1.75
28.	Subedar Bhagwandas Shukla Shiksha Evam Janvikas Samiti, Lashkar, Gwalior, M.P	1.00
29.	Bengal Association, Delhi	2.00
30.	Lep Top Society, Assam	1.50
31.	Pustak Mela Samiti, New Delhi	4.00

Annexure XIII

Statement of grants amounting to Rs.1.00 lakh and above sanctioned to various VHOs during the financial year 2005-06

S.No.	Name of the Organisation	Amount of grant sanctioned
ASSAM		
1.	Subanshree Sewa Samiti, North Lakhimpur, Assam	3,06,533/-
2.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, North Lakhimpur, Assam	5,48,040/-
3.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	28,71,465/-
4.	Assam Rashtrabhasha Prachar Samiti, Guwahati	35,55,000/-
MANIPUR		
5.	Manipur Hindi Prachar Sabha, Akampat	1,44,600/-
6.	Manipur Hindi Parishad, Imphal	3,89,625/-
7.	Manipur Rashtrabhasha Prachar Samiti, Imphal	3,81,600/-
MEGHALAYA		
8.	Meghalay Rashtrabhasha Prachar Samiti, Shillong	3,19,740/-
MIZORAM		
9.	Mizoram Hindi Prachar Sabha, Aizwal	5,47,050/-
KARNATAKA		
10.	Mysore Hindi Prachar Parishad, Bangalore	41,77,838/-
11.	Karnataka Hindi Prachar Samiti, Jayanagar, Bangalore	18,01,238/-
12.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	24,75,300/-
13.	Dakshin Bharat Hindi Prachar Sabha, (Karnataka), Dharwar	54,33,000/-
14.	Hindi Vidyapeeth, Hubli	1,51,470/-
15.	Hindi Shaikshanik Sewa Samiti, Bijapur	1,89,120/-
16.	Hindi Prachar Sangh, Mudhol	2,86,275/-
17.	Janta Shikshan Samiti, Hubli	1,03,290/-
GUJRAT		
18.	Gujrat Vidyapeeth, Ahmedabad	3,76,800/-
19.	Mumbai Hindi Vidyapeeth	1,81,500/-
20.	Gujarat Prantiya Rashtrabhasha Prachar Samiti, Ahmedabad	1,08,450/-
MAHARASHTRA		
21.	Mumbai Hindi Vidyapeeth, Mumbai	25,86,300/-
22.	Mumbai Prantiya Rashtrabhasha Prachar Sabha, Mumbai	5,81,550/-
23.	Mumbai Hindi Sabha, Mumbai	5,32,170/-
24.	Maharashtra Rashtrabhasha Sabha, Pune	6,58,770/-
25.	Rashtrabhasha Prachar Samiti, Vardha	6,65,370/-
26.	Vidharbha Rashtrabhasha Prachar Samiti, Nagpur	1,63,875/-
27.	Maharashtra Hindi Prachar Sabha, Aurangabad	2,89,800/-
28.	Maharashtra Rashtrabhasha, Pune	1,29,750/-
GOA		
29.	Gomantaka Rashtrabhasha Vidyapeeth, Madgaon, Goa	2,78,100/-
30.	Dakshin Bharat Hindi Prachar Sabha, Goa Branch	3,44,700/-

31.	Mumbai Hindi Vidyapeeth, Goa	1,77,600/-

ANDHRA PRADESH

32.	Dakshin Bharat Hindi Prachar Sabha, Hyderabad, Andhra Pradesh	42,07,815/-
33.	Hindi Prachar Sabha, Hyderabad	2,56,200/-
34.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	10,51,725/-
35.	Nagar Hindi Varga Sanchalaka Evam Adhyapak Sangh, Hyderabad	2,49,870/-

ORISSA

36.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	4,49,865/-
37.	Orissa Rashtrabhasha Parishad, Jagannathpuri, Orissa	5,18,167/-
38.	Hindi Shiksha Samiti, Shankarpur, Cuttack	1,14,045/-
39.	Orissa Pradesh Hindi Prachar Sabha	1,59,450/-
40.	Orissa Hindi Parivesh, Sutahut, Cuttack	3,51,600/-

JHARKHAND

41.	Hindi Vidyapeeth, Deoghar	4,22,888/-

TAMILNADU

42.	Dakshin Bharat Hindi Prachar Sabha, Chennai, City Scheme	17,58,750/-
43.	Dakshin Bharat Hindi Prachar Sabha, Chennai (for P.G. Centres)	36,09,200/-
44.	Dakshin Bharat Hindi Prachar Sabha, Trichy	42,81,000/-
45.	Dakshin Bharat Hindi Prachar Sabha, Chennai (National Research Library)	2,10,000/-
46.	Punjab Association, Chennai	1,53,600/-
47.	Dakshin Bharat Hindi Prachar Sabha, Trichy (Pondicherry Branch)	1,67,250/-
48.	Dakshin Bharat Hindi Prachar Sabha, Ooty Branch	1,67,550/-

KERALA

49.	Dakshin Bharat Hindi Prachar Sabha (Kerala), Ernakulam	20,73,600/-
50.	Kerala Hindi Prachar Sabha, Thiruvananthapuram	16,78,125/-
51.	Gandhi Smarak Gram Sewa Kendram, Alpuzha	1,57,500/-
52.	Hindi Vidyapeeth, Kerala	1,75,500/-
53.	Hindi Vidyapeeth, Payyanur	1,08,750/-
54.	Dakshin Bharat Hindi Prachar Sabha (Lakshadweep Branch)	1,21,575/-

DELHI

55.	Kendriya Sachivalaya Hindi Parishad, New Delh	5,42,000/-
56.	Akhil Bhartiya Hindi Sanstha Sangha, New Delhi	12,50,000/-
57.	Bhartiya Anuwad Parishad, New Delhi	2,22,000/-
58.	Nagari Lipi Parishad, New Delhi	3,00,000/-

UTTAR PRADESH

59.	Hindi Sahitya Sammelan, Prayag, Allahabad	5,00,000/-

RAJASTHAN

60.	Hindi Prachar Prasar Sansthan, Jaipur	1,20,975/-

It is stated that there is no pending U.C. in respect of the grants released to the organization during the preceeding three years.

Annexure XIV

Summary of important Audit observations

Ministry of Human Resource Development, Department of Secondary and Higher Education Review of Grant No. 57

1. **Persistent saving and unrealistic budgeting:** During 2001-04, there were persistent under-utilisation of provisions under some schemes which indicated unrealistic budgeting, deficient financial management and slackness in implementing the schemes. There were six schemes during 2001-04 where provision remained under-utilised ranging between 12.59 per cent to 100 per cent.

2. **Unspent provision:** The unspent provision during 2003-04 was Rs. 216.29 crore. During the previous years 2001-02 and 2002-03 it was Rs. 122.36 crore and Rs. 291.28 crore respectively.

3. **Rush of Expenditure:** During the years 2001-04, there were 14 instances involving rush of expenditure during the month of March ranging between 24 to 100 per cent of the total disbursement of the respective major head.

(Report No. 1 of 2005)

4. **Overpayment due to incorrect pay fixation:** Misinterpretation of orders on pay fixation resulted in overpayment of Rs. 2.44 crore to 479 Assistant Professors as of March 2004 by the Indian Institutes of Technology. The Institutes have not recovered the overpaid amount despite orders of the Ministry.

(Report No. 4 of 2005)

5. **Irregular Payment of bonus:** Indian Institute of Technology at Delhi, Kanpur, Kharagpur, Bombay, Madras and Roorkee paid bonus of Rs. 84.24 lakh to ineligible employees in contravention of the Government of India orders.

(Report No. 4 of 2005)

6. **Wasteful expenditure:** Study material printed in substantial excess of the actual need resulted in avoidable surplus stock leading ultimately to wasteful expenditure of Rs. 58.20 lakh as the course for which the material had been printed was discontinued rendering the material unusable.

(Report No. 4 of 2005)

7. **Release of excess grants:** Failure of the Ministry to release grants to the Indian Institute of Management, Lucknow, on net deficit basis resulted in the release of excess grants amounting to Rs. 35.08 crore during 1997-98 to 2003-04. The amount was irregularly parked by IIM in its Endowment/Corpus Fund.

(Report No. 2 of 2005)

8. **Irregular financial assistance:** Ministry released central assistance of Rs. 3.75 crore during each of the years 2002-2003 and 2003-2004 to the Government of Uttar Pradesh under the scheme Vocationalisation of Secondary Education, against the guidelines of the Planning Commission according to which expenditure on staff engaged under centrally sponsored schemes involving phased coverage becomes committed non-plan liability of the State Government from the next plan period.

(Report No. 2 of 2005)

9. **Inadequate monitoring of utilization of grants:** Failure of the Ministry to verify utilization of the grant of Rs. 5.96 crore released under CLASS scheme during the year 1997-98 to Government of Madhya Pradesh for maintenance of computers resulted in Rs. 3.48 crore being spent on purchase of items not covered under the scheme and the balance of Rs. 2.48 crore lying unutilized as of September 2004. The interest cost to the Government of India on the unutilized amount was Rs. 1.53 crore.

(Report No. 2 of 2005)

10. **Irregular payment of administrative overhead/service charges:** The Director of the Project on History of Indian Science, Philosophy and Culture who also chaired its monitoring agency a voluntary organisation paid Rs. 68.86 lakh to the latter as service overhead charges without the approval of the Ministry.

(Report No. 2 of 2005)

Annexure XV

Number of AICTE approved UG & PG institutions and intake for the academic year 2005-06

Region	State/UT	Engineering		Pharmacy		Architecture		HMCT		MBA		MCA		Applied Arts & Crafts	
		NOI	Intake	NOI	Intake	NOI	Intake	NOI	Intake	NOI	Intake	NOI	Intake	NOI	Intake
Central	Madhya Pradesh	71	24630	50	3050	4	140	4	240	47	3795	53	2925	0	0
	Chhattisgarh	15	5120	4	248	1	40	0	0	5	360	9	570	0	0
	Gujarat	39	14336	37	2345	6	290	1	60	39	2952	26	1485	0	0
Eastern	Mizoram	1	120	1	30	0	0	0	0	0	0	0	0	0	0
	Sikkim	1	420	1	60	0	0	0	0	0	0	1	45	0	0
	Orissa	43	11517	15	850	2	64	2	120	26	1968	33	672	0	0
	West Bengal	57	13305	8	490	2	54	4	240	16	1988	32	1799	0	0
	Tripura	1	190	1	30	0	0	0	0	2	120	0	0	0	0
	Meghalaya	1	240	0	0	0	0	0	0	0	0	0	0	0	0
	Arunachal Pradesh	1	198	0	0	0	0	0	0	1	45	1	60	0	0
	Andaman & Nicobar	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North	Assam	3	901	1	40	0	0	0	0	6	307	4	180	0	0
	Manipur	1	120	0	0	0	0	0	0	1	30	0	0	0	0
	Nagaland	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Jharkhand	10	2483	1	60	1	40	1	60	8	1818	3	672	0	0
	Bihar	12	2673	3	75	1	22	0	0	12	1075	6	300	0	0
	Uttar Pradesh	106	37110	54	3288	6	400	5	350	118	9067	97	5350	0	0
	Uttranchal	11	3011	7	390	1	40	5	360	17	795	12	675	0	0
North-West	Chandigarh	8	1423	2	98	2	80	0	0	1	150	1	42	1	100
	Haryana	43	14132	16	956	2	84	1	60	23	2570	30	1770	0	0
	Jammu & Kashmir	6	1461	1	60	0	0	0	0	6	380	2	270	1	60
	New Delhi	20	5727	7	384	6	188	3	120	34	5902	17	1020	1	60
	Punjab	49	15345	23	1208	7	280	6	360	26	2620	37	2275	0	0
	Rajasthan	51	16198	26	1291	2	80	3	180	33	3357	19	1390	0	0
	Himachal Pradesh	5	1242	1	40	1	30	0	30	1	120	0	0	0	0
South	Andhra Pradesh	277	102677	82	4955	7	420	1	60	199	13045	234	16580	0	0
	Pondicherry	7	2466	1	60	0	0	0	0	2	120	5	270	0	0
	Tamil Nadu	265	10232	115	3058	14	460	2	120	155	9795	168	9030	0	0
South-West	Karnataka	120	48515	64	3750	14	340	20	1395	97	4897	85	3215	0	0
	Kerala	89	25543	24	1350	5	150	2	120	37	1840	35	1515	0	0
Western	Maharashtra	162	50267	83	4482	32	1147	10	560	138	11138	65	3408	5	315
	Goa	3	740	1	60	2	30	0	0	2	210	1	30	0	0
	Daman & Diu, Dadar, N.H.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Grand Total	**1478**	**508595**	**629**	**32708**	**118**	**4379**	**70**	**4435**	**1052**	**80464**	**976**	**55548**	**8**	**535**

Annexure XVI

Scheme of Assistance for Strengthening Education in Human Values
Details of NGO for 2005-2006 (State Wise)

S. No.	NGO	Amount (in lakhs)
	ANDHRA PRADESH	
1.	Young Envoys International	2.50
2.	Centre For Development Action	1.00
3.	Indian Institute of Human Study	5.47
	ASSAM	
4.	Socio-Economic Development Organisation	2.50
5.	S. P. Memorial Shiksha Niketan Samiti	1.00
	DELHI	
6.	Hamdard Education Society,	2.30
7.	SANKALP	25.00
8.	Sri Satya Sai International Central and School	11.90
9.	Socio-Service Art Group	8.00
10.	India International Rural Cultural Centre	7.50
11.	Sri Aurobindo Education Society	6.20
12.	SPIC-MACAY	42.50
13.	Indrajal Cultural Foundation	2.25
14.	Rajayoga Education & Research Foundation	2.50
15.	Ramakrishna Mission	2.705
16.	PANCHAM	1.86
17.	Citizenship Development Society	2.36
18.	Safdar Hashmi Memorial Trust	1.40
19.	Poetry Society India	4.94
20.	Institute of peace Research and Action	5.00
	HARYANA	
21.	Kishora Education Society	2.00
	JHARKHAND	
22.	Ramakrishna Mission Vidyapith	1.50
	KARNAKATA	
23.	Sri Sri Ravishankar Vidya Mandir Trust	2.50
24.	RE & RF	10.00
25	Ramakrishna Institute of Moral and Spiritual Education	5.23
26.	R-E & RF	4.75
	MADHYA PRADESH	
27.	Manav Sansadhan Vikas Samiti	4.87
28.	New Culture Education Society	1.00

S. No.	NGO	Amount (in lakhs)
MEGHALAYA		
29.	Montfort Brothers of St. Gabriel	1.10
MANIPUR		
30.	Panthoibi Natya Mandir	0.85
31.	Kanglei Mime Theatre Repertory	4.40
32.	Women's Income Generation Centre	1.26
33.	Manipur Boarder Area Development Society	1.295
34.	Eastern Social Welfare Association	1.11
MAHARASHTRA		
35.	Youth for Unity and Voluntary Action	2.00
36.	Kaivalyadhama	5.00
37.	Vikalpa	2.00
38.	Yuvak Biradari, (Bharat)	6.87
39.	Dyan Deep Jankalyan Foundation	2.50
40.	Bharatiya Adimjati Sevak Sangh	1.35
ORISSA		
41.	Orissa Media Centre	3.58
42.	Shree Ramakrishna Ashrama	1.40
43.	Magadhewar Club	2.25 .
PONDICHERRY		
44.	Sri Aurobindo Centre for Advance Research (SACAR Trust)	3.60
RAJASTHAN		
45.	Mitra Mandali Tarun Samaj Samiti	3.00
TAMILNADU		
46.	Cauvery College for Women	1.18
47.	C. P. Ramaswami Aiyar Foundation	3.25
UTTAR PRADESH		
48.	New Public School Samiti	1.50
49.	Brechtian Mirror	2.15
WEST BENGAL		
50.	Vivekananda Nidhi	6.53
51.	Dunlop Women Association for Social Action	1.50
52.	Society for Nature Education and Health	17.82
53.	The Ramakrishna Mission Institute of Culture	1.84
54.	Lok Chhanda Cultural Unit	2.655
55.	Nandikar	5.00
56.	Indian Mime Theatre	1.64

Annexure XVII

List of Autonomous Organisations, Institutions and Public Sector Undertakings under the Department of Elementary Education & Literacy and Secondory & Higher Education

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)

Central Universities & Higher Education Institutions

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 Pental Vice-Chancellor Tel:91-11-27667011/7190 Fax: 91-11-27667049/27666350
2.	Jawaharlal Nehru University, New Mehrauli Road, New Delhi -110067. Home Page- www.jnu.ac.in	Prof. B. B. Bhattacharya Vice-Chancellor Tel:91-11-26717500 Fax: 91-11-26717580
3.	Aligarh Muslim University, Aligarh-209621. Home Page: www.amu.nic.in	Mr. Naseem Ahmad Vice-Chancellor TEL: 91-571-2700994 FAX:91-571-2700528
4.	Banaras Hindu University, VARANASI-221005. Home Page : www.bhu.ac.in	Dr. Panjab Singh Vice-Chancellor TEL: 91-542-2307220 FAX: 91-542-2369951 E-mail : vc_bhu@banaras.ernet.in
5.	Pondicherry University, PONDICHERRY-605014. Home page: www.pondiuni.org	Prof. 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-500146. Home Page: www.uohyd.ernet.in	Dr. Seyed E. Hashain Vice-Chancellor TEL: 91-40-23010121 FAX: 91-40-23010145/23011090
7.	North Eastern Hill University, Lower Lachumere, SHILLONG-793001.	Prof. Pramod Tandon Vice-Chancellor TEL: 91-364-2550075/2550101 FAX: 91-364-2550076
8.	Indira Gandhi National Open University (IGNOU), IGNOU Complex, Maidan Garhi, NEW DELHI-110068. 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-788011	Prof. S.C. Saha Vice-Chancellor TEL: 91-3842-270801 FAX:91-3842-270802

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
10.	Tezpur University, NAPAAM, Tezpur-784 001	Prof. P.C. Deka Vice-Chancellor TEL: 91-3712-267003 FAX:91-3712-267005/267006
11.	Visva Bharati, Shanti Niketan - 731235, 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-797001	Prof. G.D. Sharma Vice-Chancellor TEL: 91-370-2242701 FAX: 91-370-2290246
13.	Jamia Millia Islamia, Jamia Nagar, New Delhi - 110025. Home Page: http://jmi.nic.in	Prof. Mushirul Hasan Vice-Chancellor TEL: 91-11-26984650 FAX: 91-11-26842559 E-Mail : vc@jmi.ernet.in
14.	Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareili Road, Lucknow - 226025.	Dr. G. Nancharaiah Vice-Chancellor TEL: 91-522-2440820 FAX: 91-522-2440821
15.	Maulana Azad National Urdu University, Gachibowli, Hyderabad-500032. 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. HomePage: http://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 - 796012. Mizoram	Prof. Tlanglawma (I/C) TEL.: 91-389-2342348 FAX : 91-389-2340313
18.	University Grants Commission, Bahadur Shah Zafar Marg, New Delhi - 110002. Home Page: www.ugc.ac.in	Dr. Sukhdeo Thorat Chairman TEL: 91-11-23237143 FAX: 91-11-23236288
19.	Indian Institute of Advanced Study (IIAS), Rashtrapati Nivas, Summer Hill, Shimla - 171005. Home page: www.iias.org Tel.: 91-0177-2830075	Dr. Bhalchandra Mungekar (Member, Planning Commission) Chairman, IIAS, Shimla Tel.: 91-11-23096767 Fax: 91-11-23096622 E-Mail: b.mungekar@yojna.nic.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 - 110001. Home Page: www.ichrindia.org	Prof. D.N. Tripathi, Chairman, Tel : 91-11-23386033/23384869 (O) Tel: 91-0551-2320338 Fax: 91-11-23383421 E-mail: chairman@ichrindia.org
21.	Indian Council of Social Science Research (ICSSR), Asaf Ali Marg, Jawahar Lal University Area, New Delhi - 110067. Home Page: www.icssr.org	Professor Andre Beteille Chairman Tel: 26179679(O) Tel: 24645172(R) Fax: 26162516
22.	Indian Council of Philosophical Research (ICPR), Darshan Bhawan, 36, Tughlakabad Institutional Area, M.B. Road, New Delhi - 110062. Home Page : www.icpr.nic.in	Professor Kireet Joshi Chairman TEL: 91-11-29051762/26057387 (O) FAX: 91-11-26057387/29955129 E-mail : icpr@del2.vsnl.net.in
23.	National Council of Rural Institutes. Shakar Bhawan, 11 Floor, Eatch Maidan Road, Hyderabad-500004 Home Page : www.ncri.nic.in	Dr. B.H. Briz Kishore Chairman, Tel: 91-40-3212813
24.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel, New Mehrauli Road, NEW DELHI-110067.	Dr. Vachaspati Upadhyaya Vice-Chancellor TEL: 91-11-26851253 FAX: 91-11-26851253
25.	Rashtriya Sanskrit Vidyapeetha, TIRUPATI, (A.P.).	Vice-Chancellor TEL:91-8574-27937 FAX: 91-8574-27937

Technical and Professional Institutions

26.	Indian Institute of Technology (IIT), Hauz Khas, NEW DELHI - 110016 Home Page: www.iitd.ernet.in	Prof. Surendra Prasad Director Tel. : 91-11-26867541 FAX: 91-11-26857659 E-mail:director@admin.iitdelhi.ernet.in
27.	Indian Institute of Technology (IIT), P.O. IIT, KANPUR - 208076. 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

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
28.	Indian Institute of Technology (IIT), Powai, MUMBAI - 400076. Home Page: www.iitb.ernet.in	Prof. Ashok Misra Director TEL: 91-22-5782545 FAX: 91-22-5783480, 5783645 E-mail: registrar@admin. iitb. ernet.in
29.	Indian Institute of Technology (IIT), P.O. KHARAGPUR - 721302. Home Page: www.kgpnet.org	Prof. S.K. Dube Director TEL: 91-3222-55386 or 82002 FAX: 91-3222-55239 or 82000 FAX (General) : 91-3222- 55303 or 82700 E-mail : reg@hijli.iitkgp.ernet.in
30.	Indian Institute of Technology (IIT), P.O. IIT,CHENNAI-600036. Home Page: www.iitm.ac.in	Prof. M.S. Ananth Director TEL: 91-44-2351694 FAX: 91-44-2350466 E-mail: nataraj@shiva.iitm.ernet.in
31.	Indian Institute of Technology (IIT), Institute of Engineers Building, Pan Bazar, GUWAHATI - 781001. Home Page: www.iitg.ernet.in	Prof. Gautam Barua Director TEL: 91-361-690326 FAX: 91-361-690762
32.	Indian Institute of Technology (IIT), ROORKEE - 247667 Home Page: www.iitr.ernet.in	Prof. Prem VratDirector TEL: 91-1332-285500 FAX: 91-1332-273560 Email: director@iitr.ernet.in
33.	Indian Institute of Management, Vastapur, Ahmedabad - 380 015. Home Page: www.iimahd.ernet.in	Prof. B.H. Dholakia Director TEL: 91-79-6307241 FAX: 91-79-6308345 E-mail: director@iimahd.ernet.in
34.	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: 91-80-26584050
35.	Indian Institute of Management, Joka, Diamond Harbour Road, Kolkata - 700104 Home Page: www.iimcal.ac.in	Dr. Shekhar Chaudhuri Director TEL: 91-33-24678310 FAX: 91-33-24678307
36.	Indian Institute of Management Kozhikode, Kunnamangalam P.O.Kozhikode-673571 Kerala. Home Page: www.iimk.ac.in	Dr. Krishna Kumar Director, TEL: 91-495-2803003 FAX: 91-495-2803010 E-mail: ahkalro@iimk.re.nic.in
37.	Indian Institute of Management, Indore, Pigdamber, Rau, Indore-453331 Madhya Pradesh. Home page: www.iimidr.ernet.in	Dr. S.P. Prashar Director TEL: 91-0731-2399112 FAX: 91-731-2399116

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
38.	Indian Institute of Management, Lucknow Prabandh Nagar, off Sitapur Road Lucknow - 226 013 (UP) Home Page: www.iiml.ac.in	Dr. Devi Singh Director TEL: 91-522-2734001 FAX: 91-522-2734005 E-mail : pritam@iiml.ac.in
39.	Indian Institute of Science, BANGALORE - 560012. Home Page: www.iisc.ernet.in	Prof. P. Balaram Director TEL: 91-80-3092444 FAX: 91-80-3237178
40.	Motilal Nehru National Institute of Technology, Allahabad – 211 004 (Uttar Pradesh)	Prof. A.B. Samaddar, Director, Tel: 0532 - 2445100, 2271101 (O), 0532–2540228 (R), Fax: 2445101, 2445077 Email: Director@mnnit.ac.in
41.	Maulana Azad National Institute of Technology, Bhopal – 462 007 (MP)	Prof. K.S. Pandey, Director, Ph: (0755) 2670900 (O), 2670836 (R), 094250 11642 (Mob.) Fax: 2670562, 2670602, 2671175 Web: www.manit.nic.in & Web: www.nitb.nic.in
42.	National Institute of Technology, Calicut - 673601 (Kerala)	Dr. G.R.C. Reddy, Director, Ph. 2286100, 2287201, Ph. 0495–2286155 (R) Fax: (0495) 2287250 Mobile: 9446163261 E-mail – nitc@nitc.ac.in Web: http://www.nitc.ac.in
43.	National Institute of Technology, Durgapur - 713 209 (West Bengal)	Dr. Swapan Bhattacharya, Director, Ph. (0343) 2546397 (O) Fax: 2547375-6753 Mobile: 9830128721 E-mail: director@recdgp.nic.in
44.	National Institute of Technology, Hamirpur - 177 005 (Himachal Pradesh)	Dr. I.K. Bhat, Director, Ph. 222308 (O) 222383 (R) 222417-18 Mobile: 9816227416 (EPBAX) Fax: 01972-223834, 222 584 Registrar: 224390 Email: ikbhat@recham.ernet.in
45.	Malaviya National Institute of Technology, Jaipur - 302 017 (Rajasthan	Prof. R.P. Dahiya, Director, Ph.0141-2702954, 2702955(O) Ph. 2702110 (R) Mobile: 9414031144 Fax: 2702107 E-mail: sca@recjai.ac.in

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
46.	Dr. B.R. Ambedkar National Institute of Technology, Jalandhar -144 011 (Punjab)	Dr. Moin Uddin, Director, Ph.: 0181-2690802 PBX-2690301-02 Mobile: 9810553516 Fax: 2690-320/932, 299166
46 A .	National Institute of Technology, Jamshedpur-831 014 (Jharkhand)	Dr. G. Panda, Director, Ph. 0657–2373375 (O) 2407629 (R) Cell: 9437048906 Fax: 2382246, 2407642 E-mail:director-nitjsr @rediffmail.com & Director_nitjsr@indiatimes.com
47.	National Institute of Technology, Kurukshetra – 136 119 (Haryana)	Dr. M.N. Bandyopadhyay, Director, Ph: 01744–238083, 238044 Fax: 238050 Mobile: 9896387231 Email:mbandyopadhyay@yahoo.com
48.	Visvesvaraya National Institute of Technology, Nagpur – 440 011 (Maharashtra)	Prof. S.S. Gokhale, Director, Ph. 0712–222 3969 (O) 2224599 (R) Mobile: 094221 04691 Fax: 2223969, 222-4599 (R)
49.	National Institute of Technology, Patna (Formally known as Bihar College of Engineering), Patna – 800005. (Bihar.)	Dr. P.K. Sinha, Director (I/C), Tel: 0612-2670631 (O), 2672876 (R) FAX: 0612-2670631 Cell: 0612-3127756
50.	National Institute of Technology (Formerly Engineering College, Raipur), Raipur – 492 010 (Chhattishgarh)	Dr. D.S. Bal, Director (I/C), Tel: 0771 – 2254 200, 2253675 FAX: 2254600 Website: www.gcetraipur.ac.in
51.	National Institute of Technology, Rourkela –769 008 (Orissa)	Prof. Sunil K Sarangi, Director, Ph. 0661–2472050, 2462001 (O) Ph. 2463001 2472081 (R) (M) 094370 41081 Fax: 2472926, 2462999, PABX: 24476618/2476746 Web: www.nitrkl.ac.in
51A.	National Institute of Technology, Silchar – 788 010 (Assam)	Prof. P.K. Banik, Director, Cell: 9864025475 Ph: 03842–233179 (O), 242273 (Direct), Ph. 242814 (R) Fax: 233797 E-mail:director@nits.ac.in/ pkbanik@rediffmail.com/ http://www.recsil.org

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
52.	National Institute of Technology, Srinagar-190 006 (J&K)	Prof. M.M. Bhatt, Director (I/C), Ph. 0194-2422032 (O) 2427426(R) 2427863(R) Fax: 0194-2420475 EPABX 2421347/2420-475/423
53.	Sardar Vallabhbhai National Institute of Technology, Surat – 395007 (Gujarat)	Dr. P.D. Porey, Director, Ph: 0261–2227334, 2201505, Ph. 222 3371–74 (O) Ph. 213119, 222 1119 (R) Fax: 222 7334 (Mob) 098251 49292 E-mail:director@svnit.ac.in Web: http://www.svrec.ernet.in
54.	National Institute of Technology Karnataka, Surathkal-575 025 (Karnataka)	Prof. G.K. Shivkumar, Director (I/C), Ph: (0824) 2474034, 2476318 (O) Ph. 2474275 (R) Fax: 0824-2476090 Mobile: 9845822275 E-mail: shivkumar@nitk.ac.in
55.	National Institute of Technology, Tiruchirappalli - 620 015 (Tamil Nadu)	Dr. M. Chidambaram, Director, Mobile: 098424 50373 Ph: 0431–2500 370 (O) 250 0377 (R) Fax: 250 0133, 250 0144 Email: chidam@nitt.edu
56.	National Institute of Technology, Warangal - 506 004 (Andhra Pradesh)	Prof. Y. V. Rao, Director, Ph:0870-2459216 (O) 2431647 (R) Fax: 2459547, 2459119 – direct Cell: 9440162620 E-mail: prl@recw.ernet.in E-mail: vvrao@recw.ernet.in
57.	Indian School of Mines, Dhanbad - 826004, BIHAR Home Page: www.ismdhanbad.ac.in	Prof. T. Kumar Director TEL: 91-326-2210024-27 FAX: 91-326-2210028
58.	National Institute of Foundry, and Forge Technology, P.O. Hatia, Ranchi - 834003, Jharkhand Home Page: www.nifft.com	Dr. V. K. Sinha Director (I/C) TEL: 0651-2290859 (O) 2242989 (R) FAX: 0651-2290860

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
59.	ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), MITS Campus, Gwalior - 474 075. Home Page: www.iiitm.ac.in	Dr. Om Vikas Director Tel: 91-751-460312 Fax: 91-751-460313
60.	Indian Institute of Information Tehnology, Nehru Science Centre, Kamla Nehru Road, Allahabad - 211 002 Home Page: www.iiita.com	Dr. M.D. Tiwari Director Tel: 91-532-604701 Fax: 91-532-608469 E-Mail:iiita1@nde.vsnl.net.in
61.	Pt. Dwarka Prasad Mishra Institute of Information Tehnology Design and Manufacturing IT Bhawan,Jabalpur Engineering College Campus Ranjhi, Jabalpur - 482011	Prof. S. G. Dhande Acting Director Tel: 0761-2632273 Fax: 0761-2632524
62.	Council of Architecture, India Habitat Centre, Core-6-A, Ist Flooor, Lodhi Road, New Delhi - 110 003.	Dr. P.R. Mehta President TEL: 91-11-24648415 FAX: 91-11-24647746 E-Mail : coa@ndf.vsnl.net.in
63.	School of Planning & Architecture, 4, Block B, I.P. Estate, New Delhi - 110 002. Home page: http://www.indiawatch.org.in/spa	Prof. S. K. Shah Director (I/C) TEL: 91-11-23702395 (O) FAX: 91-11-23702381
64.	National Institute of Technical Teachers' Training & Research Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091. Home Page: http://www.geocities.com/ CollegePark/Pool/6373	Prof. P.K. Bhattacharya Director (I/C) TEL: 91-33-3370479 FAX: 91-33-3376331
65.	National Institute of Technical Teachers' Training & Research, Southern Region, Taramani PO, Chennai- 600 113. Home Page: http://www.tttichennai.ac.in	Dr. G.B. Jaiprakash Narain Director TEL: 91-44-2352126 FAX: 91-44-2352126
66.	National Institute of Technical Teachers' Training & Research, Shamla Hills, Bhopal - 462 002. Home Page : http://www.tttibhopal.com	Prof. K.K.Shrivastava Director (I/C) TEL: 91-755-540600 FAX: 91-755-540996 E-Mail: ttti@vsnl.com E-Mail: tttiwr@bom6.vsnl.net.in
67.	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

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
68.	Board of Apprenticeship Training, CIT Campus, Taramani, Chennai - 600 113.	Dr. Ayya Kannu Director TEL: 91-44-2352235 FAX: 91-44-2301563
69.	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
70.	Board of Practical Training, Eastern Region,Block EA, Sector I (OPP. Labony Estate) PO Salt Lake City, Kolkata - 700 064.	Mr. S. Meenakshi Sundram TEL: 91-33-3370750, 3370751 FAX: 91-33-3216814
71.	Board of Apprenticeship Training (BOAT) 117-L/440, Kakadeo, Kanpur - 208025.	Mr. R.K.Tandon Director TEL: 91-512-243644, 241336 FAX: 91-512-241336, 240981
72.	All India Council of Technical Education (AICTE), Indira Gandhi Sports Complex, Indraprastha Estate, ITO, New Delhi - 110 002. Home Page- http://www.aicte.ernet.in	Prof. Damodar Acharya Chairman TEL: 91-11-23392553 FAX: 91-11-23392557
72 A.	Educational Consultants of India Limited, Plot No. 18A, Sector - 16A, NOIDA - 201301, (UP). Home Page- www.edcil.org	Mrs. Anju Banerjee CMD TEL: 91-120-2515366 FAX: 91-120-2512010
73.	North Eastern Regional Institute of Science & Technology, Nirjuli - 79110 (Itanagar), Arunachal Pradesh.	Prof. Kalyan Kumar Director TEL: 91-0360-244307 FAX: 91-360-257696, 244307
74.	Sant Longowal Institute of Engineering & Technology, Kothi No.178, Sector II-A, Chandigarh - 160 001.	Dr. N. P. Singh Director (I/C) TEL: 91-1672-83657 FAX: 91-1672-83657

Organisations in the Secondary School Education Sector

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
75.	Central Board of Secondary Education, 2, Community Centre, Preet Vihar, NEW DELHI - 110092. Home Page- http://www.cbse.nic.in	Mr. Ashok Ganguly Chairman TEL: 91-11-22215827, 22467263 FAX: 91-11-22215826 E-mail: cbsedli@nda.vsnl.net.in

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
76.	National Council for Educational Research and Training (NCERT), Sri Aurobindo Marg, NEW DELHI - 110016. Home Page http://www.ncert.nic.in	Prof. Krishna Kumar Director TEL: 91-11-26964912 FAX: 91-11-26868419 E-mail : dircii@nda.vsnl.net.in
77.	National Institute of Open Schooling B-31 B, Kailash Colony, NEW DELHI - 110048. Home Page - http://www.nos.org	Dr. M.C. Pant Chairman TEL: 91-11-26464102 FAX: 91-11-26211453, 26288535 E-mail : nossap@nda.vsnl.net.in
78.	Kendriya Vidyalaya Sangathan, 18, Shaheed Jeet Singh Marg, NEW DELHI - 110016. Home Page: www.kvsangathan.nic.in	Shri Ranglal Jamuda Commissioner TEL: 91-11-26512579 Res. 91-11-26163488 FAX: 91-11-26852680
79.	Navodaya Vidyalaya Samiti, 39-A, Kailash Colony, NEW DELHI - 110048. Home Page: www.navodaya.nic.in	Shri O.N. Singh Commissioner TEL: 91-11-29244148 FAX: 91-11-29244149/29244151 E-mail : navodaya@nda.vsnl.net.in
80.	Central Institute of Education Technology, NCERT Campus,Sri Aurobindo Marg, NEW DELHI - 110016. Home Page: www.ciet.nic.in	Sh. Chaman Lal Joint Director Tel. 91-11-26962580/ 26864141 Fax: 91-11-26864141 jointdirector@hotmail.com
81.	Gujarat Institute of Educational Technology, Drive in Road, Near Manav Mandir, 132 Ft. Ring Road, Gujarat University Campus, Navrangpura, Ahmedabad - 380009.	Shri R.K. Chaudhari Director (In Charge) Tel. (079) 27912923 Fax; (079) 27913388
82.	Consortium of Education Communications (CEC/UGC) Home page:	Pradeep Kaul Director Tel. 91-11-226896638
83.	State Institute of Education Technology, SCERT Campus, Mahendru, Patna-800016, Bihar. Home Page: www.sietpatna.nic.in	Shri Biplab Dasgupta Acting Director, Tele. 91-612-667635 / 671155 Fax: 91-612-668100
84.	State Institute of Education 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. sietpune@vsnl.com

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
85.	State Institute of Education Technology, TC No. 15/160 Padmabai Road, Vellayambalam, Thiruvananthapuram - 695 010, Kerala. Home Page: www.sietkerala.nic.in	Dr. Babu Sebastian, Director, Tel: 91-0471-2315076 Email - siet@satyam.net.in
86.	State Institute of Education Technology, Nishat Ganj, Lucknow-226007, Uttar Pradesh. Home Page: www.diksha.nic.in]	Shri Sanjay Mohan Director (Additional Charge), Tel: 91-522-387816 / 386295 Fax: 91-522-386211 E-Mail: pjhingran@hotmail.com E-Mail: dirsiet@lw1.vsnl.net.in
87.	State Institute of Education 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 Education Technology, PO. Sainik School, Bhubaneswar-751005. 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 - 500007. Home Page: www.ciefl.ac.in	Prof. Kota Harinaraya Acting Director TEL: 91-40-7018131 FAX: 91-40-7018402 E-mail: tav@ciefl.ernet.in E-mail: gitav@satyam.com
90.	Central Institute of Indian Languages, Manasagangotri, Mysore - 570 006 Home Page: www.ciil.org	Prof. Uday Narayana Singh Director, TEL: 91 821 515820 FAX: 91 821 515032 E-mail: bhasha@sancharnet.in E-mailudaya@ciil.stpmy.soft.net
91.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, AGRA - 282005. Home Page: www.hindi.nic.in	Dr. N.N. Pandey, Director TEL: 91-562-320684 FAX: 91-562-320684
92.	National Council for Promotion of Urdu Language, West Block No.I, R.K. Puram, New Delhi - 110 066. Home Page: http://www.urducouncil.nic.in	Shri S. Mohan Director TEL: 91-11-26103938 FAX: 91-11-26108159

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
93.	National Council for Promotion of Sindhi Language, 5th Floor, Darpan Building, R.C.Dutt Road, Alkapuri, Vadodra - 390005. Home Page: http://www.ncpsl.org	Ms. Pushap Lata Taneja Director TEL: 91-265-342246 FAX: 91-265-357331
94.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, NEW DELHI. Home Page: www.sanskrit.nic.in	Prof. V. Kutumba Sastry Director TEL: 91-11-25541949 FAX: 91-11-25541948
95.	Maharishi Sandeepani Rashtriya Veda Vidya Pratishthan Ujjayini Development Authority, Administrative Building, Bharatpur, Ujjain - 456010.	Vacant Secretary TEL: 91-734-511530 FAX: 91-734-511530
96.	Commission for Scientific and Technical Terminology, R.K.Puram, New Delhi. Home Page: http://www.cstt.nic.in	Prof. Bijay Kumar Chairman Tel: 26102882 Fax 26102882
97.	Central Hindi Directorate, R.K. Puram, New Delhi. Home Page: http://hindinideshalaya.nic.in	Ms.Pushpa Lata Taneja Director, Tel. 91-11-26100758

Organisations in the Adult Education Sector

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
98.	National Literacy Mission New Delhi. Home Page: www.nlm.nic.in	Ms. Vandana K. Jena Director General, Tel. 91-11-23387648 Fax-91-11-23381355/23382397
99.	Directorate of Adult Education, 10, Jamnagar House, Shahjehan Road, New Delhi-1100011	Shri V. Mohan Kumar Director Tel: 91-11-23388446 Fax: 91-11-23383739

Organisations in the of Elementary Education and Policy Planning Sectors

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
100.	National Council for Teacher Education (NCTE), Indira Gandhi Indoor Stadium, Indra Prastha Estate, New Delhi - 110 002 Home Page: http://www.ncte-in.org	Shri Shardindu Chairperson TEL: 91-11-23392670 FAX: 91-11-23392665(O)
101.	National Bal Bhawan, Kotla Road, NEW DELHI - 110 002. Home Page: http://www.nationalbalbhavan.nic.in	Dr. Ms. Madhu Pant Director TEL: 91-11-23239141 FAX: 91-11-23231158
102.	National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, NIE Camp, NEW DELHI - 110016. Home Page: http://www.niepaonline.org	Prof. Ved Praksh Director TEL: 91-11-26515472, 26853038 FAX: 91-11-26853041

S. No.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
103.	Bharat Shiksha Kosh, Department of Secondary & Higher Education, Ministry of HRD, Room No.535-C Wing, Shastri Bhavan, New Delhi 110001.	Secretary (S&HE) - Chairman Board of Governors, Additional Secretary - Member Secretary

UNESCO Division

104.	Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, AUROVILLE - 60510, Tamil Nadu.	Dr. Kireet Joshi Chairman (GB), AF Shri S.R. Sharma Secretary TEL: 91-413-622222 FAX: 91-413-622222

Book Promotion & Copyright

105.	National Book Trust of India, A-15, Green Park, NEW DELHI - 110016. Home Page: www.nbtindia.com	Shri P.K. Sharma Chairman TEL: 91-11-26518607 FAX: 91-11-26851795

Organisational Chart

Ministry of Human Resource Development

Department of Elementary Education & Literacy

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Minister of Human Resource Development
            │
    Minister of State
       for HRD
            │
    Secretary (EE & L)
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JS (EE-I)
(Coordination Policy, MDM, Teachers' Education)

DIR   DIR   DS   DEA(G)

National Bal Bhavan
National Council for Teacher Education

JS (EE II)
(SCERT, NCTE, DPEP, SSA, EGS, AIE, NIEPA, EdCIL)

DIR   DS   DS   DS   DS

JS & DG NLM
(Adult Education, National Literacy Mission)

DIR   DIR   DIR   DIR

Directorate of Adult Education

Note :
Service Sections like Finance, Administration etc. are common and are administratively under the control of Deptt. of Secondary & Higher Education

L E G E N D

AIE - Alternative & Innovative Edn.	MDM - Mid Day Meal
DEA- Dy. Educational Adviser	EdCIL - Educational Consultants of India Limited
DG - Director General	EGS - Educational Guarantee Scheme
DS - Deputy Secretary	G - General
DIR - Director	NIEPA - National Institute of Educational Planning & Administration
DPEP - District Primary Education Programme	NLM - National Literacy Mission
EE&L- Elementary Education & Literacy	NCTE - National Council of Teacher Education
	SCERT - State Council of Edu. Research & Training
	SSA - Sarva Shiksha Abhiyan

Organisation Chart

Ministry of Human Resource Development

Department of Secondary & Higher Education

Minister of Human Resource Development

Minister of State for HRD

Secretary (S & HE)

Additional Secretary

Annual & Five Yr.Plan, SC/ST Cell
- E A
- DS (P)

Admn., CDN, UNESCO,ICC, BP& CR, Minority Cell
- JS (A)
- DIR (CR)
- DIR (A) (UNESCO)
- DS (CDN)
- DS (MC)

University & Higher Education and CVO
- JS (HE)
- DS
- DEA (G)
- DIR (U)

University Grants Commission
Central Assistance
Indian Institute of Advanced Studies., Shimla
Indian Council of Soc. Science Research
Indian Council of Historical Research
Indian Council of Phil. Research
Association of Indian Universities

Secondary Education
- JS (SE)
- DIR (UT)
- DS (SE)
- DS (SE)
- DS (SE)

National Council of Educational Research & Training
Central Board of Secondary Education
National Institute of Open Schooling
Kendriya Vidyalaya Sangathan
Navodaya Vidyalaya Samiti

Language, Scholarship Vocational Edn., Edu. Plan, Statistics & EdCIL
- JS (L)
- DIR (ES)
- DIR (NS)
- DIR (L)
- DIR (OL)
- DS (L)
- DS (P)
- DS (P)
- JD (P)

Central Hindi Directorate
Kendriya Hindi Sansthan
National Council for Promotion of Urdu Languages
Central Institute of Indian Languages
Commission for Scientific & Tech. Terminology
Central Institute of English & Foreign Languages
National Book Trust

Finance & Accounts
- JS & FA (HRD)
- DIR (F)
- DS (F)
- CCA

National Institute of Educational Planning and Administration

Technical Education
- JS (T)
- DIR (T)
- DIR (T)
- DIR (T)
- DIR (T)
- DIR AAA
- DEA (T)
- DEA (G)

All India Council for Technical Education
Indian Institutes of Technology
National Institute of Technology
Indian Institute of Management
School of Planning & Architecture
Educational Consultants of India Ltd.
Indian Institute of Science
Indian Institute of Information Technology
T T T Is
National Institute of Indl. Engineering
National Institute of Foundary & Forged Technology
Sant Langowal Instt., of Engg. & Technology
N.E. Regional Institute of Science & Technology

AAA - Additioanl Apprenticeship Adviser
BP - Book Promotion
CCA - Chief Controller of Accounts
CR - Copyright
DCA - Dy. Controller of Accounts

DEA - Dy. Educational Adviser
DS - Dy. Secretary
DIR - Director
EHV - Education in Human Values
FA - Financial Adviser

G - General
IEDC - Integrated Education for Disabled Children
JD - Joint Director
JS - Joint Secretary

L - Languages
OL - Official Languages
P - Planning
S & HE - Secondary & Higher Edn.
SE - Secondary Education

SCH - Scholarships
SKT - Sanskrit
T - Technical
U&HE - University & Higher Education
UT - Union Territory