

MINISTRY OF HUMAN RESOURCE DEVELOPMENT**DEMAND NO. 51****Department of Secondary Education and Higher Education**

A. The Budget allocations, net of recoveries, are given below:

		<i>(In crores of Rupees)</i>								
Major Head	Budget 2001-2002			Revised 2001-2002			Budget 2002-2003			
	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total	
Revenue	1918.98	2495.73	4414.71	1819.99	2495.73	4315.72	2124.24	2762.61	4886.85	
Capital	0.02	...	0.02	0.01	...	0.01	0.01	...	0.01	
Total	1919.00	2495.73	4414.73	1820.00	2495.73	4315.73	2124.25	2762.61	4886.86	
1. Secretariat-Social Services	2251	0.52	22.00	22.52	0.52	22.93	23.45	...	24.26	24.26
2. Discretionary Grant	2013	...	0.04	0.04	...	0.02	0.02	...	0.03	0.03
Secondary Education										
3. National Council of Educational Research & Training	2202	11.20	30.00	41.20	11.00	30.00	41.00	12.60	35.00	47.60
4. Kendriya Vidyalaya Sangathan	2202	81.10	515.00	596.10	76.00	481.14	557.14	76.50	544.77	621.27
5. Navodaya Vidyalaya Samiti	2202	349.50	95.00	444.50	345.00	94.04	439.04	324.00	122.60	446.60
6. Vocationalisation of Education	2202	1.70	...	1.70	0.70	...	0.70	3.00	...	3.00
	3601	40.75	...	40.75	36.55	...	36.55	41.50	...	41.50
	3602	0.25	...	0.25	0.25	...	0.25	0.50	...	0.50
	<i>Total</i>	<i>42.70</i>	<i>...</i>	<i>42.70</i>	<i>37.50</i>	<i>...</i>	<i>37.50</i>	<i>45.00</i>	<i>...</i>	<i>45.00</i>
7. Information Communication Technologies (ICT) in Schools	2202	4.00	...	4.00	0.20	...	0.20	9.40	...	9.40
	3601	80.00	...	80.00	73.30	...	73.30	89.50	...	89.50
	3602	0.50	...	0.50	0.50	...	0.50	1.00	...	1.00
	<i>Total</i>	<i>84.50</i>	<i>...</i>	<i>84.50</i>	<i>74.00</i>	<i>...</i>	<i>74.00</i>	<i>99.90</i>	<i>...</i>	<i>99.90</i>
8. Integrated Education for Disabled Children	2202	5.00	...	5.00	6.20	...	6.20	12.90	...	12.90
	3601	16.20	...	16.20	15.00	...	15.00	18.50	...	18.50
	3602	0.20	...	0.20	0.20	...	0.20	0.10	...	0.10
	<i>Total</i>	<i>21.40</i>	<i>...</i>	<i>21.40</i>	<i>21.40</i>	<i>...</i>	<i>21.40</i>	<i>31.50</i>	<i>...</i>	<i>31.50</i>
9. Education Technology Programmes (INSAT CELL)	2202	9.00	...	9.00	9.00	...	9.00	...	...	...
	3601	4.70	...	4.70	2.50	...	2.50	...	...	...
	<i>Total</i>	<i>13.70</i>	<i>...</i>	<i>13.70</i>	<i>11.50</i>	<i>...</i>	<i>11.50</i>	<i>...</i>	<i>...</i>	<i>...</i>
10. Quality Improvement in Schools	2202	1.45	...	1.45	1.47	...	1.47	8.70	...	8.70
	3601	16.30	...	16.30	16.30	...	16.30	11.75	...	11.75
	3602	0.10	...	0.10	0.07	...	0.07	0.25	...	0.25
	<i>Total</i>	<i>17.85</i>	<i>...</i>	<i>17.85</i>	<i>17.84</i>	<i>...</i>	<i>17.84</i>	<i>20.70</i>	<i>...</i>	<i>20.70</i>
11. National Open School	2202	8.30	...	8.30	5.30	...	5.30	13.50	...	13.50
12. Environment Orientation Programme	2202	2.60	...	2.60	2.60	...	2.60	...	...	...
13. Population Education Project(EAP)	2202	3.50	...	3.50	2.50	...	2.50	2.03	...	2.03
14. Access and Equity	2202	4.30	...	4.30	6.00	...	6.00	18.00	...	18.00
15. Central Tibetan Schools Society Administration	2202	2.60	14.95	17.55	2.60	14.00	16.60	2.70	14.71	17.41
16. Other Programmes	2202	9.45	1.08	10.53	2.16	1.02	3.18	8.10	1.33	9.43
Total-Secondary Education		652.70	656.03	1308.73	615.40	620.20	1235.60	654.53	718.41	1372.94
University and Higher Education										
17. University Grants Commission	2202	460.08	1030.68	1490.76	435.78	1020.68	1456.46	465.08	1100.00	1565.08
18. Indira Gandhi National Open University	2202	59.00	2.00	61.00	56.00	1.80	57.80	60.30	2.00	62.30
19. Programmes to strengthen Scientific Research	2202	28.00	...	28.00	28.00	...	28.00	...	...	...
20. Improvement in Salary Scale of University & College Teachers	3601	...	2.81	2.81	...	52.24	52.24	...	0.01	0.01
21. Indian Council of Social Science Research	2202	15.35	16.00	31.35	15.35	16.00	31.35	15.75	24.00	39.75
22. Indian Council of Historical Research	2202	2.50	5.00	7.50	2.20	4.50	6.70	2.52	5.75	8.27
23. Rural Universities/National Council of Rural Institutes	2202	0.90	...	0.90	...	...	...	0.81	...	0.81
24 Commonwealth of Learning	2202	...	2.00	2.00	...	2.00	2.00	...	2.00	2.00
25. Indian Institute of Advance Studies, Shimla	2202	2.50	3.25	5.75	2.50	3.25	5.75	2.47	4.50	6.97
26. Indian Council of Philosophical Research	2202	2.26	2.17	4.43	2.26	2.17	4.43	2.16	2.80	4.96
27. Shastri Indo-Canadian Institute	2202	...	2.00	2.00	...	1.64	1.64	...	2.00	2.00
28. Other Programmes	2202	4.41	1.81	6.22	2.91	1.21	4.12	4.41	1.52	5.93
Total-University & Higher Education		575.00	1067.72	1642.72	545.00	1105.49	1650.49	553.50	1144.58	1698.08

		(In crores of Rupees)								
Major Head		Budget 2001-2002			Revised 2001-2002			Budget 2002-2003		
		Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total
Development of Languages										
29. Directorate of Hindi	2202	4.50	5.31	9.81	4.50	4.72	9.22	4.95	5.37	10.32
30. Commission for Scientific & Technical Terminology	2202	1.80	1.36	3.16	1.80	1.36	3.16	1.89	1.38	3.27
31. Kendriya Hindi Shikshan Mandal	2202	4.25	4.50	8.75	5.70	4.65	10.35	5.17	6.00	11.17
32. Appointment of Language Teachers	2202	0.10	...	0.10	...	...	...	10.35	...	10.35
	3601	9.75	...	9.75	10.00	...	10.00	...	...	...
	3602	0.15	...	0.15	...	...	...	...	...	...
	<i>Total</i>	<i>10.00</i>	<i>...</i>	<i>10.00</i>	<i>10.00</i>	<i>...</i>	<i>10.00</i>	<i>10.35</i>	<i>...</i>	<i>10.35</i>
33. Regional Language Centres	2202	1.71	3.50	5.21	1.56	3.30	4.86	1.42	5.95	7.37
34. National Council for Promotion of Urdu Language	2202	8.00	...	8.00	8.50	...	8.50	8.77	...	8.77
35. Central Institute of Indian Languages	2202	3.29	2.75	6.04	3.27	2.50	5.77	3.96	2.97	6.93
36. National Council for Promotion of Sindhi Language	2202	0.40	...	0.40	0.20	...	0.20	0.36	...	0.36
37. Appointment of Urdu Teachers	3601	1.00	...	1.00	1.00	...	1.00	...	...	...
38. Nation Council for Promotion of Kashmiri Language	2202	0.01	...	0.01	...	...	...	...	...	...
39. National Commission for Indian Languages	2202	0.02	...	0.02	0.02	...	0.02	0.05	...	0.05
40. Modern Indian Languages	2202	3.40	...	3.40	3.40	...	3.40	1.26	...	1.26
	3601	0.05	0.50	0.55	0.01	0.50	0.51	...	0.80	0.80
	<i>Total</i>	<i>3.45</i>	<i>0.50</i>	<i>3.95</i>	<i>3.41</i>	<i>0.50</i>	<i>3.91</i>	<i>1.26</i>	<i>0.80</i>	<i>2.06</i>
41. Rashtriya Sanskrit Sansthan	2202	12.57	12.00	24.57	15.57	12.00	27.57	13.56	14.53	28.09
42. Rashtriya Ved Vidya Pratisthan	2202	3.00	...	3.00	0.66	...	0.66	2.70	...	2.70
43. Development of Sanskrit Education	2202	0.02	...	0.02	0.02	...	0.02	0.02	...	0.02
	3601	7.00	...	7.00	10.80	...	10.80	8.55	...	8.55
	3602	0.98	...	0.98	0.68	...	0.68	0.89	...	0.89
	<i>Total</i>	<i>8.00</i>	<i>...</i>	<i>8.00</i>	<i>11.50</i>	<i>...</i>	<i>11.50</i>	<i>9.46</i>	<i>...</i>	<i>9.46</i>
44. Modernisation of Madarsa Education	3601	10.00	...	10.00	2.00	...	2.00	...	...	...
	3602	0.50	...	0.50	0.05	...	0.05	...	...	...
	<i>Total</i>	<i>10.50</i>	<i>...</i>	<i>10.50</i>	<i>2.05</i>	<i>...</i>	<i>2.05</i>	<i>...</i>	<i>...</i>	<i>...</i>
45. Sanskrit - Others	2202	2.50	...	2.50	2.50	...	2.50	2.25	...	2.25
Total-Development of Languages General		75.00	29.92	104.92	72.24	29.03	101.27	66.15	37.00	103.15
46. National Scholarship Scheme/ Scholarships for Talented Children from Rural Areas	2202	0.04	0.78	0.82	0.02	0.73	0.75	0.11	0.86	0.97
	3601	2.85	0.21	3.06	0.76	0.25	1.01	6.80	1.41	8.21
	3602	0.11	0.01	0.12	0.02	0.01	0.03	0.29	0.08	0.37
	<i>Total</i>	<i>3.00</i>	<i>1.00</i>	<i>4.00</i>	<i>0.80</i>	<i>0.99</i>	<i>1.79</i>	<i>7.20</i>	<i>2.35</i>	<i>9.55</i>
47. Book Promotion	2202	12.00	6.50	18.50	15.17	6.36	21.53	10.80	7.40	18.20
48. Indian National Commission/ UNESCO	2202	1.32	6.36	7.68	1.78	6.36	8.14	1.89	7.21	9.10
	2552	1.15	...	1.15	0.01	...	0.01	...	...	...
	<i>Total</i>	<i>2.47</i>	<i>6.36</i>	<i>8.83</i>	<i>1.79</i>	<i>6.36</i>	<i>8.15</i>	<i>1.89</i>	<i>7.21</i>	<i>9.10</i>
49. Planning Norms	2202	3.00	2.10	5.10	3.00	2.10	5.10	2.84	2.38	5.22
	3601	20.00	...	20.00	20.00	...	20.00	28.35	...	28.35
	<i>Total</i>	<i>23.00</i>	<i>2.10</i>	<i>25.10</i>	<i>23.00</i>	<i>2.10</i>	<i>25.10</i>	<i>31.19</i>	<i>2.38</i>	<i>33.57</i>
50. Statistics	2202	0.01	...	0.01	0.01	...	0.01	0.90	...	0.90
51. Administration	2202	...	4.07	4.07	...	3.43	3.43	...	3.73	3.73
Total-General		40.48	20.03	60.51	40.77	19.24	60.01	51.98	23.07	75.05
Total-General Education		1343.18	1773.70	3116.88	1273.41	1773.96	3047.37	1326.16	1923.06	3249.22
Technical Education										
52. University Grants Commission	2203	10.00	...	10.00	10.00	...	10.00	...	...	...
53. Community Polytechnics	2203	50.90	2.00	52.90	35.00	1.00	36.00	63.00	2.00	65.00
54. Indian Institutes of Technology	2203	130.60	346.50	477.10	132.79	386.41	519.20	126.00	438.00	564.00
55. Regional Engineering Colleges	2203	60.00	90.00	150.00	56.00	83.37	139.37	72.00	118.13	190.13
56. Scholarships/Apprenticeship Training	2203	16.00	8.00	24.00	12.00	8.00	20.00	13.50	10.00	23.50
57. Indian Institutes of Management, Ahmedabad, Calcutta, Bangalore and Lucknow	2203	30.00	40.00	70.00	61.79	40.56	102.35	22.50	49.73	72.23

		(In crores of Rupees)								
Major Head		Budget 2001-2002			Revised 2001-2002			Budget 2002-2003		
		Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total
58. Indian Institute of Science, Bangalore	2203	16.60	65.00	81.60	26.00	74.00	100.00	15.30	80.00	95.30
59. Re-organising, restructuring and strengthening of AICTE Bureau of Technical education and its Committee and Boards	2203	108.42	17.00	125.42	81.75	16.20	97.95	90.00	30.00	120.00
60. Technology Development Mission	2203	8.00	...	8.00	8.00	...	8.00	7.20	...	7.20
61. Polytechnics for the disabled	2203	4.00	...	4.00	4.00	...	4.00	5.40	...	5.40
62. Indian Institute of Information Technology, Gwalior	2203	35.00	...	35.00	31.60	...	31.60	2.25	4.50	6.75
63. National Instt. for Trg. in Industrial Engineering	2203	8.66	7.00	15.66	3.89	7.00	10.89	4.50	8.00	12.50
64. National Instt. for Forge and Foundry Technology	2203	3.49	5.00	8.49	2.49	4.10	6.59	3.15	6.00	9.15
65. School of Planning and Architecture	2203	3.00	5.50	8.50	0.87	5.00	5.87	3.60	6.00	9.60
66. Technical Teachers Training Institutes	2203	10.25	13.40	23.65	9.65	14.74	24.39	10.80	16.00	26.80
67. Sant Longowal Instt. of Engineering & Technology	2203	14.69	...	14.69	14.69	...	14.69	2.70	12.00	14.70
68. Engineering College, Jammu	2203	1.50	...	1.50	...	...	...	...	...	...
69. IIT, Allhabad	2203	20.00	...	20.00	14.70	...	14.70	2.25	4.50	6.75
70. ISM, Dhanbad	2203	3.50	13.00	16.50	3.50	13.00	16.50	5.40	14.50	19.90
71. Research and Development	2203	4.50	...	4.50	4.50	...	4.50	18.00	...	18.00
72. Modernisation and Removal of Obsolescence	2203	9.00	...	9.00	9.00	...	9.00	13.50	...	13.50
73. Thrust Areas of Technical Education	2203	7.00	...	7.00	7.00	...	7.00	13.50	...	13.50
74. Board of Apprenticeship Training	2203	1.35	2.00	3.35	1.00	1.85	2.85	1.35	2.00	3.35
75. Payment for Professor and Spl. Services(EAP)	2203	2.50	...	2.50	1.50	...	1.50	2.25	...	2.25
76. Other Programmes	2203	6.02	0.19	6.21	0.04	0.19	0.23	84.14	0.75	84.89
	3601	...	85.00	85.00	...	43.00	43.00	...	0.50	0.50
	4202	0.02	...	0.02	0.01	...	0.01	0.01	...	0.01
	<i>Total</i>	<i>6.04</i>	<i>85.19</i>	<i>91.23</i>	<i>0.05</i>	<i>43.19</i>	<i>43.24</i>	<i>84.15</i>	<i>1.25</i>	<i>85.40</i>
North Eastern Areas										
Development of North Eastern Region										
77. North Eastern Regional Institute of Science and Technology, Itanagar	2552	10.00	...	10.00	14.00	...	14.00	...	12.00	12.00
Total-Technical Education		575.00	699.59	1274.59	545.77	698.42	1244.19	582.30	814.61	1396.91
Sports & Youth Services										
78. Physical Education	2204	0.24	0.40	0.64	0.24	0.40	0.64	0.43	0.65	1.08
	3601	0.05	...	0.05	0.05	...	0.05	0.20	...	0.20
	3602	0.01	...	0.01	0.01	...	0.01	0.05	...	0.05
Total-Sports & Youth Services		0.30	0.40	0.70	0.30	0.40	0.70	0.68	0.65	1.33
79. Lumpsum provision for projects/schemes for development of North Eastern Areas	2552	...	...	...	...	...	...	215.11	...	215.11
Grand Total		1919.00	2495.73	4414.73	1820.00	2495.73	4315.73	2124.25	2762.61	4886.86
C. Plan Outlay*:-										
	Head of Dev.	Budget Support	IEBR	Total	Budget Support	IEBR	Total	Budget Support	IEBR	Total
Central Plan										
1. General Education	22202	1344.18	...	1344.18	1273.56	...	1273.56	1326.91	...	1326.91
2. Technical Education	22203	565.00	...	565.00	531.77	...	531.77	582.30	...	582.30
3. Sports & Youth Services	22204	0.30	...	0.30	0.30	...	0.30	0.68	...	0.68
4. Secretariat-Social Services	22251	0.52	...	0.52	0.52	...	0.52	...	...	...
5. North Eastern Areas	22552	10.00	...	10.00	14.00	...	14.00	215.11	...	215.11
Total -Central Plan		1920.00	...	1920.00	1820.15	...	1820.15	2125.00	...	2125.00
* Inclusive of works outlay in the Ministry of Urban Development and Poverty Alleviation										
Demand No. 83		1.00	...	1.00	0.15	...	0.15	0.75	...	0.75

1. **Secretariat:** Provides for secretariat expenditure.

2. **Discretionary Grant:** Discretionary grant is placed at the disposal of the Minister for Human Resource Development for releasing financial assistance in deserving cases in accordance with the rules governing the scheme.

Secondary Education

3. **National Council of Educational Research and Training:** NCERT advises and aids the Department of Secondary & Higher Education in implementation of its policies and major programmes in the field of education, particularly school education. It also undertakes activities like research and training of teachers and specific time-bound projects in the field of pre-school and school education and certain special areas entrusted to it by the Department of Secondary & Higher Education. Being an apex national body for research in school education, the NCERT conducts developmental activities which include renewal of curricula and instructional materials for various levels of school education, formal and non-formal education, vocational education and teacher education. The organisation of in-service training of teachers at pre-primary, elementary, secondary and higher secondary levels, vocational education, educational technology, guidance and counseling and special education are the other important dimensions of the NCERT activities.

4. **Kendriya Vidyalayas:** Kendriya Vidyalaya Sangathan was set up in 1965 as a registered body wholly financed by Government to establish, control and manage Kendriya Vidyalayas, the main objectives of which are to meet the educational needs of the children of transferable Central Government employees. The Sangathan administers 854 Kendriya Vidyalayas located in different parts of the country, including 3 Kendriya Vidyalayas abroad.

5. **Navodaya Vidyalayas:** With a view to providing good quality education to the talented children, particularly from the rural areas, it was decided in 1985-86 to set up residential schools namely Navodaya Vidyalayas, one in each district of the country. An autonomous organisation namely, Navodaya Vidyalayas Samiti(NVS) has been set up to establish and manage these Vidyalayas. At present, the NVS has 8 regional offices at Jaipur, Lucknow, Hyderabad, Pune, Shillong, Bhopal, Chandigarh and Patna. 432 Navodaya Vidyalayas have so far been sanctioned. This number is likely to reach 468 Vidyalayas by the end of Ninth Plan. Under this scheme, boarding, lodging, school uniforms, textbooks, stationery, etc. are provided free of cost to all students.

6. **Vocational Education in Secondary Education:** The Centrally Sponsored Scheme of Vocationalisation of Secondary Education is being implemented since 1988 and the revised programme is in operation since 1993. The Vocationalisation of Secondary Education provides for individual employability, reduces the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education. At present the scheme is implemented by State/UT Governments. 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 development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary organisations for implementation of specific innovative projects. The scheme so far has created a massive infrastructure of 19455 sections in 6728 schools thus providing for diversion of about 10 lakhs of students at the +2 level.

Implementation of scheme was evaluated in 1996 by ORG and in 1999 by CERPA and the major shortcomings diagnosed by these studies include low priority accorded by the states towards vocational education programme. As per the findings of the Operation Research Group, the scheme has, by and large, yielded moderate results in employing pass outs and has also emerged as the single largest programme of technical and vocational education and training in the country.

The Planning Commission has constituted a working group for finalising the strategies for vocational education during 10th Plan. The Working Group has submitted its report which was discussed in steering Committee Meeting of the Planning Commission. During the 10th Plan, the Vocational Education Programme is expected to receive a major boost with more emphasis on quality.

7. **Information Communication Technologies in Schools:** The erstwhile Scheme of Computer Literacy and Studies in schools (CLASS) has been weeded out w.e.f. 1.04.99. A revised CLASS Scheme has been formulated and is to be launched during 2001-2002. A provision of Rs. 99.90 crore has been made for implementation of the revised scheme during 2002-2003 and a further sum of Rs.11.10 crore has been provide for North Eastern States and Sikkim.

8. **Integrated Education for Disabled Children (IEDC):** This is a Centrally-sponsored scheme aimed at providing educational opportunities to disabled children in schools to facilitate their retention and ultimate integration in the general school system. Under the scheme 100% financial assistance is provided to States/UTs/Non-Governmental Organisations for the education of children with mild to moderate physical and mental handicaps with the help of necessary educational aids incentives and specially trained teachers. The persons with Disabilities(Equal Opportunities, Protection of Rights and Full Participation) act, 1995 places a statutory responsibility on the Government to ensure that all disabled children receive free education in an appropriate environment till the age of 18 years. The scheme of IEDC is one of the most important interventions in this field. Lot of importance is being given to orientation and training of teachers for imparting education to disabled children.

9. **Education Technology Programme:** In order to consolidate the efforts under the INSAT utilization programme, achieve larger programme production capabilities within the education sector and extend Radio/TV coverage to upper primary schools in the country, a revised Scheme was started in 1987-88. The Scheme provides 75% assistance to States/UTs covered by ETV transmissions through satellite, for supply of colour TV Sets subject to the cost ceiling of Rs.15,000/- for the upper primary schools and 100% assistance towards Radio-cum-Cassette Players to selected elementary/Primary schools in all State/UT Governments. So far 4,02,613 RCCPs and 85989 CTVs have been sanctioned to States/UTs.

Besides, under this Scheme six State Institutes of Educational Technology (SIETs) were set up at Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh with Programme Production as their main objective. 100% financial assistance is provided for running of these Institutes.

10. **Promotion of Science Laboratories:** Under this Scheme, financial assistance is provided to States/UTs for provision of science kits to upper primary schools, upgradation of science laboratories/libraries in Secondary/Senior Secondary Schools and training of teachers of Science and Mathematics. Assistance is also provided to voluntary agencies for taking up innovative projects in the field of science education.

11. **Open School Programme:** The Mission of National Open school(NOS) is to provide relevant, continuing education to those who have missed opportunities to complete school education and developmental education through courses and programmes of general, life enrichment and vocational education from primary level to pre-degree level, in consonance with the normative national policy documents through Open learning System as an alternative to formal system of education. The NOS launched open Basic Education (OBE) programme as an alternative education programme for neo-literate, school dropouts/left-outs and NFE completers. NOS is also working on a novel examination scheme i.e. "On Demand Examination Scheme" to suit the convenience of the learners. In order to facilitate setting

up of State Open Schools, the NOS provides resource support and consultancy services to the State Open Schools (SOSs). The NOS has been implementing programmes in the priority area of Vocational Education and has developed a large number of courses. In addition, NOS has also initiated some developmental courses relating to Indian Heritage, Value Education, Cultural Education, and Social Education etc. The NOS with more than 5 lakh students on its rolls is the biggest open school system in the world. At present, NOS has 1278 accredited academic institutions (study centres) and 414 accredited vocational institutions. More than 4 lakh students have completed NOS courses and have received relevant certificates upto 2001.

12. Environmental Orientation to School Education: The main objective of the Scheme is to inculcate among the school students respect for the nature and not to over-exploit its bounties. To achieve this end, voluntary organisations, registered societies, educational institutions, non-profit making companies etc. are provided financial assistance for undertaking innovative and experimental projects in the field.

13. National Population Education Project: The National Population Education Project was launched in April 1980 with the objective to institutionalise Population Education in the school education system. This project is fully funded by United Nations Population Fund (UNFPA). Three cycles of the project have already been completed. The fourth cycle (1998-2001) of the project is known as "Population & Development Education." Some of the activities have been subcontracted to the various autonomous organisations i.e. CBSE, NOS, NCTE, KVS and NVS.

14. Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools: Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools, financial assistance is being given to the eligible voluntary organisations to improve the enrolment of adolescent girls belonging to rural areas and weaker sections. Preference in providing assistance is given to hostels located in educationally backward districts particularly those predominantly inhabited by SCs/STs and educationally backward minorities in the secondary and higher secondary schools.

Financial assistance provided to the NGOs has been revised upward with effect from 16.08.2001 with the approval of CCEA. The details of the assistance are as follows :-

- i) The recurring grant under the scheme has been revised to Rs.10,000/- per annum per girl boarder from the existing ceiling of Rs.5,000/-.
- ii) Non-recurring grant per girl boarder has been revised from the existing level of Rs.1,500/- to Rs.3,000/-.
- iii) Reimbursement of rent, repairs and maintenance upto 75% of the expenditure shall be admissible subject to an upper limit to Rs.5,00,000/- (Rupees Five lakhs only) per annum in each case. This component is to be determined on the basis of norms of space per girl to be worked out in a district level by district administration whose recommendations are mandatory. The benefit will be extended to only such organisations which do not already have their building for this purpose. In such cases, the requisite amount of repairs and maintenance will be considered based on the recommendations of the district administration.
- iv) The girl boarders who are studying in classes VI-VIII shall also be eligible to get assistance under the Scheme instead of confining it to only classes IX-XII as at present. The girls pursuing vocational/technical courses after classes VIII will also be eligible to get financial assistance under the Scheme.
- v) The upper limit of 50 girl boarders is relaxed subject to a maximum of 150 girl boarders depending upon the capability of the organisation to run the hostel.

15. Central Tibetan Schools Administration: The Central Tibetan Schools Administration is an autonomous organisation under Department of Secondary & Higher Education. The object of the Organisation is to manage and assist schools in India for the education of the children of Tibetan Refugees. At present the Administration is running 88 schools in different parts of the country. The Administration also provides facilities to meritorious Tibetan students for higher education at the under-graduate level and also helps them in admission to M.B.B.S., Engineering, Printing Technology courses against reserved seats. The Administration gives incentive awards to meritorious teachers including Headmasters and Principals and has also started imparting in-service training to its teachers at its Training Wing at Mussoorie.

16. Other Programmes: These include provision for International Science Olympiad, Educational concessions to children of Armed Forces Personnel killed/disabled during hostilities, National Awards to teachers, cultural exchange programme in the field of school education etc.

University & Higher Education

17. University Grants Commission: UGC was established under an Act of Parliament in 1956 for the purpose of co-ordination and determination of standards in universities. In the discharge of its functions, the Act empowers the Commission among other things to allocate and disburse grants to universities for their maintenance and development and to establish and operate Inter-University Centres.

18. Indira Gandhi National Open University (IGNOU): IGNOU was established in September 1985 to provide access to higher education to large segments of the population especially the disadvantaged groups; to organise programmes of continuing education, to upgrade knowledge and skill; and to initiate special programmes of higher education for specific target groups like women, people living in backward regions, hilly areas etc. The IGNOU will encourage the Open University and Distance Education System in the educational pattern of the country and co-ordinate and determine standards in such systems. A Distance Education Council, as a statutory authority under the IGNOU Act, has been set up to perform this function.

19. Programme to strengthen Scientific Research: The programme being implemented through UGC is basically meant to strengthen the infrastructure of some of the identified centres which could generate research activities of international standards.

20. Improvement in Salary Scales of University and College Teachers: The Provision is for providing financial assistance for a specified period under conditions spelt out to State Governments for revision of pay scales of University and College Teachers consequent upon the recommendations of the Pay Review Committee constituted by UGC, as accepted by the Government.

21. Indian Council of Social Science Research: The Indian Council of Social Science Research was set up primarily with the objective of financing research projects, awarding research fellowships, training on research methodology/computer applications, promoting international research collaboration, providing maintenance and development grants to research institutes, providing guidance and consultancy services in data processing, setting up of data banks, developing centres for documentation services, publication of selected social science literature/research publications/research surveys and organising, sponsoring and financing seminars and workshops relating to social sciences, providing training courses, study grants to researchers, etc.

22. Indian Council of Historical Research (ICHR): The Indian Council of Historical Research (ICHR) was established in 1972 with a view to providing funds for historical research and to foster objective and scientific study of history. It has been promoting historical research including the history of art, literature

and philosophy and allied subjects such as archaeology, numismatic, epigraphy and the historical study of manuscripts. The Council awards fellowships, study-cum-travel grants and publication subsidies. It organises seminars and academic conferences and gives financial assistance for travel within and outside the country for conducting historical research.

23. National Council of Rural Institutes: The National Council of Rural Institutes has been registered as an autonomous society fully funded by the Central Government on October 19, 1995 at Hyderabad. Its aims and objectives are to promote rural higher education on the lines of Mahatma Gandhi's ideas on education so as to take up challenges of micro planning for transformation of rural areas and to consolidate network and develop institutions engaged in programmes of Gandhian Basic Education and Nai Talim.

National Council of Rural Institutes has extended financial assistance to non-profit organisations/non-government organisations for taking up activities on basic education, publication on Nai Talim, Training, Skill development and studies in the field of basic education etc.

24. The Commonwealth of Learning: The Commonwealth of Learning (COL) was established through a Memorandum of Understanding between Commonwealth Countries. Its mandate is to create and widen access to opportunities for learning, by promoting co-operation between universities, colleges, and other educational institutions through the Commonwealth making use of the potential offered by distance education. India is a founder member of this organisation. The Member countries voluntarily fund COL. India has been contributing since 1988. Education Secretary represents India on the Governing Body - Board of Governors of Commonwealth of Learning. With regard to India, COL has been assisting IGNOU, State Open Universities in India and National Open School.

25. Indian Institute of Advanced Study, (IIAS): The Indian Institute of Advanced Study (IIAS) is a residential centre, set up in 1965 for research and encourages promotion of creative thoughts in selected subjects like Humanities, Indian Culture, Comparative Religion, social Sciences and Natural Sciences etc. The IIAS, Shimla awards fellowships for advanced research every year and holds seminars on themes of national significance when outstanding scholars and experts are invited to join the members of the academic community of the Institute to examine theoretical issues and contemporary problems.

26. Indian Council of Philosophical Research (ICPR), New Delhi: The Indian Council of Philosophical Research (ICPR) was set up by the Government to promote research in philosophy and allied disciplines. In order to achieve its aims and objects, the Council awards fellowships, organises seminars, conferences, workshops and refresher courses, provides financial support to organise seminars/workshops, travel grant to scholars to present their papers at conferences/seminars held abroad, sponsors major and minor projects and brings out publications and a triannual Journal of Indian Council of Philosophical Research.

27. Shastri Indo Canadian Institute: Shastri Indo-Canadian Institute was created by joint announcement of Government of India and Canada in 1968 to promote understanding between India and Canada mainly through facilitation of academic activities. The Government of India is providing funds to the Institute as per agreement signed between the Government of India and the Institute in 1968. This agreement has been renewed from time to time by signing of supplementary addenda. The term of the VII Addenda expired on 31.3.1999 as per which a sum of Rs. 5.00 crore was provided to the Institute during the period 1-4-1994 to 31-3-1999. Renewal of agreement for the VIII Addenda will be taken up after the review of the activities of the Institute is completed.

28. Other Programmes: These include provisions for grants-in-aid to other Institutes of higher learning such as Dr. Zakir

Hussain Memorial College Trust, Association of Indian Universities, Short Term Education Programme, contribution to the funds of World Institute for Development Economic Research and Free Education for Girls.

Development of Languages

29. Central Hindi Directorate(CHD): The Central Hindi Directorate was set up in 1960 as a subordinate office with the object of propagation and development of Hindi as a link language. The Directorate has four regional centres located at Hyderabad, Calcutta, Guwahati and Chennai. It operates the schemes of 'Publication of bilingual/trilingual dictionaries', 'Correspondence Courses', 'Awards to Hindi writers', 'Extension services and programmes', 'Hindi through cassettes' and grants to voluntary organizations for propagation of Hindi including scheme of assistance for Publication/Purchase of Books.

30. Commission for Scientific and Technical Terminology (CSTT): The Commission for Scientific and Technical Terminology was set up in October, 1961 for evolution of Scientific and Technical Terminology in Hindi and other Indian languages, Production of University Level Books and reference literature in all disciplines, Identification of Pan Indian Terminology, setting up a National Terminology Bank and organizing terminology workshops to facilitate smooth change over of media of instruction in Universities. The Commission also runs a scheme of Production of University level Books in Hindi and other Indian Languages to facilitate the change to Indian Languages as the medium of instruction at the University level.

31. Kendriya Hindi Shikshan Mandal (KHSM, Agra) : With a view to advancing the Pan Indian norms of Hindi and its promotion and propagation in the whole of India, a registered autonomous body viz. "Kendriya Hindi Shikshan Mandal" was set up on 19th March, 1960. It is a fully funded autonomous organization. It runs the Kendriya Hindi Sansthan, Agra with its regional centres in Delhi, Mysore, Hyderabad, Guwahati and Shillong. The Sansthan is responsible for the propagation and expansion of the uses of Hindi and its teaching in a specific language usage, survey of the tribal languages and introducing primary education through their mother tongue and gradual switch-over in Hindi from their mother tongue, teaching through correspondence courses to the in-service Hindi teachers and orientation course of short term duration for teachers deputed by the State Government, Hindi propagating agents and other agencies. Kendriya Hindi Shikshan Mandal also runs the Scheme of Propagation of Hindi Abroad with the objectives of promoting Hindi.

32, 37 & 40. Appointment of Modern Indian Language Teacher: The three different schemes of Appointment of Hindi Teachers, Appointment of Urdu Teachers & Appointment of Modern Indian Language teachers are proposed to be amalgamated into one scheme, namely, appointment of Modern Indian Language teachers with three distinct components i.e.

- Salaries will continue to be paid for Hindi teachers in schools in non-Hindi speaking states;
- Similarly, the salaries of Urdu teachers in State Government schools will also be borne by the Centre. The scheme will be implemented exclusively in those 325 blocks/districts that have a significant Educationally backward minority/population. These areas have been identified by the Ministry of Social Justice and Empowerment.
- Under the modern Indian Language component, salaries will also be borne for any teacher of any of the languages listed in the 8th schedule of the Constitution (other than the mother tongue/official language/first language of the State) that is taught as the third language. In other words, this component is aimed at encouraging the learning of a third language in State Government schools.

By integrating the three schemes, the centre will provide the State Government a more attractive and realistic range of

languages to choose from without, at the same time, lessening the Government's commitment to Hindi.

33 & 35. CIIL including RLCs: The Central Institute of Indian Languages with its main campus at Mysore, Patiala, Pune and Solan was set up in July, 1969. From the year 2002-2003 onwards, it is proposed to merge both CIIL and RLC schemes under the head CIIL. This change in nomenclature will help to indicate that the branches are no less important than the headquarters. CIIL has published books, created courses on cassettes on almost all the major Indian Languages, produced in-house video films on lessons, supplied literacy and post literacy materials, trained in-service teachers, organized many major national & international seminars and conferences.

34. National Council for Promotion of Urdu Language : The National Council for Promotion of Urdu Language has started functioning as an autonomous body w.e.f. 1.4.1996 for the promotion of Urdu language and also Arabic and Persian languages through the scheme of Calligraphy Training Centres, Scheme of Production and Publications, Scheme of Correspondence Courses.

36. National Council for Promotion of Sindhi Language (NCPSL, Vododara) : The National Council for Promotion of Sindhi Language has been established in April, 1994 to develop, promote and propagate Sindhi Language by publishing Sindhi literature/holding seminars/symposiums for the promotion of Sindhi language.

38. National Council for Promotion of Kashmiri Language: Scheme discontinued with effect from the 10th Five Year Plan.

39. Indian Languages Promotion Council : An Indian Languages Promotion Council has been set up under the Chairmanship of Prime Minister to review the present status of Indian languages in the country and to recommend, to the Government, the measures to be taken for the promotion, development and propagation of Indian languages from time to time.

41. Rashtriya Sanskrit Sansthan: Rashtriya Sanskrit Sansthan was established in 1970 as an autonomous organisation with the objectives 1) preserving, propagating and modernising traditional learning and research in Sanskrit and 2) managing the Kendriya Sanskrit Vidyapeethas established or taken over. It confers degrees and certificates to the students taught in the institutions established by the Sansthan. It also gives financial assistance to Sanskrit organisations, institutions and Sanskrit pathshalas all over India. Financial assistance is also provided under the scheme of Adarsh Sanskrit Mahavidyalayas/Shodh Sansthan to 19 post-graduate teaching institutions and two post-graduate research institutions. The Sansthan provides grants to scholars for the publication of their original/research work and also publishing rare Sanskrit manuscripts. The Sansthan also appoints eminent retired teachers/scholars of Sanskrit under the Scheme of Shashtra Chudamani to give indepth training to young scholars and students in different shastras/disciplines of Sanskrit learning. Further, the Sansthan runs correspondence courses for learning Sanskrit through the mediums of Hindi and English.

42. Maharshi Sandipani Rashtriya Veda Vidya Pratisthan, Ujjain: The Maharshi Sandipani Rashtriya Veda Vidya Pratisthan, an autonomous organisation under this Ministry, was set up to promote and develop Vedic studies.

43 & 45. Development of Sanskrit Education: The Government of India gives 100% financial assistance through State Governments for (a) eminent Sanskrit scholars in indigent circumstances (b) the Modernisation of Sanskrit Pathshalas (c) Providing facilities for teaching Sanskrit in High/Higher Secondary schools (d) Scholarships to students in High/Higher Secondary schools (e) Various schemes for the promotion of Sanskrit and (f) improving the methodology of teaching Sanskrit in schools, Sanskrit Colleges/Vidyapeethas and for the appropriate orientation

of teaching towards this end to the Rashtriya Sanskrit Sansthan/ Deemed Universities/CBSE/NCERT/SCERT etc.

44. Modernisation of Madarsa Education: The Ministry has already introduced a Central Plan Scheme for the Modernisation of Madarsa Education. The objective of the scheme is to encourage traditional institutions like Madarsas and Maktabas by giving them financial assistance, to introduce science, mathematics, social studies, Hindi and English in their curriculums. Only recognised madarsas are eligible to apply through the State Governments. The scheme is entirely voluntary.

General

46. National Scholarship Scheme: Financial assistance is provided subject to fulfilment of stipulated criteria to brilliant students on merit basis under the National Scholarship Scheme and also under the Scholarship Scheme for Talented Children for Rural Areas to pursue their academic studies beyond matriculation and upto 10+2 respectively. Similarly for students from non-Hindi speaking States scholarships are given for Post-Matric higher studies in Hindi.

47. Book Promotion: (i) Grants are given to voluntary organisation for book promotional activities i.e. for organising seminars/training courses workshops annual conventions etc. The year from 23rd April 2001 to 23rd April 2002 is being celebrated as the "YEAR OF BOOKS". (ii) National Book Trust, India established by the Government of India in 1957, produces and encourages the production of good literature and makes such literature available at moderate prices to the public. NBT has been made the nodal agency for the celebration of the YEAR OF BOOKS.

48. Indian National Commission/Unesco: India is one of the founder members of the United Nations' Scientific, Educational and Cultural Organisation (UNESCO). In accordance with UNESCO's Constitution, India has established an Indian National Commission for Cooperation with UNESCO to promote understanding of the aims and objectives of UNESCO amongst the people of India and to advise the Government of India on matters relating to UNESCO.

Planning Norms

49. (i) National Institute of Educational Planning and Administration: The National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation set up and fully financed by the Ministry of Human Resource Development. The objectives of the Institute, inter-alia 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 educational administrators from the Centre and States, to collaborate with other agencies, institutions and organisations, to provide facilities for such training and research to participants from other countries particularly in the Asian region, in the field of educational planning and administration and to prepare, print and publish papers, periodicals and books for the furtherance of these objectives. The objectives of the Institute also include the sharing of experience and expertise in the area of educational planning and administration with other countries and conducting comparative studies.

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

The guidelines of the scheme have been revised during the year 1999-2000. As per the revised guidelines, financial assistance

under this scheme would cover remuneration and allowances/ payment of TA/DA to project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc. Normally, the ceiling for assistance for Studies/Evaluation would be Rs.5.00 lakh per project. The ceiling on expenditure on National Conference/Seminar is Rs.3.00 lakhs and Rs.5.00 lakhs for International conferences or Conferences with substantial International participants/members.

50. Statistics: A Central scheme for strengthening the machinery for educational statistics and establishment of management information system for Education at District, State and National level is under active consideration, to improve the quality of data, reduce the time-lag in publication of Statistical results and to facilitate the undertaking of periodic surveys. The present scheme proposes not only to plug this loop-hole by appointing qualified trained personnel but also to take stock of manpower and equipment already under different schemes like DPEP etc. The manpower and equipment shall be appropriately pooled together and used for overall monitoring and evaluation of various educational schemes launched by the Government.

It will further strengthen the follow up work of school-mapping, micro planning, management and monitoring of key indicators. This system will provide an element of accountability and credibility.

51. Administration: Include provision for educational institutions abroad.

Technical Education

52. University Grants Commission: Assistance is given to UGC for its technical educational programmes.

53. Community Polytechnics: The scheme of Community Polytechnics (CPs) aims at sustainable community development without environmental degradation by way of S&T applications for socio-economic upliftment and improvement in the quality of life of the common man through micro level planning and people's participation at the grass roots level. The scheme lays stress on poverty alleviation, employment generation and removal of drudgery for the women through location-culture-specific non-formal, need-based, short-term training in skill-oriented technical/vocational trades with no precondition of age, sex or qualification. The training is specially geared to the needs of the unemployed/under employed youth/school/college dropouts, the underprivileged and disadvantaged including women, minorities and the weaker sections of the society. The efforts are on to make the scheme responsive to the needs of the trainees, local employees and society/community as a whole. To increase the employability ratio, the minimum competency based curricula have been designed to impart the non-formal training of 3 to 6 months' duration. These polytechnics also undertake activities like technology transfer, technical support and S&T awareness for the community.

54. Indian Institutes of Technology: The six Indian Institutes of Technology are Institutions of national importance established at Mumbai, Delhi, Kanpur, Kharagpur, Chennai and Guwahati to impart high quality education in science, engineering and technology. IITs are engaged in the advancement, dissemination and application of knowledge in physical sciences, engineering and technology through education, research and services. IITs offer Undergraduate (UG) and Postgraduate (PG) as well as research based postgraduate and doctoral programmes in various disciplines of science and technology.

The Government of India has taken a policy decision to convert the University of Roorkee to an Indian Institute of Technology (IIT) and integrate it with IIT system. The Cabinet has accorded its approval and the legislative procedure is underway for moving 'THE INSTITUTES OF TECHNOLOGY (AMENDMENT) Bill, 2001' in the Parliament.

55. Regional Engineering Colleges: The Regional Engineering Colleges (RECs), seventeen in number, were established as joint and cooperative ventures of the Government

of India and the concerned State Governments. Fourteen of them were established during 1959-1960. The last one was established at Jalandhar in Punjab in 1986. The National character is ensured by each College admitting students from all States and Union Territories and further by appointing the best available faculty on an all India basis. The role of RECs is to function as pace-setters and to provide academic leadership to other technical institutions in the respective regions. The Colleges were established as autonomous registered societies under the Societies Registration Act, 1860 (Act No.:XXI of 1860).

The Colleges are administered by a Board of Governors (BOGs) with a fair degree of autonomy, both financial and administrative.

At the National level, there is an Advisory Council for RECs, with the Union Minister for Human Resource Development as its Chairman for giving advice on the broad policies for the Regional Engineering College system.

Academically the colleges are affiliated to the respective Universities in the regions where the RECs are located. Within this framework a few of these Universities have granted academic autonomy to RECs affiliated to them.

The Government of India meets the entire non-recurring expenditure and 50% of the recurring expenditure on undergraduate courses of these Colleges. The balance of 50% recurring expenditure is borne by the respective State Government where the Regional Engineering College is located. The entire expenditure on post-graduate courses is borne by the Government of India.

The admission are made on the basis of entrance examinations conducted by the Technical Education Departments of the State concerned for admission to all Engineering Colleges in the States. 50% of the seats in each Regional Engineering Colleges are filled by the students qualifying from the State where a particular REC located. The rest 50% seats are filled by the students coming from other States/UTs based on pre-defined distribution done at Ministry of Human Resource Development level. This procedure has been adopted to promote National Integration and Maintaining truly National character.

56. Scheme of Apprenticeship Training: The Scheme provides opportunity for practical training to graduate engineers, Diploma holders and 10+2 (vocational) pass outs in different industries and other organisations as per the Apprenticeship Act, 1961 as amended from time to time and as per policies and guidelines laid down by Central Apprenticeship Council.

57. Indian Institutes of Management: The six Indian Institutes of Management were set up by the Government of India at Ahmedabad, Bangalore, Calcutta, Lucknow, Indore, and Calicut as 'Centres of Excellence' with the objective of providing educational training, research and consultancy in management. The Institutes are running Post-Graduate Programmes (PGP), Fellowship Programmes, Management Development Programmes and Organisation Based Programmes. The Institutes are taking a leading role in research and consultancy and providing a notable assistance in industrial development in the country.

58. Indian Institute of Science, Bangalore: The Indian Institute of Science, Bangalore, a deemed University and a pioneering Institute set up in 1909 has earned international recognition as a Centre of excellence for research in Engineering Science and allied fields. The Institute is doing pioneering work in many frontier areas of Science and technology.

59. All India Council for Technical Education: The All India Council for Technical Education (AICTE) is a statutory body established through an Act of Parliament with a view to the proper planning and coordinated development of the technical education system throughout the country, promotion of qualitative improvements of such education in relation to planned qualitative growth and the regulation and proper maintenance of norms and standards in the technical education system and matters

connected therewith. AICTE operates various schemes namely Modernisation and Removal of Obsolescence (MODROB), Research & Development (R&D), Thrust Area Programmes in Technical Education (TAPTEC), Early Faculty Induction Programme (EFIP), Quality Improvement Programme (QIP), Continuing Education Programme (CEP), Travel and Seminar Grants, Emeritus Fellowship, etc, for overall improvement of technical education in the country. AICTE also funds the National Technical Manpower Information System (NTMIS) to collect data regarding manpower requirement in the country in different areas of technical education through its 21 nodal centres, the reports of which are disseminated amongst the State Government for future planning. AICTE advises all State Governments to develop perspective plans for the development of technical education to improve quality of technical education.

60. Technology Development Mission: Technology Development Mission has been set up in the five Indian Institutes of technology and the Indian Institute of Science, Bangalore in the areas of Food Processing Engineering, Integrated Design and Competitive Manufacturing, Photonics devices and Technologies, Energy Efficient Technologies, Communication Networking and Intelligent Automation, New Materials and Genetic Engineering and Technology.

61. Polytechnics for the Disabled: The objective of the scheme is to select and upgrade 50 existing polytechnics in different locations in the country for integrating the physically disabled (orthopaedically disabled, partially deaf and dumb) with the mainstream. It is expected that about 1250 disabled students from regular and 5000 disabled students from short duration continuing vocational training programmes would pass out every year in different disciplines from these 50 Polytechnics.

62. Indian Institute of Information Technology and Management, Gwalior: The Government of India has established this institute at Gwalior at a total cost of Rs.61.69 crore. The core educational programmes of the Institute shall include a five and half years integrated programme with an entry level qualification of senior school certificate leading to a diploma in Information Technology & Management and PG Diploma in Information Technology and Management with entry qualification of a Bachelor's degree in selected areas. It is also envisaged that the Institute shall work as a National Resource Centre for dissemination of state & art knowledge and practices in key areas of information technology and management for working professionals in industry. Apart from running educational programmes, IIIT&M, Gwalior will undertake research, design and development, consultancy, fellowship programmes.

63. National Institute of Industrial Engineering, Mumbai: The National Institute of Industrial Engineering (NIIE), Mumbai was established as a national institute in 1963 by the Government of India with the assistance of the UNDP through the International Labour Organization (ILO). It conducts long-term and short-term courses in Industrial Engineering and allied fields, industry-oriented programmes to suit the specific needs of industries/ organisations, evolves syllabi, teaching material, norms and standards and gives help to other institutions engaged in teaching Industrial Engineering and allied subjects, carries out applied research, develops courses material, adopts industrial engineering techniques to Indian requirements, collaborates with other institutions/ organisations and professional bodies to promote industrial engineering and productivity techniques. In addition to above, NIIE offers Industrial Management courses since 1994 and Fellowship Programme, which is equivalent to a Ph. D. NIIE has also been recognised as a Quality Improvement Programme Centre.

64. National Institute of Foundry and Forge Technology, Ranchi: The National Institute of Foundry and Forge Technology (NIFFT), Ranchi was established by the Government of India in collaboration with the UNESCO-UNDP in 1966 with the objectives to organise teaching and training programmes, conduct research

and development activities in the frontier areas pertaining to Foundry, Forge and related technologies and provide Technological guidance and documentation services to such industries. It offers (i) M. Tech. course in Foundry and Forge Technology and manufacturing engineering, (ii) B.Tech. Course in Manufacturing, Metallurgy and Materials Engineering, (iii) Advanced Diploma courses in Foundry and Forge Technology, (iv) Short term refresher courses in specified areas for participants sponsored by the Industries, and (v) Unit based programs of short duration on request from the Industries, R & D Organizations and Institutions.

65. School of Planning and Architecture, New Delhi: The School of Town and Country Planning, New Delhi was established by the Government of India in 1955 to provide facilities in education and training in the field of rural, urban and regional planning. This School was renamed as School of Planning and Architecture (SPA) after the Department of Architecture was included in 1959 to provide facilities for education in the discipline of Architecture also.

The School of Planning and Architecture, New Delhi which was conferred the status of a Deemed University in 1979, provides under-graduate and post-graduate education and training in the fields of Architecture, Planning, Design and Management of different aspects of Human Habitat and Environment. School of Planning and Architecture offers two under-graduate courses - (i) Bachelor of Architecture, (ii) Bachelor of Physical Planning and ten post-graduate courses - (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. The faculty of the SPA actively contribute to policy and plan formulations in the areas of regional and urban development, and are appointed as members of various expert committees/commissions set up by Central and State Governments, Planning Commission and other authorities.

66. Technical Teachers' Training Institutes: Four Technical Teachers' Training Institutes (TTTIs) at Bhopal, Calcutta, Chandigarh and Chennai were established during the mid-sixties for training of polytechnic teachers and undertaking various other activities for the overall improvement of polytechnic education. The Institutes at Bhopal and Chennai and one more recently at Chandigarh also offer PG Courses in technical teaching. Besides teacher training, these Institutes also undertake activities such as resource development, extension work, and consultancy and project formulation.

67. Sant Longowal Institute of Engineering and Technology, Longowal, Distt. Sangrur, Punjab: The Sant Longowal Institute of Engineering and Technology is an autonomous institute registered under the Societies Registration Act, established and fully funded by the Government of India with 500 acres of land provided by the State Government of Punjab. The academic pattern of the Institute is designed on the pattern of the NERIST with vertical mobility and later entry introduced at different levels of courses in Engineering and Technology, 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. The Institute is offering 12 certificate, 10 diploma and 8 degree courses.

68. Government College of Engineering And Technology, Jammu: The State Govt. of Jammu & Kashmir took a decision in 1994 to establish an Engineering College and Technology at Jammu. The College started functioning from the old University Campus, but the infrastructure is highly inadequate for an Engineering College. The process of acquisition of land at chak Baiwal are at final stages. The decision for the building and new

campus have been prepared. The project's cost is expected to be Rs. 36.00 crore. So far Govt. of India has provided a grant of Rs. 2.50 crore.

69. Indian Institute of Information Technology, Allahabad:

The Government of India has approved establishment of Indian Institute of Information Technology at Allahabad at a cost of Rs.41.10 crore. The core educational programme of the Institute shall include 5 1/2 years Integrated Programme with an entry-level qualification of 10+2. The Institute has already started B. Tech. Course in IT.

The Institute would nurture excellence, provide the nation with outstanding professional manpower, carry out front ranking research and development and offer analysis and advice to the industry and other interested agencies and would strive to build/form a network of institutions working in IT, Computers and allied technologies in the country. This is also in consonance with the recommendations made by National Task Force which recommended a number of front ranking Information Technology Centres of excellence, of which the first one is recommended to be established at Allahabad.

70. Indian School of Mines (ISM), Dhanbad:

Indian School of Mines, Dhanbad, established by the Government of India in 1926 caters to the human resource needs of the Nation in the areas of Mining, Petroleum, Mining Machinery, Mineral Engineering and Earth Sciences besides training manpower in the related disciplines of Management, Electronics & Instrumentation, Environmental Sciences and Engineering, Computer Science and Engineering, Applied Sciences, and Humanities and Social Sciences.

ISM offers 4 year integrated B. Tech. Programmes in Mining Engineering, Engineering & Mining Machinery, Petroleum Engineering, Mineral Engineering, Computer Science & Engineering, Electronics Engineering ; and 3-year programmes for science graduates leading to M. Sc. (Tech.) degree in Applied Geology and Applied Geophysics. ISM has been running a number of Industry oriented post-graduate programmes in Engineering, Management and Earth Science disciplines. M. Tech. Programmes of 3-semester duration are offered in the subjects of Mine Planning & Design, Opencast Mining, Mineral Engineering, Industrial Engineering and Management, Drilling Engineering, Fuel Engineering, Maintenance Engineering and Tribology, Petroleum Engineering, Environmental Sciences and Engineering, Computer Applications, Rock Excavation Engineering and Longwall Mine Mechanisation. 2-semester programmes of M. Phil in Science and MBA are also offered.

71. Research & Development: The scheme of Research & Development aims at funding various projects in inter-disciplinary and newly emerging areas of technology. The scheme envisages to bring forth improvement in existing technology, technical competence building leading to socio-economic development. The scope of the scheme covers technical institutions mainly offering postgraduate programmes in the field of engineering and technology.

The scheme was implemented by All India Council for Technical Education (AICTE), a statutory body under the Ministry till 1996-97. However, with regard to Central Institutions and regional Engineering Colleges (RECs), it was decided that the scheme would be implemented in the Ministry from financial year 1997-98. The scheme is implemented from 1997-98 onwards in the Ministry.

72. Modernisation & Removal of obsolescence: Under the scheme of Modernisation & Removal of Obsolescence, financial support is provided to modernise equipment, machinery, laboratories, workshops and libraries and related facilities. Modernisation is undertaken to enhance the functional efficiency of the technical institutions in view of latest developments in the field of Engineering and Technology.

The scheme was implemented by All India Council for

Technical Education (AICTE), a statutory body under the Ministry till 1996-97. However, with regard to Central Institutions and Regional Engineering Colleges (RECs), it was decided that the scheme would be implemented in the Ministry from financial year 1997-98. The scheme is implemented from 1997-98 onwards in the Ministry.

73. Thrust Areas of Technical Education: The scheme of Thrust Areas of Technical Education comprises the following components: -

- (i) Strengthening of facilities in the crucial areas of Technology where weakness exists.
- (ii) Creation of infrastructure in the areas of emerging technologies.
- (iii) Programmes of new and/or improved technologies and offering new courses in specialised fields.

The scheme was implemented by All India Council for Technical Education (AICTE), a statutory body under the Ministry till 1996-97. However, with regard to Central Institutions and Regional Engineering Colleges (RECs) it was decided that the scheme would be implemented in the Ministry from financial year 1997-98. The scheme is implemented from 1997-98 onwards in the Ministry.

74. Boards of Apprenticeship Training (BOATs): There are four Regional Boards of Apprenticeship Training located at Mumbai, Calcutta, Kanpur and Chennai. These are autonomous organisations fully funded by the Ministry of Human Resource Development (Department of Secondary & Higher Education).

Under the Apprentices Act, these regional BOATs have been authorised for implementing the National Scheme of Apprenticeship training in respect of Graduate Engineers, Technicians (Diploma Holders) and Technician (Vocational). The apprentices engaged under the scheme are being paid stipend which is shared on 50:50 by the Central Government and the industries/training institutes.

75. Payment for Professional and Special Services: After the successful completion of Technical Education I & Technical Education II project launched in the Country with the assistance of World Bank, for upgradation of Polytechnics in the country, the Government have launched another project called "Technician Education III" with the assistance of the World Bank. The project covers the N.E. States of Arunachal Pradesh, Nagaland, Mizoram, Tripura, Meghalaya and Sikkim, the J&K and the UT of Andaman & Nicobar Islands, which could not be covered under earlier two projects. Like the earlier two projects Technician Education III will also have a small element of Centre guidance, support and monitoring mechanism for which a new National Project Implementation Unit (NPIU) has been established. The main functions of the NPIU are to provide direction and guidance to States/UTs in Project Planning and Implementation, monitoring and review project implementation, arrange consultancy services and training programmes, liaise with various bodies connected with technician education etc.

76. Other Programmes:

- **Asian Institute of Technology (AIT), Bangkok:** 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. India is represented in the Board of Trustees of AIT by eminent educationist in his individual capacity. At present Prof. Ashoka Chandra, Special Secretary in H.R.D. is a member of BOT of AIT, Bangkok.

The Government of India contributes to AIT, Bangkok by way of faculty secondment and cash grant of Rs.3.00 lakh per year for academic related activities in India and purchase of Indian equipment and library books.

- **Central assistance to States/UTs for revision of salary scales of Technical Institutions :** Central assistance is provided to States/UTs to meet 80% of the additional expenditure involved for implementation of revised scales of pay of Teachers of Degree level Technical Institution for the period from 1.1.1996 to 31.3.2001.

- **Educational Consultants India Limited (Ed.CIL) :** Ed.CIL was established as a Government of India Enterprises 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 System 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 focus on Educational Institutions) and also Testing activities for admission to Educational Institutions and recruitment.

Ed.CIL is a profit making PSU and has been earning profit over the last 14 years and has been regularly paying dividend to the Government of India.

During the period of report, Ed.CIL has undertaken major turnkey projects for Educational Institutions such as IIIT, Allahabad, IIITM, Gwalior, Morarji Desai Residential School Complex. Ed.CIL also involved in procurement activities for Educational Institutions and in IT literacy project. Ed.CIL provided logistics support projects for MHRD - DPEP, NPIU, Swa-Shakti project under Dept. of Women & Child Development.

International presence of Ed.CIL was strategically increased in order to increase export of Indian Education, promote Indian Education System abroad and attract foreign students. In this connection, Ed.CIL organised and participated in a number of Education fairs abroad. Seminars, student's counselling and Exhibitions were the main activities during these fairs. Ed.CIL so far organised/participated in 14 such fairs. Indian Education portal - www.educationindia4U.com - was launched to provide comprehensive information about Indian education and act as a single window for enrolment of students.

- **Student Counselling and Development Programme:** The scheme of Student Counselling and Guidance aims at:

- * Assess the requirement of counselling and orientation for students at the diploma, degree and postgraduate levels.
- * Conduct training programmes in counselling for technical teachers so that they can also act as trainers of other teachers when required.
- * Organise programmes at various levels to help students to overcome adjustment problems, acquire good learning skills and plan for careers.
- * Develop entrepreneurial talents through training courses.
- * Organise seminars, conferences and workshops at national and regional levels to make teachers, students, administrators etc., aware of the problems of students and their possible solutions.

* Arrange regional level meeting of students to facilitate their interaction, to locate talents through presentation of papers, projects, quiz programmes etc., and giving them awards.

* Arrange regional level exhibitions of projects prepared by students to encourage creativity and innovation of students.

* Arrange workshops, seminars and discussions to encourage, motivate and guide students about the teaching professions.

- **Research and Information Services :** The scheme of Research and Information Services aims at studying the various aspects of Technical Education, which will bring into the focus the impact as well as deficiencies aberrations constraints and inefficiency in the system. The study on research of various aspects of the technical education system will help in restructuring the system with a view to overcome such constraints and deficiencies. The scheme will produce a comprehensive database on technical education facilities in India and the output from such facilities. This data will be helpful for planning new schemes and modify existing ones on a regular basis.

77. North Eastern Regional Institute of Science and Technology: The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar (Arunachal Pradesh) was established in 1986 to generate skilled manpower in the field of Engineering and Technology as well as Applied Science streams for the development of the North Eastern Region while the Department of Secondary & Higher Education was giving necessary technical guidance to NERIST, it was earlier being funded through North Eastern Council. With effect from 1994-95, the Department of Secondary Education & Higher Education are funding the institute.

NERIST was conceived as a unique institute offering a sequence of modular programmes, each of 2 years duration leading to 6 certificates, 6 diplomas and 7 degrees in Technology and Applied Sciences. The modules provide linkages with occupational levels i.e. technicians, supervisors and engineers. The base and diploma modules provide entry to next higher module, subject to required performance of the students in lower module(s) and with the provision to undergo certain bridge courses. The thrust of this modular and innovative academic programme is to encourage a policy for vocationalisation and to allow motivated students to go for higher studies while permitting others to go for jobs or to develop their entrepreneurial skills.

Provisional affiliation to NERIST has been accorded by North Eastern Hill University, granting of deemed university status to this institute is under consideration.

Physical Education

78. Promotion of Yoga: The main objective of this scheme is to provide financial assistance for organising training of teachers in Yoga and ensure uniformity in the training programme. Yoga Institutes of All India character are also given financial assistance for maintenance as well as development activities including research in Yoga and for training teachers.

79. A provision of Rs.215.11 crore has been made for schemes relating to development of North Eastern States including Sikkim.