### MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEMAND NO. 57
### Department of Secondary Education and Higher Education

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

*(In crores of Rupees)*

| | Major Head | Budget 2002-2003 | | | Revised 2002-2003 | | | Budget 2003-2004 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Plan | Non-Plan | Total | Plan | Non-Plan | Total | Plan | Non-Plan | Total |
| Revenue | | 2124.24 | 2762.61 | 4886.85 | 1942.32 | 2789.61 | 4731.93 | 2124.14 | 2832.40 | 4956.54 |
| *Capital* | | *0.01* | *...* | *0.01* | *0.01* | *...* | *0.01* | *0.01* | *...* | *0.01* |
| **Total** | | **2124.25** | **2762.61** | **4886.86** | **1942.33** | **2789.61** | **4731.94** | **2124.15** | **2832.40** | **4956.55** |
| 1. Secretariat-Social Services | 2251 | ... | 24.26 | 24.26 | ... | 24.02 | 24.02 | ... | 26.21 | 26.21 |
| 2. Discretionary Grant | 2013 | ... | 0.03 | 0.03 | ... | 0.03 | 0.03 | ... | 0.04 | 0.04 |
| **Secondary Education** | | | | | | | | | | |
| 3. National Council of Educational Research & Training | 2202 | 12.60 | 35.00 | 47.60 | 15.05 | 35.00 | 50.05 | 14.00 | 36.00 | 50.00 |
| 4. Kendriya Vidyalaya Sangathan | 2202 | 76.50 | 544.77 | 621.27 | 76.50 | 544.77 | 621.27 | 85.00 | 559.00 | 644.00 |
| 5. Navodaya Vidyalaya Samiti | 2202 | 324.00 | 122.60 | 446.60 | 324.00 | 122.60 | 446.60 | 360.00 | 130.00 | 490.00 |
| 6. Information Communication Technologies(ICT) | 2202 | 9.40 | ... | 9.40 | 15.00 | ... | 15.00 | 15.00 | ... | 15.00 |
| | 3601 | 89.50 | ... | 89.50 | 9.90 | ... | 9.90 | 94.00 | ... | 94.00 |
| | 3602 | 1.00 | ... | 1.00 | ... | ... | ... | 2.00 | ... | 2.00 |
| | *Total* | *99.90* | *...* | *99.90* | *24.90* | *...* | *24.90* | *111.00* | *...* | *111.00* |
| 7. Integrated Education for Disabled Children | 2202 | 12.90 | ... | 12.90 | 5.20 | ... | 5.20 | 12.20 | ... | 12.20 |
| | 3601 | 18.50 | ... | 18.50 | 26.30 | ... | 26.30 | 22.70 | ... | 22.70 |
| | 3602 | 0.10 | ... | 0.10 | ... | ... | ... | 0.10 | ... | 0.10 |
| | *Total* | *31.50* | *...* | *31.50* | *31.50* | *...* | *31.50* | *35.00* | *...* | *35.00* |
| 8. Quality Improvement in Schools | 2202 | 8.70 | ... | 8.70 | 5.75 | ... | 5.75 | 7.50 | ... | 7.50 |
| | 3601 | 11.75 | ... | 11.75 | 14.70 | ... | 14.70 | 18.25 | ... | 18.25 |
| | 3602 | 0.25 | ... | 0.25 | 0.25 | ... | 0.25 | 0.25 | ... | 0.25 |
| | *Total* | *20.70* | *...* | *20.70* | *20.70* | *...* | *20.70* | *26.00* | *...* | *26.00* |
| 9. National Open School | 2202 | 13.50 | ... | 13.50 | 8.00 | ... | 8.00 | 15.00 | ... | 15.00 |
| 10. Population Education Project | 2202 | 2.03 | ... | 2.03 | 1.00 | ... | 1.00 | ... | ... | ... |
| 11. Acceses and Equity | 2202 | 18.00 | ... | 18.00 | 10.00 | ... | 10.00 | 16.00 | ... | 16.00 |
| | 3601 | ... | ... | ... | ... | ... | ... | 3.50 | ... | 3.50 |
| | 3602 | ... | ... | ... | ... | ... | ... | 0.50 | ... | 0.50 |
| | *Total* | *18.00* | *...* | *18.00* | *10.00* | *...* | *10.00* | *20.00* | *...* | *20.00* |
| 12. Central Tibetan Schools Society Administration | 2202 | 2.70 | 14.71 | 17.41 | 2.70 | 12.50 | 15.20 | 3.00 | 13.00 | 16.00 |
| 13. Other Programmes | 2202 | 8.10 | 1.33 | 9.43 | 2.00 | 1.33 | 3.33 | ... | 1.38 | 1.38 |
| **Total-Secondary Education** | | **609.53** | **718.41** | **1327.94** | **516.35** | **716.20** | **1232.55** | **669.00** | **739.38** | **1408.38** |
| **University and Higher Education** | | | | | | | | | | |
| 14. University Grants Commission | 2202 | 465.08 | 1100.00 | 1565.08 | 508.09 | 1101.39 | 1609.48 | 516.75 | 1113.80 | 1630.55 |
| 15. Indira Gandhi National Open University | 2202 | 60.30 | 2.00 | 62.30 | 35.30 | ... | 35.30 | 67.00 | 1.00 | 68.00 |
| 16. Improvement in Salary Scale of University & College Teachers | 3601 | ... | 0.01 | 0.01 | ... | 37.99 | 37.99 | ... | 1.00 | 1.00 |
| 17. Indian Council of Social Science Research | 2202 | 15.75 | 24.00 | 39.75 | 15.75 | 24.00 | 39.75 | 17.50 | 24.00 | 41.50 |
| 18. Indian Council of Historical Research | 2202 | 2.52 | 5.75 | 8.27 | 2.52 | 4.50 | 7.02 | 2.80 | 5.00 | 7.80 |
| 19. Rural Universities/National Council of Rural Institutes | 2202 | 0.81 | ... | 0.81 | ... | ... | ... | 0.80 | ... | 0.80 |
| 20. Commonwealth of Learning | 2202 | ... | 2.00 | 2.00 | ... | 2.00 | 2.00 | ... | 2.00 | 2.00 |
| 21. Indian Institute of Advance Studies,Shimla | 2202 | 2.47 | 4.50 | 6.97 | 2.72 | 3.75 | 6.47 | 2.75 | 4.00 | 6.75 |
| 22. Indian Council of Philosophical Research | 2202 | 2.16 | 2.80 | 4.96 | 2.16 | 2.17 | 4.33 | 2.40 | 2.40 | 4.80 |
| 23. Shastri Indo-Canadian Institute | 2202 | ... | 2.00 | 2.00 | ... | 2.00 | 2.00 | ... | 1.93 | 1.93 |
| 24. Other Programmes | 2202 | 4.41 | 1.52 | 5.93 | 2.87 | 1.16 | 4.03 | 5.00 | 1.51 | 6.51 |
| | 6202 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | *Total* | *4.41* | *1.52* | *5.93* | *2.87* | *1.16* | *4.03* | *5.00* | *1.51* | *6.51* |
| **Total-University & Higher Education** | | **553.50** | **1144.58** | **1698.08** | **569.41** | **1178.96** | **1748.37** | **615.00** | **1156.64** | **1771.64** |

*(In crores of Rupees)*

| Major Head | Budget 2002-2003 | | | Revised 2002-2003 | | | Budget 2003-2004 | | |
| | Plan | Non-Plan | Total | Plan | Non-Plan | Total | Plan | Non-Plan | Total |
|---|---|---|---|---|---|---|---|---|---|
| **Development of Languages** | | | | | | | | | |
| 25. Directorate of Hindi 2202 | 4.95 | 5.37 | 10.32 | 5.50 | 5.10 | 10.60 | 5.50 | 5.50 | 11.00 |
| 26. Commission for Scientific | | | | | | | | | |
| & Tech. Terminology 2202 | 1.89 | 1.38 | 3.27 | 1.89 | 1.25 | 3.14 | 2.10 | 1.40 | 3.50 |
| 27. Kendriya Hindi Shikshan Mandal 2202 | 5.17 | 6.00 | 11.17 | 5.67 | 6.00 | 11.67 | 5.75 | 6.50 | 12.25 |
| 28. Appointment of Language Teachers 2202 | 10.35 | ... | 10.35 | 0.05 | ... | 0.05 | 0.01 | ... | 0.01 |
| 3601 | ... | ... | ... | 10.25 | ... | 10.25 | 11.48 | ... | 11.48 |
| 3602 | ... | ... | ... | 0.05 | ... | 0.05 | 0.01 | ... | 0.01 |
| *Total* | *10.35* | *...* | *10.35* | *10.35* | *...* | *10.35* | *11.50* | *...* | *11.50* |
| 29. Regional Language Centres 2202 | 1.42 | 5.95 | 7.37 | 1.42 | 5.13 | 6.55 | ... | ... | ... |
| 30. National Council for Promotion | | | | | | | | | |
| of Urdu Language 2202 | 8.77 | ... | 8.77 | 9.50 | ... | 9.50 | 9.75 | ... | 9.75 |
| 31. Central Institute of Indian | | | | | | | | | |
| Languages and Regional | | | | | | | | | |
| Language Centres 2202 | 3.96 | 2.97 | 6.93 | 3.94 | 2.62 | 6.56 | 5.98 | 7.62 | 13.60 |
| 32. NCPSL 2202 | 0.36 | ... | 0.36 | 0.36 | ... | 0.36 | 0.40 | ... | 0.40 |
| 33. National Commission for | | | | | | | | | |
| Indian Language 2202 | 0.05 | ... | 0.05 | 0.05 | ... | 0.05 | 0.05 | ... | 0.05 |
| 34. Modern Indian Languages 2202 | 1.26 | ... | 1.26 | 1.26 | ... | 1.26 | 1.40 | ... | 1.40 |
| 3601 | ... | 0.80 | 0.80 | ... | 0.80 | 0.80 | ... | 0.80 | 0.80 |
| *Total* | *1.26* | *0.80* | *2.06* | *1.26* | *0.80* | *2.06* | *1.40* | *0.80* | *2.20* |
| 35. Rashtriya Sanskrit Sansthan 2202 | 13.56 | 14.53 | 28.09 | 18.23 | 15.26 | 33.49 | 15.07 | 16.00 | 31.07 |
| 36. Rashtriya Ved Vidya Pratisthan 2202 | 2.70 | ... | 2.70 | 1.00 | ... | 1.00 | 3.00 | ... | 3.00 |
| 37. Development of Sanskrit Education 2202 | 0.02 | ... | 0.02 | 0.02 | ... | 0.02 | 0.02 | ... | 0.02 |
| 3601 | 8.55 | ... | 8.55 | 11.08 | ... | 11.08 | 12.25 | ... | 12.25 |
| 3602 | 0.89 | ... | 0.89 | 0.11 | ... | 0.11 | 0.20 | ... | 0.20 |
| *Total* | *9.46* | *...* | *9.46* | *11.21* | *...* | *11.21* | *12.47* | *...* | *12.47* |
| 38. Sanskrit - Others 2202 | 2.25 | ... | 2.25 | 0.50 | ... | 0.50 | 0.53 | ... | 0.53 |
| 39. Area Intensive and Madarsa | | | | | | | | | |
| Modernisation Programme 3601 | ... | ... | ... | ... | ... | ... | 31.50 | ... | 31.50 |
| 40. Education in Human Values 2202 | ... | ... | ... | ... | ... | ... | 9.00 | ... | 9.00 |
| **Total-Development of Languages** | **66.15** | **37.00** | **103.15** | **70.88** | **36.16** | **107.04** | **114.00** | **37.82** | **151.82** |
| **General** | | | | | | | | | |
| 41. National Scholarship Scheme/ | | | | | | | | | |
| Scholarships for Talented 2202 | 0.11 | 0.86 | 0.97 | 0.02 | 0.53 | 0.55 | 0.12 | 0.69 | 0.81 |
| Children from Rural Areas 3601 | 6.80 | 1.41 | 8.21 | 0.82 | 0.49 | 1.31 | 7.56 | 1.41 | 8.97 |
| 3602 | 0.29 | 0.08 | 0.37 | 0.06 | 0.03 | 0.09 | 0.32 | 0.08 | 0.40 |
| 7601 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Total* | *7.20* | *2.35* | *9.55* | *0.90* | *1.05* | *1.95* | *8.00* | *2.18* | *10.18* |
| 42. Book Promotion 2202 | 10.80 | 7.40 | 18.20 | 6.80 | 7.08 | 13.88 | 12.00 | 9.40 | 21.40 |
| 43. Indian National Commission/ | | | | | | | | | |
| UNESCO 2202 | 1.89 | 7.21 | 9.10 | 1.97 | 8.07 | 10.04 | 2.00 | 7.90 | 9.90 |
| 2552 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| *Total* | *1.89* | *7.21* | *9.10* | *1.97* | *8.07* | *10.04* | *2.00* | *7.90* | *9.90* |
| 44. Planning Norms 2202 | 2.84 | 2.38 | 5.22 | 4.00 | 2.48 | 6.48 | 3.15 | 2.55 | 5.70 |
| 3601 | 28.35 | ... | 28.35 | 28.35 | ... | 28.35 | ... | ... | ... |
| *Total* | *31.19* | *2.38* | *33.57* | *32.35* | *2.48* | *34.83* | *3.15* | *2.55* | *5.70* |
| 45. Statistics 2202 | 0.90 | ... | 0.90 | ... | ... | ... | 1.00 | ... | 1.00 |
| 46. Administration 2202 | ... | 3.73 | 3.73 | ... | 3.73 | 3.73 | ... | 4.71 | 4.71 |
| **Total-General** | **51.98** | **23.07** | **75.05** | **42.02** | **22.41** | **64.43** | **26.15** | **26.74** | **52.89** |
| **Total-General Education** | **1281.16** | **1923.06** | **3204.22** | **1198.66** | **1953.73** | **3152.39** | **1424.15** | **1960.58** | **3384.73** |
| **Technical Education** | | | | | | | | | |
| 47. Community Polytechnics 2203 | 63.00 | 2.00 | 65.00 | 35.00 | 2.00 | 37.00 | 70.00 | 2.00 | 72.00 |
| 48. Indian Institutes of Technology 2203 | 126.00 | 438.00 | 564.00 | 150.00 | 438.00 | 588.00 | 140.00 | 449.02 | 589.02 |
| 49. Regional Engineering Colleges 2203 | 72.00 | 118.13 | 190.13 | 72.00 | 118.13 | 190.13 | 80.00 | 136.69 | 216.69 |
| 50. Scholarships/Apprenticeship | | | | | | | | | |
| Training 2203 | 13.50 | 10.00 | 23.50 | 13.50 | 10.00 | 23.50 | 15.00 | 10.00 | 25.00 |
| 51. Indian Institutes of Management, | | | | | | | | | |
| Ahmedabad, Calcutta, Bangalore | | | | | | | | | |
| and Lucknow 2203 | 22.50 | 49.73 | 72.23 | 22.50 | 49.73 | 72.23 | 25.00 | 49.73 | 74.73 |
| 52. Indian Institute of Science, | | | | | | | | | |
| Bangalore 2203 | 15.30 | 80.00 | 95.30 | 30.00 | 80.00 | 110.00 | 17.00 | 82.00 | 99.00 |

*(In crores of Rupees)*

| | Major Head | Budget 2002-2003 | | | Revised 2002-2003 | | | Budget 2003-2004 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Plan | Non-Plan | Total | Plan | Non-Plan | Total | Plan | Non-Plan | Total |
| 53. Re-organising, restructuring and strengthening of AICTE Bureau of Technical education and its Committee and Boards | 2203 | 90.00 | 30.00 | 120.00 | 90.00 | 30.00 | 120.00 | 100.00 | 30.00 | 130.00 |
| 54. Technology Development Mission | 2203 | 7.20 | ... | 7.20 | ... | ... | ... | 8.00 | ... | 8.00 |
| 55. Polytechnics for the disabled | 2203 | 5.40 | ... | 5.40 | 4.00 | ... | 4.00 | 6.00 | ... | 6.00 |
| 56. Indian Institute of Information Technology, Gwalior | 2203 | 2.25 | 4.50 | 6.75 | 2.25 | 4.50 | 6.75 | 2.50 | 4.50 | 7.00 |
| 57. National Instt. for Trg. in Industrial Engineering | 2203 | 4.50 | 8.00 | 12.50 | 2.00 | 6.50 | 8.50 | 5.00 | 8.00 | 13.00 |
| 58. National Instt. for Forge and Foundary Technology | 2203 | 3.15 | 6.00 | 9.15 | 0.93 | 3.95 | 4.88 | 3.50 | 4.71 | 8.21 |
| 59. School of Planning and Architecture | 2203 | 3.60 | 6.00 | 9.60 | 3.60 | 6.00 | 9.60 | 4.00 | 6.00 | 10.00 |
| 60. Technical Teachers Training Institutes | 2203 | 10.80 | 16.00 | 26.80 | 8.00 | 16.00 | 24.00 | 12.00 | 16.00 | 28.00 |
| 61. Sant Longowal Instt. of Engineering & Technology | 2203 | 2.70 | 12.00 | 14.70 | 2.70 | 12.00 | 14.70 | 3.00 | 12.00 | 15.00 |
| 62. IIIT, Allhabad | 2203 | 2.25 | 4.50 | 6.75 | 2.25 | 4.50 | 6.75 | 2.50 | 4.50 | 7.00 |
| 63. ISM, Dhanbad | 2203 | 5.40 | 14.50 | 19.90 | 5.40 | 14.50 | 19.90 | 6.00 | 15.00 | 21.00 |
| 64. Research and Development | 2203 | 18.00 | ... | 18.00 | 18.00 | ... | 18.00 | 20.00 | ... | 20.00 |
| 65. Modernisation and Removal of Obsolescence | 2203 | 13.50 | ... | 13.50 | 13.50 | ... | 13.50 | 15.00 | ... | 15.00 |
| 66. Thrust Areas of Technical Education | 2203 | 13.50 | ... | 13.50 | 13.50 | ... | 13.50 | 15.00 | ... | 15.00 |
| 67. Board of Apprenticeship Training | 2203 | 1.35 | 2.00 | 3.35 | 1.35 | 2.00 | 3.35 | 1.50 | 2.00 | 3.50 |
| 68. Payment for Professor and Spl. Services | 2203 | 2.25 | ... | 2.25 | 2.25 | ... | 2.25 | 2.50 | ... | 2.50 |
| 69. Vocationalisation of Education | 2202 | 3.00 | ... | 3.00 | 0.20 | ... | 0.20 | 2.00 | ... | 2.00 |
| | 3601 | 41.50 | ... | 41.50 | 9.80 | ... | 9.80 | 47.00 | ... | 47.00 |
| | 3602 | 0.50 | ... | 0.50 | ... | ... | ... | 1.00 | ... | 1.00 |
| | *Total* | *45.00* | *...* | *45.00* | *10.00* | *...* | *10.00* | *50.00* | *...* | *50.00* |
| 70. Other Programmes | 2203 | 84.14 | 0.75 | 84.89 | 41.14 | 0.75 | 41.89 | 93.49 | 0.75 | 94.24 |
| | 3601 | ... | 0.50 | 0.50 | ... | ... | ... | ... | 0.01 | 0.01 |
| | 3602 | ... | ... | ... | ... | 0.62 | 0.62 | ... | 0.01 | 0.01 |
| | 4202 | 0.01 | ... | 0.01 | 0.01 | ... | 0.01 | 0.01 | ... | 0.01 |
| | *Total* | *84.15* | *1.25* | *85.40* | *41.15* | *1.37* | *42.52* | *93.50* | *0.77* | *94.27* |
| **North Eastern Areas** **Development of North Eastern Region** | | | | | | | | | | |
| 71. North Eastern Regional Institute of Science and Technology, Itanagar | 2552 | ... | 12.00 | 12.00 | 4.00 | 12.00 | 16.00 | 3.00 | 12.00 | 15.00 |
| **Total-Technical Education** | | **627.30** | **814.61** | **1441.91** | **547.88** | **811.18** | **1359.06** | **700.00** | **844.92** | **1544.92** |
| **Sports & Youth Services** | | | | | | | | | | |
| 72. Physical Education | 2204 | 0.43 | 0.65 | 1.08 | 0.43 | 0.65 | 1.08 | ... | 0.65 | 0.65 |
| | 3601 | 0.20 | ... | 0.20 | 0.20 | ... | 0.20 | ... | ... | ... |
| | 3602 | 0.05 | ... | 0.05 | 0.05 | ... | 0.05 | ... | ... | ... |
| **Total-Sports & Youth Services** | | **0.68** | **0.65** | **1.33** | **0.68** | **0.65** | **1.33** | **...** | **0.65** | **0.65** |
| 73. Lumpsum provision for projects/ schemes for development of North Eastern Areas | 2552 | 215.11 | ... | 215.11 | 195.11 | ... | 195.11 | ... | ... | ... |
| ***Grand Total*** | | ***2124.25*** | ***2762.61*** | ***4886.86*** | ***1942.33*** | ***2789.61*** | ***4731.94*** | ***2124.15*** | ***2832.40*** | ***4956.55*** |

| **C. Plan Outlay*:-** | Head of Dev. | Budget Support | IEBR | Total | Budget Support | IEBR | Total | Budget Support | IEBR | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **Central Plan** | | | | | | | | | | |
| 1. General Education | 22202 | 1281.91 | ... | 1281.91 | 1198.68 | ... | 1198.68 | 1425.00 | ... | 1425.00 |
| 2. Technical Education | 22203 | 627.30 | ... | 627.30 | 543.88 | ... | 543.88 | 697.00 | ... | 697.00 |
| 3. Sports & Youth Services | 22204 | 0.68 | ... | 0.68 | 0.68 | ... | 0.68 | ... | ... | ... |
| 4. Secretariat-Social Services | 22251 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| 5. North Eastern Areas | 22552 | 215.11 | ... | 215.11 | 199.11 | ... | 199.11 | 3.00 | ... | 3.00 |
| **Total -Central Plan** | | **2125.00** | **...** | **2125.00** | **1942.35** | **...** | **1942.35** | **2125.00** | **...** | **2125.00** |
| *\* Inclusive of works outlay in the Ministry of Urban Development and Poverty Alleviation* | | | | | | | | | | |
| Demand No. 99 | | 0.75 | ... | 0.75 | 0.02 | ... | 0.02 | 0.85 | ... | 0.85 |

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:** National Council of Educational Research and Training (NCERT) which was set up in 1961 functions as an academic adviser to the Ministry of Human Resource Development. The main objectives of the NCERT are to assist and advise the Ministry of Human Resource Development, in implementing policies and major programmes in the field of school education. In the formulation and implementation of policies and programmes as well, the Ministry draws upon the expertise of the NCERT to a considerable extent.

To bring about qualitative improvement in school education, the NCERT has 5 Regional Institutes in major States and through them, the council conducts, aids, promotes and coordinates research in school education and teacher education; organises pre-service and in service training of teacher; extension services for institutions; develops and experiments with improved educational techniques, practices and innovations; collects, compiles, processes and disseminates educational information; assists the State/ UT in developing and implementing programmes for qualitative improvement of school education; collaborates with international organisation, serves as the academic secretariat of the National Development Group (NDG) for the Asia and the Pacific Programme of Educational Innovation for Development (APEID), UNESCO, Bangkok; and develops, prints and distributes textbooks.

During the tenth five Year plan, an amount of Rs. 60.00 crores has been allocated for NCERT.

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 843 Kendriya Vidyalayas located in different parts of the country, including 2 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. 482 Navodaya Vidyalayas have so far been sanctioned. Under this scheme, boarding, lodging, school uniforms, textbooks, stationery, etc. are provided free of cost to all students.

6. **Information and Communication Technoloty (ICT) in Schools**

The Scheme of Information and Communication Technology (ICT) in Schools has been formed by merging the existing Schemes of Computer Literacy and Studies in Schools (CLASS) and Educational Technology (ET). The main components of both these Schemes are as under: -

### Computer Literacy and Studies in Schools (CLASS)

Under the modified CLASS Scheme 75% of the funds would be provided by the Central Government and rest 25% of the funds would be contributed by the State/UT Government or from the MPLADs in addition or as an alternative to State/ UT Government contribution as per the Computer Education Plan (CEP) submitted by the State/UT Government. Under this Scheme KVS & NVS would convert one school per State/UT into a SMART School. The Scheme is being reviewed.

### Educational Technology

Six State Institutes of Educational Technology (SIETs) have been set up in Andhra Pradesh, Bihar, Gujrat, Maharastra, Orissa and Uttar Pradesh with Programme production as their main objective. 100% financial assistance is provided for running of these Institutes.

7. **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 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.

8. **Quality Improvements in Schools:**

I.    During the 10th Plan, it has been decided to introduce a composite Centrally Sponsored Scheme "Quality Improvement in Schools" by covering five existing schemes of the Department as its components.

II.    The salient features of the proposed scheme are as under: -

### Objectives:

1.    To identify and encourage the development of such infrastructure that would have a bearing upon the improvement in quality in school education.

2.    To encourage and undertake the curriculum enrichment projects in the areas such as science, environment, population, human rights, languages, fine arts, music folklore, yoga, sports activities etc.

3.    To bring into focus the issue of equity and diversity, common school system and excellence for all while encouraging the improvement of quality in school education.

4.    To encourage networking and sharing of resources and expertise between different systems of schools- government, aided or unaided or unaided, so that there is an overall improvement in quality education in schools.

### Components:

The following Centrally Sponsored Schemes merged under the name of Quality Improvement in Schools would continue as one of its components:

1.    Improvement of science education in schools

2.    International science Olympiads

3.    Environmental Orientation to School Education

4.    Population education

5.    Introduction of yoga in schools

In addition the following new components may also be taken up:

6.    Art education

7.    Work education

8.    Sports, health and physical education

9.    Additional infrastructures such as sanitary facilities, libraries etc.

10.    Professional development and in-service training of principles, head masters and teachers

11. Research, evaluation, networking, advocacy, publicity and other related activities that address the issues and promote the development of quality, equity and excellence in the school system.

**Implementation Partners:**

State Governments, local bodies and panchayati raj institution's educational institutions, registered societies; public trusts and not-for-profit companies would be eligible for support and partnerships under this programme.

9. **Open School Programme:** The National Open School was established in 1989. It has now been re-christened as National Institute of Open Schooling (NIOS) by the Govt. of India. In 1990, through a Resolution of the Govt. of India, NIOS was vested with the authority to examine and certify students registered with it, up to pre-degree level courses. The objective of the NIOS to provide opportunities for continuing education to students for completion of school and to provide developmental education through its academic, life enrichment and vocational courses and programmes from primary to pre-degree level. It provides education through an open learning system at school stage, as an alternative to the formal system.

11. **Access with Equity:** This is a new Scheme taken up during 10h Five Year Plan on the recommendations of the Working Group on Secondary Education for 10th Five Year Plan. Under the Scheme the following three components are proposed:

1. Strengthening of existing programme of girl's hostels managed by NGOs.

2. One time assistance to reputed NGOs, Trusts, Societies, and State Governments etc. for setting up Secondary Schools.

3. Assist the Secondary and Senior Secondary Schools in Educationally Backward districts for opening second shift in selected schools.

Under the Scheme, financial assistance is provided to the NGOs for running hostels for girls students of classes VI-XII.

The Scheme is likely to be fully implemented from the year 2003-2004. Several other components (listed above) are also likely to be introduced during that year.

12. **Central Tibetan Schools Administration:** Central Tibetan Schools Administration (CTSA) was established as an Autonomous Organisation in the year 1961. The main Objective of CTSA is to provide free education to the children of Tibetan refugees scattered in different remote areas in our country. CTSA has 79 schools.

13. **Other Programmes:** These include provision for voluntary organizations in the field of School Education, 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.

**University & Higher Education**

14. **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.

15. **Indira Gandhi National Open University (IGNOU):** IGNOU was established in 1985 to provide access to higher education in 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. The University has also commenced telecasting its programmes on National Network of Doordarshan. IGNOU had launched "Gyandarshan" Educational TV Channel on 26.01.2000, which has now become a 24 hour Channel. "Gyan Vani" became operational on November 7, 2001. Under this, IGNOU proposes to establish 40 FM Radio Channels totally dedicated to educational and development.

16. **Improvement in Salary Scales of University and College Teachers:** The Provision is for providing financial assistance 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.

17. **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.

18. **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.

19. **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.

20. **The Commonwealth of Learning:** The Commonwealth of Learning (COL) was established in 1988. Its mandate is to create and widen access to opportunities for learning by promoting co-operation between universities, colleges, and other educational institutions throughout the Commonwealth making use of the potential offered by distance education.

21. **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.

22. **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.

23. **Shastri Indo Canadian Institute:** Shastri Indo-Canadian Institute was set up in 1968 to promote understanding between India and Canada mainly through facilitation of academic activities.

24. **Other Programmes:** These included provision for grants in aid to Association of Indian Universities, Dr. Zakir Hussain Memorial College, Institutions of Higher Learning of All India Importance, National Research professors

### Institutions for Language Development

25. **Central Hindi Directorate(CHD):** The Central Hindi Directorate was set up in 1960 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.

26. **Commission for Scientific and Technical Terminology (CSTT):** The Commission for Scientific and Technical Terminology was set up in 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 from English to Indian Languages. The Commission also runs a scheme of production of University level Books in Hindi and other Indian Languages.

27. **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 in 1960. 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, teaching through correspondence courses to the in-service Hindi teachers and orientation course of short term duration for teachers deputed by the State Government and other agencies. Kendriya Hindi Shikshan Mandal also runs the Scheme of Propagation of Hindi Abroad with the objectives of promoting Hindi.

28. **Appointment of Language Teachers:** The Scheme has three major components:

a) **Scheme of Appointment and Training of Hindi Teachers in Non-Hindi speaking States/UTs.**

Central assistance is provided under the scheme to Non-Hindi speaking States/UTs for one Plan period for meeting expenditure on salaries, appointment etc. for Hindi teachers, after which the responsibility is transferred to the respective States/UTs. The Central Government, however, continues to provide assistance for the fresh teachers appointed.

b) **Appointment of MIL Teachers (other than Hindi) in Hindi speaking States/UTs.**

The Scheme is basically aimed at assisting the States to promote the three language formula by sharing the financing burden for appointing the teacher for the 3rd Languge (besides Mother tongue).

c) **Scheme of appointment of Urdu Teachers and grant of honorarium for teaching of Urdu.**

Under this scheme, 100% financial assistance is provided for salaries of Urdu teachers appointed against the new posts for a period of 5 years, irrespective of Plan period. Honorarium is also paid to the existing teachers for teaching of Urdu to the students at the rate of Rs.500/- per month or 10% of the basic pay of regular teachers per month, whichever is less throught the States/UTs. The scheme is implemented in the Block/Districts of concerntration of educationally backward minorities identified by the Ministry of Social Justice and Empowerment.

29 & 31. **Central Institute of Indian Language (CIIL):** The Central Institute of Indian Languages was established in 1969 to help evolve/ implement the Language Policy of the Government of India and coordinate the development of India Languages by conducting research in the areas of language analysis, language pedagogy, language technique and language use in society. It has 7 Regional Centres at (1) Mysore (2) Pune (3) Bhubneshwar (4) Patiala (5) Solan (6) Lucknow (7) Guwahati. It conducts, research courses, seminars and teacher training courses. It also gives grants to Voluntary Organizations and individuals for publication and purchase of books in Indian Languages.

30. **National Council for Promotion of Urdu Language:** The National Council for Promotion of Urdu Language has started functioning as an autonomous body from 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.

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

33. **Indian Languages Promotion Council:** The Indian Languages Promotion Council has been set up 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.

34. **Central Institute of English & Foreign Languages (CIEFL):** The Central Institute of English & Foreign Language, conducts training programmes for School teachers, in association with state Governments, develops teaching materials and implements/monitors the scheme of English Language Teaching Institute and funds districts Centres of English teaching as an effort to maintain good teaching standards in the language.

35. **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 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 pathashalas all over India. Financial assistance is also provided under the scheme of Adarsh Sanskrit Mahavidyalayas/Shodh Sansthan to 20 post-graduate teaching institutions and three post-graduate research institutions. The Sansthan provides grants to scholars for the publication of their original/research work and also for publishing rare Sanskrit manuscripts. The Sansthan also appoints eminent retired teachers/scholars of Sanskrit under the Scheme of Shastra 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. It was declared a deemed to be university on 7.5.2002.

36. **Maharshi Sandipani Rashtriya Veda Vidya Pratisthan, Ujjain:** The Maharshi Sandipani Rashtriya Veda Vidya Pratisthan was set up in 1987 for preservation, conservation and development of the oral tradition of Vedic studies, study of the Vedas through Pathshalas as well as through other means and institutions, and for creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it with the contemporary needs. For achievements of its objectives, the Prathisthan had been undertaking various programmes and activities, including support to traditional Vedic institutions and scholars, providing fellowships, conducting Veda Sammelans and Seminars, bringing out publications etc. The Ministry had released Rs. 10 crores during 8th Five Year Plan. However it was decided that to meet the additional expenditure on going schemes and for new schemes, budgetary support will be given annually.

37 & 38. **Scheme for Development of Sanskrit Education:** The Government of India gives 100% financial assistance through State Governments for (a) to eminent Sanskrit pandits in indigent circumstances (b) the Modernisation of Sanskrit Pathshalas (c) Providing facilities for teaching Sanskrit in High/Higher Secondary schools (d) Scholarships to students studying Sanskrit 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.

39. **Area Intensive and Madarsa Modernisation Programme:**
**Minority Education**

The National Policy on Education envisages paying greater attention to the education of the educationally backward minorities in the interest of equity and social justice. The Department in pursuance thereof launched the Schemes Viz.

a. **Area Intensive Programme for Educationally Backward Minorities.**
- Provides basic infrastructure and facilities in areas of concentration of educationally backward minorities, which do not have adequate provision for elementary and secondary education.
- Cent percent financial assistance to State Government and Voluntary Organization (through state Governments) for
  * Establishment of new primary/ upper primary schools and residential higher secondary schools for girls.
  * Strengthening of educational infrastructure and physical facilities in existing schools.
  * Opening of multi-stream residential Higher Secondary Schools for Girls where Science, Commerce, Humanities and Vocational courses are taught.

b. **Modernization of Madrasa Education**

The objective of the Scheme is to encourage traditional institutions like Madrasas and Maktabas by giving financial assistance to intoduce Science, Mathematics, Social Studies, Hindi and English in their curriculum. It is being implemented by State Government as a Central scheme under which 100% financial assistance is provided by the Centre.

40. **Strengthening Culture & Values in Education: (Education in Human Values)**

Under the Scheme financial assistance is provided to government agencies, educational institutions, Panchayati Raj institutions, registered societies, Public trusts and non-profit making companies for taking up projects. The projects are sanctioned to NGOs etc. within the parameters of the scheme and the financial outlay provided. Financial assistance is given to the extent of 100% of the cost of project within a ceiling of Rs.5.00 lakhs in each case as approved by the Grant-in-aid Committee under the scheme for activities relating to Strengthening Culture and Values in Education in school and non-formal system of education.

**General**

41. **National Scholarship Scheme:** 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 assistant at post-matric level on state-wise merit basis and also separately to talented and meritorious students in rural areas from VI to XII classes.

**Scholorships Offered by Foreign Governments/ Organisations for Higher Studies to Indian Nationals abroad.**

Indian Scholars are selected for higher studies/ specialised training against scholarships etc. offered by foreign Governments/ Organisations under Cultural Exchange Programmes and Commonwealth Scholarships. Expenses abroad are met by the foreign Government/ Organisations as also international passage costs in many cases.

42. **Book Promotion:**
**Ongoing scheme**

I. National Book Trust, established in 1957, produces and encourages the production of good literature and makes such literature available at moderate prices to the public. The scheme of grants to National Book Trust will now be known as ' Institutions for Book Promotion'

II. Grants are given to voluntary organisation for book promotional activities i.e. for organising seminars/training courses workshops annual conventions etc. connected with book promotional activities under the scheme of grants to Voluntary Organisations for Book Promotional Activities. This scheme from the year 2002-03 onwards will be known as 'Book Promotional Activities & Voluntary Agencies'. The ministry meets 75% of the approved expenditure on the above activities and rest by the grantee organization.

**New Scheme**

III. A scheme of 'Financial Assistance to Educational Libraries' is to be launched during the Xth Plan period to promote book-reading habits among the school and college going students in the country. The Scheme is being finalized.

**Scheme for Intellectual Property Education, Research and Public Outreach**

The scheme is for giving financial assistance to UGC recognized universities, institutions deemed to be universities, colleges and institutions affiliated to recognized universities, copyright societies and voluntary organizations of authors, publishers, artists etc. for teaching, research etc. on IPR matters and organizing national and international seminars on copyright matters as well as IPR matters.

**Internation Copyright Union- India's Contribution To World Intellectual Property Organisation (Wipo)**

This is a scheme to meet India's annual contribution to the World Intellectual Property Organization (WIPO) of which India is a member. The provision is kept to accommodate the fluctuation in foreign currency exchange rates.

43. **UNESCO**

For meeting the expenditure of the meetings of the Commission and to promote UNESCO's aim and objective the following schemes are being implemented by UNESCO Division.

Strengthening of Voluntary Organizations engaged in promotion of UNESCO's aims and objectives: Under this Scheme, financial assistance is provided to voluntary organizations/ UNESCO Clubs/ Associated Schools for organizing activities for furtherance of UNESCO's aims and objectives.

**Auroville Management** : Auroville Foundation Act provides for sanctioning of grants by the Central Government for management of the Foundation including various development and construction activities of Auroville.

**Construction of UNESCO House:** India is committed to provide free accommodation to UNESCO, New Delhi Office. So far the office is functioning from a rented building the rent for which is being paid by the Department of Secondary & Higher Education. It has been decided to construct a building for the UNESCO Office in Delhi. The provision is in the Budget of Ministry of Urban Development.

**Strengthening of External Academic Relations (Renamed as Educational Exchange Programme):** Under this scheme expenditure on the implementation of bilateral programmes under CEP/ EEP and exchange of delegations are met.

### 44. Planning Norms

(i) National Institute of Educational Planning and Administration: The National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation set up with the objectives to undertake, promote and coordinate research in educational planning and administration, provide training and consultancy services in this field, to train and orient key level functionaries as well as senior level administrators from the Centre and States, to collaborate with other agencies, institutions and organisations, to provide facilities for training and research to other countries particularly 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 is also to share experience in the area of educational planning and administration with other countries and conducting comparative studies.

**Bharat Shiksha Kosh (BSK)**

The Government has decided to enlist the support of all concerned and mobilise extra budgetary resources to fill in the gap between actual requirements and the available budgetary support. It has, therefore, been proposed to constitute a 'Bharat Shiksha Kosh' to receive donations/ contributions/ endowments from individuals and corporates, Central and State Government, NRI and PIOs for various educational purposes. Contributions to the Kosh can be both in cash and kind. It would also permit sponsorship under which any organisation or individual can became a sponsor of the educational activities in a particular village, town, city, school, college or even a child through the payment of a specified amount. A school or college or a building or block thereof may be named after the sponsor on payment of a prescribed amount. Similarly, prizes, scholarships and chairs in the educational institutions could also be instituted in the name of the sponsors. It is proposed to set up the Kosh by making an initial onetime contribution of Rs. 1.00 crore from the Government of India. Modalities for the constitution of the Kosh are being worked out.

45. **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.

46. **Administration:** Include provision for educational institutions abroad.

**Technical Education**

### 47. Community Polytechnics:

The Polytechnic, as institution, is well equipped with physical facilities (lecture rooms, workshop, hostels, equipments), which could be used for linking centres of knowledge and skills to rural communities. It has qualified and trained faculty which could scientifically formulate, implement and monitor rural oriented programmes and projects especially where transfer of technology is involved.

The Community Polytechnics are not a separate institution different from a normal polytechnic. It is a wing of an existing polytechnic mandated to undertake rural/community development activities through application of science and technology in its proximity using infrastructure existing in polytechnics.

The most popular courses for the women participant are:

Garment Making

Textile Printing

Embroidery

Food Processing

Secretarial Works

### 48. Indian Institutes of Technology:

Indian Institutes of Technology (IIT) at Kharagpur, Bombay, Madras, Kanpur, Delhi, Guwahati and Roorkee have been 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.

IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. The IITs have distinguished themselves by the excellence of their academic activities and research programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contributions.

During the 10th Five Year Plan, IITs shall be 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. Capacities of existing IITs shall be enhanced considerably during the 10th Five Year Plan. This is expected to be done with only marginal increase in investment in infrastructure through optimal use of facilities and faculty resources.

University of Roorkee has been converted into an IIT and integrated with the IIT system in September 2001. Government is committed to provide a special plan assistance of Rs.110 crore over a three year period for upgradation and strengthening of facilities and infrastructure of IIT Roorkee to bring it at par with other IITs.

### 49. Regional Engineering Colleges (Recs)/National Institutes Of Technology (Nits)

The Regional Engineering Colleges have been set up as a joint venture between the Central Government and the State Govt. The recurring expenditure of Under Graduate Courses is shared by the Government of India and the State Government on 50:50 basis. The expenditure on post-graduate courses and entire non-recurring expenditure of the Colleges is met by the Government of India.

In pursuance of the recommendations of a High Powered Review Committee set up under the Chairmanship of Dr. R.A.

Mashelkar, DG. CSIR and that of the Empowered Committee set up under the chairmanship of Union Education Secretary, the Govt. has taken a principled decision to convert all the RECs into the National Institute of Technology with deemed University status and professional management structure. So far 14 RECs have been converted into NITs.

The remaining RECs will also be converted in to NITs as soon as the concurrence of the State Govt. concerned is received.

50. **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.

51. **Indian Institutes of Management:**

Indian Institutes of Management (IIMs) located at Ahmedabad, Kolkata, Bangalore, Lucknow, Indore and Kozhikode are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy.

IIMs play a leadership role in the nation's managerial manpower development and carry out research in emerging areas. These Institutes are 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.

52. **Indian Institute of Science, Bangalore:**

The Indian Institute of Science (IISc), Bangalore, was set up in 1909 with the objective of imparting post-graduate education and carrying out research in various areas of basic sciences and engineering and technology. Over the years, the IISc has earned global reputation as a centre of excellence in research in all its areas of specialization. It has succeeded in encouraging creativity, nurturing excellence, boosting innovative research and development, technology transfer and rendering support to industries in the areas of Advanced Materials, Biotechnology, Information Processing and Food Processing Technology.

53. **All India Council for Technical Education:**

The All India Council for Technical Education (AICTE) set up in 1945 as an advisory body was given statutory status in 1987. The main functions of the AICTE are co-ordinated development of Technical Education, promotion of qualitative improvement in relation to quantitative growth, and maintenance of Norms and Standards in technical education.

In order to ensure planned growth of Technical Education in the country, the AICTE operates the scheme of National Technical Manpower Information System (NTMIS), the objective of which is to generate data base on demand and supply of Technical Manpower in the country.

The AICTE initiated steps for providing Networking of Technical Institutions through the schemes of DELNET and ERNET. A Memorandum of Understanding has been signed with DELNET for the purpose of Modernisation and Networking of the libraries of Technical Institutions and with the ERNET for providing internet connectivity to AICTE approved Technical institutions.

54. **Technology Development Mission:**

The Prime Minister, during the first meeting of the Planning Commission held in September 1991 observed that Institutions of excellence like IITs and IISc Bangalore need to concentrate on technology assessment and forecast so that futuristic approaches could be reoriented to take up the development of emerging science and technology trends in the country. Sequel to this, the following seven generic areas of strategic significance were approved:

Food Processing Engineering
Integrated Design and Competitive Manufacturing
Photonic devices and Technologies
Energy Efficient Technologies
Communication Networking and Intelligent Automation
New Materials
Genetic Engineering and Biotechnology.

55. **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.

56. **Indian Institute of Information Technology and Management, Gwalior:** Indian Institute of Information Technology & Management (IIITM), Gwalior has been set up with the aims to train IT professionals with broad managerial skills. The Institute has been declared as a Deemed University in 2001.

57. **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). NIIE has also been recognised as a Quality Improvement Programme Centre.

58. **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.

59. **School of Planning and Architecture, New Delhi:** The School of Planning and Architecture (SPA), New Delhi was set up in 1959, to provide for facilities in education and research in the fields of rural, urban and regional planning, architecture and allied subjects. In 1979, the Institute was conferred with the status of a Deemed to be University.

Apart from the regular academic programmes, SPA conducts several short-term courses to provide in-service and continuing education to members of faculty of various institutions in India and practising professionals.

60. **Technical Teachers' Training Institutes:** The institutes are actively involved in planning, designing, organising quality education and training programmes, research studies and learning packages for polytechnics, industries and community. The institutes have been extending supports and also sharing their experiences and expertise to the State Governments in implementing the World Bank Assisted Technician's Education Project. TTTIs have developed strong linkages with the business and industries, and also professional relationship with educational institutions to work in areas on common interests.

This Ministry has formulated a draft training policy in which teachers of technical institutions have to play multiple roles namely teaching, curriculum development, instructional material development, research and consultancy. TTTIs are also playing important role as resource centres for implementing World Bank Assisted Technician Education Project -III which has its coverage in polytechnics of six North East States (including Sikkim), Andaman & Nicobar Islands and Jammu & Kashmir.

61. **Sant Longowal Institute of Engineering and Technology, Longowal:** The Sant Longowal Institute of Engineering and Technology (SLIET) 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.

62. **Indian Institute of Information Technology, Allahabad:** Indian Institute of Information Technology (IIIT), Allahabad has been set up to impart education, training, research and development in the field of information technology and related areas.

63. **Indian School of Mines (ISM), Dhanbad:** The Indian School of Mines (ISM), Dhanbad was established in 1926 by the Government of India for providing instruction and research in mining and allied fields. In 1967, ISM was converted into an autonomous institution under the Central Government with the 'Deemed-to-be-University' status.

The School has been engaged in undertaking a number of collaborative research projects sponsored by various Government of India Departments and Agencies. The School has made its consultancy and testing resources available to the industry in solving various problems.

64. **Scheme Of Research And Development**

R&D activities have been considered as an essential component to higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process.

65. **Scheme Of Modernisation And Removal Of Obsolescence (MODROB)**

High priority has been accorded to Modernization and Removal of Obsolescence in library/laboratories/workshops/computing facilities in Engineering & Technological, Management, Pharmacy, Architecture Institutions in the country. Modernization is undertaken to enhance functional efficiency of these Institutes for teaching, training and research purposes.

66. **Scheme Of Thrust Areas In Technical Education**

The scheme provides for project based financial support for creation of infrastructural facilities in terms of labs and quality manpower in the emerging areas with the following objectives:

- To develop the infrastructure in terms of modern laboratories in the thrust areas;

- To develop a strong base for advance level work by identifying programmes and courses by institutions, taking into account the vastness of the country and regional needs with special attention to the rural society and disadvantaged sections; and

- To develop horizontal and vertical linkages with other institutions, research laboratories, industry and user agencies through multiplicity of programmes including consultancy.

67. **Scheme of Apprenticeship Training (BOATS)**

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 10,000 industrial establishments/organizations. As per the policies and guidelines laid down by the Central Apprenticeship Council (CAC) a Statutory Body.

Technical Education is instrumental in making the remarkable contribution to the economic growth of developing countries by way of suitable manpower production according to the needs of the Industry, Society and the global world as a whole. The scheme aims to impart post practical training to freshly graduate engineers, diploma holders and 10+2 vocational pass outs in consultation with Industries. To produce fully skilled manpower/knowledgeable technocrats in the present era of science and technology is the need of the hour. The Scheme is one of the important components of the Technical Education System.

The basic purpose of the Scheme is to fulfillment, any gap, in so far practical/hands on experience of fresh Graduate Engineers, Diploma Holders and 10+2 Vocational Pass-out is concerned to enhance their technical skills for making their suitability in the world of job as per the needs of the Industry.

68. **Payment for Professional and Special Services:** After the successful completion of Technician Education I & Technician Education II project launched in the Country with the assistance of World Bank, for upgradation of Polytechnics in the country, Government have launched another project called "Technician Education III" with the assistance of the World Bank. The project will cover the N.E. States of Arunachal Pradesh, Nagaland, Mizoram, Tripura, Meghalaya and Sikkim, the J&K and the UT of Andaman & Nikobar Islands, which could not be covered under the earlier two projects. Like the earlier two projects Technician Education III also has a small element of central 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.

69. **Vocational Education:**

Secondary and Higher Education are important terminal stages in the system of general education because at this stage as per the existing education policy options are exercised by the Youth to enter the world of employment or pursue technical/higher education. As envisaged in the National Education Policy, 1986 the vocationalisation of secondary education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and it provides an alternative for those pursuing higher education. Under the Scheme job oriented courses at + 2 level are being provided in the areas of Agriculture, Business & Commerce's Engineering and technology, Home Science, Health and Paramedical, Social Sciences, Humanities etc.

II. 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 organizations for implementation of specific innovative projects.

III. In terms of physical targets the scheme has been able to create enrolment capacity of approximately 10 lakh students in 6800 schools with 19608 sections of vocational courses. The Scheme is being revised in consultation with all the stake holders to make the implementation more effective according to the felt needs of the Society It is also proposed to provide 100% Central assistance to the state Government for the implementation of the Scheme.

70. **Other Programmes:**

1. **Revisions Of Pay Scales Of Teachers Of Degree Level Technical Institutions.**

Under the Scheme of Revision of Pay scales of Teachers of Degree Level Technical Institutions, Central assistance is provided to States/UTs to meet 80% of additional expenditure involved for implementation of revised Scales of Pay of Teachers of Degree Level Technical Institutions for the period from 1.1.1996 to 31.2.2000. The scheme is implemented directly by the Government.

2.   **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 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.

3.   **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.

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.

4.   **International  Technical Cooperation :**
India has the largest scientific and technical manpower in the world.  It has a huge educational infrastructure.  The reputed institutions like IITs, IIMs, IISc, ISM and Universities like JNU, Delhi University, IGNOU, BHU can have collaboration on equal basis with institutions in advanced countries. India has indigenously developed Infrastructures for development of Education, Planning and Administration (like UGC, AICTE, NCERT, NIEPA, TTTIs, NCTE, and Ed.CIL).  Their  facilities can be shared with other developing countries.

The following aspects of International Technical Cooperation are to be implemented:-

**Secondment of Faculty :** To strategic institutions like Asian Institute of Technology, Bangkok, Colombo Plan Staff College for Technician Education, Manila and other institutions in ASEAN, Africa and Asian sub-continent to any other country where the demand for Indian faculty exists or arises.

**Consultancy:** For setting up of institutions, educational planning and management etc. to identified countries as per agreement under Educational Exchange Programmes.

**Support to proposals from institutions:** On the basis of MoUs signed by them for academic exchanges with foreign institutions.

**Implementation of provisions:** Other than those mentioned above in the Educational Exchange Programmes, Science and Technology agreements and other inter-governmental agreements and meet Indian obligations for that purpose.

To organize international conferences, seminars and workshops for propagation of Indian system abroad and on educational issues concerning India and other nations together.

To initiate such other activities as may be decided by the Govt. from time to time.

To establish India Education Centres in developing countries for facilitating flow of foreign students from those countries to Indian institutions.

5.   **National Programme For HRD in IT:**
A National Programme for HRD in IT has been drawn up on the recommendation of a Task Force constituted by the Prime Minister's Office relating to IT manpower to harness the opportunity that the recent advances in Information Technology have provided to the country.

6.   **National Mission on Technology Education:**
Technology education is very crucial in providing competitive edge to the country in knowledge driven global environment.

To ensure co-ordinated and balanced regional development of all areas of technology education including those in the new and emerging areas, and to take a holistic view and adopt a convergent approach for implementation of various ongoing programmes and oversee different initiatives of the Government like up-gradation or Technical/professional institutions, accreditation and quality assurance, promotion of science education at the school level and post graduate education and research in higher technical institutions, a National Mission for Technology Education has been set up.

7.   **Technical  Education  Quality  Improvement Programme of Government of India**
The Technical Education Quality Improvement Programme of Government of India aims at improvement of quality of technical education sub-sector into a dynamic, demand-driven, quality conscious, efficient and forward looking system responsive to rapid economic and technological developments occurring both at national and international levels.

The primary activities under the proposed programme are: (i) Developing academic excellence  (ii)  Net-working Engineering Institution (iii)  Developing Management Capacity.  During the first Phase, the programme will provide financial support to 70 to 80 competitively selected engineering institutions comprising of 18 Lead Institutions and remaining Network Institutions.

Though it is mainly a States Sector Project, Central component supports  (i) National level instuitions Selected under the Technical Education Quality Improvement Programme of Government of India and (ii)  National Project Implementation Unit (NPIU) for assisting the National Project Directorate in the MHRD in monitoring, facilitating and implementing the project at Central level.

**Special Thrust for Promotion of Education in Biotechnology**
A programme to give special thrust for education and research in the area of Biotechnology with focus on premier institutions like IITs and IISc., Bangalore is proposed. Under this programme, the premier institutions shall have full-fledged departments of biotechnology and initiate programmes at undergraduate, postgraduate and doctoral level in this area, wherever such program does not exist. The proposal also includes creation of core central facilities for joint use by these institutions. This programme is expected to provide competitive edge to the country in long-term development of biotechnology potential in the country. This would also facilitate in providing quality faculty in this discipline in the country.

**National Programme for Earthquake Engineering Education**
To give special thrust to education in earthquake engineering in the country, a National Programme for Earthquake Engineering Education (NPEEE) is proposed. This programme would include training of teachers, development of course material, development of library resources, basic and advanced teaching and research laboratories, sensitizing the engineering and architecture institutions and academics towards earthquake engineering and encouragement towards of training of professional engineers and architects in the country. This initiative is to build capacity in Earthquake Engineering in the country and make the country Earthquake - Ready.

9. **Support For Distance Education And Web-Based Learning**

Distance and web-based learning are becoming increasingly important in technical and professional education. The pressures, in terms of numbers of learners on technical education will increase access of education to masses in general and disadvantaged groups in particular. Adoption of alternate modes-open and distance education becomes essential to cater to the diverse needs of various target groups. Information technology provides an excellent support to such alternate modes in the form of web-based learning, on-line learning, e-mail videoconferencing, e-chat, voice mail, CD-ROMs, multi-media etc. With the help of technology, technical education can be made accessible to the people or the groups who have been denied the access so far.

Integration of information technology will lead to increasing efficiency and effectiveness of technical education system. Teaching learning will become more individualized and interactive; students will be motivated to learn and actively involved in the process of learning as well as develop higher capabilities such as critical thinking, analytical ability, problem solving, evaluation ability etc.

10. **Support for National Level Entrance Examination and Competency Based Assessment Services.**

It has been decided to organize an All India Engineering Entrance Examination (AIEEE) from the year 2002. This Examination would cater to engineering programmes offered in the deemed universities, central institutions other than covered by JEE and institutions in States/UTs willing to join (whether or not they conduct their own State level entrance tests). Apart from this, admissions for both the free/payment seats meant for students from other states in State level institutions (where exist) shall also be made through this examination. The responsibility of conducting All India Engineering Entrance Examination (AIEEE) is assigned to Central Board of Secondary Education (CBSE). In addition, Common Entrance Test for MCA/MBA is being considered.

11. **Support for Networking of Institutions for Optimization of Resources**

Indian Institute of Science, Indian Institutes of Technology and Indian Institutes of Management have become role models in technical / professional education in the country. These have, over the years, evolved systems and procedures, teaching and learning methodology, research environment and a culture comparable to the best institutions the world over. In addition there are a sizeable number of institutions in the country that have potential to excel given some handholding support.

In view of the above, it is proposed to initiate a process of networking these institutions so that we are able to have larger number of high quality institutions known for their academic and research excellence.

Though electronic connectivity is important for effective networking, but the thrust under this initiative shall be on person-to-person contact so that the excellent academic and research culture of premier institutions could be transferred to other institutions.

12. **Informal Sector Development:**

The objective of the scheme is to provide a certain minimum level of productivity and income for the workers in the Informal Sector.

13. **The Scheme On Support For Development Of Educational Administration.**

The objectives of the scheme are to arrange for training in knowledge of administrative rules and regulations to be imparted to the needy academicians, to begin with, who are functioning in the IIMs etc, which are considered as the 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 country's economy and dealing the public/ clients administratively.

71. **North Eastern Regional Institute of Science and Technology: (NERIST)**

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.

72. **Promotion of Yoga In Schools:** This Scheme aims at giving financial assistance to States/ UTs/ NGOs for expenditure on training of teachers, building up infrastructure i.e. hostel building for yoga trainees and its furnishing grant and upgrading library facilities.