



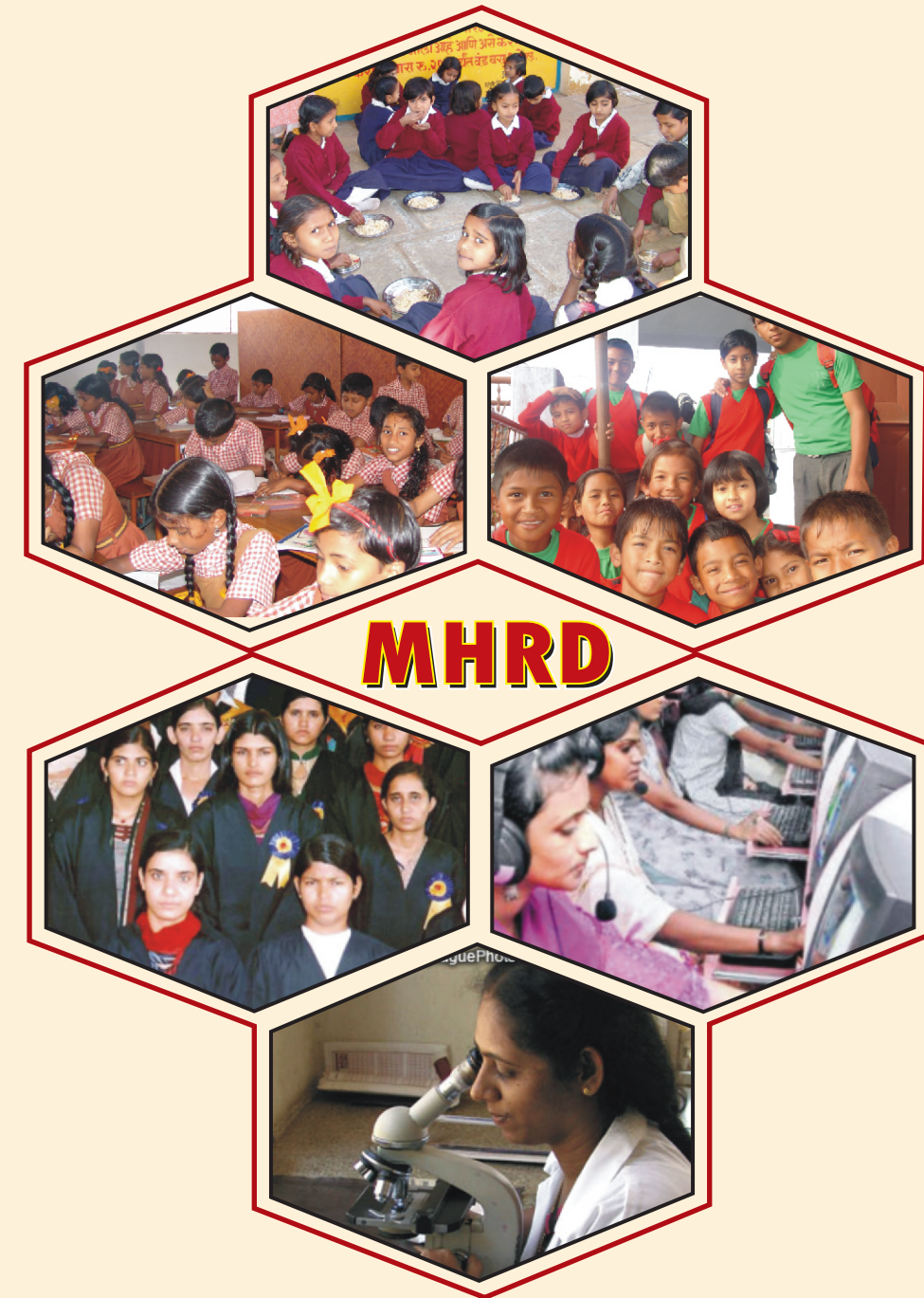
Department of School Education & Literacy  
Department of Higher Education  
Ministry of Human Resource Development  
Government of India



Annual Report

2007-08

# Annual Report 2007-08



Department of School Education & Literacy  
Department of Higher Education  
Ministry of Human Resource Development  
Government of India



# Annual Report 2007-08

Department of School Education and Literacy  
& Department of Higher Education  
Ministry of Human Resource Development  
GOVERNMENT OF INDIA



# Contents



Overview  
Page-1



Elementary Education  
Page-15



Higher Education  
Page-117



Administration  
Page-7



Secondary Education  
Page-77



Technical Education  
Page-157

# Contents



Adult Education  
Page-193



Education of Scheduled Castes,  
Scheduled Tribes and Minorities  
Page-213



Languages and related areas,  
Book Promotion & Copyright  
Page-233



Distance Learning & Scholarships  
Page-205



Educational Development in the  
NE Region and J&K  
Page-223



International Cooperation &  
UNESCO  
Page-261

## List of Annexures

- Annexure-I A total of 11 Statistical Statements
- Statement 1: Total Number of Recognised Educational Institutions in India 2005-06 (Provisional)
- Statement 2: Enrolment by Stages 2005-06 as on 30-09-2005 (Provisional)
- Statement 3: Gross Enrolment Ratio in Classes I-V and VI-VIII & IX-XII of Schools for General Education (All Students) 2005-06 (Provisional) As on 30-09-2005
- Statement 4: Enrolment By Stages (Scheduled Castes) 2005-06 (Provisional) as on 30th September, 2005
- Statement 5: Gross Enrolment Ratio ( SC Students) in age Group (6-11) and (11-14) 2005-06 (Provisional) as on 30-09-2005
- Statement 6: Enrolment By Stages (Scheduled Tribes) 2005-06 (Provisional) As on 30th September, 2005
- Statement 7: Gross Enrolment Ratio ( ST Students) in the age Group (6-11) and (11-14) 2005-06 (Provisional) as on 30-09-2005
- Statement 8: Dropout rates in Classes (I-V), (I-VIII) and (I-X) 2005-2006
- Statement 9: Dropout rates of SC Students in Classes I-V, I-VIII and I-X 2005-06
- Statement 10: Dropout rates of ST Students in Classes I-V, I-VIII and I-X 2005-06
- Statement 11: Number of Teachers 2005-06 (Provisional) as on 30-09-2005
- Annexure-II Statement showing the details of the grants released to the tune of Rs.1.00 lakh and above to NGO/ Voluntary Organisation during the year 2006-07 by the Department of Higher Education
- Annexure-III Statement showing the Details of the grants released to the tune of Rs. 1.00 lakh and above to NGO/ Voluntary Organisation during the year 2006-07 by the Department of School Education & Literacy
- Annexure-IV Statement of Grants : Rs. 1.00 Lakh and above sanctioned to various Voluntary Hindi Organisations by Central Hindi Directorate in 2007-08
- Annexure-V Statement showing Financial Assistance of more than Rs. 1.00 Lakh to Vedic Institutions
- Annexure- VI Summary of important Audit observations made by the C&AG
- Annexure-VII List of Deemed University
- Annexure-VIII Autonomous Organizations of Department of Higher Education



# Abbreviations

ACCC	Association of Canadian Community College	CCA	Certificate Course in Computer Applications
ACCU	Asia-Pacific Cultural Centre for UNESCO	CCE	Centre for Continuing Education
ACU	Association of Commonwealth Universities	CCE	Continuous Comprehensive Evaluation
AE	Adult Education	CCRT	Centre for Cultural Resources and Training
AEC	Adult Education Centre	CDC	Curriculum Development Centre
AICTE	All India Council for Technical Education AIE Alternative and Innovative Education	CDPO	Community Development Project Officer CE Continuing Education
AIEEE	All India Engineering Entrance Examination	CEAC	Copyright Enforcement Advisory Council CEC Continuing Education Centres
AIS	American Institute of Indian Studies	CEEP	Cultural Educational Exchange Programme
AIMMP	Area Intensive and Madrasa Modernisation Programme	CEP	Computer Education Plan
AISES	All India School Education Survey	CEP	Continuing Education Programme
APEID	Asia-Pacific Programme for Educational Innovation for Development	CEP	Cultural Exchange Programme
ASC	Academic Staff College	CERPA	Centre for Research, Planning and Action
ASCI	Administrative Staff College of India	CES	Committee of Education Secretaries
ASIST	Assistance for Strengthening of Infrastructure for Science & Technology	CGI	Consulate-General of India
ASIST	Assistance for Strengthening of infrastructure for Science & Technology	CHD	Central Hindi Directorate
AVRC	Audio-Visual Research Centre	CIDA	Canadian International Development Agency
BASE	Bangalore Association for Science Education BE Budget Expenditure	CIEFL	Central Institute of English and Foreign Languages
BEP	Bihar Education Project	CIET	Central Institute of Educational Technology
BGVS	Bharat Gyan Vigyan Samiti	CIILP	Canada-India Institute Industry Linkage
BITS	Birla Institute of Technology and Science	CIIL	Central Institute of Indian Languages
BJVJ	Bharat Jan Vigyan Jatha	CIRE	Centre for Insurance Research and Education
BLRC	Block Level Resource Centres	CISCE	Council for Indian School Certificate Education
BMS	Basic Minimum Services	CIVE	Central Institute of Vocational Education
BOAT	Board of Apprenticeship Training	CLASS	Computer Literacy And Studies in Schools
BPL	Below Poverty Line	CLP	Child Labour Project
BPU	Bureau for Promotion of Urdu	COBSE	Council of Boards of Secondary Education
BRAOU	BR Ambedkar Open University	COL	Commonwealth of Learning Committee Consultancy Cooperation with UNESCO
CABE	Central Advisory Board of Education	COSIST	Scheme of Strengthening of Ingrastructural Facilities in Science & Technology
CAC	Central Apprenticeship Council	CPCC	Commission Planning and Costing Committee
CBR	Community-Based Rehabilitation	CPP	Centre for Public Policy
CBSE	Central Board of Secondary Education	CPSC	Colombo Plan Staff College for Education



CSIR	Centre for Scientific and Industrial Research	EEP	Education Exchange Programme
CSM	Centre Software Management	EFA	Education For All
CSST	Commission for Scientific and Technical Terminology	EGS	Education Guarantee Scheme
CTE	College of Teacher Education	EHV	Education in Human Values
CTP	Computer Technician Programme	ELTI	English Language Teaching Institute
CTSA	Central Tibetan School Administration	EMDP	Entrepreneurship and Management Development Programme
CVC	Chief Vigilance Commission	EMIS	Educational Management Information System
CVO	Chief Vigilance Officer	EMRC	Educational Media Research Centre
DA	Dearness Allowance	EP	Equivalency Programme
DAB	Directorate of Adult Education	ERC	Expenditure Reforms Commission
DBT	Department of Bio-Technology	ERIC	Educational Research and Innovation Centre
DEEP	District Elementary Education Plans	ESPS	External Scholarship Processing System
DFID	Department for International Development	FG	Final Grant
DIET	District Institute of Education and Training	FIP	Federation of Indian Publishers
DIU	District Implementation Unit	FPM	Fellowship Programme in Management
DoNER	Development of North-Eastern Region	GATS	General Agreement on Trade in Services
DOS	Department of Space	GATT	General Agreement on Trade and Tariff
DPC	District Programme Coordinator	GER	Gross Enrolment Ratio
DPE	Diploma in Primary Education	GPE	General Provident Fund
DPEP	District Primary Education Programme	GVE	Generic Vocational Course
DPG	Directorate of Public Grievances	HBCSE	Homi Bhabha Centre for Science Education
DRC	District Rehabilitation Centre	HEPSN	Higher Education for Persons with Special Needs
DRDA	District Rural Development Agency	IIITM	Indian Institute of Information Technology and Management
DRDO	Defence Research and Development Organisation	IIM	Indian Institute of Management
DRU	District Resource Unit	HRM	Human Resource (Development) Minister
DS	Day School	IAMR	Institute of Applied Manpower Research
DTP	Desk -Top Publishing	IARCS	Indian Association for Research in Computing Sciences
DWCD	Department of Women and Child Development	IASE	Institute of Advanced Study in Education
DWCRA	Development of Women and Children in Rural Areas	IBE	International Bureau of Education
EAR	External Academic Relations	IBO	International Biology Olympiad
EB	Educationally Backward	ICDS	Integrated Child Development Services
EBB	Educationally Backward Blocks	IchO	International Chemistry Olympiad
EC	European Commission	ICHR	Indian Council of Historical Research
ECCE	Early Childhood Care and Education	ICMR	Indian Council of Medical Research
ECE	Early Childhood Education	ICPD	International Conference on Population and Development
ECOWAS	Economic Organisation of West African States	ICPR	Indian Council of Philosophical Research
Ed. CIL	Educational Consultants India Ltd.	ICSSR	Indian Council of Social Science Research
EEO	Education Extension Officer		

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

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

# 1



## Overview

## Overview



Elementary Education being the foundation of the pyramid in the education system has been accorded high priority. To ensure “Education for All” the Department of School Education and Literacy has a multi pronged approach. Two flagship programmes are being implemented viz. the Sarva Shiksha Abhiyan (SSA) and the Midday Meal Programme (MDM).

While the Sarva Shiksha Abhiyan aims to achieve universal elementary education of satisfactory quality by 2010, the MDM supports it by way of enhancing attendance of children and simultaneously improving their nutritional status. Owing to increase in the number of students completing at elementary stage, there is a surge in demand for secondary education. It is, therefore, essential to be prepared to meet it through improving access at secondary level. Also, the challenges of non-literate adult population have to be squarely met by adequately revamping our basic literacy programmes.

The funding pattern of SSA has been modified in a tapering off ratio between the

centre and the States. Starting with the ratio of 65:35 in the first two years of 11<sup>th</sup> Plan it will become 50:50 in 2011-12 (last year of the 11<sup>th</sup> Plan). The strategy will be to close the infrastructure gaps as well to improve the quality of learning in government and government-aided schools in which more than 80% of our children study.

Under Sarva Shiksha Abhiyan we have not only been able to improve access to 98% at primary level but have also been able to reduce out of school children to 3 - 4% of 6-14 age cohort. During the X Plan the basic infrastructure has improved through the opening of 1.87 lakh schools, appointment of 8.12 lakh teachers, construction of 1.70 lakh buildings & 7.13 lakh additional classrooms. Also, 1.72 lakh drinking water facilities and 2.18 lakh toilets have been created. Due to the efforts made under the SSA, the access to schools has improved to 98% of habitations at primary level and 86% at upper primary level. The Sarva Shiksha Abhiyan has improved enrolment by 25 million between 2001 to 2005, thereby reducing the out of school children to 3-4%, hardest to reach in the 6-14 age group. The dropout rates at primary level are declining and that of girls is declining more sharply. The gender parity has improved from 0.81 (2001-02) to 0.93 at the elementary stage of education. The transition rate from primary to upper primary (class V to VI) has improved to 83.72%.

More emphasis is being given to quality under the SSA, as specific provision for learning enhancement programme, remedial teaching and emphasis on teacher training is being placed. In fact, 50% of the SSA outlay is now going towards quality.

Till now 2180 KGBVs have been sanctioned in Educationally Backward Blocks. Seeing the successful implementation of scheme, 410 new KGBVs will be set up in blocks / urban areas uncovered hitherto.

At primary level we are covering 9.7 cr. children under Midday Meal Scheme. Since 1<sup>st</sup> October, 2007 the scope of scheme has been enlarged to include upper primary schools in educationally backward blocks which will cover additional 1.7 crore children. We will be covering all Government and Government aided schools and EGS / AIE Schemes under MDM from 2008-09 onwards.

To provide access to secondary education with special focus on the weaker sections of the society, the educationally backward, the girls, the disabled, children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM) are to be given special attention. Not only universal enrolment, but universal retention and satisfactory quality of learning should also be a priority. New initiatives during the 11<sup>th</sup> Five Year Plan for Secondary Education are, inter-alia,

- Scheme for universalisation of access to and improvement of quality of education at secondary stage (SUCCESS).
- Prime Minister in his Independence Day address for 2007 has announced that the central government will support setting up of 6000 model schools throughout the country, one school at each block, to serve as benchmark of excellence.



- A national scholarship scheme is proposed to be implemented during the 11<sup>th</sup> Five Year Plan. In order to arrest the dropout ratio and encourage students to continue their education beyond class VIII, it is proposed to introduce a National Means-cum-Merit Scholarship Scheme. Selection will be made through a national test from among students who have passed class VIII. Each student will be given Rs. 6000.00 per year for study in classes IX, X, XI & XII.
- ICT in schools: A revamped scheme of Information and Communication Technology (ICT) in Schools will be implemented in partnership with the States and Private providers. The scheme provides computer-aided education and ICT literacy with broadband connectivity in about one lakh secondary and higher secondary schools of Government, Local Bodies and Government-Aided Schools.

In a nutshell, the strategies for entire school education are aimed at:

- Addressing residual access at

elementary level and improving access at secondary level.

- Addressing equity by way of incentives for girls and students belonging to SC/ST/minority, etc.
- Improving quality by focusing on acquisition of basic competencies in numeracy & language in schools at primary stage and improved learning level in Science and Maths particularly thereafter.
- Computer Aided Education both at Elementary & Secondary level.

The XI Plan outlay for Higher Education is roughly Rs. 85,000 Cr. which marks an over 9 times increase (at current prices) over the X Plan expenditure. Priorities for Higher Education in the XI Plan are expansion of access (i.e. of institutional infrastructure), equity (i.e. to ensure effective participation of disadvantaged groups, and to correct regional imbalances), improvement of quality, and optimal use of Information & Communication Technology to promote achievement of these objectives. The XI Plan aims, inter alia, to increase the Gross Enrolment Ratio for the 18-24 years age group to at least 15% by the end of the Plan period.

The major initiatives which will be implemented in the XI Plan are:

- Establishment of 8 new IITs, of which the process for establishing 3 IITs in Andhra Pradesh, Bihar and Rajasthan is already underway. The 4th IIT is going to be set up in Himachal Pradesh.
- Establishment of 7 new IIMs, of which the first, at Shillong, would start functioning through temporary premises from the next academic session.
- Establishment of 3 new Indian Institutes of Science Education & Research of

which one has already started functioning at Mohali and two more would come up soon in Bhopal and Thiruvananthapuram. This is over and above the 2 IISERs at Pune & Kolkata which were started in the last year of the X Plan.

- Establishment of 16 Central Universities in States which have no Central University at present, (viz., J & K, Punjab, Haryana, HP, Uttarakhand, Rajasthan, MP, Chhattisgarh, Bihar, Jharkhand, Orissa, Tamil Nadu, Kerala, Karnataka, Gujarat and Goa), and another 14 Central Universities aimed at attaining world class standards.
- Establishment of 20 Indian Institutes of Information Technology - as far as possible in the Public-Private Partnership mode.
- Providing assistance to the State Governments for the establishment of 370 Colleges in districts where access and participation rates are lower than the national average. Many of these districts have also concentration of SCs, STs, and minorities.
- Providing assistance to the State Governments for establishing a new Polytechnic in such districts which do not have one at present. Also assistance would be given to encourage setting up of about 700 Polytechnics through PPP/Private mode. This would again benefit particularly those districts with a concentration of SC, ST, and minorities.
- Establishment of an Indira Gandhi National Tribal University with countrywide jurisdiction to promote study and research into tribal history, economy, society, culture, etc, and to

look into tribal issues, as well as to promote education of Scheduled Tribes.

- Providing assistance for the establishment of Women's Hostels for Universities, Colleges and Polytechnics on a large scale.
- It is also proposed to launch a National Education Mission through Information and Communication Technology which will provide Broadband connectivity to all the institutions of higher learning numbering about 400 University level institutions and over 20000 degree colleges besides making available high quality e-content for dissemination through the connectivity to be provided under this Mission.

The XI Plan would also accord priority to promote research of high quality across the Higher Education system, regular updating of curricula and emphasis on regular evaluation, enhancing coverage of the accreditation process, and introduction of necessary reforms in apex institutions like the UGC and AICTE so as to make them more responsive to current and future challenges and needs.

The National Board of Accreditation of India has been admitted as a provisional member of the Washington Accord during 2007. With this, Indian students graduating from programmes which are accredited by the National Board of Accreditation of the All

India Council for Technical Education will have easier access to education and employment opportunities in member countries of the Accord like USA, UK, Canada, Australia, Japan, Korea and Singapore.

The National Commission for Minority Educational Institutions was set up by the present Government in 2004 through an Act of Parliament. The Act was also subsequently amended to strengthen this body. The Commission has, over the last 3 years or so, granted certificates of minority status to about 1000 educational institutions. A national level Committee under the Minister for HRD is regularly monitoring minorities' education and giving valuable inputs for the formulation and implementation of the Ministry's policies and programmes for minority education.

The present Government has paid special attention to the educational needs of the North Eastern Region. Every single State of this region now has a Central University (with Assam having two). Besides the existing IIT at Guwahati, an IIM will, as mentioned earlier, start functioning in the year 2008 through temporary premises at Shillong. Also, besides the older NIT at Silchar, an NIT has been established in Tripura and establishment of a third NIT in the region (in Manipur) is under active consideration.









## Administration

# Administration

## Organisational Set Up

The Ministry of Human Resource Development is under the overall charge of the Human Resource Development Minister who is assisted by two Ministers of State, one each for the two Departments, namely, the Department of School Education and Literacy and the Department of Higher Education. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of Higher Education is assisted by a Special Secretary, 4 Joint Secretaries, 1 Economic Advisor and 1 Dy. Director General (Statistics). The Secretary, Department of School Education and Literacy is assisted by 4 Joint Secretaries and 1 Advisor. In addition, there is one Joint Secretary & Financial Adviser common to both the Departments. The Departments are organized into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary assisted by Divisional Heads at the level of Director/Deputy Secretary/Deputy Educational Advisors.

Establishment matters of the Secretariat proper of both the Departments of Education are handled in Administration Division of the Department of Higher Education. This includes establishment matters of officers appointed under Central Staffing Scheme for both the Departments and ex-cadre posts i.e. Advisory Cadre, Statistical Cadre etc.

## Education Wings in Indian Missions Abroad

The Education Wings in Indian Missions were

established abroad with a view to developing good relations in the field of Science, Education and Culture with friendly countries. The broad duties of our Education Wings abroad are indicated below:

- (i) To look after the welfare of Indian students community in the country in which the Mission is located
- (ii) To keep in touch with the academic world of the country and develop rapport with the leading scientists, technologists, educationists and eminent personalities in the field of Culture and Indology.
- (iii) To keep track of the latest developments in the field of sciences, education and report to the concerned Ministries and institutions in India on these matters.
- (iv) To act as a liaison office between the academic institutions in India and the academic institutions in the country in which the Mission is located.
- (v) To advise the Government about the academic discipline, especially in the field of science and technology in which we should secure scholarships for Indian students from the country concerned.

The first Education Wing in Indian Mission abroad was created in England and later expanded to the Indian Mission in Washington, New York, San Francisco, Moscow, Bonn, Nairobi, and Dhaka. India is a founder member of UNESCO. For the first time a post at the rank of Deputy Permanent Representative of India (Dy. PRI) to UNESCO, Paris was created in the year 1973 and the

post was upgraded in the year 1983 to the rank of Ambassador. At present the Education Wing of Consulate General of India, New York and Permanent Delegation of India to UNESCO, Paris are functional.

### **Training Cell**

The Training Cell assesses the training needs of the officers and staff members of both the Departments i.e. Department of Higher Education and the Department of School Education and Literacy. It also liaises with Organisations like Department of Personnel and Training (DOP&T), Ministry of Finance (Department of Economic Affairs), Indian Institute of Public Administration(IIPA), National Informatics Centre(NIC), Institute of Secretarial Management(ISTM), New Delhi and National Institute of Financial Management(NIFM), Faridabad for imparting training to the staff and officers of the Department, so that they could be deputed to attend various Courses/Programs such as management and administration, vigilance, cash and accounts, personnel and house keeping matters, conducted by these Agencies.

Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the DOP&T and Department of Economic Affairs of the Ministry of Finance for short term and long term training courses abroad under the Colombo Plan, Bilateral Technical Assistance Programmes respectively. During the year 2007-08 a total number of 5 Group - A level officers have been sent for short term training abroad. During the same period a total number of 21 officials at the level of Group A, B and C have been deputed for various trainings being conducted by the Department of Personnel and Training (DOP&T).

### **HRM's Discretionary Grant**

The Administration Division of Ministry of Human Resource Development operates a

Fund for providing Grants in the field of Education. This Fund is called Human Resource Minister's Discretionary Fund and from this Fund, Grants of Rs.10,000/- each are provided to Institutions/Organisations and individuals doing useful work in the field of Education, Culture, Mass Communication Media like Journalism, Broadcasting, Publicity, Television, Drama, Poetry, Music and Performing Arts, in the field of Social Welfare/Social Security, etc. Grants are also provided to physically handicapped individuals to pursue educational and Vocational Training to enable them to advance in their career and also in life. Grants are also provided for the education of exceptionally brilliant children who are either physically handicapped or whose parents are no more or whose parental income does not exceed Rs.5000 per month.

For the last five years a total number of 92 needy, poor, meritorious students have been benefited so far and during the current year alone, 14 poor meritorious students have benefited till February,2008.

### **Vigilance Activities**

The vigilance set-up in the Ministry is under the overall supervision of the Secretary who is assisted by a part-time Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other subordinate staff. Shri Sunil Kumar, Joint secretary, is at present functioning as Chief Vigilance Officer in both the Departments of Higher Education, and School Education & Literacy.

During the year, a total of 1236 references were received from various sources in the Vigilance Wing which included references from the Central Vigilance Commission and the Central Bureau of Investigation. Of the 42 complaints received through the Central Vigilance Commission for investigation, 6 were under Public Interest Disclosure Resolution. During the year 19 cases were closed on the advice of the Central Vigilance Commission. Prosecution sanction was

granted to the Central Bureau of Investigation in one case. Many complaints are at an advanced stage of investigation.

During the period under report, sustained efforts were continued to tone up the administration and to maintain discipline amongst the staff of the Departments at the Headquarters and in the Subordinate/attached offices. While disciplinary proceedings in eight cases were concluded, two new disciplinary cases were initiated.

During the year a number of instructions on vigilance related matters issued by the Central Vigilance Commission were brought to the notice of all officers and offices, for compliance. Vigilance Wing had also issued a number of instructions impressing upon the various authorities for proper maintenance of records to facilitate timely vigilance investigation and also to clearly define the disciplinary authorities in respect of the staff and faculty of various Universities/Institutions/Councils.

Chief Vigilance Officers were appointed in various Autonomous Organizations with the two Departments with the prior approval of Central Vigilance Commission wherever the post of CVOs fell vacant.

As per the directions of the Hon'ble High Court of Delhi, a drive is in progress to verify the authenticity of certificates of employees who have obtained employment on the basis of ST certificates. In this respect all the institutions/subordinate offices under the administrative control of this Ministry have been directed to furnish the details of ST candidates recruited by them.

Observance of discipline and punctuality in the Department of Higher Education and the Department of School Education and Literacy, was emphasized through surprise floor-wise inspection by inspection teams appointed for this purpose.

Vigilance Awareness Week was observed from 12<sup>th</sup> to 16<sup>th</sup> November, 2007. Banners

and posters were displayed and an oath taking ceremony was also held, wherein an oath was administered to the officials of the Ministry to maintain honesty in all public dealings. The subordinate offices and autonomous bodies also observed the Vigilance Awareness Week.

Specific grievance redressal machinery also functions in both the Departments of Higher Education and School Education and Literacy under the Director of Public Grievances who is of the rank of a Joint Secretary. During the period under report a total of 787 grievances were received from various sources including Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances) and Deptt. of Pension and Pensioners' Welfare. Of these around 55 grievances were finally redressed and efforts are on to have the rest of the grievances redressed for which the concerned authorities have been addressed. A large number of grievances, in fact, relate to service matters like counting of past service, payment of retirement dues etc. which involve policy decisions and hence take time to settle. Many grievances further relate to transfer from one KVS to another KVS and one NVS to another NVS which also clash with the transfer policy and can therefore not be redressed at all.

The Director of Grievances is accessible to the staff as well as the members of public to hear their problems every Wednesday between 10 A.M. to 1 P.M. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, autonomous/subordinate organizations and PSUs under the Department of Higher Education and School Education and Literacy have also designated officers as Director of Grievances. A new Centralized Public Grievances Redress and Monitoring System (CPGRAMS) has been introduced as per the recommendation of DAR&PG with the help

of NIC.

In order to make the functioning of the autonomous/subordinate organizations and PSUs transparent and responsive to the needs of general public, it has further been decided to formulate the Citizens' Charter for five autonomous organizations & under the administrative control of this Ministry. These are Central Board of Secondary Education, All India Council for Technical Education, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, and National Council for Teachers Education and Copyright Office of the Department of Higher Education which have direct and large interface with public. The Charters of these organizations are at the advanced stages of notification. UGC and Deemed Universities having large and direct public interface have also been identified as the ones having large and direct public interface and therefore they are also being asked to take action to frame their Charter.

The Committee on complaints of Sexual Harassment of Women at the workplace has been reconstituted to hear/accept the complaints from employees posted in the Departments and to take appropriate steps for timely redressal of their complaints. All the autonomous bodies under the administrative control of the Department of Higher Education and Department of School Education and Literacy have been advised to constitute a Sexual Harassment Cell to deal with cases in their respective organizations.

### **Computerised Management Information System (CMIS)**

Computerised Management Information System (CMIS) Unit was set up in the Department to promote IT-aided governance. The main objectives of the Unit are to identify areas for computerization and to conduct feasibility studies for the development of computer based management information system, system

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

Major activities during the year under report have been :-

- In order to promote and implement the concept of e-Governance all officers up to the level of Section Officers in the Department were provided computers with Local Area Network (LAN) facility. More than 500 desktops have been put in use for both the Departments of the Ministry.
- Another major achievement is transition to the use of e-mail by most of the Sections in the Department for quick disposal of papers. Replies to queries, notices and materials for meeting etc. are sent through e-mail wherever e-mail addresses are available. Information is shared between Sections through local area network. This major shift to electronic media has helped to improve efficiency, transparency in the functioning and bring about economy in communication costs.
- Parliament Questions are electronically transferred to the Lok Sabha and Rajya Sabha secretariat in the required format for posting the same on their respective websites. Besides, a database on Parliament Questions answered by both the Departments are made available by this Unit to enable all the Sections to readily access questions answered by them earlier on related subjects.

- All important policy papers, new announcements, tenders etc. of the Departments including scholarship schemes were converted into electronic form and uploaded in the website of the Ministry .
- The contents of the website are updated regularly and provisions have been made for on-line submission of application forms for various schemes of the Ministry. Provisions have also been made to download these forms by the internet users .
- Information published in pursuance of RTI Act 2005 and returns were processed and uploaded in the Ministry website and annual returns were uploaded in the Central Information Commission's website .
- Computerisation has been effected for database applications like pay roll accounting system for preparing monthly pay bills, pay-slips, various recovery schedules of officers who are on deputation and annual GPF statements.
- Other house keeping software like budgeted expenditure and publications like Education in India series etc. have been developed and put to use for day to day operation .
- This Unit has procured latest equipments and arranged slide show presentations for various meetings including Parliamentary Standing Committee, Parliamentary Consultative Committee, Review meetings and other meetings organized by both the Departments of the Ministry .
- The maintenance of all kinds of computer hardware, software, peripherals, accessories like desktop, laptop computers, printers, scanners, UPS etc. installed in the Department is monitored .
- Thus Unit also continues its endeavor to create computer awareness to enhance computer usage in the Department.
- Arrangements are being made to provide initial and refresher training of staff/officers of the Department for effectively using newer systems and software .
- This Unit had interacted with various agencies like National Informatics Centre, Cabinet Secretariat, Central Information Commission, Ministry of Personnel and Administrative Reforms etc. on matters related to information technology.

## **Information & Facilitation Centre (IFC)**

### **Report on Implementation of RTI**

A NICNET based Information and Facilitation Centre was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of HRD. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services is supplied through Brochures, Booklets and Reports. The guidelines of various Schemes/Programmes and Application Forms are also available at internet. The data/information can be accessed through computer having internet facility. The addresses of the website for the Departments of School Education & Higher Education, is <http://www.education.nic.in> respectively.

The Right to Information Act has been

introduced in 2005. IFC facilitates the process of information sharing for this purpose. Applications under this Act as and when received are forwarded to the concerned Central Public Information Officers on the same date. Application fee of Rs. 10/- per application is got deposited with the cashier of the Department on the same day. As against 359 applications received during the year 2006 under RTI Act, 641 applications have been received in 2007 under RTI Act. All the applications have been disposed of promptly.

### **Education Ministers Conference 2007**

A conference of the State Education Ministers was held on 10<sup>th</sup> and 11<sup>th</sup> April, 2007 at New Delhi to discuss various issues relating to all the sectors of Education pertaining to Department of Higher Education and Department of School Education & Literacy. The meeting was attended by Education Ministers/Secretaries from States/UTs. A sector wise list of consensus points arrived at in the meeting reflecting the decisions of the conference was prepared and these points were read out at the end of the meeting on the 11<sup>th</sup> April, 2007 and were finalized with the consent of representatives of the State Governments, present at that time. These consensus points, inter-alia, included the consensus arrived at relating to the issue of pattern of sharing of expenditure for Sarva Shiksha Abhiyan (SSA) between Center and States, during the 11<sup>th</sup> Plan. It was also decided that the HRD Ministry and State Education Departments will work intensively with other concerned authorities and Departments at the Central and State levels so as to increase public expenditure on Education to the level of 6% of GDP, by the end of the XI Plan period.

### **CABE Committees**

The Government of India had reconstituted the Central Advisory Board of Education

(CABE) vide Resolution dated 6<sup>th</sup> July, 2004. In pursuance of the decisions taken in the meetings of the CABE on 11 August, 2004, the Government of India had constituted in September, 2004 the following seven Committees of CABE to examine in detail critical issues facing education:

- (i) Free and Compulsory Education Bill and other Issues related to Elementary Education.
- (ii) Girls Education and the Common School System.
- (iii) Universalisation of Secondary Education.
- (iv) Autonomy of Higher Education Institutions.
- (v) Integration of Culture Education in the School Curriculum.
- (vi) Regulatory Mechanism for the Text books and parallel text books taught in Schools outside the Government system.
- (vii) Financing of Higher and Technical Education.

Based on the Reports of these seven Committees, detailed action points for implementation of each recommendation have been prepared and sent to the State Governments/Central Ministries and other Bureaus in the Ministry.

### **Bharat Shiksha Kosh**

Keeping in view of the poor response to the Bharat Shiksha Kosh (BSK) from Non-Government bodies/individuals, the Ministry had moved a proposal to the Cabinet seeking approval for dissolution of the BSK and the Cabinet has approved to dissolve the Bharat Shiksha Kosh and to return the funds and interest thereon to the Consolidated Fund of India and to the Navodaya Vidyalaya Samiti vide Cabinet



Secretariat Order No. 22/CM/2007 dated 19.06.2007.

### **Gender Budget Cell**

A Gender Budget Cell headed by a Joint Secretary level Officer has been created in the Ministry of Human Resource Development (HRD) for strengthening the budgeting system to achieve Gender sensitivities.

The Gender Budgeting Cell coordinates the information relating to gender budgeting and ensures its true depiction in the Annual Reports/Performance Budgets and also clearly brings out the Scheme-wise provisions and physical targets benefiting women.

### **Planning & Monitoring Unit (Status Note)**

#### **Annual Plans and Five year Plans**

Formulation of Annual Plans and Five Year Plans, review of programmes & schemes, monitoring of Plan expenditure vis-à-vis outlays in Budget Estimates, and analysis of actual expenditure as per the targets fixed, are the important activities of the Unit. The approved Tenth Plan (2002-07) outlay for Ministry of Human Resource Development was Rs.43825 crore ( Rs.9500 crore for the Department of Higher Education and Rs.34,325 crore for the Department of School Education & Literacy). The approved Annual Plan Outlay (2007-08) for Ministry of Human Resource Development is Rs. 28674 crore (Rs.22,191 crore for the Department of School Education & Literacy and Rs.6483 crore for the Department of

Higher Education).

The Annual Publication brought out by this Unit viz. "Analysis of Budgeted Expenditure on Education for 2004-05 to 2006-07" provides an analysis of the trend of public expenditure on education during the period 2004-05 to 2006-07. For this, data from various States, Central Ministries/ Departments are collected, and compiled. This publication contains total expenditure on education incurred by Central Government including Ministries/Departments other than Ministry of Human Resource Development and State Governments. This publication gives expenditure on education in Sector-wise breakup for Plan, Non-plan, Revenue and Capital expenditure for the years 2004-05 to 2006-07. This publication also gives the information about public expenditure on Education as percentage of GDP and as percentage of total Government expenditure. This Unit also published another publication "Annual Financial Statistics of Education Sector 2005-06", which gives statistics in respect of Plan Outlays and expenditure on different sub-sectors of education from the first Five Year Plan to Sixth Plan along with the scheme wise outlays and expenditure during Seventh to Tenth Plan.

The Unit acts as a nodal cell in this Department during Half yearly Review of Plan expenditure by Planning Commission. It also does coordination with various Divisions of the Ministry, Planning Commission and Ministry of Finance etc. on various matters relating to Plan Schemes.



# 3



## Elementary Education

## Sarva Shiksha Abhiyan

**T**he SSA is an effort to universalise elementary education with community-ownership of the school system. It is a response to the demand for quality basic education all over the country and SSA seeks to ensure supervision by accountability to the local community.

The SSA covers all States and Union Territories and reaches out to 19.4 crore children in 12.3 lakh habitations.

### National Mission of SSA

In order to ensure that the priority to UEE is translated into action, the organisational set-up and the monitoring structure draw their authority from the highest political levels in the country. **The Prime Minister of India heads the National Mission for SSA which monitors the progress made under the Sarva Shiksha Abhiyan. The Executive Committee of the National Mission is chaired by the Minister for Human Resource Development.** The National Mission includes representation of major political parties, the non-government sector, educationists, teachers unions, scientists and eminent experts.

**Six Sub-Missions have been constituted by the National Mission** to function as review and support mechanisms for SSA implementation. They are in the areas of:

- Provision of basic minimum conditions including physical infrastructure and teachers.
- Training of teachers and strengthening of academic support institutions (and other aspects of quality improvement).
- Defining learning outcomes and assessment/monitoring of students' achievement levels.
- Capacity building for planning, management, monitoring and research/evaluation.
- Education of disadvantaged groups including girls, SC/ST/ minorities/ urban deprived children and disabled children.
- Social mobilisation, community involvement and role of PRIs.

Each Sub-Mission would review the performance of States on the dimensions allocated to it. The Sub-Missions suggest and facilitate capacity building exercises that can be state-specific or in the nature of cross-state sharing workshops to promote best practices. There is a Task Force for each Sub-Mission with experts and practitioners.

Sarva Shiksha Abhiyan works on a community-based approach with habitation as a unit of planning and monitoring. Every school is encouraged to share all information, including the grant received, with the community. 50% of the SSA funds flow through the local bodies i.e. VEC, SMC or PTAs etc. The local community does a social audit of school funds and their utilization through these structures.

## SSA Goals

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2005
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life

**Sarva Shiksha Abhiyan (SSA)** is the national flagship programme launched in 2001-02 for achieving the goal of Universalisation of Elementary Education (UEE) through a time bound approach in partnership with States and local bodies. It is also an attempt to provide an opportunity for improving human capabilities to all children (6-14 years age), through provision of community-owned quality education in a mission mode.

## Major Components of SSA

- Opening new schools
- Alternative schooling facilities for out-of-school children
- School grant @ Rs.2000/- per annum
- Teacher grant @ Rs.500/- per teacher per year
- Teaching Learning Equipment for new schools
- School maintenance grant @ Rs.5000/- per annum
- Civil works (school buildings, additional classrooms, drinking water & toilet facilities, boundary walls, Block Resource Centres, Cluster Resource Centres etc.)
- Teachers for new schools and additional teachers in existing schools to improve teacher pupil ratios
- Inclusive education for children with special needs
- In-service teacher training
- Community participation & training
- Innovations/initiatives for SC, ST children, promotion of girls education & early childhood care and education/computer aided learning
- Free text books for SC, ST & girls
- Remedial Teaching
- Decentralised academic resource centers at block and cluster level

### **Mission Statement**

Empowering of children to be active participants in a knowledge society.

A result-oriented approach with accountability towards performance and output at all levels.

A people-centred mode of implementation of educational interventions with involvement of all stakeholders, especially teachers, parents, community and Panchayati Raj institutions and voluntary organizations.

An equity-based approach that focuses on the needs of educationally backward areas and disadvantaged social groups including children with special needs.

A holistic effort to ensure convergence of investments and initiatives for improving the efficiency of the elementary education system.

Institutional reforms and capacity building to ensure a sustained effort for UEE

### **Focus on Girl's Education:**

SSA promotes girls education to equalize educational opportunities and eliminate gender disparities. SSA has made efforts to mainstream gender concerns in all the activities under the programme. A two pronged strategy adopted for the promotion of girls education is to make the education system responsive to the needs of girls, on the one hand and generate a community demand for girls education, on the other. A strategic shift has now been made in education planning, to target low female literacy pockets and reduce gender disparity. Special efforts to bring the out-of-school girls, especially from the disadvantaged sections, to the school is a focused strategy. Girls education is targetted through National Programme for Girls Education at Elementary Level & Kasturba Gandhi Balika Vidyalaya.

### **Ensuring Access & Equity:**

Concern for education of socially disadvantaged groups is interwoven in SSA. Educational incentives to offset cost of education are provided to SC, ST and girl children. SSA also enables context specific interventions for promoting educational opportunities to such groups. Districts with substantial population of SC, ST and minority (Muslim) communities, as well districts with out of school children more than 50,000 and high gender gaps have been identified as special focus districts for targeted interventions under SSA.

### **Towards Inclusion:**

Sarva Shiksha Abhiyan aims to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. The interventions for inclusive education include early detection and identification, functional and formal assessment, appropriate educational placement, preparation of Individualised Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls.

### **Improving Quality:**

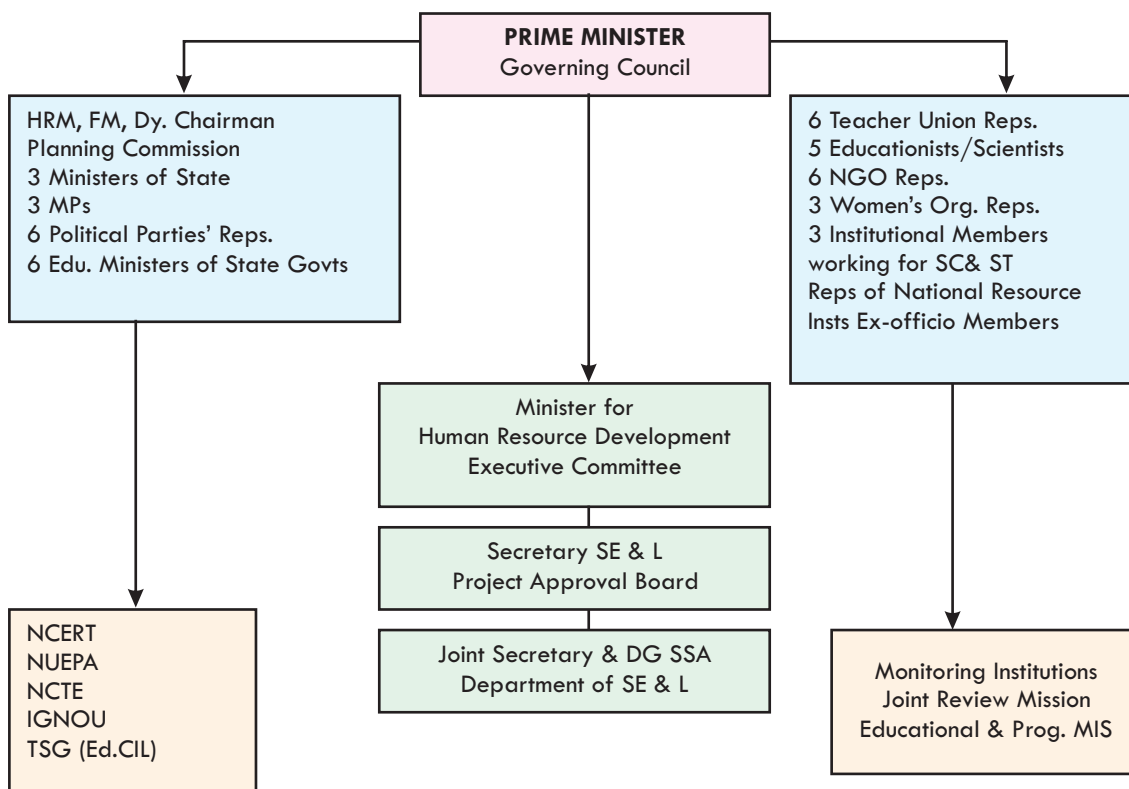
Quality improvement is one of the most important components under SSA. To ensure useful, relevant, and quality education SSA provides support for teacher recruitment and training, curriculum/textbook renewal, development and distribution of teaching-learning materials, annual school grants, pupil assessment systems, remedial teaching, computer-aided learning, establishment of decentralised academic resource support centres, distance education, monitoring and research activities related to quality issues.

## Achievements of SSA

Activity	Achievement
Access	98% of the rural population has a school with in 1 km. 186985 new schools opened till March, 2007.
Gross Enrolment Ratio	GER rises in the 6 -14 age group to 110.86 in 2006 -07 from 97.82 in 2004 -05 at the primary level and to 64.72 in 2006 - 07 from 59.17 in 2005 -06 at the upper primary level. (DISE)
Gender Parity Index (GPI)	Improves from 0.91 in 2004 -05 to 0.93 in 2006-07 at primary level & from 0.83 to 0.87 at upper primary level. (DISE)
Dropout Rate at the primary level	Reduced by 10.54% to 28.49% in 2004 -05 from 39.03% (2001-02). Dropout rate for girls declines by 15.08% points. (SES)
Pupil-Teacher Ratio	In 2006 -07 the PTR at the national level stands at 36:1 for primary and 32:1 for upper primary level . 8.81 lakh teachers recruited by December 2007.
Enrolment of Children with Special Needs	26.21 lakh children identified and 21.58 lakh children enrolled in school by 2007 - 08.

## SSA National Mission

At National Level the SSA Mission comprises Governing Council and Executive Council as per following composition:



The physical infrastructure of the school is a critical element in attracting and retaining children in schools. Sarva Shiksha Abhiyan (SSA) emphasizes the provision of **basic physical infrastructure** to all schools in a time bound manner.

Civil Works include construction of school buildings, additional rooms, toilets, drinking water provisions etc., and is therefore a major component under SSA, consuming 33% of programme allocations.

The civil works component of SSA is planned and implemented based on principles of community **ownership, child-friendliness and good environmental practices**. In the process it has incorporated the learnings from the earlier successful programs of Lok Jumbish and DPEP.

SSA mandates **the participation of the local community** in all civil work activities in order to instill a sense of ownership in them. Such construction, by the community, for their own children, has proved to be of a better quality compared to constructions through a contractor driven approach. The community is also expected to play a pro-active role in the selection of the site, choice of design and maintenance of the school facility. There are a number of examples across the country where the community has contributed significantly in terms of money/labour for the improvement of their village school.

SSA also emphasizes **use of local materials and technologies**. This gives a local identity to the school and also makes it easier for repair and maintenance.

A **child friendly school environment** involves a child centred school building as well as its immediate surroundings. Schools constructed under SSA are functional and attractive; they are well lit and ventilated with provisions for storage, display and chalkboards. Each school is designed for a space requirement of 8-10 sq. ft. per child to encourage activity based learning and provided with **barrier-free**

**features**. The building, the corridors, doors, windows, grills and walls are designed as **external teaching-learning spaces** and used for a whole range of learning activities.

SSA envisages a **safe and secure, clean and hygienic school campus**, complete with toilet, drinking water, boundary, electrification, mid-day meal kitchen, playground and landscaping. Each school is expected to develop a **master plan** reflecting this vision with school committees complimenting SSA resources with other funds and contributions to implement this vision of the school within a defined time frame.

An extensive supervision and monitoring system has been put in place to **ensure quality of construction**. **Social audit** by the community is the basis of this supervision system. Detailed construction manuals have been developed and distributed to teachers and community members in all States explaining the basics of construction and the checks and balances that need to be taken. This includes preventive steps to be taken in **disaster-prone areas**.

The community is supported by a team of engineers who provide technical support and direction. On the spot checks by engineers and external evaluators facilitates the transparency and robustness of the system. Besides, inputs for designing, execution and evaluation provided through various national and state institutes and experts/architects help in strengthening quality.

#### Provision of Civil Works till 31.12.2007 (Primary & Upper Primary Schools)

	Work Completed	Work in Progress	Total
School Buildings	141738	42798	184536
Additional Classrooms	557927	198103	756030
Drinking Water Facilities	154121	21292	175413
Toilets	197633	24218	221851

## Education Guarantee Scheme and Alternative & Innovative Education

### EGS & AIE supports diversified strategies for 'out of school' children:

- Children in remote, school-less habitations
- For children who migrate
- Support to Makhtabs/ Madarasas to adopt formal curriculum
- Bridge Courses/Back to school camps
- Long duration residential camps for older out of school children
- Remedial teaching
- Short duration summer camps or schools

Under the Education Guarantee Scheme (EGS), educational facilities are set up in habitations that do not have a primary school within a distance of 1 km. Any habitation having 25 out of school children in the 6-14 age group (15 in the case of hilly & desert areas and tribal hamlets) is eligible to have an EGS centre. The EGS is a transitory facility till a primary school replaces it in two years. Formal curriculum is taught in EGS centres and all enrolled children are provided free textbooks and mid day meal.

The EGS centre is managed by the local community bodies viz. Parent Teacher Association (PTA), Village Education Committee (VEC) or the Gram Panchayats. A local teacher is engaged by the community for teaching in such centres.

Under the AIE component, flexible strategies are being implemented for education of children who cannot be directly enrolled in a school/ EGS centre. The strategies include residential and non-residential bridge courses, back to school camps, seasonal hostels, drop-in centres and other alternative schools

AIE has been more effective in providing education to the older age group (11-14 years) never enrolled or dropout children, children who migrate seasonally with their families, street and other deprived urban children, working children and other vulnerable children in difficult circumstances.

## Financial Norms

- Amount spent per child for a primary EGS is Rs. 1535/- per annum and that of an Upper Primary EGS is Rs. 2960/- per child per annum.
- Under AIE non residential centres upto Rs.3000 per child per annum & for residential upto Rs. 6800 per child per annum

## EGS & AIE Supports Diversified Strategies

- Till December 2007, 95493 EGS centres have been upgraded to primary schools.
- In 2007-08, 7.1 lakh children are enrolled in 18268 EGS centres (till December, 2007).
- Till December, 2007, 1665977 children have been enrolled in 58392 AIE centres during 2007-08.
- To address the issue of seasonal migration for varying period for work in brick kilns, agriculture, construction, etc., SSA encourages identification of districts, blocks and villages from where of to which there is a high incidence of migration/immigration and focuses to bring such children to regular schools. It also explores alternatives inter-alia, seasonal hostels, work site schools, residential and non residential bridge courses etc.
- 3497 residential bridge course centres have been opened during 2007-08.
- 7367 centres have been opened for urban deprived children and for children belonging to migrating families.



### Management of Non Residential Bridge Courses

Bridge courses often run in scattered areas. It is not always possible to have centralized monitoring of these centres from State or district level. In Jharkhand, the Mata Samitis (Mother's Groups) are authorised at the habitation level to take care of overall management and control of bridge course centres. Mata Samitis have elected presidents from among the parents and the Head Master of the nearby school is the member secretary, in which the learners are to be mainstreamed. The body has its own bank account; accountabilities are fixed with different persons with different responsibilities. Since the mothers of the learners are involved in monitoring, it is expected that they become active stakeholders rather than being mere signatories. In Tamil Nadu a very strong cadre of Self Help groups (consisting only of women), the VEC and the local NGO is involved in management of bridge course centres. Similarly PTAs in Madhya Pradesh are the local level management body for implementing and monitoring bridge course centres



### AIE interventions some examples

- Hard to reach children centre (Assam)
- Residential Bridge Course for Domestic Child Worker (Andhra Pradesh)
- Boat School for fishermen community (Andhra Pradesh)
- Learning Centres and residential Bridge Course for street and working children (Delhi)
- Residential Camp for Older Children (Gujarat)
- Special schools for Migrating Community (Jammu & Kashmir)
- Flexi schools, tent schools, Mobile schools & Sandhya Kalika (Karnataka)
- Mobile Schools & Shiksha Gar for Migrating Children (Madhya Pradesh)
- Human Development Centre for Urban Deprived Children (Madhya Pradesh)

### AIE support to Madarsa / Makhtabs

- Under AIE, provision for supporting community run unrecognized/unregistered Madarsa/ Makhtabs to introduce formal curriculum in areas where children in these institutes are not going to regular schools.
- The teachers of these Madarsas training.
- If the teacher is not qualified to teach formal curriculum, community provides a teacher wherever necessary who is trained under SSA.
- 2007-08, 2752 such Madarsas have been supported under AIE. 120332 children supported for transacting regular curriculum under AIE in 2752 Madarsa/Makhtabs.

- Seasonal Schools and Residential Camps for Migrating Children (Maharashtra)
- Seasonal Schools and residential camps for Migrating Children (Maharashtra)
- Seasonal Hostels for Migrating Children (Orissa)
- Drop in Centres and Special Residential Camps for older children (Tamil Nadu)
- Residential Camps and Transportation Facility for slum areas (Rajasthan)
- Residential Bridge Courses (Uttar Pradesh)
- Multigrade Learning Centre for children in forest areas (Kerala).



### Education of Migrating Children

To address the issue of seasonal migration for varying period for work in brick kilns, agriculture, construction, etc., SSA encourages identification of districts, blocks and villages

from where of to which there is a high incidence of migration/immigration and focuses to bring such children to regular schools. It also explores alternatives inter-alia, seasonal hostels, work site schools, residential and non residential bridge courses etc.

#### Chalta Firta School

Delhi Government has come out with mobile learning centres housed in a bus to reach out to school children. A first of its kind pilot project, the schools are specially equipped with modern technology, LCD televisions, audio visual equipment, laptop computers and a full range of teaching learning materials. The Chalta Firta Schools will take educational resources to children, be it on

streets, near markets railway stations, construction sites or traffic signals.

The Chalta Firta School are part of the Delhi Administrations initiative to provide learning to all children that is Joyful, Interesting and Meaningful. It is an excellent example of Public Private Partnership under Bhagidari. The NGO Partners for this pilot initiative are Butterflies and Salaam Baalak Trust.

#### Involvement of NGOs

- NGOs encouraged to support
- Almost all states have constituted Grants-in Aid Committee to facilitate engagement and funding of NGOs.
- 4640 NGOs are involved in EGS & AIE.

### Quality control under EGS & AIE

- EGS & AIE centre would function for at least 4 hours
- Textbooks and other teaching learning material and equipment for the centre should be provided prior to starting the centre.
- Induction training of Education Volunteers for 30 days should be completed prior to starting the centres.
- The induction training to be followed by regular refresher training
- Headmaster of the local school should be involved in regular supervision
- CRCs and BRCs to provide regular academic support and monitoring to the centers.
- Regular evaluation of children to be carried out
- Quarterly monitoring of EGS/ AIE component.

### Girls Education Constitutional and Policy Framework

policy framework that enshrines the vision of girls' education and the spirit in which their education is to be provided.

The Constitution of India provides the basic

*The Constitution of India has in Article 15 (i), on right to equality, stated that : "Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.—(1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them." It goes on to further state that "Nothing in this article (15) or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes." The State is thereby empowered to practice positive discrimination to ensure advancement of special category groups, including women.*

Until 1976 education was a State subject. Since its transfer to the Concurrent List by the **42<sup>nd</sup> Constitutional Amendment in 1976**, the Central Government has played a more proactive role in the sector through several centrally sponsored schemes (CSS) that had a distinct bearing on promoting education for girls.

A new thrust was provided to girls' education in the **National Policy on Education (NPE) 1986**, which provided a holistic vision for the education of women and girls and recognised the cross cutting issues that inhibited the realisation of this goal.

**National Policy on Education [NPE] (as modified in 1992):** "Education will be used as an agent of basic change in the status of women... This will be an act of faith and social engineering... The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services setting time targets and effective monitoring." (National Policy on Education 1986, Chapter IV, p 6, paragraph 4.2 and 4.3, Government of India)

The subsequent **Programme of Action, 1992** to operationalize the NPE recognises that It is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. Girls who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non-Formal Education (NFE). Efforts will be made to design special NFE programmes for out of school and adolescent girls with a view to get them back into the formal stream or qualify for technical or vocational education.

The rural girls are doubly disadvantaged by non availability of educational facilities and by the work they have to do related with fuel, fodder, water, sibling care and paid and unpaid work. Co-ordinated efforts albeit with other departments/Ministries, need to be made to provide the necessary support services to enhance their participation and performance. Provision of support services and childcare facilities should be seen as a necessary and integral adjunct of universalisation of elementary education (UEE).

The **86th Constitutional Amendment Act, 2002** has made elementary education a **Fundamental Right for children in the age group of 6-14 years** by providing that “the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”. This has been a path breaking legislation in India, where such a major commitment to the cause of elementary education has bound governments, community based organizations and civil society into a common resolve to achieve universal elementary education.

Drawing upon the Constitution and other policy statements articulated in the years that followed, the Government of India in partnership with State Governments has designed different strategies, interventions, schemes and programmes with specific objectives that impinge on girls' education.

The **Sarva Shiksha Abhiyan (SSA)** which is the national flagship programme for the universalisation of elementary education (UEE) was launched in 2001 and reaches out to every district in the country. Recognising the prevailing situation of girls' education in the country the goals of SSA retain a clear focus on bridging and eliminating gender differences in enrolment, retention and quality of learning. There is a clear thrust and special focus on girls

#### **Targeted provision for girls under SSA:**

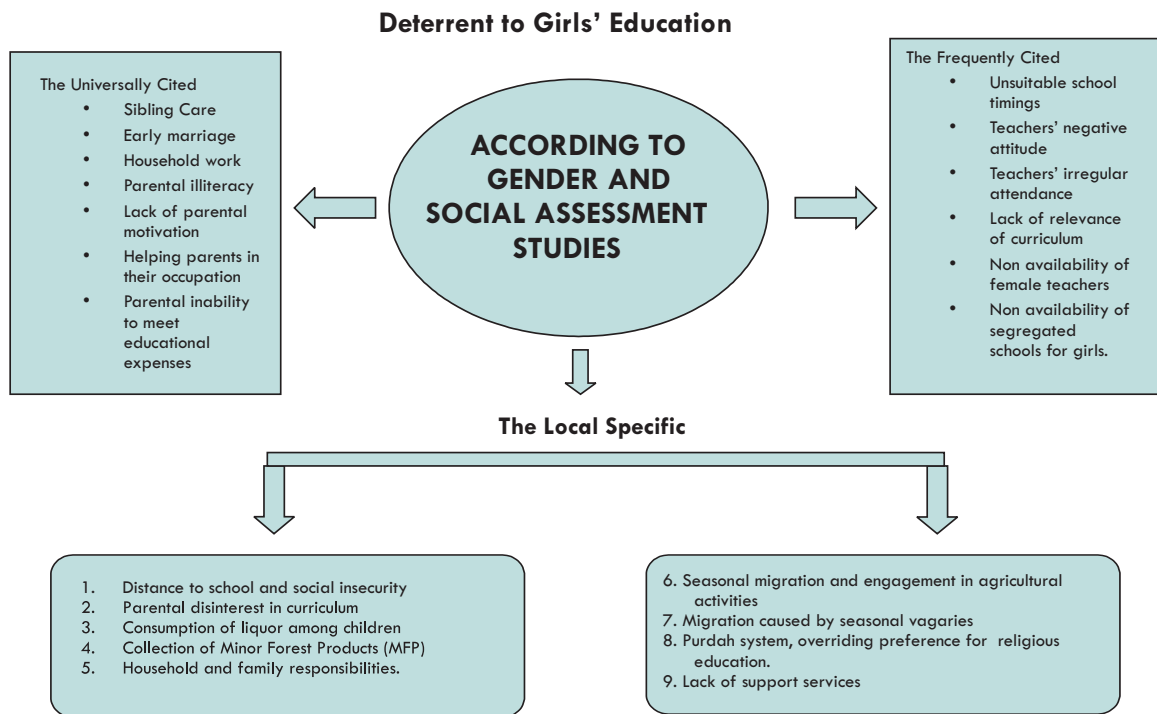
- Free textbooks to all girls upto class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of 50% women teachers
- Early childhood care and Education centres in/near schools in convergence with ICDS programme etc.
- Teachers' sensitization programmes to promote equitable learning opportunities
- Gender-sensitive teaching-learning materials including textbooks
- Intensive community mobilisation efforts
- 'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.

education in the planning and provisioning for UEE. Sarva Shiksha Abhiyan hopes to ensure, in partnership with the concerned States, that all habitations in the country have access to elementary schools, with adequate infrastructure including adequate number of teachers. With the provision of quality education within one kilometre for primary and three kilometres for upper primary, it was hoped to mop up a large number of “out of school” children especially girls and ensure greater retention within the system.

#### **Multi dimensional barriers to girls' education**

1. **Socio cultural** factors including persistent reluctance to send girls to school, especially after puberty, concerns for the safety of girls, early marriage, and parental indifference to education for girls and their own non-literacy, in certain pockets of the country.
2. **Economic** : Although elementary education is free in India, expenses other than school fees towards cost of stationery, books, uniform etc. are economic factors that impede girls' education. The cost of educating girls and the opportunity cost of sending them to school are serious deterrents to their education. Girls are engaged in a variety of non-remunerative work, like sibling care and household work, that contribute to family livelihood and is crucial to poor families. Their engagement in work results in non-attendance/irregularity, particularly in times of festivals, marriages and agricultural seasons. In many areas wage labour is also a significant factor in keeping girls from school.

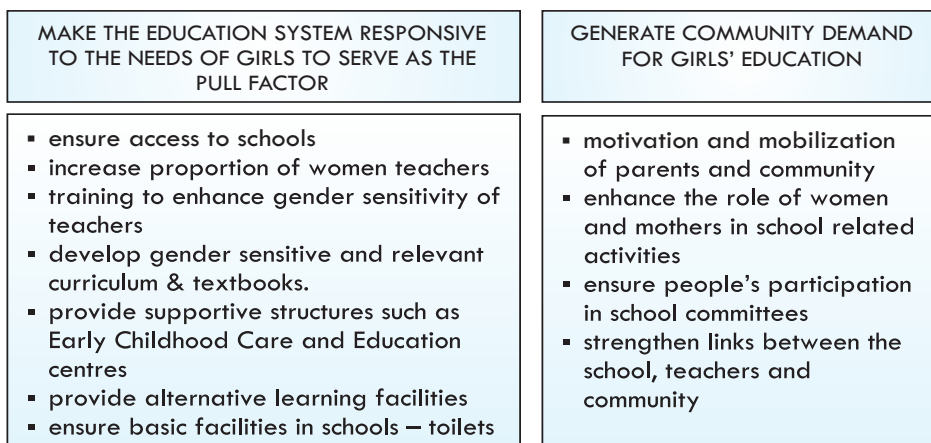
3. **School environment:** Within the school, girls sometimes have to face an environment that is not conducive to learning. This includes inadequate school infrastructure in the form of toilets for girls, lack of female teachers and the consequent apprehension for girls' safety. The overall classroom environment that reinforces gender stereotypes also places lower importance to the education and self esteem of girls. Curriculum and textbooks that are not entirely free from gender bias, problems in school functioning like the school remaining closed or leading to little learning, compound the generic problems.



A range of strategies and interventions have been evolved that were designed to improve girls' participation in education, at building systemic responsiveness, motivating girls and their parents and forging partnerships with community based groups for girls' education. Efforts have also been made to address

issues within the classroom to enable a conducive learning environment and monitor progress along key indicators in girls' education.

The two broad strands of the strategy for girls' education have been to focus equally on the 'demand' and 'supply' side:



Both 'generic' and 'specific' issues are addressed in designing programmes for girls' education. The gender perspective is sought to be integrated in all the programme components and the 'specific' interventions such as incentives to offset economic disadvantage, relaxation of norms for tribal areas etc. are contextualized interventions required to address various factors of disadvantage.

Intensive and innovative efforts are taken up at the micro-level to retain focus on girls' education and mobilize women/women's groups for girls' education.

Some of the key strategies used across the country to address equity issues in access and retention, classroom environment, and management support are as below:

ACCESS AND RETENTION	Motivation of Parents/ Community
	Establish closer links between parents and school
	Creating network of formal & alternative schooling
	Educational Incentives
	Thrust on backward areas
	Monitoring
IMPROVED CLASSROOM ENVIRONMENT	School Infrastructure - including toilets, drinking water and boundary Walls
	Supportive Classroom Environment and Processes
	Provision of Female Teachers
	Flexible Timings
EDUCATION FOR EQUALITY	Renewal of Curriculum and Textbook
	Training on Gender Teacher, Educational Managers
	Supplementary Teaching-learning Material
	Information transfer and sharing through workshops, meetings, newsletters
	Special educational facilities for adolescent girls
MANAGEMENT SUPPORT	Community level structures - VEC, MTA, PTA
	Dedicated management structure
	Management Information System
	Sharing and adaptation of Best Practices

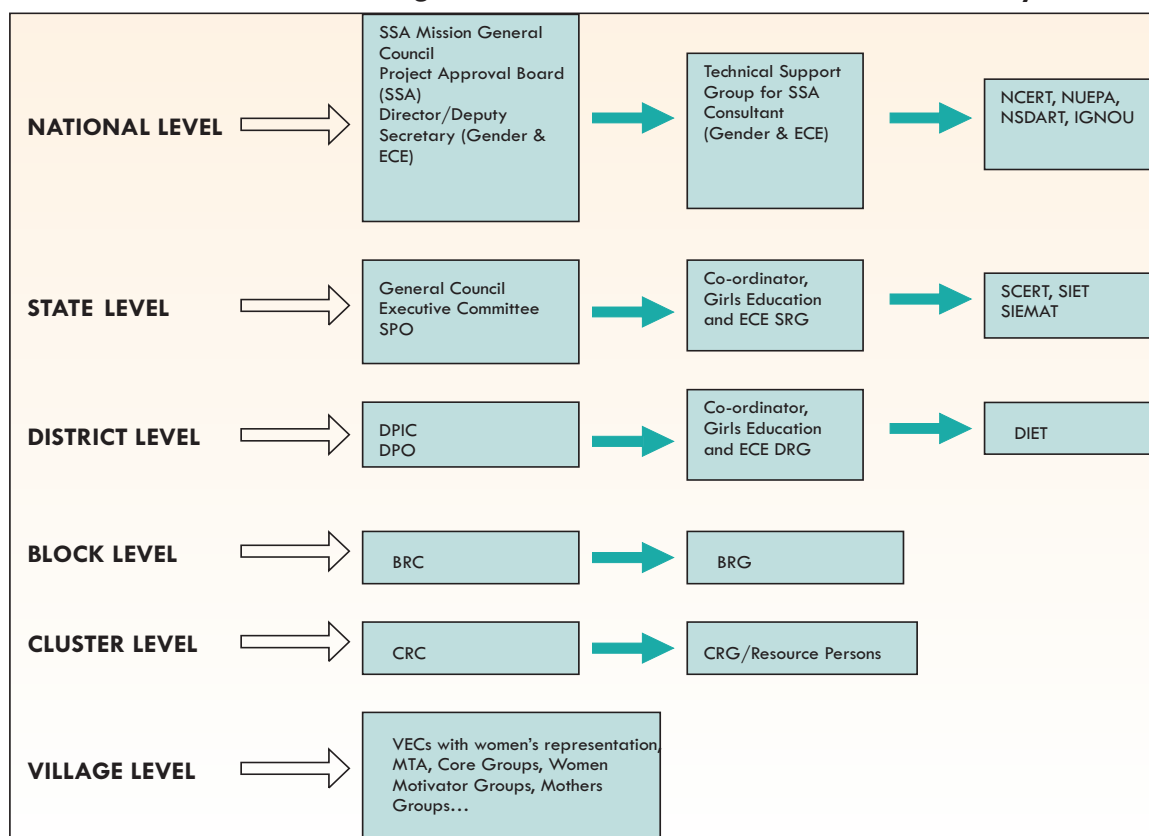
### Gender Focus in the Organisational Structure

The special focus on girls that is inbuilt in educational programmes and finds reflection in management structures. Gender Coordinators at the State and district levels work for girls' education as dedicated functionaries in the organizational structure. They are supported by Gender Resource Groups at both these levels and also at the sub-district level, who play an advisory and review role and help in designing training

programmes and developing training material. They also take part in processes of implementation, monitoring and supervision.

In some special cases where the indicators for girls' education suggest that girls were lagging behind, additional functionaries are put in place at the sub district level for better diagnosis of local factors to sustain and accelerate progress. Closer monitoring of inputs, processes and progress, networking with resource structures etc. are undertaken.

## Gender Focus in the Organisational Structure of Sarva Shiksha Abhiyan



### Gender disaggregated data and monitoring

The District Information System for Education (DISE) that was introduced in 1994 as school based computerized system has over the years evolved into a key management tool in the delivery of elementary education in the country. It provides gender disaggregated information and indicators related to schools, facilities provided, enrolment and teachers, by gender and social group. A data capture format with a set of core indicators and some state specific indicators are used for the annual school based data collection. The DISE enables comparative analysis as well as time series analysis along several parameters. The progress of girls participation in elementary education is thus possible to be monitored for the State, down to the school itself.

While the DISE provides for an overview of the progress made by the girls who are in school, the status of girls out of school is also tracked through periodic house to house survey. From this database it is possible to locate the pockets

with high concentration of out of school girl sand plan responsive interventions for their inclusion. The data on out of school girls are used for planning bridge courses and other back to school programme. Presence of out of school girls has led to the formulation of two targeted schemes viz., the NPEGEL & KGBV that have created more education opportunities for girls in difficult circumstances. States with districts having more out of school children are tracked for progress. Independent surveys on out of school children are also conducted as in 2005 by Social & Rural Research Institute, a specialist unit of International Marketing Research Bureau (SRI-IMRB).

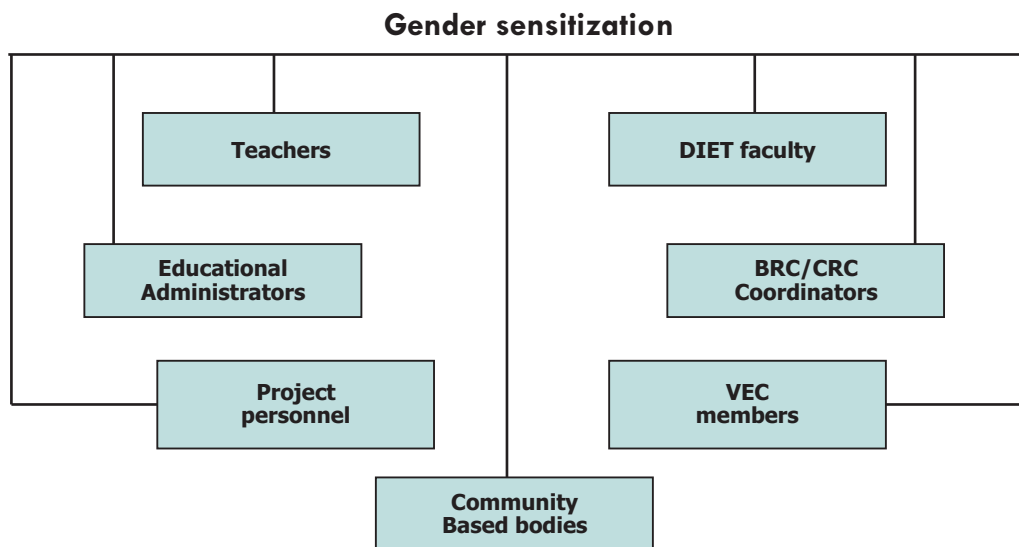
Besides the school and village based monitoring system in place, girls education is monitored separately at regular quarterly meeting of Gender Coordinators from the State. Formats are used for collecting data on incentives, free textbooks provided to girls, innovative initiatives that have been introduced, the number of ECCE centres started

either in a convergent mode or public private partnership, spending levels etc. Alongside, data related to implementation of the NPEGEL & KGBV schemes, are also monitored. The data and information thus collected, is analysed and issues taken up with State Governments in meetings conducted by Secretary, Department of School Education & Literacy, Ministry of Human Resource Development with State Education Secretaries and State Project Directors of Sarva Shiksha Abhiyan.

### Gender sensitization

Gender sensitisation of community members, teachers and administrators has been an

important part of all programmes. This was important as the impediments to girls' education were rooted in social beliefs and practices that were biased against girls. In this context one of the priorities was to correct the understanding of gender issues among stakeholders. Recognition of personal bias, concept building on gender and sex, analytical presentation of girls' participation in education, ensuring girl friendly classrooms, and monitoring attendance for improved learning are some of the issues covered in the gender training programmes. For teachers, the gender training programmes also focus on creation of an equitable learning environment, and ensuring a close working relationship with the community.



### Ensuring Gender Sensitive Learning Materials

Care is taken to develop gender sensitive textbooks and reading materials. Gender experts are associated closely with textbook writing processes and materials development.

Gender positive textbooks have emerged across the country. Existing textbooks are also reviewed for elimination of gender bias. Detailed checklists of 'dos' and 'don'ts' have been developed and used to guide the process of eliminating gender bias in textbooks.



### Assam: Ensuring Gender Balance in Textbooks

What to Avoid	What to include
<ul style="list-style-type: none"> <li>▶ Usage of examples of negative female characters even from the epics or any renowned literacy works that                             <ul style="list-style-type: none"> <li>- shows women in secondary roles as subordinate to males</li> <li>- uphold female characters like Sita as ideal women</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Equal distribution of male and female centered lessons.</li> <li>▶ Appropriate presentation of the positive aspects of both great and ordinary women</li> <li>▶ Presentation of womens successful contributions.</li> </ul>
Presentation of Content	
<ul style="list-style-type: none"> <li>▶ Presenting women as weak, fragile, stupid etc.</li> <li>▶ Establishing the identity of women only a someones mother, sister, daughter or wife.</li> <li>▶ Usage of statements such as father went to the market and bought a pencil for the son and a hair clip for the daughter in mathematics</li> <li>▶ Usage of statements/expressions such as good boys go to school on the assumption that only boys should go to school or are interested in studying.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Usage of similar adjectives for men and women to the extent possible.</li> <li>▶ Showing men and women/boys and girls doing similar activities/tasks in mathematical exercises.</li> <li>▶ Introduction/identification of women on the merit of their achievements and character rather than as somebodys mother, sister, wife.</li> </ul>
Design and Illustrations	
<ul style="list-style-type: none"> <li>▶ Reinforcing the stereo typed image in keeping with the conventional images showing women engaged in cooking, washing and other household chores like child care, sweeping, looking after and the old and infirm.</li> <li>▶ Inclusion of women in supportive roles to men or to merely give a completeness to the overall picturisation or illustration.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Equal distribution of male and female centred illustrations</li> <li>▶ Presenting women as, progressive, capable, hard working individuals eg. instead of presenting women in stereotypical roles, they may be shown as doctors, police, teachers, pilot scientists etc.</li> </ul>
Uttar Pradesh	
<ul style="list-style-type: none"> <li>▶ Use gender neutral examples</li> <li>▶ Reference to women be made in the context of success stories, brave deeds, great personalities</li> <li>▶ Ensure scope for equal opportunity for participatory learning activities</li> <li>▶ Build a perspective of gender equality in lessons</li> <li>▶ Provide examples which help to enhance self esteem of girls</li> <li>▶ Avoid artificial division of human attributes eg.                             <ul style="list-style-type: none"> <li>- Capable/incapable of taking decisions</li> <li>- Authoritative/non-authoritative</li> <li>- Emotional/sensitive/rational</li> <li>- Dependent/independent</li> <li>- Coward/brave</li> <li>- Income generating activities/household activities</li> <li>- Brave boy/tender girl fascinated by dolls and necklace</li> </ul> </li> <li>▶ Do not discriminate between boys and girls while expressing their emotions.</li> </ul>	

## Gujarat

- ▶ Boys and girls should receive equal mention in textbooks in the text and in illustrations
- ▶ Instead of having the conventional illustration of a man ironing clothes, a boy watering the plants, a boy climbing a tree, illustrations of girls doing similar things should be included in the textbooks.
- ▶ The cover of a book should give equal importance to both boys and girls
- ▶ Avoid the usage of such words or sentences that could hurt the sentiments of girl children
- ▶ Progressive examples of women in professions should be given.
- ▶ Avoid associating gender stereo typical ideas and reinforcing them eg., the gifts or presents given to boys and girls a toy car for a boy child, a doll or toys utensils for a girl child.
- ▶ Avoid using gender stereo type examples of work distribution of boys and girls and the games they play.

### With particular reference to mathematics

- ▶ The name of the girl child be used in the examples, exercises and problems. Similar importance be given to girls by using their name in examples related to accounts, purchasing commodities in the market, selling goods, etc.

### Special models of alternative schools for girls

#### *Every Effort Counts*

Many 13-14 year old Muslim girls in the Municipal area of Balasore in Orissa had never been to school. This came to the notice of Binapani Jena, a member of the Mother Teacher Association. She made it her responsibility to visit the homes of these girls, enroll them in a bridge course and facilitate their education.

Different models of alternative learning centres were designed to suit the local needs of girls. Based on community demand these models of alternative schools show a variation and diversity of coverage. One model was for the 9 years old out of school girls and another that targeted adolescent girls with sibling care responsibilities by running learning and early childhood care centres, together. Community based centres of religious education, the madarsas and the maktabas, were made

learning centres for the formal curriculum, in an effort to reach out to Muslim minority girls who were otherwise not enrolling in formal schools.

Bridging strategies, one of the most successful of models, were designed to provide opportunities of accelerated learning to drop out girls and the older girls who had never enrolled in a school. Depending on the girls' age and educational background, the course content is planned over a varying length of time. The bridge courses are either residential or non-residential. Through such efforts many girls were mainstreamed in regular schools after successful completion of the learning cycle of the bridge courses.

#### **Arresting Irregular Attendance**

The attendance of girls and SC boys was found to be dropping during the winter months in certain schools of Haryana. The reason was plain – these children belonged to BPL families and did not have adequate woollen clothing. Using the innovation funds, State responded with woollen clothing for these children. A study conducted in the winter of 2005 revealed improvement in regularity of attendance.

**Non residential bridge courses  
....accelerated learning for mainstreaming**



Ten year old Priya lives in a Raipur slum. She was a never enrolled child before joining an NRBC centres in Raipur city. Her teacher from NRBC centre (in the evenings) says she is one of the most sincere and regular learner in the centre. Her father is a gardener and mother earns some money by sewing. Both her parents are illiterate and cannot help her in studies. So, it's all her effort. Ask her what she does, She would say *bachhe palti hun* (I take care of small children). Yes, the child Priya takes care of other children, from well-to-do families, for her family's living but that hasn't dampened her spirit to learn.

Children like Priya are helped to prepare for mainstreaming through non residential bridge course (NRBC) throughout the country. Since the beginning of DPEP and consequently in SSA, both residential (RBC) and non residential bridge courses have been the most important strategy to mainstream the never enrolled and dropped out children. Never enrolled and dropped out children of 6-7 years can be mainstreamed directly in class I. But the never enrolled and dropped out children in the older age group (8-14 years) need time for preparation to get mainstreamed in respective classes as per their age. The bridge courses provide facilities of accelerated learning through condensed courses to prepare the dropped out and never enrolled children of

the older age group to get mainstreamed in regular schools.

While residential bridge courses are mainly long term and for older and most 'difficult-to-reach' children, the non residential bridge courses are usually run for shorter duration for preparing all dropped out and never enrolled out-of-school children. But NRBCs are also run for 'difficult-to-reach' children like Priya and older children as per local needs. In case of Priya, she cannot attend a day school since she works during that time. It is expected that by the time she prepares herself for attending formal schools, her parents will also be supported and motivated to release her from her present income earning responsibilities.



## Incentives

Incentives such as free textbooks, stationery, notebooks, scholarships, bus passes, insurance and uniforms are provided to girls to improve

their enrolment and retention in schools. Award schemes are also instituted for schools and village education committees for best performance in enrolment, attendance and retention of girls in their areas.

### Incentives provided to girls

Bihar - By State	By SSA
<ul style="list-style-type: none"><li>▶ All students enrolled at the primary level are provided textbooks at a subsidized rate of 50%.</li><li>▶ Free uniform to SC/ST girls in primary classes</li><li>▶ Scholarships to SC/ST students</li><li>▶ Attendance scholarship of Rs.1.00 per day to students from below poverty line families.</li></ul>	<ul style="list-style-type: none"><li>▶ Free textbooks to all girls and SC/ST students in all primary and upper primary level schools (class I-VIII).</li></ul>
Uttar Pradesh - By State	By SSA
<ul style="list-style-type: none"><li>▶ Free education for all children from primary level right through to Class XII.</li><li>▶ SC/ST and minority children receive a monthly scholarship of Rs. 25.00 scholarships are also awarded to poor children and those belonging to backward communities.</li></ul>	<ul style="list-style-type: none"><li>▶ Free textbooks to all girls and S C/ST students in all primary and upper primary level schools (class I-VIII).</li></ul>

## Special Coaching Classes

In order to help SC and ST girls improve their academic performance special coaching classes are held for them after school hours.

This intervention has shown very encouraging results. A study carried out on the intervention found that achievement levels of the girls had improved significantly.

### Special Coaching Classes for SC/ST Girls (Tamil Nadu)

Available data indicates that among girls, SC/ST girls have invariably remained educationally most backward. One of the reasons for their backwardness stems from the fact that they do not get requisite support in their educational pursuits at home. To make up for this, DPEP/SSA, Tamil Nadu has provided special coaching classes to SC/ST girls in Cuddalore, Dharmapuri, Thriuvannamalai and Villupuram districts.

A centre is started if there are at least 20 SC/ST girls from Classes III, IV and V available in the school. Another centre can be started for the same school if the number of such girls exceed 30. Thus, depending on the number of eligible girls, schools may qualify for more than one centre.

The coaching classes are held on the working days for an hour and a half, immediately after school gets over. One of the teachers in the school, usually a resident of the locality, is made the teacher of the special coaching centre.

## Escorts

Often girls would discontinue schooling as the school was far away from their homes or they had to pass through lonely, forested areas to school or were confronted by other physical barriers on the way to school. The security of girls was sometimes under threat in such conditions. To overcome such difficulties groups of girls were escorted to school by a village elder, usually a woman. She accompanies them to school and returns with them. During the day she attends to odd jobs in the school or even teaches, depending on her background. She is paid a token honorarium for her services.

## Early childhood education (ECE)

Early childhood education was assigned a special place in recognition of the fact that many girls remained out of school because of sibling care responsibilities. ECE facilities have been brought in geographical proximity to the primary school to enable primary school girls to attend school after leaving their young siblings at the "Anganwadi centre", which has dramatically improved girls' participation, facilitated transition to Grade-1 from the ECE Centres, prepared the new learners for formal schooling and helped in better retention rates

Tamil Nadu took a strategic decision to launch, in a phased manner, a preventive scheme to address the problem of pupil absenteeism, in 75 schools in the three Phase-I districts of Dharmapuri, Cuddalore and Thirvannamalia by providing **Escorts**. The intervention designed as an experimental measure was targeted at schools where the problem is reportedly acute. The Evaluation, Research and Monitoring (ERM) unit at the State Project Office (SPO) has evaluated this innovation which shows that this intervention has led to:

- " Increase in enrolment of girls;
- " Decrease in absenteeism among girls;
- " Decrease in the number of girls dropping out; and
- " Decrease in the number of girl grade repeaters



## Integrated Child Development Services (ICDS)

Launched on October 2, 1975, the ICDS today represents one of the world's largest and most unique programmes for early childhood development. ICDS is the foremost symbol of India's commitment to her children – a response to the challenge of providing pre-school education on the one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality on the other.

An inter-sectoral programme, it provides for a package of services and directly reaches out to children, below six years, especially from vulnerable and remote areas, and gives them a headstart by providing an integrated programme of early childhood education, health and nutrition. Over 6 lakhs Anganwadis are operational under ICDS in the country

## Andhra Pradesh

Provision of ECE services was considered a major intervention in support of girls' education. It was seen as an effective means of reaching out to more girls in primary schooling efforts as they would relieve girls from child care responsibilities and enable them to be in school. Consequently, ECE centres were set up by DPEP/SSA in habitations not covered by the ICDS programme, having low enrolment and high drop out of girls. Invariably this meant SC/ST dominated habitations, small and inaccessible hamlets and areas with prevalence of working children and the problem of sibling care.

An alternative model was tried out with a view to avoid replication of the ICDS model. These centres target the 3 to 6 year olds, are attached to primary schools and their timing are synchronized with that of the primary school.

## **Making Girls' Education a Community Agenda**

Based on the realization that 'demand' for primary education factors participation rates in educational processes, a variety of options were devised to mobilize communities for girls' education. Some of the noteworthy interventions were *ma-beti melas* (mother-daughter fairs), Meena campaigns, *prabhat pheris*, meetings with religious leaders, community based *sammelans* (meetings), etc.

At the *ma-beti melas* mothers and daughters come together in large numbers. Through different activities, awareness about the importance of educating girls was created. They acquire information about the functioning of the local school, the education system in general and also about the special provisions for girls that are available. They are also exposed to talks on nutritious food, legal issues, and films that were screened. Some products like pickles and jam along with handicrafts made by the mothers are also put up for sale. Their active involvement in the activities in the fairs help generate greater interest and commitment towards enrolment and retention of girls.

*Prabhat pheris* are organized as awareness generation measures that entail mobilization walks in the village, slogan and wall writings, distribution of pamphlets and posters, door to door contact etc.

Dialogues with religious leaders and opinion makers of some communities is considered critical to get their girls in to schools. Their influence on community behaviour makes it important to convince them to in turn influence popular views about educating girls and generate community commitment for girls' education. This has been a key strategy that worked in getting Muslim minority girls and girls within the education net.

*Seed crossing (cotton and some varieties of flowers) disrupt the regular attendance of girls during particular seasons in Sonkhed, Maharashtra. The MTA members in this village are campaigning with families to refrain from sending girls for seeding crossing so that they are not absent from school. Wherever their efforts have failed, they have worked it out with the teachers to relieve these girls an hour or two early and also ensure that subjects such as mathematics, language and EVS are taught in the morning when girls are in school.*

## **Meena Manch**

*Gradually it was decided to form groups of adolescent girls called Meena Manch (forum) for girls 'in' and 'out' of school and issues of enrolment and retention were central to the discussions. The girls monitored attendance. Based on their enthusiasm efforts were made to provide them additional support in the form of materials and the guidance of Master Trainers who trained facilitators. At present there are 19,000 Meena Manches across Uttar Pradesh. They try to enroll the out of school girls, use the material provided to inform and educate themselves and the community on child rights. They have been able to work on the community and delay the age of marriage. From experience so far it is fair to say that these groups of adolescent girls have been able to influence the deep rooted beliefs and practices of their own society and achieve advancement of girls' education.*

### **Working through Women's Collectives**

Based on experience it is seen that women have effectively led the campaign for girls' education in different ways. They have mobilized for girls' education, worked directly with the schools to improve teachers' involvement, ensured regular attendance of girls and teachers, provided remedial teaching and even contributed to the development of teaching learning materials. Groups of motivated women have worked very effectively in mobilizing communities, monitoring and responding to the issues that come to the fore during reviews. These groups improvise with innovative methods to find local solutions to problems. As a strategy education programmes supported the formation of women's groups and even invested in building their capacities.

*Greater participation of women has been ensured in the Village Education Committees (VECs) through a reservation policy*

### **Experiments with Micro Initiatives**

Specific interventions have been made after identifying the specific educational needs of girls. Evidence based responses were undertaken with the help of analysis and interpretation of available district & sub-district data. Once the micro situation was fully unraveled and understood, micro initiatives were designed in response. These comprised frequent interactions with parents, teachers and other opinion makers to enroll the out of school girls and ensure girls' retention, garner popular support for girls' education, work in a participatory mode involving all stakeholders. One of the strategies for retention has been to monitor attendance.

#### ***Multi-grade Centres : Kerala***

*The services of volunteers was resorted to in the forest and coastal areas of Kerala as children from these areas were not enrolled in school. The volunteers, who belonged to these habitations, worked with the community and persuaded parents to send their children to school. The multi-grade centres that were set up in many of these pockets, provided access to these children.*

*The teachers for the multi-grade centres are from the same community, identified and appointed by the community. This has helped in*

*addressing problems associated with sensitivity towards the lives of these communities including language and local contextualities. The school has incorporated pedagogic innovations by using a variety of self-learning material with the teacher performing the role of a facilitator. The self-learning material was developed with technical support from the Rishi Valley School, Madanappalli, Andhra Pradesh. Volunteers track children's attendance and teaching in these centres.*

Different management models for implementing micro initiatives were used. Sometimes State level programme functionaries adopted clusters of schools/villages and in certain cases additional functionaries were provided up to the cluster level to strengthen the delivery mechanism. This was the beginnings of a targeted approach, taking root.

The focus on "out of school" girls and the levels of learning among girls in schools has heightened as the nation moved closer to near universal enrolment. Children who have remained excluded are the most difficult to reach in terms of geographical areas and conditions, social groups, gender etc.

### **Flexible timings introduced for girls: Uttar Pradesh**

Seeking to provide an additional boost to girls' education, States have taken into account the school timing and their amenability to the daily routine of children, especially girls. In the first place the timing of the Alternative schools have been determined by the convenience of the target children to ensure regularity of attendance. Not only this, the concept of flexible timing is

gradually being accepted in the formal primary schools as well.

This has successfully impacted on the attendance of those girls who are not able to attend school for the full day. To allow them to attend to other commitments at home and outside, they are allowed to come in late in the morning or leave early. Teachers are beginning to realize the value of such flexibility. As a strategy, this approach has been formalized in some schools covered by the Model Cluster Development Approach in Uttar Pradesh.

In this background two significant steps have been taken under the Sarva Shiksha Abhiyan programme, in India. The first has been to launch two targeted schemes for girl's viz., *National Programme for the Education of Girls at the Elementary Level (NPEGEL)* and the *Kasturba Gandhi Balika Vidyalaya (KGBV)* in about 3000 educationally backward blocks of the country where gender discrimination is most acute. The other has been to target the districts with highest gender gaps in primary and upper primary education, with more resources, financial, technical and administrative, in order to do better micro-planning and tackle local factors.

### **The NPEGEL Scheme**

The educationally backward blocks (EBB) have been targeted by this scheme, where both girls who are in 'in' and 'out' of school, are targeted. The out of school girls include never enrolled and drop out girls. In the case of girls in elementary school, the thrust is on girls with low attendance rates and girls with low levels of achievement. Ensuring a positive self image and to eliminate gender bias in the classroom is also in the design of the scheme.

To impact on the enrolment and retention scenario the NPEGEL scheme is a holistic effort to tackle the impediments to girls' education at the micro level through flexible, decentralised processes and decision making. It is well known that children become vulnerable to leaving school when they are not able to cope with the pace of learning in the class or feel neglected by teachers/peers in class. The scheme stresses the responsibility of teachers to spot such girls and pay special attention to bring them out of

### **Reach of NPEGEL**

Blocks	3,272
Clusters	40,171
Model Cluster Schools	35,254
ECCE Support	50,000
Additional rooms	24,394
Remedial teaching	9,67,063
Bridge courses	1,53,324
Gender sensitization of teachers	1.97 lakh
Uniforms and other incentives	2.00 crore

their state of vulnerability and prevent them from dropping out. Recognising the need for support services to help girls with responsibilities with regard to fuel, fodder, water, sibling care and paid and unpaid work provisions have been made for incentives that are decided locally based on needs, and through the provision of ECCE, as child care for the two and three year old children. Just as gender sensitive teaching learning materials, introduction of additional subjects like self defence, life skills, legal rights, gender etc. have been provided in the scheme, efforts to ensure a supportive and gender sensitive classroom environment through systematic sensitisation and monitoring the classroom is also inbuilt in the scheme.

The NPEGEL works through village level women's and community groups to follow up girls' enrolment, attendance and achievement. The role of the community received importance, as it is important to create space for the community perspective to influence programme implementation alongside vesting the community with responsibilities in school and programme management. The community is engaged, in recommending village specific



action based on their understanding of local issues.

At the cluster level, one school is developed into a resource hub for schools of the cluster as the repository of supplementary reading material, books, equipment, games, vocational training, teacher training for gender, classes on

additional subjects like self defence, life skills etc. The resources can be used by all girls in the cluster and are often circulated to the schools in the clusters, by rotation. The model cluster school serves as a model to inspire otherschools in the cluster, to build a gender sensitive school and classroom environment, so that girls could graduate with self confidence and self esteem.

### **State Initiatives under NPEGEL**

- **UP: Meena Manch-** Forum for adolescent girls to discuss their own issues and motivate girls to attend school.
- **Haryana:** Bicycles are given to girls on joining class VI in a Govt. school located outside the village to prevent dropout at the end of class V and help girls to complete 8 years of schooling. About 75,000 bicycles distributed till 2006-07.
- **Uttar Pradesh:** Intensive campaign for community mobilisation in selected villages; 21 days training of instructors; use of TLM; residential arrangement for girls and instructors; arrangements for sports, cultural programmes, life skills.
- **MP :** Decentralised provisioning of additional incentives, e.g.: school uniforms, by the local bodies, to motivate girls retention in schools.
- **Uttaranchal:** Provisioning ECE in a convergent mode with ICDS; SSA supporting with additional TLM; capacity building; honorarium; constructing rooms in primary schools for running ECE centres; relocation of ICDS centres in/near primary schools; synchronized timings of ECE and primary school
- **Orissa Kalasi Dhara (carrying earthen vessel) -** An initiative to mobilise the community and Mother Teacher Associations to monitor the attendance of teachers and children, cleanliness of the school compound, regularity of classes being held. The designated mothers are also required to bring to school those children found to be absent by motivating their parents etc.
- **Bihar:** Summer Camps for Remedial Teaching, provided to girls.
- **Madhya Pradesh:** Open Learning for many girls who are unable to complete elementary education due to poor access. A tie up with State Open School where there is a 50:50 cost

### **Palace turns to girls school**

**Ramnagar palace has become a residential school for poor girls from neighbouring villages**

The stately palace of Raja Digraj Singhji of Ramnagar, still resplendent with traditional carvings but chipped and mildewed, was once home to royal princesses. Now the building houses a school for the poorest of poor girls from neighbouring villages.



Under the National Programme of Education of Girls at the Elementary Level (NPEGEL), the palace on the banks of a river is run as a residential school for underprivileged girls from villages within a radius of about 50 km, reports Grassroots Features.

There are 81 girls enrolled in the school with a capacity of 100. Teachers went house to house to enroll either dropouts or those who have never been to school before. It took almost seven to eight weeks of persuasion before the guardians agreed to send their wards.

"At first they were apprehensive. They wanted to know why we were collecting girls in one place. Would we be misusing them was a concern that was bothering them," said Pushpa Tripathy, the warden.

At first sight, the building looks like a private middleclass boarding school, with clean classrooms and dormitories. Animated interactions are held in classrooms located in corners that were probably private spaces in a bygone era.

It is only during the silence of the evening that a quiet tear is shed. When Shivani Mishra let out a muffled sob, two or three girls immediately rushed to console her.

"She is crying because she is thinking of her mother, wondering how her family is coping at home," said Shivani's classmate Sudha Rathore.

Sudha's father is an alcoholic truck driver who disappears for months without bothering to send any money. According to the warden, on a couple of occasions her father has come to the school in a drunken state and demanded that the girl be handed over to him.

Here, girls are considered a curse and are called 'balu' (cattle feed in the local language), meaning that they are fodder for the society, the warden added. Conditions are far better now.

The senior girls work out a roster for cleaning the hostel rooms, bathrooms, kitchen and so on. Each dormitory (rooms with six to 12 beds) has a captain to monitor it.

The change in these girls is dramatic. Now the older girls don't want to share their rooms with

new girls as they find them dirty and smelly.

Thinking of home and poverty, Shivani whispered, almost like a prayer: "Ma'am, I am truly privileged to be here, am I not?"

The silence in the room said it all.

## Kasturba Gandhi Balika Vidyalaya Scheme

The second major initiative, in the EBBs, is the "Kasturba Gandhi Balika Vidyalaya" (KGBV) scheme that provides for setting up of residential upper primary schools for girls from SC, ST, OBC & muslim communities. This scheme targets areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself.

### Details of the Reach of KGBVs

- ▶ 2180 sanctioned – of these 270 are in EBBs with 20 percent Muslim population
- ▶ 622 KGBV in SC concentration blocks and 583 KGBV in ST concentration blocks
- ▶ 1819 KGBVs operational
- ▶ Of total enrolment of 1,25,248 (27% SC, 32% ST, 27%OBC). About one fourth of the girls enrolled in the EBBs with Muslim concentration are Muslim.

The KGBV scheme very specifically targets

- Adolescent girls who are unable to go to regular schools.
- Out of school girls in the 10<sup>+</sup> age group who are unable to complete primary school
- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools.

As the KGBVs specifically targets communities where girls are more disadvantaged, such as SC/ ST, OBC and Muslim minorities, the scheme provides for a minimum reservation of 75% of the seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.

*In Bihar, the MS run KGBV schools have developed an effective and enriched curriculum. A conscious effort has been made to include physically challenged girls as well.*

*In Andhra Pradesh, KGBVs are well embedded as an integral part of the overall strategy for out of school children. Detailed micro planning is done to figure out which child will go to which educational facility; child wise data is available in their mandal resource centres. The RBCs as well as the KGBVs have special bridging material and supplementary workbooks designed to help children “catch up” effectively. The State Government has already taken a policy decision to extend KGBV to class 9 and next year the girls will move to class 10. The State Government is adding considerable funds to upgrade the buildings.*

*In Karnataka, Kagina Jana Seva Trust under the aegis of the Aditya Birla Center has adopted the KGBV school of Sedam taluk, Gulbarg district. Along with the Management of the schools, the trust has agreed to contribute Rs. 10.00 lakhs over a period of two years for overall development of the KGBV school.*

### **KGBVs run through NGOs**

*In the KGBV at Barap in Arunachal Pradesh,*

*empowerment, and promotion of local culture and handicrafts. Girls in the school are a happy lot, and are comfortable in communicating with strangers in*



*Arun Jyoti an NGO has brought with it its vast experience in the education sector as also its networks with the local community in Laju block. Associated with the Vivekananda Kendra of Kanya kumari, Arun Jyoti has the backing of a established system of school education, teacher training based on learner centered methods. Through their approach and activities, they seek to develop the human potential holistically and thus they go beyond the textbook teaching learning. This is complemented by its experience and capacities in sectors such as health, livelihoods, women's*

*languages that were unknown to them a few months ago, curious to explore and learn. The teachers and students share a relationship of mutual respect and affection, which has helped the girls, settle down. Along with regular studies, fun activities such as storytelling sessions, picnic, games for educational purposes are taken up outside school hours.*

*The state government has on its part provided the infrastructure for setting up the KGBVs. Not only this, the buildings have been repaired and renovated to a ready to use condition. In the sprawling campus the government has provided a block of classrooms, spacious office space, which also houses a children's library, separate room for vocational training, hall for assembly and*

functions, teachers' quarters, store, shed for firewood. Further it has constructed a large dormitory with attached set of bathrooms and toilets. In appreciation the community has responded by giving large stretches of land adjacent to the KGBV which is proposed to be used by the NGO for several other community development activities with prospects of a long term impact on the girls. This KGBV is an island of hope in the remote and difficult to access Barap and the girls graduating from this school are potential change agents.

Source: National Evaluation, 2007

### Life Skills

A module on life skills has been prepared by Orissa Primary Education Project Authority (OPEPA) to be implemented in National Programme for Education of Girls at



Elementary Level model cluster schools and KGBVs in the State. The components include

aspects of self awareness, creativity, health and hygiene, child rights, environmental conservation etc.

The Meena Manch and Meena books in Uttar Pradesh are very popular amongst the girls of KGBV. The Manch has helped in creating awareness amongst girls on health, social and educational issues. It has provided a forum to the girls, to discuss issues such as marriage, rights of the child, dowry issues etc. that are of concern to older girls.

The SSA District team in Jamshedpur is visualizing the KGBV at Musabani as a model KGBV and as a Resource Centre for others. This KGBV will include activities to showcase best practices such as e-learning, sports, vocational training for girls, promotion of tribal art and craft. The model KGBV will also be responsible for material development, training and evolving/sharing innovative practices. This is being envisaged as the campus is very spacious with a large ground, 20 rooms, a large library room and other spaces for extra curricular activities. Its location is another advantage, as it is easily accessible to Jamshedpur, the district headquarters.

### Vocational Training

Girls of KGBVs are trained in different vocational and life skills. A craft teacher is appointed on a part time basis. Services of local resource persons are also hired to impart specific skills.

#### Overarching observations of the National Evaluation, 2007

A National Evaluation of KGBV was undertaken in February 2007 in 12 States namely: Karnataka, Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Jharkhand, Bihar, Himachal Pradesh, Uttar Pradesh, Arunachal Pradesh and Orissa, with independent experts on girls education

- ▶ The Scheme has received high priority and political attention in most of the States visited.
- ▶ The programme was launched in record time and the commitment to reach out to out of school girls was evident.
- ▶ The programme has been very well received by the community and it has been able to respond to the felt needs of families in diverse poverty situations, including the remote/ inaccessible locations.
- ▶ The 'success' observed in the KGBVs visited is related to the commitment, vision and understanding of issues among individuals who helped set up systems of operation and continue to guide local level implementation strategies.
- ▶ The scheme is reaching out to girls from the most deprived sections in rural areas.
- ▶ Across the States, girls in most of the KGBVs seemed to have settled down well, were happy and confident.

Both the NPEGEL and KGBV schemes are envisaged to work in tandem to complement efforts under SSA to ensure 'inclusion' of all girls and provide them 'quality' education. While NPEGEL is designed to work through the day schools, KGBV establishes residential schooling facilities for the girls in remote areas that are un-served by upper primary schools or in areas with educational disadvantage amongst certain social groups.

#### Target districts with Gender Gap

Districts with high gender gaps in enrolment receive special attention under SSA. The 48 districts with gender gap of above 10 percentage points at the primary level and 81 districts with gender gap above 20 percentage points at the upper primary level, are "special focus districts" under SSA, for the year 2007. The 48 special focus districts received nearly 10 percent of the total annual outlay for SSA in 2007-08 and about 7 percent of the allocation under NPEGEL (2007-08). The other 81 districts received almost 18 percent of the total outlay of SSA and 19 percent of the outlay of NPEGEL (2007-08). SSA's approach of targeted funding to districts and blocks which have high gender disparity has been a strategic shift to ensure accelerated progress in reaching out to the most excluded groups of children.

### III. Way Forward



Multiple factors have changed the environment in favour of girls education in a big way. Investments made so far have paid off in expanding reach and coverage to include more and more girls in the education system and upgrade their performance. Greater focus and efforts are now being made to extend the gains to the "last mile" and to ensure that not only all girls are in school but they also complete the cycle of elementary education with quality education.



ICDS Centre in a Ladakh Primary School.



### Special Focus Groups

Education is the most effective instrument of social empowerment. Sarva Shiksha Abhiyan lays a special focus on the children of disadvantaged social groups (SC, ST, OBC & Minority communities). It provides for development of context specific interventions/ strategies for education of these target groups.

#### Identification of districts where disparities are high:

Sarva Shiksha Abhiyan resolutely targets geographical areas in districts and blocks with predominance of SC, ST, OBC and Minority population in the matter of allocation of funds and school infrastructure to promote education of those who have been deprived of educational facilities so far. 369 such districts have been identified as special focus districts for targeted interventions under Sarva Shiksha Abhiyan.

- 61 districts with high SC population
- 106 districts with high ST population
- 88 districts with high Muslim population
- Over 3000 blocks with low female literacy and highest gender gap called educationally backward blocks (EBB) have also been identified to focus on girls education.

### Focus on SC & ST Children

- Providing adequate infrastructure for elementary schooling in districts with concentration of SC, ST population.
- Education Guarantee Scheme in remote, sparsely populated region otherwise ineligible for schools.
- Free textbooks to girls, SC & ST students.
- Provision of Rs.15 lakhs to each district for special innovative activities to support education for SC & ST students.
- Teachers' sensitisation programme to promote equitable learning opportunities and address social biases.
- Local recruitment of teachers, especially in tribal areas, who have a better understanding and rapport with children having tribal language as mother tongue.
- Reservations for SC & ST in recruitment of teachers.
- Preparation of materials in tribal languages, bridge materials to transit from home to school language.
- Preference to SC & ST girls in KGBV residential schools at upper primary

#### School Infrastructure allocations to Special Focus Districts (2007-08) in SSA

(Rs. in lakh)

	Total SSA Sanctions	In Spl. Focus districts	% age in Spl. Focus districts
Primary Schools	18155	11645	64%
Upper Primary Schools	15338	9958	65%
Classrooms	133468	94257	71%
Teachers	122849	97231	79%

## Inclusive Education

The key objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education.

### Components

- \* SSA provides up to Rs. 1200/- per child for integration of disabled children, as per specific proposals, per year.
- \* The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.
- \* Residential bridge courses for CWSN with the main objective of preparing CWSN for schools, thereby ensuring better quality inclusion for them.
- \* Home-based education for children with severe profound disabilities with the objective of either preparing CWSN for schools and for life, by imparting to them basic life skills.

### Identification and enrolment

Household surveys and special surveys have been conducted by all states to identify CWSN. 26.21 lakh CWSN have been identified.

21.58 lakh CWSN (82.33% of those identified) are enrolled in schools.

Further 94987 CWSN are being covered through EGS/AIE in 22 states/ UTs and

### Residential Bridge Courses for CWSN in A.P., U.P., Gujarat, Maharashtra & Rajasthan

To develop skills of readiness for successful integration in regular schools

To equip with required skills among students with severe disabilities to use special equipment independently

To develop adequate 3R's skills as well as academic competencies required for immediate inclusion in regular classroom appropriate to the Child's grade level

To develop sense of independence, self-confidence and motivation for personal growth

To orient the children with various environments, not only for school inclusion, but also community and social inclusion.

111598 CWSN are being provided home-based education in 23 States/ UTs.

In all 90.22% of the identified CWSN in 2007-08 have been covered through various strategies.

### Barrier-free access

Making schools barrier free to access for CWSN is incorporated in the SSA framework.

All new schools to be barrier free in order to improve access for CWSN, is incorporated in SSA framework

Focus is not on improving quality, monitoring of services provided to and retaining CWSN in school.

### Home-based Education for CWSN in

Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab,, Rajasthan, Tamil Nadu, Uttarakhand, West Bengal, A & N Islands, Chandigarh, Pondicherry

### Teacher Training & Resource Support

- 25.99 lakh teachers have been covered through regular teacher training programmes, which include a 2-3 day capsule on inclusive education.
- 15.33 lakh teachers have been provided 3-5 days additional training for better orientation to Inclusive Education.
- 57714 teachers have been trained in 26 States with Rehabilitation Council of India for 45 days and act as Resource Persons in districts/blocks
- 23 States have appointed 7459 resource teachers and 805 NGOs are involved in the IE programme in 29 States.
- Schools are being made more disabled friendly by incorporating barrier free features in their designs. 5.58 lakh schools have been made barrier-free and the work is on.
- 7.68 lakh CWSN have been provided the required assistive devices.

### Provision of aids and appliances

Many children with special needs are not able to attend school for lack of essential aids and appliances. Required aids and appliances are being provided to these children in convergence with the Ministry of Social Justice and Empowerment. Besides this, charitable organizations, NGOs, Corporate sector, etc. are also providing assistance. So far 7.68 lakh CWSN have been provided assistive devices under the SSA.

### NGO involvement

805 NGO's across 29 States are involved in providing support to Inclusive Education.

Spastics Society of Tamil Nadu, Indian Institute of Cerebral Palsy, Sri Ramkrishna Mission Vidyapith-Coimbatore and Seva in Action Karnataka are some of the renowned NGOs helping SSA.

Some of the main areas of NGO involvement are in providing technical assistance for:

- Planning of Inclusive Education
- Awareness Generation
- Community mobilization
- Early detection, identification and assessment of CWSN preparation of Individualised Educational Plan
- Development of training materials
- Manpower development, with a special focus on in-service teacher training and training of key resource persons.
- Provision of essential assistive devices (aids & appliances)

### The outcome

- Better Identification: From 6.83 lakh CWSN identified in 2002-03, 26.21 lakh stand identified by 2007-08.
- Higher Enrolment: From 5.66 lakh CWSN enrolled in schools in 2002-03, the enrolment of CWSN currently in SSA stands at 21.58 lakh (2007-08).

### Theme Based Camps in Orissa

Theme based camps are being organized for the CWSN at block/cluster/gram panchayat level in Orissa. The main objective of these camps is to identify and develop innate capabilities of CWSN

Both enrolled and out of school CWSN take part in these camps with their parents. The parents are also motivated, counseled and encouraged to send their CWSN to schools. The resource teachers help the parents solve the problems related to their child at home. Special teachers, class teachers, BRCC/CRCC organize the programme in their respective blocks and clusters. Different types of competitions and programmes are conducted to help parents and CWSN realize the importance of education. In this way, a parent learns to focus on and use his/her child's strengths to optimize his/her learning. Parents in these camps gradually learn the principles of effective care of such children and their management. The local NGOs and the special schools working in the field of disability also participate in these camps.

These camps, which are seen as a medium to facilitate integration, acceptance and sensitization, are conducted to promote art and kinesthetic sense, language development, social and emotional behaviour and cognitive development.





### Documentation

**At the national level, 4 documents on IE developed:**

- **Responding to Children with Special Needs** – A Manual for Planning & Implementation of Inclusive Education in SSA - This document is a step-to-step guide on how to implement IE in SSA
- **NGO Initiative in Inclusion: SSA Experience-** A compilation of the range of activities in which NGOs are involved in different states in IE
- **Discovering New Paths in Inclusion:** A Documentation of Home Based Education Practices for CWSN in SSA
- **Confluence-** A Bi- Annual Newsletter on IE. 3 issues published so far.

### Improving Quality

One of the major goals of SSA is to focus on elementary education of satisfactory quality with emphasis on education for life. It lays special emphasis on making elementary education relevant for children through effective teaching learning strategies.

### National Resource Group for Quality Education

A National Resource Group (NRG) has been constituted by inviting 31 nominated members and 15 subject experts from different parts of the country to discuss, debate and advise the SSA programme on quality aspects of elementary education. National institutes like NCERT, Regional Institutes of Education, play a key role in bringing academicians and practitioners together in this forum. Three meetings of the NRG have been organized so far.

### Two Sub-Missions for Quality Education set up in 2006

- To define learning outcomes and assessment/monitoring of students' achievement levels
- To review strategies for teacher training, strengthening of academic support institutions and other aspects of quality improvement under SSA

These are task force of experts and implementers to review, provide resource support and guide SSA implementation. Each sub-Mission has undertaken two meetings.

### Teacher Placement and Teacher Support

To improve teacher presence in all schools, around 8.68 lakh teachers out of the 11.25 lakh sanctioned teachers have been recruited till September 2007. Significant progress in teacher recruitment has been made in Uttar Pradesh, Bihar, Orissa, Jharkhand, Madhya

Pradesh, Andhra Pradesh, Rajasthan and Chhattisgarh. This has contributed to reduction in high pupil teacher ratio (PTR) in several states. **In 2006-07 the PTR at the national level stands at 36:1 for primary and 32:1 for upper primary level.**

To upgrade skills of teachers, the Sarva Shiksha Abhiyan provides for annual in service training up to 20 days for all teachers, condensed courses for untrained teachers already employed as teachers for 60 days and orientation training for 30 days for freshly trained recruits. Annually nearly 40 lakh teachers are trained under SSA. Basic guidelines for Teachers Training in SSA have been framed, through each State defines its own priorities, teacher training modules, follow-up programmes and a decentralized training calendar.

Under, the programme for “Advancement of Educational Performance through Teacher Support” a set of performance indicators have been designed to assess the performance of teachers and teacher support mechanisms at different levels for assisting teachers to perform better.

### **Renewal of Curriculum, syllabus and textbooks**

The National Curriculum Framework (NCF, 2005) has been developed by NCERT through extensive dialogues with 21 National Focus Groups. The syllabi and textbooks are also being re-written (for Primary and Upper Primary level) in the light of NCF and technical and financial support is being provided to states to facilitate renewal of their curriculum and textbooks. 19 States revised and improved their textbooks under the DPEP programme, to make them gender positive, child friendly, activity based, often with guide notes for Teacher's assistance. Now more states are undertaking similar pedagogical renewal processes based on the NCF 2005.

### **Free textbooks to children**

Under SSA, all SC, ST children and girls are provided free textbooks up to class VIII. In

2006 – 07, about 6.4 crore children received free textbooks. Concomitantly workbooks and worksheets are being provided by several States, to facilitate activity based classroom processes and to supplement learning processes. In 2007 – 08 more than 6.91 crore children will be provided free textbooks under SSA.

### **Grants to schools/teachers**

SSA also provide annual Teacher Grants @ Rs. 500/- p.a. to all teachers for developing contextual teaching aids. DIETs and BRCs hold regular workshop and training programmes to develop subject and topic related low cost teaching aids. States have also issued guidelines to schools and teachers on optimizing use of such funds. In 2006 – 07 more than 35 lakh teachers received TLM grant.

In addition a School Grant @ Rs. 2000 p.a. is provided to each primary and upper primary school separately, to meet the cost of school consumables, Rs. 5000 per school is given to each school for maintenance purposes, as well. In 2006 – 07 about 9.6 lakh schools received School grant.

For new schools, a one time grant @ Rs. 10,000 per new primary school and @ Rs. 50,000 per new upper primary school is provided for school equipment and setting up expenses. In 2006 – 07 about 67 thousand schools received TLE grant.

### **Academic Support Structures**

Sarva Shiksha Abhiyan envisages establishment of Block Resource Centres (BRC) and Cluster Resource Centres (CRC) as resource centres catering to a group of schools for conducting various in-service training programmes and also extending regular academic support and supervision to schools. Academic support to teachers is being provisioned through establishment of 6413 BRCs and 71381 CRCs across the country. Some of their key activities include planning at local level for overall quality improvement, regular school visits, monthly teachers' meeting for peer learning, finding local solutions and overall quality monitoring.

### **Encouraging Computer Aided Learning programme in Sarva Shiksha Abhiyan**

Sarva Shiksha Abhiyan (SSA) encourages computer aided learning methodology in Elementary Schools. Under this programme Public Private partnership is encouraged. To facilitate such partnership, four workshops with the State Project Directors and the representatives of private firms were held on February 26-27, 2004; August 12-13, 2004; June 20-21, 2005 and November 7, 2006 at Bangalore, Mumbai, Hyderabad and New Delhi respectively.

Some of the examples of Public Private Partnership under this programme are as under:-

- The States of Andhra Pradesh, Rajasthan, Orissa, Uttar Pradesh, Bihar, Nagaland and Assam have adopted a BOOT (Build on Operative and Transfer) model. Private firms have been given the responsibility to install hardware/software and provide approved e-learning material and teachers training for a fixed period, mutually agreed upon.
- In Delhi, the Earnest and Young Foundation has offered to voluntary support the pilot phase of Education Department of NCT of Delhi's efforts to introduce a complete set of animated learning and study material called CALtoonZ. This has helped for innovative learning and teaching practices in the schools of Delhi.
- The Rajya Shiksha Kendra, Madhya Pradesh in association with Bhoj University has developed interactive lessons for students at Elementary School level in Video CDs titled 'Headstart' in Hindi. These CDs are also being used by other Hindi speaking States in the country.
- In Uttarakhand and Tamil Nadu, training on CAL has been done in partnership with Microsoft.
- Teachers training is being imparted with the help of HARTRON in Haryana, INTEL in Gujarat, Himachal Pradesh, Kerala and Tamil Nadu.

- In Kerala, Karnataka, Andhra Pradesh, Tamil Nadu, Gujarat and Orissa, Azim Premji Foundation has been associated in developing Computer Aided Learning material.

CAL programme is operative in 25,928 upper primary schools benefiting 48.19 lakh children as on March, 2007. 81 private organizations are associated with CAL programme.

### **Classroom practices and contextual interventions**

SSA has enabled a greater exposure of teachers and teacher educators to wide range of teaching learning materials, teaching methodologies, pedagogical readings, effective classroom processes, new ideas in education and school improvement experiments. This has prepared them better for meeting the emerging learning related challenges in their multi level, multi lingual and even multi grade situations. Regular national and regional level sharing workshops, exchange of good case studies and interactive programmes to improve quality of education are done.

### **Learning Enhancement Programmes designed by states**

- Activity Based Learning (ABL) programme for Primary and Active Learning Methodology (ALM) for Upper Primary in Tamil Nadu
- Gujarat Achievement Profiles (GAP)
- Children's Learning Acceleration Programme for Sustainability (CLAPS) in Andhra Pradesh
- Karnataka Schools towards Quality Education (KSQE)
- School Performance Monitoring and Neev in Uttarakhand
- Bidya Jyoti and Naba Padakhhepa Schools in Assam
- Buniyad in Jharkhand
- Integrated Learning Improvement Programme (ILIP) in West Bengal
- Educational Quality Improvement Programme (EQIP) in Maharashtra

## Students' Learning Achievement Surveys

National surveys on learning achievement of students are done by NCERT at the end of classes III, V and VII/VIII every three years for a cross state study to assess the level of achievement of children in different subject areas including factors affecting students' learning differentiated by category, area and gender. Base line studies for the above classes have been completed in 2005-06. The sample survey on learning achievement at the end of class V reveals that the mean achievement of student in Language, Mathematics & EVS at the national level is 58.57%, 46.51% and 50.30% respectively. Class III survey has found the mean learning achievement in Mathematics and Language to be 58.25% and 63.12% respectively. Mean achievement for class VII in Mathematics, Language, Science and Social Science is 29.87%, 53%, 36% and 33% respectively. Class VIII students have scored on an average of 38%, 52%, 41% and 45% in Mathematics, Language, Science and Social Science respectively. This serves as a base line for states to design their quality improvement plans and to provide useful and relevant quality education to all children as per the stated objective of the Sarva Shiksha Abhiyan. Similar mid – term learning achievement surveys have also been conducted at the end of classes III, V and VII/VIII by NCERT. Findings of mid – term survey for class V indicates that there is some improvement in the learning achievement in Language, Mathematics and EVS. Mean achievement in different subject areas are as follows: Mathematics (48.46%), Language (60.31%), and EVS (52.19%).

### NEGAAE

An expert group called National Expert Group on Assessment in Elementary Education (NEGAAE) has been set up at the national level to advise NCERT for the conduct of learning achievement surveys from time to time and to develop a systemic quality index that will help state Governments and other institutions to interpret the outcomes of achievement surveys.

## Distance Education Programmes for teachers

Capacity building of institutions and personnel at the national, state, district and sub-district levels is being facilitated with assistance of IGNOU in SSA. The programme provides technical and academic support in designing, developing, producing and delivering distance learning inputs and materials training of untrained teachers, thus facilitating training of professionally untrained teachers in the states. More than one lakh untrained teachers have been registered for the distance mode training so far. Other than this, states like Madhya Pradesh are training their untrained teachers in collaboration with local universities. Operation Quality programme of Madhya Pradesh covers more than one lakh teachers. More than one lakh untrained teachers have been registered for the distance mode training so far. Other than this, states like Madhya Pradesh are training their untrained teachers in collaboration with local universities. Operation Quality programme of Madhya Pradesh covers more than one lakh teachers.

### Teleconferences

The following 4 National Teleconferences were held through the Distance Education Programme of SSA (DEP-SSA), IGNOU during 2007-08.

1. Teleconference on ADEPTS was conducted for the Hindi speaking states to discuss about the salient features of the Performance Indicators. Queries of the state representatives regarding the same were discussed in the programme.
2. Second teleconference on ADEPTS was organised for non-Hindi speaking states. Queries of the state representatives regarding the same were discussed in the programme.
3. Teleconference on Research studies under SSA was organized to discuss with concerned state representatives about different aspects of the research studies.
4. Teleconference on EGS/ AIE was organized to discuss about the various aspects of the EGS/ AIE initiatives.

### **Monitoring Quality Dimensions under SSA through Quality Monitoring Tools**

A continuous and comprehensive monitoring and supervision system has been developed by NCERT in collaboration with academic bodies across the country, in the form of Quality Monitoring Tools. The monitoring tools include Analytical formats for the cluster, block and district levels, monitoring the primary role of BRC/CRC as academic resource support and quality improvement institutions under SSA. All States have trained their personnel for operationalising the tools effectively.

The tools cover monitoring feedback on children's attendance, community support and supervision of schools, teacher availability and teacher preparation, availability and use of teaching learning materials, classroom practices and processes, learner achievements, monitoring & supervision by BRCs/ CRCs.

All states/ UTs conducted trainings of their BRCs, CRCs, DPCs and SPO staff in collaboration with NCERT teams. Several teleconferences in Hindi and English were organized in collaboration with DEP-SSA-IGNOU and also from NCERT's studio to facilitate better clarity among the stakeholders. Many states in North-eastern region also organized such training cum analysis workshops. These workshops helped the District and field level functionaries to analyze the collected information.

Around 30 states have sent the information in State level formats by now for more than one quarter each. Implementation of this monitoring exercise has helped the states extensively in identifying the issues, which they need to focus upon in order to improve quality in elementary education under SSA. The states have been enabled to recognize their own bottlenecks, problems in planning and implementation. There are many states, which could relate poor learner achievement in select subjects with problems in classroom transaction. This is helping the states to plan in a focused manner and improve their trainings and

teacher functioning. This exercise has empowered the states to focus on quality dimensions as per their specific needs and requirements. NCERT is now organizing level II workshops to help the states in analysis and to draw better learning from the collected information and data.

### **Independent assessments in SSA**

A number of research studies have been commissioned under SSA at the national level to provide independent feedback on quality related aspects of SSA, namely:

- Study of teacher absence in primary and upper primary schools in three States.
- Study of students' attendance in primary and upper primary schools in 20 States.
- Time on Task study for students (5 states)
- Study on para teachers (12 states)
- Study on effectiveness of BRCs and CRCs under SSA
- Study of impact of teacher training on classroom transaction
- Study on teaching of English in Govt. Primary Schools
- Study of reasons of decline in enrolment between classes I and II (4 states)
- All India sample surveys for estimation of drop out rates (all major states)
- Study on the role of VECs/ PTAs/ SMDCs in school management and supervision in the context of SSA (14 states).

States too have undertaken research studies and action research on various quality related issues to understand and identify possible ways to address them.

### Public Private Partnerships

A number of states have entered into partnerships with NGOs and other civil society organizations for school quality improvement. Some major public-private partnership for quality improvement have led to Learning Guarantee Programmes (with Azim Premji Foundation in Karnataka), Reading Promotion Programmes (with Pratham in MP, Bihar, UP, Uttarakhand, HP, Orissa, etc.), Capacity Building of teacher educators (Naandi Foundation in Andhra Pradesh), Resource Enhancement Programme (with Digantar, Eklavya, Vidya Bhawan Society, Delhi University in UP, MP, Haryana, Himachal Pradesh, Bihar, Jharkhand, Orissa), Computer aided learning programmes, (Assam, Sikkim, Rajasthan, etc).

### Documentation and Dissemination of good practices

1. SSA attempts to document good practices and share them with all states for enhancing their understanding and performance. Over a 100 good practices have been circulated so far through a publication called "Shiksha Sangam" brought out by IIM, Ahmedabad.
2. MHRD in collaboration with Pedagogy Unit, TSG documented Quality Improvement Programme (AP), Integrated Learning Improvement Programme (West Bengal), 3 Rs Guarantee Programme (Maharashtra), Learners' Achievement Tracking System (Orissa) and School Performance Monitoring (Uttarakhand). These documents have been shared with States.
3. In the area of quality, NCERT has brought out the following documents:
  - An innovation for improving retention and learning achievement of children in Kolhapur district of Maharashtra.
  - Learning Guarantee Programme in Karnataka

- Activity based Learning Programme in Tamil Nadu
- Activity based Learning Programme in Tamil Nadu

### National Seminars on educational themes

MHRD has been organizing series of National Seminars and Workshops in collaboration with the Pedagogy Unit, TSG on different educational themes. In 2006 – 07 two such National Workshops were organized on Multi Lingual Education for Tribal Areas and Science & Mathematics Education at the Elementary Level. The participants included Education Secretaries, State Project Directors, State Coordinators, State Pedagogy Coordinators, SCRERT representatives, NGO representatives etc. from states along with representatives from MHRD, TSG, NCERT, UNESCO and subject experts from universities, national and international resource agencies, etc. Good practices from states and NGOs were also discussed in the workshops. Innovative teaching learning materials developed by several educational resource agencies from different parts of the country were looked at for enabling the state representatives understand and prepare for quality science and mathematics education under SSA.

In 2007 – 08 MHRD in collaboration with the Pedagogy Unit, TSG has organized more such National Workshops on educational themes such as Reading Enhancement Programmes and Multi Grade Level Pedagogy.

#### 1. National Workshop on Reading Enhancement Programmes at New Delhi

Keeping in view the challenges involved in low learning achievement in language and mathematics both at primary and upper primary level, this national workshop was organized at New Delhi on 22 – 23 May 2007. It aimed to look at the ongoing initiatives in States to enhance basic literacy and numeracy skills of children in early grades. On previous occasions such practices from Andhra Pradesh, Karnataka, West Bengal, Uttarakhand, Maharashtra, Orissa, etc. were discussed along with experience from

NGOs such as Pratham, Katha, Azim Premji Foundation, Educational Initiatives Pvt. Ltd., Suvridha, Eklavya, etc. This time it was planned to discuss about some new initiatives from States including Jharkhand, Chhattisgarh, Madhya Pradesh, Uttar Pradesh, Kerala, Assam, Tamil Nadu and Rajasthan along with NCERT's reading promotion plan, reading promotion programme in SLIP + (West Bengal) and approach of Sriram Educare, EDC, USAID and Room to Read. The participants included State Project Directors from selected States, State Pedagogy Coordinators, SCERT representatives from States/UTs representatives from NCERT, UNICEF, different NGOs, MHRD and Pedagogy Unit, TSG. Based on the deliberations of different resource groups and states the workshop outlined a broad framework for reference while designing a reading enhancement programme for children in early years.

## **2. National Workshop on Multi Grade Multi Level Pedagogy at Chennai**

A National Workshop on Multi Grade Multi Level Pedagogy was organized by MHRD in collaboration with Pedagogy Unit, TSG and State Project Office, SSA, Tamil Nadu at Chennai on 1 – 3 November 2007. More than 150 participants including State Project Directors, SCERT representatives, State Pedagogy Coordinators, representatives from NCERT, Universities, NGOs, MHRD and TSG took part in this programme. After an initial exposure to the theory of multi grade multi level pedagogy the participants visited selected schools running the Activity Based Learning (ABL) programme in Tamil Nadu to have some hands on experience. Other than ABL programme, approach of several innovative practices including Active Learning Methodology (ALM – TN), Bidya Jyoti (Assam), Nali Kali (Karnataka), Active Schools (Maharashtra), Kunjapuri pedagogy (Uttarakhand), Neel Bagh (Andhra Pradesh) and other states were also shared. A panel discussion attempted to draw an outline for designing active pedagogical processes for multi grade multi level classrooms.

## **3. Advancement of Educational Performance through Teacher Support (ADEPTS)**

ADEPTS is an MHRD – UNICEF collaboration to develop to develop set of performance indicators for teachers and teacher support structures including CRCs, BRCs, DIETs and SCERTs. To develop the standards a series of consultations (13 in number) interspersed with field visits by state teams to nearby states were undertaken between July 2006 and January 2007. The participants included State Pedagogy Coordinators, SCERT representatives, district and sub-district level academic coordinators. A National Core Team consisting of representatives from MHRD, NCERT, TSG, UNICEF, NCTE, SCERTs and Teacher Unions took stock of the overall development over the period.

As an outcome a set of Performance Indicators has been developed both for schools and teacher training centres. The school level indicators centre around Physical Dimension, Cognitive Dimension, Social Dimension and Organisational Dimension and they are of four different levels in each category. Similarly, for the teacher trainers the expectations include preparations for training, self readiness, effective transaction, relationship with trainees, management, assessment reflection and follow up. Also standards for the teacher support centres including CRCs, BRCs, DIETs and SCERTs have been developed.

Presently the states are in the process of using selected performance indicators in their Annual Plans for the coming years that they plan to track over the year through planned measures to see improvement in the classroom processes and school performance. More than 15 states have set such Performance Indicators for their teachers and trainers. They have also undertaken related training programmes to finalise their state specific Indicators and orient their personnel for the cause.

### **Innovative practices for enhancing learning achievement:**

- Maharashtra: '3 Rs Guarantee

Programme' of 60 days remedial teaching for learning enhancement of 8 lakh children, followed by Educational Quality Improvement Programme (EQIP). Presently it runs in the name of *Sarvangin Gunvatta Vikas Karyakram*.

- Gujarat: Gujarat Achievement Profile (GAP); 4 studies in collaboration with universities; identification of learning needs; teacher training and remedial support for learning enhancement. Also the GCERT and DIETs have undertaken remedial teaching programmes for students scoring low in the examinations.
- Andhra Pradesh: Children's Language Improvement Programme (CLIP) followed by Children's Learning Acceleration Programme for Sustainability (CLAPS). Also the State runs a Multi Lingual Education (MLE) programme in about a 1000 schools in tribal areas and a Read Enjoy And Develop (READ) programme in 100 schools of each district.
- Orissa: Learners' Achievement Tracking System (LATS) and a Learning to Read (L2R) programme in about 180 blocks of the State.
- West Bengal: Integrated Learning Improvement Programme (ILIP) has been expanded in 2007 – 08 to all Primary Schools of the State.
- Assam: *Bidya Jyoti* in six districts and Naba Padakhhepa Schools across the State.
- Karnataka: Karnataka State Quality Assessment Organisation (KSQAO) and Karnataka Schools towards Quality Education (KSQE)
- Tamil Nadu: Activity Based Learning (ABL) programme in all Primary Schools and Active Learning

Methodology (ALM) in all Upper Primary Schools of the State.

- Kerala: Quality Improvement in Class Rooms – Kerala (QICK-2006); “Hundred out of Hundred” (*Noorukku Nooru*) has been initiated that strengthens the teaching of Hindi, English, science, mathematics, and social studies, etc.
- Punjab: Preparation for Learning Enhancement in Punjab (PLEP) at Elementary level is based on achievement test followed by school grading and remedial support for overall performance enhancement
- Uttar Pradesh: 'School Grading' based on school infrastructure, teacher performance and learning achievement. The State also runs a Reading Enhancement Programme in name of “Nai Disha” in all districts.
- Uttarakhand: 'School Performance Monitoring' for identifying needs of poor performing schools and developing strategies for their improvement. The State also runs a Reading Enhancement Programme in name of “Neev” in all districts.

Rajasthan: Learning Assurance Programme (LAP) and Learning Guarantee Programme (LGP).

### Monitoring of SSA

#### (1) Outcome Indicators:

- a. Progress against key monthly indicators and a more detailed Quarterly Progress reports from States to Government of India with respect of SSA inputs.

### Educational Development Index

The National University of Educational Planning & Administration has developed an **Educational Development Index (EDI)** to track progress of the States towards Universal Elementary Education (UEE).

The EDI is developed keeping in mind four broad parameters of access, infrastructure, teacher



related indicators and outcomes. The index takes into account 22 variables for calculating EDI. These variables are for **Access** (Percentage of habitations not Served, Availability of Schools per 1000 Population), **Infrastructure** (Average Student-Classroom Ratio, School with Student-Classroom Ratio greater > 60, School without Drinking Water Facilities, School with Boy's Toilet, School with Girl's Toilet), **Teachers** (Percentage of Female Teachers, Pupil-Teacher Ratio, School with Pupil Teacher Ratio > 60, Single- Teacher Schools (in schools with more than 15 students), Percentage of Schools with 3 or less Teachers,

Teachers without Professional Qualification), **Outcomes** (Gross Enrolment Ratio – Overall, Scheduled Castes : Gross Enrolment Ratio, Scheduled Tribes: Gross Enrolment Ratio, Gender Parity Index in Enrolment, Repetition Rate, Drop-out Rate, Ratio of Exit class over Class 1 Enrolment (Primary stage only), Percentage of Passed Children to Total Enrolment, Percentage of Appeared Children passing with 60 per cent and above Marks). The composite EDI ranking and EDI Value assigned to States at elementary level during 2006-07 is as under:-

S.No.	Name of State	Composite EDI 2006-07		S.No.	Name of State	Composite EDI 2006-07	
		EDI Value	EDI Rank			EDI Value	EDI Rank
1.	A & N Islands	0.676	11	2.	Andhra Pradesh	0.670	12
3.	Arunachal Pradesh	0.458	32	4.	Assam	0.477	31
5.	Bihar	0.321	35	6.	Chandigarh	0.731	5
7.	Chhattisgarh	0.521	27	8.	Dadra & Nagar Haveli	0.535	25
9.	Daman & Diu	0.631	18	10.	Delhi	0.757	3
11.	Goa	0.645	16	12.	Gujarat	0.677	9
13.	Haryana	0.612	20	14.	Himachal Pradesh	0.707	6
15.	J&K	0.633	17	16.	Jharkhand	0.381	34
17.	Karnataka	0.680	8	18.	Kerala	0.772	1
19.	Lakshadweep	0.692	7	20.	Madhya Pradesh	0.481	30
21.	Maharashtra	0.677	10	22.	Manipur	0.598	21
23.	Meghalaya	0.517	28	24.	Mizoram	0.661	14
25.	Nagaland	0.581	23	26.	Orissa	0.487	29
27.	Pondicherry	0.771	2	28.	Punjab	0.654	15
29.	Rajasthan	0.582	22	30.	Sikkim	0.662	13
31.	Tamil Nadu	0.741	4	32.	Tripura	0.545	24
33.	Uttar Pradesh	0.526	26	34.	Uttarakhand	0.629	19
35.	West Bengal	0.458	33				

(2) **Independent Review of field processes:**

- b. Pupil achievement level sample surveys are conducted every three years by NCERT to check increase in learning levels. (Baseline for class III, V & VII completed by NCERT).
- c. **41 National Social Science Institutions have been tagged to all States/UTs to make independent & regular field visits to monitor performance.**

- d. An independent Joint Review Mission reviews the progress of SSA twice a year, along with external funding agencies (5 completed so far).

Six monthly JRM's are held with independent experts to review the progress of SSA programme. The January is a field based mission which visits 8-10 States while the July JRM is a desk review looking at overall strategies and progress of SSA. Half the members of the JRM are from the 3 external Development partners, while other half are independent Indian experts. The mission is always led by an Indian expert.

**Major Recommendations of the 6<sup>th</sup> JRM  
[16-26 July, 2007]**

1. This is the first year of the 11<sup>th</sup> Plan and a major change has been made in the funding pattern of the SSA from 75:25 to 50:50 from the year 2007-08. This has posed a major issue of whether states will be able to provide the substantially higher resources from last year's 3,700 crores to 10,000 crores, that being the SSA GOI provision for 2007-08. From the information provided, we understand that the states have committed Rs.5000 crore in their AWP&B. This will permit the GOI to release only Rs.5000 crore out of the Rs.10,000 allocated. MHRD has to resolve this issue to ensure that the pace and tempo of the project and the activities at the state level does not slacken or suffer on account of this decision.
2. All states should articulate a long term plan for improvement in quality of learning, including a training agenda for all their teachers focusing on improving classroom processes and children's learning. The strengthening of CRCs, BRCs, as teacher support institutions, is critical to the success of this endeavor.
3. The Mission recommends that all states set standards of knowledge and skills in subject matter that teachers are expected to acquire. All states should also provide intensive in-service training to help teachers acquire skills and knowledge.
4. It is necessary to create simplified and clearly measurable learning goals which the teacher can continuously assess and report to the parent in an understandable manner. Secondly, continuous evaluation including periodic assessment of the children based on these goals should be conducted.
5. We have a number of recommendations on education data: (a) that steps be taken to reduce unnecessary data collection and burdensome from-filling by determining what is the minimum amount of data required from schools and with what frequency (b) that DISE data is taken as the national annual official education statistics. It is also recommended that a study be carried out on the correspondence between findings from DISE data and from the 5% cross-check of DISE.
6. A national mean teacher absence rate of 20% is high and it is good that MHRD have set a goal of 90% attendance rate (i.e. a 10% absence rate) by 2009-010. MHRD's study of teacher absence should seek to discover the factors behind teacher absence and suggest concrete steps that will be taken to reduce absence rates.
7. The state SSA structures should ensure that they function in cohesion and convergence with mainstream education department structures so that the benefits of the programme especially in planning and implementation are fully sustained after the program as well. We recommend that the study be conducted to assess the status of efforts to involve the mainstream education department structures in SSA planning and implementation processes.
8. Increased participation of Muslims in mainstream education necessarily requires more inclusive and focused interventions.
9. Internal audits need to be strengthened based on clues from statutory audit reports. Training to be provided at all levels specially to sub-district/VEC level. The states should also be encouraged to switch to web-banking to make the funds flow more transparent and quick.
- e. Implementation of SSA e.g. Out of School Study, 2005. 9 other studies commissioned.

- f. **Independent concurrent financial reviews commissioned by SSA. 12 states covered so far. Further review in 23 States/UTs going on.**
- g. A set of quality monitoring tools, developed in collaboration with NCERT, to provide quarterly and annual information on several quality related indices of SSA is being rolled out, covering:
- Student enrollment and actual attendance
  - Pupil achievement levels
  - Teacher availability and teacher training
  - Classroom practices
  - Academic supervisions of schools by Cluster and Block Resource Centres.
  - Community perceptions of school functioning.

(3) **GOI Reviews:**

- National level meetings conducted by Secretary SE&L with State Education Secretaries and State Project Directors including Directors of State Council for Education Research & Training twice a year and other regional reviews.
- A review of the SSA programme was conducted by Prime Minister on 22.9.2006.
- Executive Committee of SSA met on 22<sup>nd</sup> January, 2008 to review the SSA programme.

**Capacity Building in SSA**

- A Technical Support Group at national level assists the States/UTs in SSA implementation and provides technical support to Ministry of Human Resource Development. A special unit to TSG is located for North Eastern States in the region.

### Capacity Building

Number of programmes organized/ support for SSA in 2007-08 (till November, 2007)

Functional Area	National Level	State/Region level
Inclusive Education	1	6
Research & Evaluation	2	17
Planning	2	22 (14 by NIAR)
Gender	1	2
Community Mobilization	0	12 (by NIAR)
Financial Management	2	1
Civil Works	3	3
Pedagogy	3	23 (4 NE Cell)
MIS	2	5 (4 NE Cell)
Appraisal & Supervision	1 (CAL)	1
Monitoring (MI+Secy. Conf.)	1	9 (Reg. Review)
<b>Total</b>	<b>16</b>	<b>119</b>

- National Resource Groups for major functional areas such as Quality, EGS/AIE have been set up to help as think tanks for strategic planning.
- NGOs support capacity building activities at State, District and Sub-District level. More than 4500 NGOs involved in SSA.
- Several 'not for profit' organizations are working with Sarva Shiksha Abhiyan initiatives.
- Special capacity building measures for NE States, Punjab, Jammu & Kashmir, are in place, as these States did not gain exposure under the DPEP programme.

## Mahila Samakhya Scheme



Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The critical focus within MS is the centrality of education in empowering women to achieve equality. MS is GOI's main scheme targeted at addressing the barriers that prevent rural women and girls from accessing education, such as problems of their relative isolation, struggle for livelihoods, lack of self confidence, oppressive social customs etc. MS aims to create a collective awareness and understanding of women's subordinate contexts and build their capacities to challenge it

### MS: Key objectives

(i) To enhance the self-image and self-confidence of women, (ii) to create an environment where women can seek knowledge and information which empowers them to play a positive role in society, (iii) to establish a decentralized and participative mode of management, (iv) to enable Mahila Sanghas to actively assess and monitor educational activities in the villages, (v) to provide opportunities for education for women and adolescent girls and (vi) to bring about greater participation of women and girls in both formal and non-formal education programmes.

### MS: Current Status

It is currently being implemented in nine

States viz. Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttaranchal. New MS Societies have been set up in two new States, Madhya Pradesh and Chhattisgarh. 5 districts in each of the two States have also been selected for starting the programme. Action is being taken by the two State Governments for setting up the programme in new States.

### Core activities of the programme

Core activities of the programme center on the following themes, even though the route may be via other issues that concern the women in sanghas:

#### (i) Issues of education of women and girls

The Mahila Samakhya programme works in tandem, and has organic linkages with educational schemes aimed at universalisation of elementary education, such as DPEP and SSA. Women's collectives under the MS scheme, called Mahila Sanghas, play an active role in working towards removal of barriers to the participation of girls and women in education at the community level and play an active role in school management/running of alternate schooling facilities where needed. State MS Societies are also running 75 Kasturba Gandhi Balika Vidyalyas that are formal, girls' residential schools funded under the SSA programme as well as implementing the NEPGEL programme in 1295 clusters for direct support to girls' education in educationally backward blocks. Mahila Samakhya provides resource support to the SSA programme in terms of gender related issues and training and development of textual materials, as well. Mahila sanghas play an active role in monitoring village level educational activities.

In Dodda Maale village of Chamaraġnagar, Karnataka there were 120 children of the Uppara community who did not go to school for a variety of reasons like child marriage, alcohol abuse, and child labour. When all efforts to bring these children into school failed, the education officer himself sought the help of Mahila Samakhya. MS functionaries agreed to try and were successful in getting most of the children to school. It is significant that MS does not have a presence in Dodda Maale village. This was an acknowledgement of the work done by the Mahila Samakhya in other areas of the district.

Sangha women are often members of the village education committees or school development and management committees that play an active role in SSA implementation and monitoring.

In addition, MS States are running 54 Mahila Shikshan Kendras (MSKs) which provide condensed residential courses to adolescent girls and women who have either never gone to school or have dropped out. The idea is to create a cadre of educated and aware women in the very backward areas and communities where female literacy is very low. A total of 6812 girls have passed out of the MSKs so far.

### Beyond Boundaries

The training for girls in Karate and scouts and guides as part of giving them life-skill education at MSK proved very successful. Some girls have emerged as role models for others. Some of the following achievements of MSK girls are given below:

- Three MSK girls from Karimnagar, Karnataka won Rajya Puraskar – an award given by the Governor for best scouts and guides for the excellence shown in the trainings.
- In Medak district, Karnataka girls won over 10 prizes in essay writing, singing and games conducted by the district library authorities as part of Library Week Celebrations.
- In Warangal and Karimnagar districts 31 girls received green belt and 18 girls received yellow belt in Karate after completing the necessary training.
- Girls from Karimnagar MSK won nine medals, including one gold, in the national Karate Championship held at Godavarikhani.

### (ii) Health

Sangha women have been actively involved in the national health programmes, campaign against prenatal sex determination, female foeticide, child marriage etc. The Sangha women are being trained in the use of herbal medicines. Sangha women have also been active in the awareness campaign for HIV/AIDS. Several sangha women are working

as ASHA health workers under the National rural health mission.

### **First Award for Mahila Samakhya Stall in Herbal Expo 2006 (Uttarakhand)**

**Sanjeevani Health Stall of Sumangala Mahasangha won the prestigious Herbal Expo award for Self Help Group section at Herbal Expo 2006 at Dehradun.**

**The Herbal Expo is organized by Jari Booti Shodh Sansthan (Herbal Research Centres) of Uttarakhand Government. More than 300 organization participated in this Expo.**

**Visitors were impressed by the presentation of Sanjeevani Kendra of Pauri District Implementation Unit in MS Uttarakhand.**

**The Honorable Governor of Uttarakhand gave the award to the organizers of Sanjeevani Stall.**

### (iii) Gaining entry into local governance and accessing public services

Several Sangha women have been elected to various Panchayat positions in the MS States and have been instrumental in making the village women overcome their fears and inhibition to come to the panchayat meetings and to speak their mind in public.

### **Subbamma is an example of rural woman making her mark in society against all odds!**

She belongs to one of the 4 Sanghas in Halageri Village near Koppal in Karnataka. Subbamma is poor, illiterate and belongs to a backward community. She was supported as a candidate for the panchayat elections because she understands issues and women's problems. As an Elected Women Representative (EWR), Subbamma used to attend all the Sangha meetings regularly. She understood how the panchayat system worked and knew her role and responsibility as an EWR. Her initial hesitation and fear gave way to self confidence as she began to get the support of the Sangha women. She began to express her views more openly and demanded greater opportunity for Sangha women to participate in panchayat activities. She also helped the really poor secure homes and house sites.

The members of the village community are proud to have selected Subbamma as their elected representative. They feel she has made a difference to the community and has achieved significant personal milestones.

(iv) **Addressing issues of violence and social practices which discriminate against women and girls**

Sangha women have effectively tackled these issues in their villages. In most of the MS project they brought equality.

**The Mahila Sangha of Kukhana Village of District Implementation Unit, Tehri won a contract for making a road from the Gramsabha. They decided in the Sangha meeting that they will not give higher wages to male labourers as is the prevailing practice of other contractors. When they disclosed their intention before the men in the village, they opposed the decision and pressed the women to give them higher wages as usual. They also threatened the women that if their demand for higher wages for men is not accepted, they will not allow the work to be done in the Village.**

**But the women remained unaffected by the threats and did not budge from their collective decision. The men tried to influence the Pradhan of the village to take their side but he told them that women have a legal point. Pradhan showed his helplessness in doing anything against the law. The women started the work and did not agree to the men's demand. Ultimately, the men of the village started to work with them on equal wages. The women Sangha thus started a tradition of gender equality in the region.**

areas; sangha women have been in the forefront of ensuring the advancement of the age of marriage, stopping practices such as child marriage and in making their families and communities more sensitive to the needs of women and girls. At present there are 86 Nari Adalats in 6 States that provide accessible, inexpensive and gender just forums for resolution of disputes.

This is an instance of a Child Marriage being prevented by holding a jatha at a fair. A campaign against child marriage was being organized in four taluks in Raichur district. As part of their publicity work, Sindhuvani and Mahila Samakhya Karnataka staff members went to the Boodi Basaveshwara fair in Gabbur and learnt about a mass marriage being conducted by the Maha Nandeeshwara Math. Mahila Samakhya Karnataka staff members camped in the village, met the pontiff and enquired about the registrations for the marriage. At the venue, they saw that one child marriage was also about to be performed as part of the mass marriage. Everyone told the family that it was against the law to solemnize such a marriage. The marriage was stopped the pontiff supported the move and congratulated the Mahila Samakhya Karnataka district organizers and staff for their good work.

(v) **Economic empowerment and seeking sustainable livelihoods etc.**

Managing savings and credit group is also helping sangha women in realizing the strength of collectives. Sangha women have undertaken a variety of tasks for generating income such as vermi compost, organic farming, making and marketing herbal medicines, growing trees for fuel and fodder, collective garbage management, cattle and poultry farming, sewing & tailoring, making brooms and mats etc.

Women of the Sanghas are economically empowering themselves through entrepreneurship. 17 Sangha women of Nainital were successful in marketing their agricultural products in Delhi through a tie-up with Mother Dairy. Mahila Samakhya arranges technical training for these women with the help of technical experts from Mother Dairy. They were also provided hybrid seeds for better yield. Impressed by the entrepreneurship and economic achievement of these women, men are coming forward to cooperate with them. The 69 savings groups in, Nainital, Uttarakhand have a capital of Rs. 13,86,052/-.

#### MS : Facts at a glance

- 21707 villages in 83 districts in 9 States
- MS Societies registered in MP and CG
- 24652 sanghas with 6.46 lakh women members
- 74 federations, 54 MSKs, 86 Nari Adalats
- 75 KGBVs, 1295 NPEGEL clusters
- 5861 Sangha women elected to Panchayats
- 7407 Kishori Sanghas, with 1.48lakh members

#### MS: Recent Developments

##### (1) National Resource Center (NRC) for Mahila Samakhya

The NRC is being set up in Indian Institute of Public Administration (IIPA) and a Memorandum of Association to this effect, has been signed between IIPA and MHRD . The NRC is required to coordinate the efforts of the State Resource Centers and provide greater technical support to collate, develop and disseminate gender sensitive strategies, information and pedagogy useful for women's empowerment, engage in and initiate research on issues relating to women's education, development and empowerment, network with national-level women's organizations/ research bodies/voluntary organizations and govt. bodies. As the MS programme expands to new areas, providing training would become a crucial aspect. Training is also critical in the on-going programme. The NRC is expected to play a role in research and evaluation, documentation and promotion of inter-state sharing of best practices. The Centre is expected to draw upon the pool of both

government and non-government manpower and organizations

##### (2) Sammelan of Mahila Samakhya: Disha



A 3 day Sammelan of Mahila Samakhya – DISHA 2008 was organized in January 08 in New Delhi. Women associated with Mahila Samakhya from all 9 MS States, participated in this Sammelan. The focus of this event was to reflect on new directions in the 11th Plan for

consolidation and expansion of the Mahila Samakhya Programme. A thematic exhibition and a series of interactive presentations and discussion on Mahila Samakhya were also included in the Sammelan. The Minister of State for Higher Education, MHRD and the Prime Minister of U.K., Mr. Gordon Brown, also interacted with rural women from MS sanghas and federations during the Sammelan.

### Impact of Mahila Samakhya

The outcomes of the Mahila Samakhya programme have been the following: - (1) a demand for literacy has been generated; (2) recognition and visibility of women within the family and the community has increased; (3) women's participation in Panchayati Raj bodies has increased; (4) awareness of the need to struggle for a gender just society has been strengthened; and (5) women are demanding accountability from government delivery systems.

Successive evaluations of the programme including a National evaluation in 2004-05 have pointed to the success of the MS scheme in laying the foundation for empowerment of women at the grassroots level through these Mahila Sanghas. The Sanghas in the States have taken initiatives to address issues and problems ranging from those of daily minimum needs, drinking water, improving civic amenities, health and nutrition to ensuring educational opportunities for their children especially girls, entering the political sphere, actively accessing and controlling resources and articulating their concerns and tackling social issues such as violence against women, child marriage, dowry etc.

### Prarambhik Shiksha Kosh (PSK)

- A two per cent Education Cess was levied on all major Central taxes through the Finance (No.2) Act, 2004, to help finance the Government's commitment to "quality basic education."
- In order to receive the proceeds for this Education Cess, this Ministry had

proposed the creation of a dedicated, non-lapsable fund called Prarambhik Shiksha Kosh (PSK).

- Creation of PSK in the public Account was approved by Government on 6.10.2005. The amount under PSK would be non lapsable and would be spent exclusively on SSA and Mid-Day –Meal scheme.
- Formal orders constituting PSK were issued on 14-11-2005.
- The accounting modalities /procedure for operation of PSK has been agreed to by the Office of the Comptroller & Auditor General of India.
- Notification/Resolution dated 30<sup>th</sup> August, 2006 regarding setting up of PSK has been published in the Gazette of India.
- A provision of Rs. 8746 crore for the initial transfer to the Prarambhik Shiksha Kosh (PSK) was made in the Union Budget 2006-07 against estimated receipts of Education Cess. Each year after exhausting the funds provided by way of Gross Budgetary Support for Sarva Shiksha Abhiyan (SSA) and Mid-Day Meal (MDM) scheme, subsequent expenditure on these two schemes is being financed from PSK. In 2006-07 B.E. provisions recoupable from the PSK were Rs. 5831 crores for SSA and Rs. 2915 crores for MDM.
- In the Union Budget for 2007-08, provision for inter-account transfer to PSK based on estimated receipts of education cess has been included as Rs. 10393 crore, which includes Rs. 6993 crore for SSA and Rs. 3400 crore for MDM. The Gross Budgetary Support for the year 2007-08 is Rs. 3678 crore for SSA and Rs. 3924 crore for MDM Scheme.
- Expenditure incurred from education cess during the year 2007-08 for SSA Rs 6526.14 crores (as on 31-12-2007) for MDM Rs.753.44 (as on 31-12-2007)



## District Primary Education Programme (DPEP)

**Background about launching of DPEP:** The Centrally Sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalisation of primary education.

DPEP adopts a holistic approach to universalize access, retention and improve learning achievement and to reduce disparities among social groups. Adopting an

'area – specific approach' with district as the unit of planning, the key strategies of the programme have been to retain the contextuality and sensitivity to local conditions and ensuring full participation of the community. It also seeks to strengthen the capacity of national, state and district institutions and organizations for planning, management and professional support in the field of primary education.

**Coverage:** At present DPEP is in operation in Orissa & Rajasthan covering 17 districts. DPEP at its peak was operational in 273 districts in 18 States.

### States & Districts Covered Under DPEP (2007-2008)

S.No.	Name of State	No. of districts covered under DPEP	Name of districts
1.	ORISSA	8	Boudh, Koraput, Malkangiri, Sonapur, Kandhamal, Nabarangapur, Nuapada, Mayurbhang.
2.	RAJASTHAN	9	Churu, Dausa, Jaipur, Bharatpur, Dholpur, Bundi, Karauli, Swaimadhapur, Hanumangarh

A Statements containing targets and achievements is annexed.

## District Primary Education Programme

### Physical Targets 2007-08

(As on 30.11.2007)

S.No.	Items	Orissa		Rajasthan	
		Target	Achieved	Target	Achieved
1.	Schools to be opened	70	58	-	-
2.	Total no. of teaches to be appointed	486	400	-	-
3.	Total no. of children to be admitted in AIE centers	1475	897	11734	9851
4.	Total no. of concern whom free text book to be distributed	1783	1233	-	-
5.	In service training of teachers (no. of days)	714		288110	212120
6.	No. of toilets to be constructed	2004	1561	75	75
7.	No. of drinking water facility to be provided	2431	424	-	-
8.	No. of additional classrooms to be constructed			77	77
9.	No. of school buildings to be constructed			-	-

## Financial Targets

(As on 30.09.2007 Rs. In lakhs)

	State	Allocation	Expenditure
1.	Orissa	7424.95	1268.72
2.	Rajasthan	7669.45	1826.93

## Mid-Day Meal Scheme (MDM)

### Background

With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15<sup>th</sup> August 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I - V of government, government aided and local body schools, but also children studying in EGS and AIE centres. Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.

In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in Government and aided schools and EGS/AIE centres. In addition to free supply of food grains, the revised scheme provided Central Assistance for (a) Cooking cost @ Re 1 per child per school day, (b) Transport subsidy was raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states, and Rs 75 per quintal for other states, (c) Management, monitoring and evaluation costs @ 2% of the cost of foodgrains, transport subsidy and cooking assistance, (d) Provision of mid day meal during summer vacation in drought affected areas.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the

rate of (a) Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER states contribute Rs 0.20 per child/school day, and (b) Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day.

In October 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children are expected to be included by this expansion of the scheme. The programme will be extended to all areas across the country from 2008-09. The calorific value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice/wheat) per child/school day.

### Objectives

The objectives of the mid day meal scheme are:

- (i) Improving the nutritional status of children in classes I – VIII in Government, Local Body and Government aided schools, and EGS and AIE centres.
- (ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- (iii) Providing nutritional support to children of primary stage in drought-affected areas during summer vacation.

### Rationale

- **Promoting school participation:** Mid day meals have big effects on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.

- **Preventing classroom hunger:** Many children reach school on an empty stomach. Even children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate - especially children from families who cannot give them a lunch box or are staying a long distance away from the school. Mid day meal can help to overcome this problem by preventing "classroom hunger".
- **Facilitating the healthy growth of children:** Mid day meal can also act as a regular source of "supplementary nutrition" for children, and facilitate their healthy growth.
- **Intrinsic educational value:** A well-organised mid day meal can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating), and to educate them about the importance of clean water, good hygiene and other related matters.
- **Fostering social equality:** Mid day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid day meal can help to break the barriers of caste and class among school. Appointing cooks from Dalit communities is another way of teaching children to overcome caste prejudices.
- **Enhancing gender equity:** The gender gap in school participation tends to narrow, as the Mid Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid Day Meal Scheme also provides a useful source of employment for women, and helps liberate workingwomen from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid Day Meal Scheme.
- **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address this and facilitate cognitive, emotional and social development.

#### Nutritional contents

To achieve the above objectives a cooked mid day meal with the following nutritional content is provided to all eligible children.

Components	Primary	Upper Primary
Calories	450	700
Protein	12 gms.	20 gms.
Micro-nutrients	Adequate quantities of micro -nutrients like Iron, Folic Acid and Vitamin-A.	

#### Components of central assistance

Mid Day Meal Scheme provides the following assistance to State Governments/ UT Administrations:

- (i) Supply of free food grains (wheat/rice) @100 grams per child per school day from the nearest FCI godown for primary classes (I-V).
- (ii) Supply of free food grains (wheat/rice) @150 grams per child per school day from the nearest FCI godown for upper primary classes (VI-VIII)
- (iii) Reimbursement of the actual cost incurred in transportation of food grains from nearest FCI godown to the School, subject to the following ceiling:
  - (a) Rs.100 per Quintal up to 30.9.2007 and Rs.125 per Quintal with effect from 1.10.2007 for 11 special category States viz. Arunachal Pradesh, Assam,

Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim, J&K, Himachal Pradesh and Uttarakhand.

(b) Rs.75 per quintal for all other States and UTs.

(iv) Assistance for cooking cost at the following rates:-

<b>Primary stage (classes I – V)</b>			
(a)	States in North -Eastern Region	:-	@Rs. 1.80 per child per school day, provided the State Govt. contributes a minimum of 20 paise
(b)	For Other States & UTs	:-	@Rs. 1.50 per child per school day provided the State Govt./UT Admn. contributes a minimum of 50 paise
<b>Upper Primary stage (classes VI – VIII)</b>			
(a)	States in North -Eastern Region	:-	@Rs. 2.30 per child per school day, provided the State Govt. contributes a minimum of 20 paise
(b)	For Other States & UTs	:-	@Rs. 2.00 per child per school day provided the State Govt./UT Admn. contributes a minimum of 50 paise

(v) Assistance for cooked Mid-Day Meal during summer vacations to school children in areas declared by State Governments as “drought-affected”.

(vi) Assistance to construct kitchen-cum-store in a phased manner up to a maximum of Rs. 60,000 per unit. However, as allocations under MDMS for construction of kitchen-cum-store for all schools in next 2-3 years may not be adequate, States would be expected to proactively pursue convergence with other development programmes for this purpose.

(vii) Assistance in a phased manner for provisioning and replacement of kitchen devices at an average cost of Rs. 5,000 per school. States/ UT Administration will have the flexibility to incur expenditure on the items listed below on the basis of the actual requirements of the school (provided that the overall average for the State/ UT Administration remains Rs 5000 per school):

- (a) Cooking devices (Stove, Chulha, etc)
- (b) Containers for storage of food grains and other ingredients

(c) Utensils for cooking and serving.

(viii) Assistance for Management, Monitoring & Evaluation (MME) at the rate of 1.8% of total assistance on (a) free food grains, (b) transport cost and (c) cooking cost. Another 0.2% of the above amount will be utilized at the Central Government for management, monitoring and evaluation. Programme Intervention and Coverage:

#### **Monitoring mechanism**

The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid Day Meal Scheme. The monitoring mechanism includes the following:

- a Arrangements for local level monitoring: Representatives of Gram Panchayats/ Gram Sabhas, members of VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid day meal served to children, (ii) cleanliness in cooking and serving of the mid day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv)

implementation of varied menu, (v) social and gender equity. This is required to be done on a daily basis.

b Display of Information under Right to Information Act: In order to ensure that there is transparency and accountability, all schools and centres where the programme is being implemented are required to display information on a suo-moto basis. This includes information on:

i Quantity of food grains received, date of receipt.

ii. Quantity of food grains utilized

iii. Other ingredients purchased, utilized

iv. Number of children given mid day meal.

v. Daily Menu

vi. Roster of Community Members involved in the programme

c Inspections by State Government Officers: Officers of the State Government/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of primary schools/ EGS & AIE centres are visited every quarter.

d Responsibility of Food Corporation of India (FCI): The FCI is responsible for the continuous availability of adequate food grains in its Depots and in Principal Distribution Centres in the case of North East Region]. It allows lifting of food grains for any month/quarter upto one month in advance so that supply chain of food grains remains uninterrupted. FCI is mandated to issue food grains of best

available quality, which will in any case be at least of Fair Average Quality (FAQ). FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the MDM Programme.

The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are issued by FCI after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

e Periodic Returns: The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, Gol to provide information on (i) coverage of children and institutions, (ii) Progress in utilisation of central assistance, including cooking costs, transportation, construction of kitchen sheds and procurement of kitchen devices.

f Monitoring by Institutions of Social Science Research: Forty One Institutions of Social Science Research, identified for monitoring the Sarva Shiksha Abhiyan, are also entrusted with the task of monitoring the mid day meal scheme.

g. Grievance Redressal: States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.

#### **Evaluation studies conducted by independent agencies**

Independent evaluation studies on the Mid-Day Meal have been conducted by different agencies in various parts of the country, which find inter alia enhancement in enrollment and attendance. The studies include:

- (a) “Cooked Mid-Day meal programme in West Bengal - A study of Birbhum district”. Professor Amartya Sen's Pratichi Research Team (2005). The study shows that Mid Day Meal has made positive intervention in universalisation of primary education by increasing enrollment and attendance. The increase has been more marked with respect to girls and children belonging to SC/ST categories. The study also points out that Mid Day Meal scheme has contributed to reduction in teacher absenteeism and a narrowing of social distances.
- (b) “Situation Analysis of Mid- Day Meal Programme in Rajasthan”. University of Rajasthan and UNICEF (2005): states that the introduction of menu based mid day meal has positively impacted enrollment and attendance of children. It has contributed to social equity, as children sit together and share a common meal irrespective of caste and class. It has further contributed to gender equity in that it has provided employment to women.
- (c) “Mid day Meal in Madhya Pradesh”: Samaj Pragati Sahyog, 2005: Undertook a survey in 70 most backward villages. The findings show that there was a 15% increase in enrollment, which was more marked in the case of SC and ST children (43%)
- (d) “Mid Day Meals: A Comparison of the Financial and Institutional Organization of the Programme in Two States,” Farzana Afridi; April EPW (2005): The implementation of the programme is improving, but a lot more needs to be done. The new initiative of 'Suruchi Bhojan' is more attractive than the earlier 'Daliya' programme.
- (e) “Mid-Day Meal Scheme in Delhi – A functioning programme” Anuradha De, Claire Noronha and Meera Samson ; *CORD*; (2005). Surveyed 12 MCD schools – school children in all schools were receiving food; impact of attendance more likely on girls, who often come to school without breakfast.
- (f) “Report on Akshara Dasoha scheme of Karnataka”, Dr. Rama Naik; University of Dharwad (2005) has reported sharp rise in enrollment, particularly in rural areas. The programme has had an impact on teacher absenteeism: 64% schools stated that teacher absenteeism has been reduced.
- (g) National Council of Educational Research & Training's latest Report (2005) - Learning Achievement of Students at the End of Class-V has inferred that children covered under mid day meal have higher achievement level than those who were not covered under it.
- (h) “Mid Day Meal Scheme in Karnataka – A study” by National Institute of Public Cooperation & Child Development, Annual Report 2005-06:- Mid Day Meal improved the school attendance in majority of the schools and reduced absenteeism. It has fostered a sense of sharing and fraternity and paved the way for social equity.
- (i) “Mid Day Meal Scheme in Madhya Pradesh – A study - 2007” by National Institute of Public Cooperation & Child Development, Indore:- School enrollment indicated marked improvement in enrollment pattern of children in primary school. Mid Day Meal Scheme undoubtedly resulted in increased school attendance and facilitated in retention of children in school for a longer period. The Scheme has played a crucial role in reducing drop out, especially among girls. Parents viewed that the mid day meal had reduced the burden of providing one time meal to their children

and considered it as a great support to their families. Teachers opined that mid day meal aided in active learning of children, which indirectly improved their academic performance. The Scheme has played a significant role in bringing social equity.

A study has also been commissioned by the Planning Commission, which is under progress.

#### **Best practices adopted by states**

There have been several instances of best practices that have been adopted by States. In Tamil Nadu, Health cards are issued to all children and School Health Day is observed on every Thursday. Curry leaves and drum stick trees are grown in the school premises. In Karnataka, cent percent schools have gas based cooking. In Puducherry, in addition to the mid-day meal, the Rajiv Gandhi Breakfast Scheme provides for a glass of hot milk and biscuits. Children are also given a glass of milk after school. In Bihar, a Bal Sansad (Child Cabinet) is actively involved in many schools to oversee the distribution of the mid-day meal. In Koriya district of Chhattisgarh, Mithanins, mobilized by the State Health Resource Centre are involved in day-to-day school level monitoring of the programme. In Gujarat, Chhattisgarh and Madhya Pradesh, children are provided micronutrients and de-worming medicines under the Mid-Day Meal Scheme.

#### **Achievements:**

The feedback on the programme points to its positive impact on enrollment and attendance of children. Social equity is being focused through sharing of meals by children. Instances of resistance to cooking of the meal by women belonging to SC/ST communities has substantially declined. The nutritional support provided by the programme to children, many of whom suffer from hunger and malnutrition is increasingly being acknowledged by the States resulting in concerted efforts to improve the implementation of the programme.

The programme has also provided excellent

opportunities of employment to women belonging to disadvantaged sections particularly SCs/STs who are being engaged as cooks and helpers. Women Self-Help Groups have also been productively engaged for implementing the programme.

#### **New initiatives in 2007-08**

Salient features of the revised scheme, in addition to extension of the Scheme to upper primary stage, are:-

- (i) Including Inflation Adjusted Index (Consumer Price Index) while assessing annual financial requirements towards Central Assistance for cooking costs every two years beginning 2008-09 for mid day meal both for primary and upper primary stages.
- (ii) Modifying the existing system of payment of transportation subsidy to States/UTs from reimbursement to Grant-in-aid as in the case of other components of Central assistance under the Scheme.
- (iii) Incorporating Information, Education and Communication (IEC) activities as a component of Management, Monitoring and Evaluation costs.
- (iv) Changing of the name of Scheme from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid Day Meals in Schools'.

#### **Financial releases during 2008-09:**

Rs.7324 crores was provided in the Union Budget 2007-08, representing 37% increase over the budget for 2006-07. Overall expenditure including expenditure on foodgrains as on 17.3.2008 is Rs. 5680 crores (78% of BE) whereas the total Central assistance released to non-NER States/UTs as on 17.3.2008 was Rs. 5455 crores (85% of BE).

### Some Important Information

Outlay for 2006-07	:	Rs.7324 Crores
Foodgrains allocated		
(i) Primary	:	21.56 lakhs MTs
(ii) Upper-Primary	:	3.23 lakhs MTs
Foodgrains lifted upto 29 Feb. 2008 (Primary+ Upper Primary)	:	72%
Central assistance released to States/UTs (As on 7.1.2008)		
(i) Cooking Cost		
(a) Primary	:	Rs.2889.59 Crores
(b) Upper-Primary	:	Rs. 433.73 Crores
(ii) MME		
(a) Primary	:	Rs. 58.75 Crores
(b) Upper-Primary	:	Rs.11.06 Crores
(iii) Transport subsidy	:	Rs. 101.60 Crores
(iv) Kitchen sheds	:	Rs.1337.09 Crores for 2,22,849 Schools
(v) Kitchen Devices	:	Rs.97.56 Crores for 1,95,076 Schools

State-wise coverage of children, foodgrains allocated, central assistance released towards payment made to FCI for foodgrains, cooking cost, Transport Subsidy, Management Monitoring & Evaluation, construction of kitchen sheds and purchase of kitchen devices is given as Annexure-I.

#### Teacher Education

As envisaged in the National Policy on Education (NPE), 1986, and its Programme of Action (POA), a Centrally-Sponsored Scheme of Restructuring and Reorganizing of Teacher Education was launched in 1987 to create a sound institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers and for provision of academic resource support to elementary and secondary schools. The Scheme had, inter alia, the following components for which Central Government has been providing financial assistance to States:-

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

A Sub Group under the chairmanship of Director, NCERT was constituted to examine the implementation of the Teacher Education Scheme and also make recommendations for strengthening the Scheme for the 11<sup>th</sup> Plan period. The Sub Group recommended the need to work towards enhancing the quality of an integrated system of teacher education. It also recommended the need for linking teacher education with institutions of higher education and research. It reiterated the need for continued professional development of teachers and teacher educators and suggested the



establishment of linkages between CRCs-BRCs-DIETs-SCERTs-Universities/Apex Agencies. Based on the recommendations of the Sub Group, an allocation of Rs.4000 crore was provided in the 11<sup>th</sup> Plan for Teacher Education, representing a very significant enhancement in outlay.

As of now, 571 DIETs, 104 CTEs and 31 IASEs have been sanctioned in different States/UTs, as per details in Annexure I. As on 19.3.2008, sum of Rs.306.23 crores has been released till date to the States/UTs as Central assistance under the Teacher Education Scheme during 2007-08.

### **National Council For Teacher Education (NCTE)**

Name of the Regional Committee	States/UTs falling within jurisdiction of the Regional Committee
Eastern Regional Committee	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Mizoram, Meghalaya, Nagaland, Orissa, Sikkim, Tripura and West Bengal.
Western Regional Committee	Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra and Nagar Haveli and Daman & Diu, Chattisgarh.
Northern Regional Committee	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh and Delhi, Uttaranchal.
Southern Regional Committee	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadweep, Andaman & Nicobar Islands and Pondicherry.

#### **Major activities performed by NCTE**

##### **Recognition of teacher education institutions**

Regional Committees are empowered to grant recognition to teacher education institutions. According to the latest available statistics as on 1<sup>st</sup> January, 2008, 9,031 teacher education institutions, offering 11,331 courses, have been recognized by NCTE, with an approved intake of 8,93,194 teacher trainees.

##### **NCTE Regulations, 2007**

Regulations laying down the procedure for grant of recognition to various teacher training programmes were last promulgated by the National Council for Teacher

The National Council for Teacher Education (NCTE) was established on 17<sup>th</sup> August, 1995 by an Act of Parliament, namely, the NCTE Act, 1993 (No.73 of 1993). The Council is headed by the Chairperson. The NCTE Act has given a broad mandate to the Council to achieve planned and coordinated development of teacher education and to regulate and maintain norms and standards in the teacher education system. It also provides a direction as to how these regulations will ensure quality improvement in teacher education. The Council has prescribed norms and standards for 13 Teacher Training Courses. The NCTE functions through its four Regional Committees as under:-

Education on January 13, 2006. During the current year, these Regulations have been further revised by the "The National Council for Teacher Education (Recognition, Norms and Procedure) Regulations, 2007" and notified on 10<sup>th</sup> December, 2007 along with norms and standards for various teacher training courses namely C.Ed., D.Ed., B.El.Ed., B.Ed., M.Ed., M.Ed. (Part-Time), C.P.Ed., B.P.Ed., M.P.Ed., B.P.Ed. (Integrated), D.Ed. (Distance Education), B.Ed. (ODLS), M.Ed. (ODLS).

##### **Introduction of new courses**

- (i) D.Ed.(Distance Education) course is primarily intended for upgrading the professional competence of working teachers in the elementary schools (primary and upper primary / middle).

The course has been prepared in consultation with IGNOU. It also envisages bringing into its fold those teachers who have entered the profession without formal teacher training.

- (ii) B.P.Ed (Integrated) course is primarily meant for preparing professional Physical Education Teachers for Secondary and Senior Secondary Schools and has been prepared in consultation with Laxmibai National Institute of Physical Education, (LNPIE) Gwalior.

### **Collaboration with NAAC**

For fostering quality assurance and quality sustenance in pre-service teacher education in the country, the NCTE has joined hands with the National Accreditation and Assessment Council (NAAC), an organization set up by the UGC. Under the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007, all the teacher training institutions implementing the secondary level Teacher Education Programme like B.Ed. and B.P.Ed. are required to obtain NAAC's accreditation for additional intake.

### **Initiative towards promotion of Environmental Education in Teacher Education curriculum**

NCTE took joint initiative with Centre for Environment Education (CEE), Ahmedabad for developing training materials for teacher educators in environmental education. The training materials for different level of teacher educators have been developed by CEE, Ahmedabad during the current year. These materials would be disseminated to States/UTs, universities and institutions for promoting the concept of environment education in teacher education programme.

### **Evaluation in Elementary Teacher Education**

A Committee constituted by NCTE on streamlining procedures and practices of

Evaluation in Elementary Teacher Education Programme submitted its report in December, 2007. The report is based on in-depth analysis of State syllabi and extensive deliberations and consultations with teacher education experts and practitioners in the field. The report embodies valuable insights in the emerging new knowledge structures in the domain of pedagogy and concerns for an implicit need for modification in procedures and innovative directions for practices of Elementary Teacher Education. The report is being disseminated to the States, Universities and Institutions.

### **B.Ed.(Two Years Regular) Programme**

A Committee constituted by the NCTE on Models of Course Content, Transactional Strategies and Mode of Evaluation submitted a report in December, 2007 in the form of course structure with detailed outline of courses regarding B.Ed. (Two Years Regular) Programme. The Committee also stressed on the need for revamping the ongoing B.Ed. Programme in so far as its curriculum and duration is concerned and accordingly suggested the course design and outline. The new curriculum design proposed in the report lays stress on competency-building among prospective teachers with a firm value-orientation. The report would be placed before the Council for its consideration and in the meantime it is being circulated to Institutions and Universities running 2-years B.Ed. course.

### **National Bal Bhavan**

The National Bal Bhavan (NBB) is an autonomous organisation fully funded by the Ministry of Human Resource Development, Government of India. Founded by India's first Prime Minister Pt. Jawahar Lal Nehru in 1956, it is a creativity resource centre for children of age group of 5-16 years.

Across the country, there are 68 Bal Bhavans and 66 Bal Bhavan Kendras. There is a close linkage between these Bal Bhavans and Bal Bhavan Kendras for better communication of ideas and integrated programmes. The major objectives of Bal Bhavan according to Memorandum of Association of National Bal Bhavan are as under:

- (a) To provide opportunities to children for education and creativity.
- (b) To provide the children with experience and activities not otherwise available to them.
- (c) To offer certain educational services to the local schools in order to enrich their curricular and extra curricular activities.
- (d) To provide leadership and guidance to teaching towards fostering a creative approach in teaching of art and science.
- (e) To provide training facilities for recreational workers, and Children's Museum Personnel.
- (f) To offer the nation a prototype comprehensive children's institution, i.e. to establish an ideal Bal Bhavan.
- (g) To develop the personality and talents of children through recreation and physical activities.
- (h) To promote social and cultural contacts amongst the children of all classes and communities.
- (i) To inculcate such values as would help them to develop modern Indian personality with a scientific temper.
- (j) To promote the above-mentioned activities as a movement.

The National Bal Bhavan has been contributing to enhancing, sustaining and nurturing creativity amongst children in the age group 5-16 years. Children pursue a variety of activities such as creative arts, integrated activities, performing arts, science education, library & literary activities, photography, physical education, home management, publication museum techniques etc. in a joyful and conducive environment.

The National Bal Bhavan provides opportunities to children irrespective of their caste, creed, religion and gender. Bal Bhavan

pays special attention to children of deprived sections. The groups covered by NBB activities include amongst others, slum and resettlement colonies, tribal areas, community centres, different states and regions through State Bal Bhavans, teachers, parents and teacher educators, educational institutions and voluntary organizations, highly talented and creative children (through Bal Shree Scheme), visually & physically deprived, mentally challenged, hearing impaired children, children of special needs (problem children), village cottage home and remand home.

All the year round, the National Bal Bhavan organizes a large number of programmes at the local, zonal, national and international levels. Thousands of children participate in these programmes. Several special workshops on different themes and topics are organized throughout the year.

The National Training Resource Centre, which deals with imparting of teacher training, organizes an integrated training programme and creative workshop, visual arts workshop which caters to teachers from Kendriya Vidyalaya and Navodaya Vidyalaya. The visual arts workshop is unique in nature as it involves the subject teacher, creative arts teacher and performing arts teacher.

The 26<sup>th</sup> All India Bal Bhavan Chairpersons & Directors Conference was held at Jammu from 2<sup>nd</sup>-4<sup>th</sup> March, 2007. During the Conference the delegates brainstormed, discussed and debated on a wide spectrum of issues namely designing innovative programmes to reach maximum numbers of children, enhancing and evolving the creativity of children, child development, plugging gaps between formal and non formal system of learning, tackling of resource crunch and value enriched school programmes.

#### **Bal Shree Awards**

The Bal Shree Scheme was initiated by National Bal Bhavan in 1995 to identify the exceptionally creative and innovative children of the country in the fields of Arts, Performance, Writing and Scientific Innovation. The idea was

to identify the originality, creativity and innovativeness in our children and nurture the same from the very onset, so that the future citizens of the country can act as catalysts of social transformation and overall development of the society and the nation. So far, 185 children have received the National Bal Shree Honour since the inception of the Scheme in 1995 and 22 children were conferred with this honour in the year 2007. On 1<sup>st</sup> June, 2007, 22 children from four areas namely creative performance, creative arts, creative writing and creative scientific innovation were conferred the National Bal Shree Honour by H.E. the President of India Dr. A.P.J. Abdul Kalam in a grand ceremony at the Rashtrapati Bhavan in the presence of the Hon'ble Minister of Human Resource Development, Shri Arjun Singh. The awardees included 2 children with special needs.

The children of National Bal Bhavan also performed at the International Conference of Story Telling (organized by the Association of Writers and Illustrators for Children at the Habitat) through dance and drama. The hearing and speech impaired children of Bal Bhavan, Jaipur, presented mime shows at the Conference, which too was highly appreciated. The Director of National Bal Bhavan presented a paper on "Tribal Traditions across oceans-stories beyond boundaries-their journey through cultures", at the Conference.

National Bal Bhavan collaborated with Gandhi Serve Foundation and sent 100 paintings from all over India for an exhibition at Berlin-The Gandhi Bridge of Understanding. To mark the centenary of Mahatma Gandhi's Satyagraha at South Africa and Gandhi Jayanti, special Programmes were organized by National Bal Bhavan with a view to sensitize children about Gandhian values wherein the children took part in activities like painting, clay modeling, creative writing, and symposium on the theme 'What Gandhi Means to Me'. A rally was organized in which member children enthusiastically propagated the

message of truth, peace and non-violence. They also took part in a cleanliness drive around the National Bal Bhavan campus. The children also presented cultural programmes comprising of vocal music, dance and children spoke on the Father of the Nation.

On 26<sup>th</sup> October, 2007 a debate was organized on the theme "The fast depleting fossil fuels have a dismal future, are we adequately prepared to cope with the developing situation" and on 30<sup>th</sup> October, 2007 a declamation contest was organized on varied themes related to Sustainable Development in which 120 children from various schools of Delhi participated. The winners of these contests participated in the Symposium of Sustainable Development during the International Children's Assembly and Integration Camp organized in November, 2007 in National Bal Bhavan.

The International Children's Assembly and Integration Camp was organized from 14<sup>th</sup>-20<sup>th</sup> November, 2007. The theme of this year's assembly was "Education for Sustainable Development". The assembly was inaugurated by the Hon'ble Minister of Human Resource Development, Shri Arjun Singh on 14<sup>th</sup> November, 2007. The Hon'ble Minister of State for School Education & Literacy, Sh. M.A.A. Fatmi also graced the occasion. In the evening of 14<sup>th</sup> November, 2007 a cultural fiesta was organized in which children of National Bal Bhavan made presentations on the theme of the assembly. This programme was graced by the Hon'ble Minister of State for Higher Education, Smt. D. Purandeswari. The Hon'ble Minister also inaugurated an exhibition titled 'Traditional Art and Craft – Treasure for Future Generation' at the National Children's Museum of National Bal Bhavan. 51 teams from affiliated Bal Bhavans and Bal Kendras across the country, as also children of Bal Kendras of Delhi and Jawahar Bal Bhavan, Mandi, participated in this assembly. Apart from Indian children, children from Syrian Arab Republic, Norway, Kyrgyzstan and China also participated in this year's assembly. During the assembly several special programmes and activities were organized for the children such as creativity fair, film shows, puppet show, magic show, collage making, yoga, creative sports,

declamation and interaction with the popular theatre personality Smt. Sushma Seth. On each day, the participating children made theme based presentations on – water, waste management, bio-diversity and energy.

A Reunion Camp was organized from 15<sup>th</sup>–17<sup>th</sup> November,2007 for all the National Bal Shree Awardees who have been conferred with this great honour ever since its inception in 1995 upto 2005. 49 Awardees participated in this camp during which they participated in special programmes in their respective streams like collage making, sculpture making, developing a magazine and a session on the ways to boost creativity.

The 8<sup>th</sup> International Children's Festival of Performing Arts was organized at National Bal Bhavan by Ryan Foundation in association with the National Bal Bhavan. Nearly five thousand children participated in this fiesta with more than thirty countries participating. The National Bal Bhavan performed exceptionally well and bagged four prizes namely: first prize in Street play, second prize in One Act Play, second prize in Fusion and Best Director's

Prize. The Bal Bhavan activities were opened out to the members of the international community and children whole heartedly participated in them.

An International Conference of Environment Education organized by Centre for Environment Education was held at Ahmedabad from 24<sup>th</sup>–28<sup>th</sup> November,2007. National Bal Bhavan was the technical partner of this programme. On 25<sup>th</sup> November,2007 the children of NBB made presentation in the form of a ballet on water and four speakers spoke on various topics of Sustainable Development. Ms. Amita Shaw, Director of National Bal Bhavan launched “Disha”, a facilitators' handbook which was compiled by NBB and Centre for Environment Education, Ahmedabad.

Against the budget provision of Rs.10 crores (under Plan and Non Plan) for the year 2007-2008, the details of grants released to National Bal Bhavan during 2007-2008 as on 19.3.2008 are as follows :

(Rupees in lakh)

	BE	Grants Sanctioned till 19.03.2008
Plan	630 (Gen)	628.34
	70 (NER)	6.41
Non Plan	300	300.00

## Right To Education

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

“21A. Right to Education

**The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”**

The reconstituted Central Advisory Board of Education (CABE) in its meeting on 10-11 August, 2004, had constituted a Committee under the Chairmanship of Shri Kapil Sibal, the then Minister of State for Science & Technology and Ocean Development, to suggest a draft of the Legislation envisaged under Article – 21 A of the Constitution. The Report of the Committee containing “essential provisions” of the draft legislation, was submitted on 2-7-2005, and considered by CABE in its meeting on 14<sup>th</sup>-15<sup>th</sup> July, 2005.

Based on the suggestions and comments received during the CABE meeting, a complete version of the draft legislation was prepared and sent to Chief Secretaries of all States/UTs and placed

on the website for comments from the public at large. In the meanwhile, the Hon'ble Prime Minister constituted a High Level Group on the Bill to examine its legal, constitutional and financial implications, comprising Human Resource Development Minister, Finance Minister, Deputy Chairman, Planning Commission and Chairman of the Prime Minister's Economic Advisory Council. Based on further consultations in the matter, it was proposed that instead of Central Legislation, a Model Right to Education Bill should be formulated and circulated as a framework to States. Accordingly, a Model Bill on Right to Education was drafted and sent to the States for their comments.

Given the complexity of the matter, the meeting of the High level Group was convened again on 6<sup>th</sup> November, 2007 to examine the issues involved and advise the Government on how best to take the matter forward with a view to fulfilling our commitment. Based on the views expressed by the States and further discussions held in various forums, it has been decided to frame a suitable Central Legislation on Right to Education. The process of formulation of the Central Legislation is underway. Pending enactment of a suitable follow-up legislation envisaged in Article 21A, the above-mentioned Constitution Amendment Act has not yet been enforced.





# 4



## Secondary Education



# Secondary Education

## Sector Overview

### Background

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

It is well recognized that eight years of education are insufficient to equip a child for the world of work as also to be a competent adult and citizen. The pressure on Secondary Education is already being felt due to the success of Sarva Shiksha Abhiyan. Therefore, while secondary education is not constitutionally compulsory, it is necessary and desirable that access to secondary education is universalized leading to enhanced participation, and its quality is improved for all. At the same time, it may not be possible to fully universalize education at the secondary stage during the Eleventh Five Year Plan as the drop out rates are as high as 28.49% from classes I-V and 50.39% from classes I-VIII. However, with rising expectation from improved access to secondary education, retention in classes I-VIII will further improve.

### Main Statistics

The following statistics give an overview of the present status of Secondary and Higher Secondary Education in the country as on 30.9.2004

1.	No. of secondary Schools	1,01,777
2.	No. of Hr. secondary schools	50,272
3.	No. of Students at secondary level (IX-X)	2.43 crore
4.	No. of Students at Hr. secondary level (XI-XII)	1.27 crore
5.	Population of 14-16 age group (as on 30.9.2004)	4.71 crore
6.	Population of 16-18 age group (as on 30.9.2004)	4.58 crore
7.	Pupil Teacher Ratio (IX-X)	32
8.	Pupil Teacher Ratio (XI-XII)	33

**Source:** Selected Educational Statistics (2004-05)- provisional data, population projections are based on census data compiled by Registrar General of India.

The Table given below shows the status of enrolment and drop-out rates in classes IX-XII as on 30.9.2004

S. No.	Indicators	Boys	Girls	Total
1.	Gross Enrolment Ratio (IX-X)	57.39	45.28	51.65
2.	Gross Enrolment Ratio (XI-XII)	30.82	24.46	27.82
3.	Dropout rate (Classes I – X)	60.41	63.88	61.92

**Source:** Selected Educational Statistics (2004-05)- provisional data.

## Policy

Paras 5.13 and 5.15 of the National Policy on Education (NPE), 1986 (as modified in 1992) deal with Secondary Education. Para 5.13. of the NPE, inter alia states that access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams. Boards of Secondary Education will be reorganized and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Efforts will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalization through specialized institutions or through the refashioning of secondary education will, at this age, provide valuable manpower for economic growth.

The Tenth Plan Mid-Term Appraisal (MTA) document of the Planning Commission has also, inter alia, recommended as follows:

“In order to plan for a major expansion of secondary education in the event of achievement of full or near full retention under SSA, setting up of a new Mission for Secondary Education, on the lines of SSA, should be considered.”

Central Advisory Board of Education (CABE), the highest deliberative and advisory forum on Education in the country with Union Minister of Human Resource Development as Chairman and Education Ministers of all States and eminent educationists as its Members, in the meeting held in August, 2004, constituted seven Committees, two of which were particularly relevant for Secondary Education, i.e.

Committee on Universalisation of Secondary Education and Committee on Girls Education and Common School System. Reports were submitted in June, 2005 and were generally endorsed by CABE in its meeting of 14-15 July, 2005.

Some of the major recommendations contained in the report of the CABE Committee on “Universalisation of Secondary Education” (June, 2005) are as follows:-

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

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

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

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

The pressure on secondary education is already being perceived. It will not be wise to wait for 2010 when the pressure may become unbearable. Investment towards the goal of

universal secondary education must be made as early as possible.

The CAFE Committee also recommended certain norms regarding facilities, etc., in Secondary Schools. These are broadly based on the norms for Kendriya Vidyalayas.

The Committee on "Girls' Education & Common School System" in its report of June, 2005 recommended, inter alia, as follows:

"..... making good quality education available to all students in all schools at affordable fees is a primary commitment of the Common School System",

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

The committee in its report has, inter alia, recommended

All schools should have female teachers and female attendants

In every school there should be a child care centre

Greater effort for gender sensitization should be made.

Incentives offered to girls need to be revisited

Education for girls up to 18 years should be free

#### **REPORT OF CAFE STANDING COMMITTEE ON "INCLUSIVE EDUCATION FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS".**

In pursuance of decision taken by the Central Advisory Board of Education in its meeting held on 14-15<sup>th</sup> July, 2005, a Standing Committee on "Inclusive Education for Children and Youth with Special Needs" was constituted in April, 2006 under the

Chairmanship of Shri Vasant Purke, Hon'ble Minister of School Education, Government of Maharashtra. The terms of reference of this Standing Committee were to monitor the progress of Action taken pursuant to HRM's statement in Rajya Sabha on 21.03.2005 including the preparation of the Action Plan as well as mobilization of resources. The CAFE Standing Committee has submitted its Report in September, 2007 which will be placed before the CAFE, after its reconstitution, in its next meeting.

#### **Strategies and priorities for the 11<sup>th</sup> Five Year Plan**

As recommended by the Working Group on Secondary and Vocational Education, the target during the Eleventh Five Year Plan is to provide a secondary school within 5 kilometers of any habitation and to provide a higher secondary school within 7-10 kilometer of any habitation. This will be part of the vision to ensure universal secondary education by 2017, i.e. the end of the Twelfth Five Year Plan, whereas the target for GER by the end of the Eleventh Plan could be fixed at 75% for secondary stage (it was 51.65% in 2004-05) and a GER of 45-50% for Higher secondary classes (it was 27.82% in 2004-05). The target of GER assumes higher completion and transition rates at the elementary stage. It is also imperative that universalisation at higher secondary stage is taken up immediately after the secondary education, preferably within two years of the implementation of the scheme.

The other vision is to ensure cent percent enrolment and retention even up to higher secondary stage (including vocational education and other streams) by 2020. The CAFE Committee on Universalisation of Secondary Education (Report of June, 2005) has also suggested that secondary education should be universal but not compulsory. The State has to take up the responsibility for providing access to secondary education with special references to economically

weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM). Therefore, not only universal enrolment, but universal retention and

satisfactory quality of learning should also be a priority.

### Review of 10th Five Year Plan

The plan outlay (scheme- wise) for the 10<sup>th</sup> Plan along with expenditure is given below: -

### Financial

( Rs. in Crore)

Central Sector Scheme (CSS)			
Sl. No.	Schemes	X Plan Outlay	X Plan Expenditure
1.	KVS	420.00	718.57
2.	NVS	2000.00	2473.06
3.	NCERT	60.00	103.10
4.	CTSA	15.00	16.48
5.	NIOS	65.00	27.48
6.	Joint Indo Mongolian School	-	1.42
7	<b>Total (Central Sector Scheme)</b>	2560.00	3340.11
Centrally Sponsored Scheme			
8	IEDC	200.00	201.54
9.	ICT @ Schools	800.00	133.56
10.	Access & Equity	305.00	34.35
11.	QIS	110.00	38.41
12.	Vocationalisation of Secondary Education	350.00	63.71
13.	<b>Total (Central Sponsored Scheme)</b>	1765.00	471.57
14.	<b>Grand Total (Sl. 7 + Sl. No.13)</b>	4325.00	3811.68

#### Major physical achievements during the 10th Five Year Plan as under :

- |       |  |     |  |
|-------|--|-----|--|
| (i)   | 99 JNVs were opened during 10th Five Year Plan.  | (b) | Curriculum Framework-2005.   |
| (ii)  | 145 KVs were opened.   | (b) | Preparation of Syllabi for Classes I to XII.                                     |
| (iii) | Under IEDC scheme more than 2.80 lakh disabled children were covered in over one-lakh schools.     | (c) | Preparation of new textbooks for Classes I to XII except for Classes V and VIII. |
| (iv)  | Registration of 646487 students at the secondary level in Academic and Vocational Courses of NIOS. | (d) | All India School Education surveys.  |
| (v)   | Sanction was given to ICT enabled education in 2000 secondary schools.                             | (e) | Conducting National Talent Search Scheme on year to year basis.                  |
| (vi)  | Major activities completed by NCERT.   | (f) | Implementation of QIS and Adolescence Education Schemes.                         |
| (a)   | Preparation of National  |     |  |

## New initiatives during the 11<sup>th</sup> Five Year Plan

### Scheme for universalisation of access to and improvement of quality of education at secondary stage (SUCCESS)

Government of India has decided to implement a centrally sponsored scheme for universalisation of access to and improvement of quality of education at secondary stage. The scheme envisages: (i) provision of necessary infrastructure and resources in the secondary education sector to create higher capacity in secondary schools in the country, and for improvement in quality of learning in the school; (ii) provision for filling the missing gaps in the existing secondary schools system; (iii) provision of extra support for education of girls, rural children and students belonging to SC/ST, minority and other weaker sections of the society; and (iv) a holistic convergent framework for implementation of various schemes in secondary education. This has become essential after the successful implementation of Sarva Shiksha Abhiyan (SSA) since 2001-02. The SSA has created an additional demand to accommodate the students who would enter the secondary stage.

**Goal and Objectives:** The programme goal is to make secondary education of good quality available, accessible and affordable to all young students in the age group 15-16 years (classes IX and X). The major target of the scheme is,

- Universal access of Secondary level education to all students in the age group 15-16 years by 2017 and
- Universal retention by 2020.

This will be an umbrella scheme under which several on-going schemes of the Central Government in the Secondary Education sector will be merged with and of further strengthened.

The proposed scheme will include the following components:-

- 1 Construction of new school buildings (in case of either upgradation of higher primary schools or opening of new secondary schools)
- 2 Construction of additional rooms including classrooms, laboratories, computer room, library room, toilet etc.
- 3 Repair and maintenance of school building
- 4 Furniture/fittings
- 5 Teaching-learning aids
- 6 School grant (including library books, laboratory consumable, water, electricity and telephone charges )
- 7 Teachers' in service training
- 8 Recruitment of additional teacher (only newly created posts will be covered. Salary liabilities in respect of posts sanctioned till date, irrespective of whether filled up or lying vacant will be borne by the State Governments)
- 9 Co- curricular activities (sports, art and culture, excursion)
- 10 Science and Maths education
- 11 Leadership training of school head
- 12 Research and innovation
- 13 Monitoring and evaluation
- 14 Curricular reforms
- 15 Examinations reforms
- 16 Policy reforms
- 17 Special incentives for girls

- 18 Special incentives for students belonging to SC/ST/ minorities/ weaker sections

The strategies for implementing the scheme are:

### Improving access

To provide a secondary school within a radius of 5 Km. of every habitation through,

- a. upgradation of upper primary schools through construction of classrooms, laboratories, computer rooms, headmaster room, library-rooms, separate toilets for girls and boys, appointment of additional teachers and;
- b. strengthening of existing secondary schools through construction of classrooms, computer rooms, separate toilets for girls and boys, appointment of additional teachers, strengthening of lab facilities and repair and renovation of existing school buildings.

### Equity

- a. Special incentives for girls
- b. Special incentives for students belonging to SC/ST/minority/other weaker sections of the society

### Improving Quality

- a. Construction of science lab, computer lab, libraries
- b. In service training of teachers
- c. Leadership training of school head
- d. Curricular reforms
- e. Science and Maths education
- f. Computer aided education

- g. Co-curricular activities
- h. Teaching learning aids

### 6000 model schools in block level

Prime Minister in his Independence Day address for 2007 has announced that the central government will support setting up of 6000 model schools through out the country, one school in each block, to serve as bench mark of excellence. These schools will provide access to quality school education to talented rural children. A centrally sponsored scheme to implement the announcement will be launched during the 11<sup>th</sup> Plan period

### National Means-cum-Merit Scholarship

In Budget 2007-08, Finance Minister has, inter alia, stated as under:

'While the SSA has improved the enrolment ratio in schools to 96 %, the drop out ratio continues to be high. The critical year appears to be transition from class VII to IX. In order to arrest the drop out ratio and encourage students to continue their education beyond class VIII, I propose to introduce a National Means cum-Merit Scholarship Scheme. Selection will be made through a national test from among students who have passed class VIII. Each student will be given Rs. 6000.00 per year for study in classes IX, X, XI & XII. I propose that 100,000 scholarships may be awarded every year. In order to fund this programme, I intend to create a corpus fund of Rs.750.00 crore this year, and add a like amount to the fund every year over the next three years. Accordingly, a sum of Rs.750 crore will be placed with the State Bank of India, and the yield from the fund will be used for awarding the scholarships.'

A national scholarship scheme will be implemented during the 11<sup>th</sup> Five Year Plan.

## Revised scheme for Girls' Hostel

A scheme for “Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools” had been implemented since 1993-94. The scheme provided for financial assistance to voluntary organizations for running hostels for girl students studying in classes VI to XII of secondary and higher secondary schools. Recurring grant of Rs.10000 per student per year and a one time nonrecurring grant of Rs.3000 per student were provided.

A revised scheme with the objective to set up one hostel in every educationally backward block will be implemented during the 11<sup>th</sup> Five Year Plan.

## Centrally Sponsored Scheme of Information & Communication Technology ( ICT ) in Schools

The Information and Communication Technology [ICT] in School Scheme was launched in December 2004, to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on a sustainable basis. It also aims to setup SMART schools in Kendriya Vidyalayas and Navodaya Vidyalayas which are pace setting institutions of the Government of India to act as “Technology Demonstrators” and to lead in propagating ICT skills among students of neighbourhood schools.

### 2. Objectives:

- 1) To establish an enabling environment to promote the usage of ICT especially in Higher Secondary and Secondary Government Schools in rural areas. Critical factors of such an enabling environment include widespread availability of access devices,

connectivity to the Internet and promotion of ICT literacy.

- 2) To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.
- 3) Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
- 4) To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.
- 5) To provide an effective learning environment for children with special needs through ICT tools.
- 6) Promote critical thinking and analytical skills by developing self-learning. This shall transform the classroom environment from teacher-centric to student-centric learning.
- 7) To promote the use of ICT tools in distance education including the employment of audio-visual medium and satellite-based devices.

### 3. Coverage :

The Scheme currently covers both Government and Government aided Secondary and Higher Schools. Support is provided for procurement of computers and peripherals, educational software, training of teachers, computer stationary, internet connectivity and for monitoring purposes. A computer lab having at least 10 work stations is envisaged. For Smart Schools the lab may have at least 40 work stations.

### 4. Financial Assistance and Cost norms:

The financial assistance is given to States and other institutions on the basis of the approvals accorded by Project Monitoring and Evaluation Group headed by Secretary of the Department of School Education and Literacy. The Group also consists of the representatives of other Ministries, experts and others.

The unit cost per school is Rs. 6.7 lakh. Central Assistance is provided in the ratio of 90:10 of the Annual Project Cost between Center and the Special Category States, and in the ratio of

75:25 among the remaining States and UTs. Norms for expenditure on various items / activities are as follows :

1. 10 PCs/Printer/CRT per school inclusive of facilities like scanner, web camera, modem etc. or one server with 10 workstation with accessories.	- 4,05,000
2. Operating System & Application Software	- 20,000
3. Educational Software	- 45,000
4. Furniture	- 16,000
5. Computer Stationery	- 50,000
6. Teachers' Training	- 60,000
7. Internet	- 30,000
8. Maintenance - 50% of the cost of annual maintenance contract	- 20,000
9. Monitoring Cost	- 24,000
<b>Total</b>	<b>- 6,70,000</b>
10. Recurring Costs, which includes consumables, hardware and network maintenance, monitoring costs, telephone for Internet usage	- 1,34,000

It may be noted that even in the revised norms, it is proposed to have greater in-built flexibility. The States would have the option to incur expenditure on the above items or any other item like generators, preparation of labs for computers including civil repairs and cabling and provision of electricity depending upon their needs and resources, subject to a overall maximum limit of Rs.6.70 lakhs per school. The Central Government's share would be restricted to Rs.5.00 lakhs per school.

#### 5. Progress made in 2007-08:

During 2007-08, 22,833 schools (20160 under BOOT model and 2673 under Outright Purchase basis) has been sanctioned for States and UTs except Punjab, Himachal Pradesh, Mizoram, Andaman Nicobar and Lakshadweep. State/UT wise details of number of schools sanctioned, and amount released is given in the **Annexure**. In addition, the following State Institutes of Education Technology have also been given grants for production of Audio Video programmes.

Institute	Amount Released (Rs. in lakh)
i) SIET, Andhra Pradesh	29.00 (1 <sup>st</sup> Installment )
ii) SIET, Bhubaneshwar	36.75 (1 <sup>st</sup> Installment )
iii) SIET, Thiruvananthapuram	103.00

#### Integrated Education for Disabled

The Department of School Education & Literacy has been implementing the Scheme of Integrated Education for the Disabled Children (IEDC) with a view to provide educational opportunities to disabled children in common schools. The Scheme provides 100% financial assistance to State Governments/UT Administrations under various components for the education of children suffering from mild to moderate disabilities in common schools. The components include allowances for books



and stationery, uniform, transport, escort, readers for blind children, equipment, etc and salary of special teachers recruited for teaching disabled children. Against the Xth Plan allocation of Rs. 200 crore the actual expenditure as on 31.3.2007 was Rs. 201.65 crore. By the end of the financial year 2006-07 a total of over 2 lakhs disabled children were covered in nearly 1,00,000 schools.

The Minister for Human Resource Development made a policy statement in the Rajya Sabha on 21<sup>st</sup> March, 2005 committing the Government to providing education through mainstream schools to children with disabilities in accordance with the provisions of the Persons with Disabilities Act, 1995. A Comprehensive Action Plan for Inclusive Education for Children and Youth with Special Needs has also been formulated translating this statement into specific points of activity in each of the identified sectors of pre-school, elementary, secondary and higher education. The Action Plan has been circulated to Ministries/ Departments/ Organisations concerned for implementation and necessary feedback.

### **Scheme of Vocationalisation of Secondary Education At + 2 Level**

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 provides an alternative for those pursuing higher education.

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education at +2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary

organizations towards implementation of specific innovative projects for conducting short-term courses.

The Scheme, so far, has created a massive infrastructure of 21000 Sections in around 9619 Schools thus providing for diversion of about 10 lakh students at +2 level. The grants released so far since the inception of the Scheme is Rs.765 crores.

The Scheme has been evaluated/ reviewed by various agencies such as Informal Group set up by the Ministry of Human Resource Development in 1993; the Synergy Group in 1995, the Operations Research Group (ORG) in 1996,; National Council for Educational Research & Training (NCERT) working Group in 1998 and Center for Research Planning and Action (CERPA) in 1999. Based on the recommendations of various Committees/ Review Groups, the existing Scheme is under revision.

### **National Award to Teachers**

Instituted in 1958, the National Award to Teachers are given away by the President of India on 5<sup>th</sup> September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. Altogether there are 366 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State/Union Territory/ Organization has an earmarked quota based on the number of teachers. The Scheme also covers teachers of the schools affiliated to Central Board of Secondary Education (CBSE) including teachers of independent affiliated schools situated abroad, Council for Indian School Certificate Examination (CISCE), Sainik School, Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Tibetan School Administration (CTSA) and schools run by the Atomic Energy Education Society. From the award year 2001, 33 'Special Awards' have been earmarked to teachers promoting integrated inclusive education in schools and promote the

education of children with disabilities in regular schools. From the award year 2006, 2 additional 'Special Awards' have been earmarked to KVS increasing the total number of 'Special Awards' to 35. Each award carries with it a certificate of merit, a cash award money of Rs.25,000/- and a Silver Medal.

On 5<sup>th</sup> September 2007 (Teacher's day), 313 teachers from all over the country including 90 lady teachers, 11 Sanskrit teachers, 03 Arabic/Persian teachers and 12 teachers for promoting education of children with disabilities in integrated/ inclusive education in schools, were conferred with 'National Award to Teachers' by the President of India in a glittering ceremony.

### **National Council of Educational Research & Training**

#### **Objective**

The National Council of Educational Research and Training (NCERT) is an apex resource organization to assist and advise the central and the state Governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education through its various constituents viz. the Departments of National Institute of Education, New Delhi, Central Institute of Educational Technology, New Delhi, Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal and Regional Institutes of Education located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. To achieve its goals, the NCERT:

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

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

Organizes extension services for institutions, organizations and

agencies engaged in educational reconstruction;

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

Collects, compiles, processes and disseminates educational information;

Collaborates with international organizations and national-level educational institutions of other countries.

#### **Overview**

The NCERT undertakes programmes related to research, development, training, extension, international cooperation, publication and dissemination of educational information. It functions in almost all aspects of school education viz. Early Childhood Care and Education, Universalization of Elementary Education, Education of Groups with Special Needs such as SC/ST; Minorities; Girls; Physically Challenged, Pre-service and In-service Teacher Education, Vocational Education, Examination Reforms, Educational Technology, IT Education, Value Education, Environmental Education, Population Education, Popularization of Science, Guidance and Counselling, identification and nurturance of talent, development of curriculum and instructional material, content and processes of education, etc. in collaboration with states, central and state level educational organizations, and international organizations. Its programmes are formulated based on the educational needs of states, national priorities and commitments, and international inputs.

The NCERT continued to carry out its major on-going programmes such as preparation of textbooks based on NCF (2005) Jawaharlal Nehru National Science

Exhibition for Children, Support to State Level science exhibitions, National Talent Search Scheme, National Awards for Innovations in Teacher Education and School Education, National Awards for Best Practices in Vocational Education, Innovative pre-service teacher education and counseling courses, All India School Education Survey, Survey of Research in Education transmission of Educational Video Programmes on Doordarshan and Gyan Darshan and Audio Programmes on F.M. Radio. Teachers' training on new textbooks through Teleconferencing using EDUSAT facility etc.

The highlights of programmes proposed for and being carried-out during 2007-08:

### **Curriculum Review and Renewal**

Following are the main activities conducted under review and renewal of National Curriculum Framework (NCF). Continuation of the work of translation of National Curriculum Framework (2005) in languages listed under VIII schedule of the Constitution; State support programmes for curricular reforms; Orientation programme on National Curriculum Framework (2005) for teacher educators, National Rural Teachers' Meet on 'National Curriculum Framework' at RIE, Ajmer and Meetings of National Focus Groups (NFGs). Under the state support programme fourteen states have revised their syllabi and are in the process of developing textbooks. These States are Kerala, Andhra Pradesh, Chhattisgarh, Punjab, Haryana, Himachal Pradesh, Uttarakhand, Bihar, Mizoram, Manipur, Assam, Nagaland, Meghalaya and Sikkim.

### **Elementary Education**

In the area of Elementary Education research studies completed include: A Study of factors associated with low achievement among SC children at Upper Primary Stage; Special provisions for Education of SC Children

under SSA: A Status Study; Case study on Activity based Learning in Tamil Nadu and Case study on Operation Quality Programme of Madhya Pradesh. Work related to preparation of textbooks for class V in Mathematics, Hindi and Environmental Studies was carried out. Orientation programmes for teachers and teacher educators from Delhi & Kendriya Vidyalayas on newly developed instructional material were organized through face-to-face mode and teleconferencing. A workshop on 'Diagnostic and Remedial Teaching and Action Research' was conducted. A six-month diploma course in Early Childhood Care and Education was conducted.

### **Education of Groups with Special Needs**

Number of research, development, training & extension activities were taken-up for facilitating Inclusive Education. The research and development projects include: Developing an index for inclusive schools; Development of training guidelines for addressing diverse learning needs of children with special needs in mainstream classrooms to promote inclusive education, An exploratory study of Sign Language with the purpose of introducing it at the primary level, A study of Ashram Schools to assess the performance of Sarva Shiksha Abhiyan in four tribal dominated states; Identification of the causes of inter-district disparities in literacy of States with high SC population and The role of Panchayati Raj Institutions in promoting education among the scheduled caste community. In order to build capacity for better planning and management of inclusive education in the country NCERT has taken up an orientation programme for educational administrators in the area of education of SCs, STs and Minorities. Orientation programme were organized for teachers of Jharkhand, Madhya Pradesh and Orissa with particular reference to handling of multi lingual classrooms.

A meeting of the members of 'Minority Cell' from the NCERT and all its constituents was conducted to assess the status of minority education in various states.

### **Education of the Girl Child**

In the area of Girls Education a study on Status of Government Incentive Schemes for the Enrolment and Retention of ST Girls in the North Eastern States' was carried out. A study on 'Perception of Women Teachers Working in Rural Areas and Problems Confronting Them' is continuing. Sensitization Campaigns on female feticide and addressing the problem of declining sex ratio were organised at Dharmashala, District Kangra, Himachal Pradesh and at Chandigarh. A four -week training programme was organized for sensitizing the teachers and teacher educators towards the uplifting of ST girls with a rural focus and preparing them for undertaking action researches on issues related to tribal education. Teachers were sensitised on 'Gender Issues in Education using EDUSAT facility.

### **Education in Science and Mathematics**

Both English and Hindi versions of textbooks in Science and mathematics for Class VIII were developed. Laboratory Manuals in Science for Secondary and Higher Secondary stages are being developed. Eight Programmes on orientation of Master trainers in Science and Mathematics at the Upper Primary, Secondary and Higher Secondary stages of School Education were organized. The 34<sup>th</sup> Jawaharlal Nehru National Science Exhibition for Children (JNNSEC) was organised at Puducherry during December 21-27, 2007 in collaboration with the Government of Puducherry. Her Excellency Smt. Pratibha Devisingh Patil, the President of India inaugurated the exhibition on December 21, 2007. During the exhibition number of popular lectures on various contemporary

topics were also organised in which the students got an opportunity to listen and interact with eminent scientists of the country. Other regular activities of capacity building, State Level Science Exhibitions, Quarterly journal of 'School Science' and production of Science Kits are continuing. An innovative Micro scale Chemistry Laboratory Kit has been produced for conducting chemistry practical at senior secondary stage. A novel Molecular Model Kit has also been produced to understand chemical structures. A new Science Kit has also been developed based on new NCERT textbooks for class VI to VIII.

### **Environmental Education**

In the area of Environmental Education a core-group to monitor the implementation of Environmental Education in States and UTs has been created. Networking of Environmental Education is in progress. Five project books for class VI to X are also progress. Environmental Component is included in infusion mode in the textbooks of classes III to X

### **Education in Social Sciences and Commerce**

Three textbooks, one each in the areas of History, Geography and Political Science and economics (Social & Political Life III) for Class VIII have been developed during 2007-08. A research project on 'A Study of Linkages of School Curriculum in the area of Commerce with Business and Industry' was completed. A National Seminar on 'Field Studies in Sociology of Education in India' was organised.

### **Education in Languages**

The textbooks for classes V and VIII in the languages, Hindi, Sanskrit, Urdu and English were developed. Syllabus was designed for a new course, 'Creative Writing and Translation' at Higher Secondary Stage. Teaching-learning material for class XI for the course is being developed. A National

seminar on 'Acharya Hazari Prasad Dwivedi' was organized. Teachers and teacher educators were oriented to new textbooks in languages and new strategies of teaching-learning through teleconferences. Under the National Sanskrit Project, a national seminar on 'Teaching of Sanskrit through e-learning' was organized. Two monographs one on 'Multilingualism' and the other on 'Language Across Curriculum (LAC)' were prepared. Additional reading material for secondary and senior secondary stage, titled 'A selection of literary works of women writers in India' was developed.

### **Educational Evaluation**

Training of Paper setters of Uttarakhand and Madhya Pradesh School Education Boards was organized. Four regional conferences and one National Conference of Chairpersons of Boards of School Education were held. Data analysis of the Mid-Term Achievement Survey at the end of Class III was completed and report writing was in progress. Tests and tools of Mid-Term Achievement Survey were reviewed. A meeting with State Coordinators was conducted for Mid-Term Achievement Survey at the end of Class V, VII and VIII.

### **Educational Psychology**

The six-month Diploma Course in Guidance and Counseling was conducted. Preparation for the International Diploma Course in Guidance & Counseling through Distance/Online Mode in Collaboration with the Commonwealth of Learning (CoL) is in progress. The course material includes modular print material, practical handbook and audio-video & computer aided material. Study Centres will be set up at the five Regional Institutes of Education (RIEs) of NCERT. Other activities in this area include strengthening guidance and counseling at state level by providing extension services through Guidance and Counseling Resource Centre and National Library of Educational and Psychological Tests (NLEPT).

### **Peace and Value Education**

A six -week training course on Peace Education for teachers was organized from 4 June to 13 July 2007. A handbook on Peace Education is being developed for teachers. Ongoing activities like promoting research and innovations in Value Education; Journal of Value Education, Updating of database in Value Education, Enrichment of Reference Library of National Resource Centre for Value Education (NRCVE) are continued.

### **Computer Education**

Syllabus for the Computer and Communication Technologies (CCT) for classes XI and XII based on NCF (2005) was developed. The development of multimedia courseware on 'Art Education' for secondary classes in collaboration with Indira Gandhi National Centre for Art is at the final stage. Scripts for other two titles viz. 'Biomolecules' and 'Matter' for secondary classes have been developed. Three orientation programmes for teacher-educators in Integration of Information Technology (IT) tools and IT-based Learning Resources in Curriculum transaction were organized. NCERT is working for the education portal of MHRD named "Sakshat".

### **Educational Technology**

NCERT (CIET) continued to produce Audio-Video programmes, mainly on school curricular areas. Video programmes produced by CIET were telecast on DD-I and Gyan Darshan. Radio programmes were broadcast on F.M. Radio. Some studies undertaken in Educational Technology include: A Study on scope and relevance of Media Education in School Education System; A Critical analysis of News Channels coverage of educational issues; A study of utilization of ETV programmes in U.P. Three multimedia packages in mathematics, on estimation, symmetry and self-assessment (class V) have been prepared.

## **Vocational Education**

In the area of Vocational Education Competency Based Curricula in 'Marketing and Salesmanship' & 'Office Secretaryship' are being developed. Other material being developed include 'Training Manual for Living Skill Course', 'Guidelines for Work Centered Education' and 'Software for Question Bank.' For capacity building training programmes are being organized for vocational teachers and key functionaries in the areas of Marketing and Salesmanship, Horticulture, Bakery and Confectionary, Accountancy and Auditing, Entrepreneurship and Computer Technique. A National Level Vocational-cum-Technical Exhibition-cum-Seminar was organized in collaboration with Maharashtra state. Distribution of NCERT awards for 'Best Practices in Vocational Education' was organized on 17 November, 2007.

## **Teacher Education**

In the area of a Teacher Education studies undertaken include: 'A study of professionalism of rural primary school teacher' and 'A comparative study of pre-service teacher education programme at secondary stage in India, Sri Lanka, Pakistan and Bangladesh. Five schools were selected for extending academic and financial support under the scheme "Revival of Heritage Schools". Training programme in Yoga Education for teacher educators and teachers at secondary level was held.

RIEs at Ajmer, Bhopal, Bhubaneswar and Mysore continued to offer pre-service four-year integrated B.Sc.B.Ed./B.Sc.Ed., two year B.Ed., one year M.Ed. and one year Post-Graduate Diploma Course in Guidance and Counseling (PGDGC).

## **Grant-in-Aid Schemes of Environmental Education (under QIS), Adolescence Education and Yoga**

NCERT has been implementing the grant-in-aid scheme of the Ministry of HRD in the

areas of Environmental Education (under QIS), Adolescence Education and Yoga in Schools. The National Population Education Project is being implemented by 30 States and Union Territories. During the year 2007-2008, the activities were focused on promoting the integration of population education and adolescence education elements in the content and process of school education and teacher education. Three Reports namely (i) Content Analysis of School Textbooks, (ii) Content Analysis of Teacher Education Syllabi and (iii) Content Analysis of Adult Literacy Materials were finalized. Specific activities on World Population Day, World Environment Day and World AIDS Day were held. Training of States Resource Persons was organized. The Scheme on Introduction of Yoga in Schools was reviewed by the National Focus Group.

## **National Talent Search Scheme**

NCERT continued to identify talent and provide financial assistance through its National Talent Search Scheme. One thousand scholarships each were awarded to class VIII and class X awardees. The nurturance programme for NTS awardees of was organized.

## **Promotion of Education Research and Innovations**

NCERT promotes educational research through the Educational Research and Innovations Committee (ERIC) by providing financial support. Under ERIC eight research projects were completed and 37 projects are going on. Dissemination of Researches are being made through publication of Indian Educational Review (IER) and Indian Educational Abstract (IEA). Volume two of the Sixth Survey of Educational Research is under print. NCERT Doctoral Fellowships, IIC Lecture Series, Thursday Lecture Forum were continued.

## **Educational Survey and Data Processing**

Nine reports have been prepared based on

the 7<sup>th</sup> All India School Education Survey. A web enabled package for online updation of school directory and collection of school statistics using web technology was prepared. A training course on statistical Methods using MS EXCELL and SPSS was conducted for the faculty of NCERT to develop the capabilities in quantitative analysis of research data in school education using statistical packages. An atlas of school education consisting of geographical maps depicting various data items/educational indicators-access, schools, teachers and enrolment based on 7<sup>th</sup> All India School Education Survey has been developed. District and state level information on certain indicators of school education derived from the 7<sup>th</sup> All India School Education Survey data was provided to the ministry and national level organizations and institutions. Work related to Post Enumeration Survey continued.

#### **International Cooperation**

The NCERT continued working as a major agency for implementing the bilateral Cultural Educational Exchange Programmes (CEEPs) in the field of school education and teacher education. Several delegations from different countries visited NCERT and interacted with faculty and authorities.

#### **Publication and Dissemination**

The NCERT is continuing publication of school textbooks, workbooks, teachers' handbooks, supplementary readers, research reports, monographs and educational journals etc. The distribution of NCERT textbooks is being undertaken through the network of wholesale agents all over India.

#### **Library, Documentation and Information**

The NIE library has been identified by DLA (Delhi Library Association) as a training centre for Certificate in Library Science (CLS) students. A meeting of Senior Library Professionals from the constituent libraries

was organized. Training programmes for Capacity Building of School Librarians to Modernize School Libraries were conducted. Acquisition of Books, Journals & Periodicals continued.

### **Central Board of Secondary Education (CBSE)**

#### **Introduction:**

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

#### **The main objectives of the CBSE are:**

- Affiliate institutions both in India and outside.
- Conduct annual examinations at the end of Class X and XII.
- Conduct Entrance Examinations to professional courses for admission into Medical and Engineering colleges.
- Update and design curriculum.
- Build capacity of teachers and heads of institutions.

There are 9274 schools affiliated with CBSE as on 15.12.2007 which include Kendriya Vidyalayas, Government, Independent and Jawahar Navodaya Vidyalayas located in India and in 21 other countries.

#### **Examinations Conducted by the Board are:**

- Senior School Certificate Examination (Class XII).
- Secondary School Examination (Class X).
- All India Pre-Medical/Pre-Dental Entrance Examination.
- All India Engineering Entrance Examination.
- Jawahar Navodaya Vidyalaya Selection Test.

### Senior School Certificate (Class XII) Examination 2007

- (i). **Duration of Examination:** 1<sup>st</sup> March 10<sup>th</sup> April 2007.
- (ii). **Date of declaration of result:** 23<sup>rd</sup> May 2007 for Ajmer and Chennai Regions and 25<sup>th</sup> May 2007 Panchkula, Guwahati, Allahabad and Delhi Regions.
- (iii). A total of **503161** candidates registered in 2007 for Class XII exam as against **454480** during 2006 showing an increase of approximately 10.71% over last year.
- (iv). The pass percentage of regular candidates was **82.90%** and that of Private and Patrachar candidates was **40.68%**.
- (v). The total pass percentage of boys was **77.37%** as against **85.02%** for girls.
- (vi). The total pass percentage of candidates in 2007 was **80.64%**.

### Senior School Certificate (Class XII) Examination 2008

- (i) **Duration of Examination:** 1<sup>st</sup> March 2<sup>nd</sup> April 2008
- (ii) **No. of registered candidates to take examination** : 548768

### Secondary School Certificate Examination (Class X) 2007:

- (i) **Duration of Examination:** 2<sup>nd</sup> March 28<sup>th</sup> March 2007.
- (ii) **Date of declaration of result:** 28<sup>th</sup> May 2007 for Ajmer and Chennai Regions and 29<sup>th</sup> May 2007 for Panchkula Guwahati, Allahabad and Delhi Regions.

- (iii) A total of **705857** candidates registered in 2007 as against **647992** during 2006 showing an increase of approximately **8.93%** over last year.
- (iv) The pass percentage of regular candidates was **87.94%** and that of Private and Patrachar candidates was **26.74%**.
- (v) The total pass percentage of boys was **84.24%** as against **84.72%** for girls.
- (vi) The total pass percentage of candidates was **84.44%**.

### Secondary School Certificate Examination (Class X) 2008

- (i) **Duration of Examination** : 1<sup>st</sup> March 27<sup>th</sup> March 2008
- (ii) **No. of registered Candidates to take examination:** 765066

### Highlights of 2007 Examination

- No. of pages in the main answer book for class X had been increased to 40 from 32 and for Class XII to 48 from 32 pages.
- Page numbering had been introduced on the main answer books.
- Security mark had been introduced on the blank answer books.

### Highlights of Changes Introduced From 2008 Examinations

- In order to ensure accuracy in the secrecy of roll numbers, title page of the answer books for Class XII has been modified and implemented as a pilot project for the examinees under the jurisdiction of Regional Offices Ajmer and Panchkula.
- In order to ensure that practical examination in respect of Class XII students is conducted by the Practical Examiners appointed by the Board,



Chief Nodal Practical Examiners have been appointed in the Districts/Cities. The Chief Nodal Practical Examiner will inform the Board about the non-reporting of practical Examiners appointed by the Board and the Board will appoint a fresh practical examiner.

- For fixation of examination centres, District Level Committees were constituted to suggest the name of the schools having sufficient infrastructure that could be made centres for the 2008 examinations. The Centre Notifications of all Regions have been finalized keeping in mind the recommendation of such committees. This has been done to avoid last minute change of centres and shifting of question papers from one custodian to another.

#### **All India Pre-Medical/Pre-Dental Exam 2007**

The PMT/PDE is conducted by the Board on the directives of the Supreme Court of India. The 19<sup>th</sup> Entrance Exam was conducted on 1<sup>st</sup> April, 2007 at different centres located in the State Capitals and Union Territories. 210318 Candidates registered this year out of which 193119 candidates appeared for this examination. The results of preliminary examination were declared on 14<sup>th</sup> Apr 2007. 17135 candidates qualified in preliminary examination appeared in the final examination held on 13<sup>th</sup> May 2007. The results of final examination were declared on 5<sup>th</sup> Jun 2007. The merit list contained 1681 candidates while 2483 were wait listed.

#### **All India Pre-Medical/Pre-Dental Exam 2008**

Preliminary Entrance Exam will be held on **6<sup>th</sup> April 2008 and final on 11<sup>th</sup> May, 2008** at different centres located in the State Capitals and Union Territories.

#### **6<sup>th</sup> All India Engineering Entrance Examination 2007**

The fifth All India Engineering/Architecture Entrance Examination (AIEEE) was successfully conducted on **29<sup>th</sup> April, 2007** by the Board at 1047 examination centres all over the country. In this examination 641276 candidates were registered out of which **599096** candidates appeared. Central Counseling Board duly constituted by MHRD made the allotment of approximately 13653 seats in various institutions including NITs, RECs, Deemed Universities, technical institutions and other Government founded institutions.

#### **7<sup>th</sup> All India Engineering Entrance Examination 2008**

The Seventh AIEEE will be held on **27<sup>th</sup> April, 2008** for admission to degree level courses in Engineering and Architecture in Central Universities, deemed Universities, National Institutes of Technology and Institutions in the State/UTs other than those covered by Joint Entrance Examination/State level Entrance Examination for paid or unpaid seats based on the score.

#### **Jawahar Navodaya Vidyalaya Selection test 2007**

The selection tests for admission to Class VI in JNVs are conducted by the Board thrice a year, February for summer bound schools, April for winter bound schools and September-October for newly established JNVs. 14,00,000 candidates appeared in February/April/June/July 2006 examinations. CBSE also conducts the examination for admission to Class IX. This year 60,000 candidates appeared in the examination which was held in June 2007.

#### **CBSE Tele-counselling**

CBSE has been providing counseling to the students and parents for the last ten years consecutively. The first phase of CBSE tele-

**counselling help-line** started from 1<sup>st</sup> February to 31<sup>st</sup> March 2007. As many as 42 principals, trained counselors from CBSE affiliated govt. and private schools, psychologists and social scientists manned this helpline individually from 13 places like Delhi, Chandigarh, Meerut, Noida, Jaipur, Gurgaon, Faridabad, Bhubneshwar, Vishakhapatnam, Coimbatore, Mumbai and **from two new cities in Jabalpur and Jamnagar**. **For the first time, this year two new centres were set up outside India in Yemen and Sharjah.** With this there were total five helpline centres including Dubai, Kuwait, Doha & Qatar operating abroad.

Besides regular tele-counselling CBSE offers counseling through a multi-tier system in order to enable more and more examinees to avail the facility of counseling reaching out especially in far flung areas.

A. **IVRS:** First to be introduced by any Board of Education in the country, CBSE has made a unique effort to provide tele-counseling through Interactive Voice Response System (IVRS) mode for the third consecutive year in 2007.

B. **Question-Answer columns:** CBSE collaborates with national papers like India Express, Hindu, Hindustan Times and Hindustan Dainik for weekly question answer columns throughout the month of February.

C. **On Line Counselling:** It is provided by Head in-charge of Examinations and Academics.

D. **CBSE Website:** Information related to examinations and techniques to cope with exam related anxiety frequently Asked Questions is specially provided at the CBSE Website.

The second phase of counseling was held from 23<sup>rd</sup> May 2007 till 6<sup>th</sup> June. This phase deals with post result situations. As many as 27 counsellors, social scientists, psychologists in the country were engaged in this work in

India. This facility was also available in Doha Qatar and Yemen.

### Sample Question Papers

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

Sample Question paper Languages Class XII

Sample Question paper Humanities Class XII

Sample Question paper Commerce Class XII

Sample Question Paper Science Class XII

Sample Question paper Languages Class X

Sample Question paper Mathematics,

Social Science, Science & Technology Class X

### Marking Schemes

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

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

**Class XII : Science, Commerce and Humanities**

**Class X : All subjects**

## Academic Activities during 2007-2008

### New Curriculum

Based on the NCF, 2005 Syllabi in different subjects based and the new NCERT Curriculum for classes X and XII were approved by course committees with minor changes. The updated Secondary School Curriculum and Senior School Curriculum Volume 1 and 2 for 2009 examination were published and made available to all the affiliated schools. Affiliated schools were informed about the revised syllabi and new textbooks for classes I, II, III, VI & VIII with instructions not to prescribe excessive number of textbooks. There were no changes in syllabi for classes V & VIII. The annual feature of annual updation has been carried out to enable timely publication of curriculum 2010.

### New Competency based courses in Vocation Education with joint certification

- The Board has already introduced a new vocational course in **Financial Market Management** in class XI from the academic session 2007-08 with industry support. In collaboration with National Stock Exchange, Mumbai and BLB Institute of Financial Markets a Mock Trading Software has been developed. It has been made available to schools at subsidized rate to help students acquire practical skills in trading of stocks. Textbooks for class XI in the following subjects have been published:
  - **Introduction to Financial Market I**
  - **Computer Application in Financial Market**
- 53 schools have introduced the course at class XI from the current academic year. Two rounds of teacher training have been conducted by the Board in collaboration with BLB Institute of Financial Market (member of Assocham) in April & May 2007; 86 teachers participated. There will be joint certification with National Stock Exchange (NSE). The textbook for class

XII in Accounting for Business II, Introduction to Financial Markets-II and Business Process Outsourcing Skills are under preparation and they are expected to be available to schools by the end of February 2008.

- Under Professional Competency Education CBSE is planning to launch the two more courses at senior secondary level:

(i) **General Health Care:** The syllabus for class XI & XII has been prepared with the help of FICCI, CII, Max Health Care Institute and other leading organizations in Health Care. The syllabus include the following components in Health Care:

#### Class XI

- Anatomy and Physiology
- Health Care Delivery System
- Food Nutrition and Dietetics

#### Class XII

- Health Education, Communication, Public Relations and Public Health
- Basic Concepts of Health & Disease and Medical Terminology
- First Aid and Emergency Medical Care

Besides the above students have to take one language and Biology as compulsory subjects. They can also take an additional academic subject which will provide vertical mobility.

#### (ii) **Fashion Design and Garment Technology**

The syllabus and course materials are being prepared with the help of National Institute of Fashion Technology, New Delhi. The syllabus consists of the following PCE components:

## Class XI

- Introduction to Fashion Industry
- Elements of Design and Fashion
- Garment Construction- I

## Class XII

- Fabric Study
- Basic Pattern Development
- Garment Construction II

Besides the above subjects the students have to study one language and another elective from the academic stream. They can also take an additional subject or language to facilitate vertical mobility. A committee has been constituted to identify more such courses.

### (iii) Creative Writing and Translation Studies

A new optional elective in Creative Writing and Translation Studies has been introduced at class XI from 2007-08. The course material has been developed and made available to schools by July, 2007. More such new millennium subjects are on the anvil to be implemented in a phased manner in future.

## New Languages

**Japanese Language**, introduced in class VI during 2006-07, was extended to class VII during 2007-08. Textbooks prepared by Japan Foundation have been made available to schools. Three teacher training programmes have also been conducted. Textbooks for class VIII are under preparation.

**Bahasa Maleyu** has been introduced in class IX from the academic year 2007-08. The syllabus and textbooks prescribed by the Ministry of Education, Malaysia have been adopted.

## Assessment and Evaluation

- Internal assessment for 20 marks in

**Mathematics for class X** was introduced in March 2007 examination. This is in continuation of implementation of Maths Lab which has been made compulsory in all CBSE schools. The feedback has been encouraging. Guidelines for internal assessment in the subject have been published by the Board.

- **Restructured Science Practicals has been introduced in class X** and for the first time theory paper on Practical Skills for class X was conducted in March 2007 Board Examination. Multiple choice questions with OMR answer sheet were used for the first time. The feedback is encouraging.

- **Revised designs of question papers for class X & XII examinations:**

Based on the National Curriculum Framework 2005 the Board has redesigned the question papers in all the major subjects for class X & XII examinations and they will come into effect from March, 2008 examination. Besides testing understanding of information, the focus will be on measuring students' abilities to reason, justify, analyze, process and evaluate information. The new design includes about 10% of very short answer questions and about 20% of questions to assess high order thinking skills Sample Question Papers developed on the new design have been published. They are also available on CBSE website.

## Other Curricular Activities

- **Supplementary material on activity-based approach to teaching of Science in class VI** was brought out under the title 'Learning by Doing'. The material for class VII is being prepared.
- **World Social Science Curriculum** has been introduced for students in Board's affiliated schools of foreign countries in

classes VI-VIII in a phased manner contextualizing History & Geography to make Social Science relevant to local needs. Option will be given to the foreign students to study either Indian Social Science or World Social Science.

- A committee has been constituted to examine the co-relation between the student performance in external examination and internal assessment in class X in subjects of Mathematics and Social Science. The committee has been entrusted with the task of suggesting ways and means to improve the quality and credibility of internal assessment. The committee also may recommend moderation, statistical/manual, in order to achieve this objective.

- **Improving the quality of laboratory practical work in class IX & X:**

The Board introduced restructured question paper in Science with 60% for external theory exam, 20% for external theory examination to test practical skills and 20% for internal assessment of laboratory practical work from March 2007 examination for class X. As a further measure to strengthen science practical work at Secondary level the Board is considering a proposal of strengthening the practical syllabus of class IX and incorporating along with practical syllabus of class X for the external examination on practical skills to be held as part of class X Board examinations.

#### **National Sahodaya Conference**

The 14th National Sahodaya Conference was held at Chandigarh on 1st -3rd November, 2007. About 400 principals from all over the country attended the conference. The theme of the conference was "Thinking Schools Learning Communities". A Souvenir was also released on this occasion.

#### **Training & Empowerment**

Teacher Training Programmes were conducted in Science, Maths, Biotechnology, Social Science and Economics at various venues in the country and abroad.

- **Strategic Leadership Training at NUEPA:** A five-day training programme was conducted for principals at NUEPA from 14th -18th May, 2007 and 3rd to 7th December, 2007.
- **Strategic Leadership Training at IIM, Ahmedabad:** the 9th training at IIM, Ahmedabad was held on 7th -13th October, 2007. 45 principals attended the programme. IIM, Kolkata, IIM Bangalore and XLRI, Jamshedpur have also shown interest. Details are being worked out.
- **Induction courses for Principals of newly affiliated schools** conducted at Delhi, Kochi, Lucknow, Kolkata and Chandigarh.

#### **Student Enrichment Activities**

- **National Science Exhibition** at zonal level was held in 11 centres across the country in August, 2007. Over 850 schools participated at the zonal level exhibitions and the best of these exhibits were featured in the National Exhibition which was held at New Delhi in September, 2007. 105 schools participated. 20 best exhibits were selected and awarded cash prize. They would also participate in the National Children's Science Exhibition in December, 2007 at Pondicherry.
- **Group Mathematics Olympiad :** The regional level was held in October, 2007 and over 5000 students participated. 30 best students have been selected to participate in the Indian National Mathematics Olympiad to be held in January, 2008.

- The first written round of **CBSE Heritage India Quiz** was conducted in August, 2007. Nearly 3000 students participated. Zonal rounds were conducted in September and October 2007. The national final was held in December, 2007 at New Delhi
- The first stage **CBSE National Informatics Olympiad** was held in November, 2007. Over 9000 students participated in 48 centres across the country and abroad.

### **Sakshat A Student Portal**

Ministry of Human Resource Development has launched a student portal called 'SAKSHAT'. It helps students of both school and colleges to enrich their learning. CBSE has contributed to the portal in different subjects. Subject pages have also been made available. Sakshat Resource Teachers have been identified to provide online service to answer subject related questions during specified periods.

### **National Sports**

CBSE National Sports Programme for 2007-08 has been conducted successfully in 14 disciplines for boys and girls separately at different age groups.

### **Disaster Management**

With financial and technical support from Ministry of Home Affairs, Govt. of India and UNDP, India, 36 orientation Programs and 2 master trainers programs were organized in different parts of the country. During the period under report, four orientation programs were organized for about 375 Social Science teachers.

Besides interactive sessions on major topics such as school safety, hazards and their mitigation, alternate communication systems and safe construction practices, the teachers were given effective demonstration on first aid, fire safety, search and rescue, etc.

### **Adolescent Education Programme**

CBSE, KVS and NVS conduct activities such as training and monitoring co-curricular activities in schools. This includes organisation of advocacy activities for educational administrators, training of master trainers, teachers, other functionaries and peer educators and organisation of co-curricular activities focused on life skills development.

The CBSE is conducting training programmes at three levels :

- Advocacy Programmes for sensitisation and creating awareness
- Nodal Teacher Training Programmes (NTT) (for Counsellors / two teachers identified from each school)
- Master Trainer Programme (for identified and motivated counsellors and nodal teachers).

The CBSE is implementing AEP in 5500 private unaided schools affiliated to the Board. 1997 schools have already been covered from 2006 to October 2007. 4000 teachers have been trained so far.

The classes being targeted by CBSE are Classes IX and XI at senior secondary level. The objective of empowering principals and teachers is to ensure that activities related to AEP are conducted in schools after the training programmes. The ultimate objective is to reach out to adolescents through the Life Skills Approach.

### **Comprehensive School Health Manual**

There is growing recognition that the health and psychosocial well being of children is a fundamental value and that the school setting can provide strategic means of improving children's health, self-esteem, life skills and behaviour.

The CBSE is in the process of preparing a Manual on a Comprehensive School. The

Manual will be in four parts. Manual Part one will deal with introductory aspect of health and wellness in schools and will be applicable to all stakeholders including heads of institutes, teachers, counsellors and parents. Manual Part two will deal with an Activity Manual for the teacher teaching at the Primary level (Classes 1-5). Manual Part three will deal will be a Manual for teachers teaching at Upper Primary Level (Class 6-8), Manual Part four will deal will be a manual for teachers teaching at secondary and senior secondary level (Classes 9-12).

### **Global School Health Survey**

The Global School Health Survey is a student health survey being held for the first time in 75 schools of various types affiliated to CBSE. The 75 schools have been selected on the basis of a random survey by CDC WHO Geneva. The GSHS is being conducted in collaboration with WHO India Office.

This paper-and-pencil survey is being given to a small number of students aged 13-15 across the country. It asks students about health behaviours and experiences. The results of this survey will help students and other youth in the future.

The purpose of GSHS is to provide high quality data that can be used to develop priorities, establish programmes, and advocate for resources related to school health and youth health programmes.

### **Life Skills Education**

The Central Board of Secondary Education introduced Life Skills Education in 2003 in class VI as a unique activity based course for providing a holistic approach to the educational content. It is based on the belief that every child is unique and possesses an inner potential. This has been extended to classes VII, VIII. Life Skills are assessed as a part of continuous and comprehensive evaluation and graded based on their skills and attitudes by providing a positive

reflection on the Grade Card which helps in furthering the self esteem of the learner. Formative assessment recognizes the importance of ongoing assessment as the means to achieve maximum performance by providing ongoing feedback for learning. Formative Assessment may include both formal and informal methods such as oral questioning, teacher observation, draft work, concept maps and reviews.

As part of this initiative the Board is creating awareness and building a perspective on Life Skills Development through its empowerment programs for Principals, Counsellors, Teachers and Adolescent students.

Life Skills assessed through the Performance Appraisal Card on a five point grading scale have been categorised under three heads : **Thinking Skills, Social Skills and Emotional Skills.** The schools have been requested to incorporate these in their Performance **Appraisal Cards.** The detailed Teacher's Guidelines will be available later.

### **Poor School Performance**

The CBSE had brought out a Hand Book on Poor School Performance in 2001. The Hand Book addressed learning disorders as a major cause of Poor School Performance. It dealt with multi disciplinary approach to diagnosing Poor School Performance. Learning disorders their causes and skill deficits in children with learning disorders as well as their remediation, inclusive education and the changing roles of the teacher where transaction needs to adapt to respond to the needs of all children. The schools need to change their policy, culture and practices including assessment and evaluation procedures. The CBSE is now on the process of revising this handbook to make it more reader friendly as well as practical so that teachers can use it more meaningful in their classrooms.

## New publications

- Updated curriculum at secondary and senior secondary stage 2009 examination, volumes 1 and 2.
- Supplementary reading material in Economics for class XII.
- Subject page 1 in Economics.
- Making Project Work in Social Science.
- Performance Analysis Study Report in Social Science, Class X March 2005 examination.
- Performance Analysis Study Report in Economics class XII.
- Performance Analysis Study Report in Physics class XII.

## Redressal of Public Grievances

The cell for the redressal of public grievances was set up in 1993. This cell constantly monitors public grievances received from different sources and ensures timely disposal of public complaints. Every week Wednesday forenoon is observed as 'Meetingless Day' in the Board's head office and Regional offices when the public can directly approach senior officers regarding their grievances, if any. Monthly and quarterly reports on the public grievance are sent to the Ministry and Deptt. of Public Grievances, Cabinet Secretariat on regular basis. **28** complaints in total were received and settled in favour of the complainant with a reasonable time frame.

## Malpractice Cell

Besides the public grievance redressal cell the public relations unit also monitors malpractice cell, which has been set up under the aegis of MHRD, Govt. of India. The main objective of the cell is to keep a vigilant watch on educational activities of private organizations and institutions. The cell monitors misleading advertisement

appearing in national, regional dailies and also verifies complaints received from other public sources promptly. **10** cases of disaffiliation, downgradation of schools on account of irregularities have been published in national and local newspapers. Public awareness through mass media was generated about the mal-practices adopted by such institutions.

So far the following have been identified as fake boards:

1. Central Board of Higher Education, Vachaspati Bhawan, Uttam Nagar, New Delhi.
2. All India Board of Secondary Education, Gazipur.
3. Central Board of Higher Education, East Patel Nagar, New Delhi.
4. Board of Adult Education & Training, Brahmpuri, Nangal Rai, New Delhi.

## Implementation of Right to Information Act 2005 in CBSE

As per the directions of Ministry of HRD, CBSE has implemented the Right to Information Act 2005 with effect from 12<sup>th</sup> October 2005. The Act as per the Gazette of India is made for citizens to secure information under the control of public authorities in order to promote transparency and accountability in their everyday working. CBSE has appointed Public Information Officer (PIO) and Assistant PIOs as group coordinators as per the Act. Public Information Counter has also been set up in the Public Relations Unit.

## On-line Affiliation A step towards e-governance

- CBSE has introduced on-line system of processing of applications for affiliation/extension/introduction of additional subjects w.e.f. 1<sup>st</sup> December 2005. This measure has facilitated prospective applicant schools in terms of



time spent in filing the applications, reducing processing time of application and information regarding the status of the school etc. In a first ever initiative of its kind, even examination of application up to senior levels is done on-line.

- Only those applications which are received 'on-line' are accepted for processing.
- Approximately 2551 applications have been received and processed for affiliation during the current year.

### National Teacher Awards 2006

CBSE Teacher Awards were instituted in the year 2001 by the Union Ministry of Human Resource Development as a separate category. 13 teachers/principals of CBSE were honoured with Teacher Awards on 4<sup>th</sup> September, 2007. Each award consists of a merit certificate, a shawl and a cash prize of Rs.25,000/-.

### Kendriya vidyalaya sangathan

The scheme of Kendriya Vidyalaya Sangathan (KVS) was approved by Government of India

Sl. No.	SECTOR	NO. OF KVs
i	Defence	351
ii.	Civil	500
iii.	Institutes of Higher Learning	18
iv.	Projects	110
<b>TOTAL:</b>		<b>979</b>

### Admissions

The basic criterion for admission in Class-I in KVs is the transferability of the parent during the last 7 years. Thereafter, other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population, if seats are available 9.49,453 students are studying in Kendriya Vidyalayas as on 31.08.2006.

in November 1962 to provide uninterrupted education to the wards of the transferable Central Government employees. Initially, 20 regimental schools were taken over as Central Schools during the academic session 1963-64. This number has now gone up to 979 functional schools including 3 abroad (Kathmandu, Moscow and Tehran). 44 KVs are running in double shift.

### KVS Administration

The Hon'ble Minister of Human Resource Development is the ex-officio Chairman of Kendriya Vidyalaya Sangathan. The Commissioner is the Executive Head of the Sangathan. It has 18 Regional Offices, each headed by an Assistant Commissioner who monitors the functioning of all Kendriya Vidyalayas in the region. There are 3 functional ZIETs (Zonal Institute of Educational Training) each headed by a Director. 979 Kendriya Vidyalayas are headed by a Principal/Principal Grade II who manage the functioning of the school. Distribution of Kendriya Vidyalayas are as under,

The distribution of 979 functional KVs sector-wise is as under:-

### Pre-primary Education

KVS has introduced Pre-primary education in Kendriya Vidyalayas on self-financing basis, wherever infrastructure is available. Children of 4 years of age as on 1<sup>st</sup> April are given admission.

### Course of Study At +2 Stage

KVs mainly provide Science Commerce and Humanities Streams. From the session 2005-06 three more subjects have been introduced at +2 level. These subjects are:-

- (i) Multimedia & Web Design
- (ii) Information Technology
- (iii) Bio-Technology

## Academic Performance

The comparative performance of KVs with other organizations during the last 5 years in Classes X and Class XII examinations conducted by Central Board of Secondary Education is given in the Table below:-

### Comparative Performance of KVS

#### Organizations-Year

Class X	2003	2004	2005	2006	2007
<b>KVS</b>	84.69	90.44	89.95	90.63	95.64
<b>JNV</b>	88.50	91.43	90.82	91.93	96.41
<b>Independent Schools</b>	83.39	84.83	85.87	85.94	91.81
<b>Total (CBSE)</b>	<b>68.02</b>	<b>76.60</b>	<b>74.60</b>	<b>77.16</b>	<b>84.44</b>
<b>Class XII</b>					
<b>KVS</b>	88.67	92.75	92.47	92.89	93.14
<b>JNV</b>	85.26	87.68	87.80	90.24	90.11
<b>Independent Schools</b>	81.07	80.46	81.28	82.35	82.29
<b>Total (CBSE)</b>	<b>73.59</b>	<b>80.40</b>	<b>77.80</b>	<b>79.55</b>	<b>80.64</b>

## Sailent Features of Kendriya Vidyalayas

- KVs primarily cater to the educational needs of the wards of transferable Central Government employees.
- All Kendriya Vidyalayas are co-educational.
- Common Text books, common curriculum and bi-lingual medium of instructions, i.e. English and Hindi are followed.
- All KVs are affiliated to the Central Board of Secondary Education. Some KVs of States of Andhra Pradesh and Tamilnadu are also affiliated with State Educational Boards at the +2 level.
- In case of girls, tuition fee is not charged at all. Single girl child is exempted from the payment of all fees.
- No tuition fee is charged up to Class VIII.

- Other categories where no tuition fee is charged up to Class XII are:-

- The wards of KVS staff.
- SC/ST students.
- Children of those Armed Forces employees who were killed/disabled during the wards of 1962, 1965 and 1971 against China and Pakistan.

## Smart Schools

Initially 31 KVs had been identified by the Government of India to be developed as Smart Schools. All the 31 KVs were sanctioned Rs. 25 lacs each to enrich their infrastructure and enhance the quality of education through the optimum use of IT and Multimedia.

However, the culture of practice of computer aided education no longer remains the domain of any smart school as KVS has decided to extend this facility to other KVs as well. All KVs have a good number of computers and 2-3 computer labs in most of the KVs are functioning smoothly. KVs are also equipped with LCD projector, OHP and other teaching aids. Sustained efforts are being made to train

large number of teachers to enable them to handle and use computers. Computer awareness programme has been planned in a

big way. The statistics related to computer facilities to students is given below:-

SL. NO.	ITEM	NUMBER
1.	No. of KVs having PCs	916
2.	No. of KVs having Computer Labs	894
3.	No. of Computer Labs in KVs	1,703
4.	Total number of computers in KVs	30,312
5.	Total number of students	9,54,583
6.	Student Computer ratio	31:1
7.	No. of KVs having LAN connectivity	763
8.	No. of KVs having internet connectivity	879
9.	No. of KVs having Broadband connectivity	581
10.	No. of KVs having their own websites	867

### Training Programmes

KVS gives due emphasis to Refresher Courses for all categories of its teachers to update their

knowledge, methodology and innovative practices. In 2005, following courses have been organized

Sl. No	Category	No. of Programmers Conducted		No. of Participants	
		No. of 12 days programme	No. of short term programme	No. of 12 days programme	No. of short term programm
1.	Principal	Nil	18	Nil	634
2.	Vice-Principal	Nil	2	Nil	30
3.	PGTs	36	37	968	1210
4.	TGTs	34	24	1226	1234
5.	PRTs	33	23	1332	1754
6.	HM	6	3	131	33
7.	Misc Categories	21	13	566	239

### Project Think.com

Number of teachers and students making use of Think.com to their benefit are as under:

No. of teachers:20,000(Approx)

No. of students:2,36,000(Approx)

### Guidance And Conseling

KVs utilize the services of its teachers, especially of those having undergone the professional training in Guidance and

Consoling to help children at times of their social needs and also in selection of their career and social obligations through personality development. At times, services and support of local guidance and support of local Guidance & Counseling Institutes are also availed of by KVs.

### Hostel Facilities

KVS also provides hostel facility to its boys and girls who need it. There are 09 KVs having this facility.

## Finance

The KVS is basically funded from the non-plan funds of the Government. However, some funds are allotted under plan head also. The budget sanctioned to KVS by the Government of India, Ministry of HRD (Department of Education) under non-plan and plan heads are as under:- Budget sanctioned to KVS by Government of India:

(Rs. In crore)

Year	Non-Plan	Plan
1996-97	278.50	21.90
1997-98	356.00	39.29
1998-99	435.00	87.98
1999-2000	454.81	87.90
2001-2002	477.20	95.00
2001-2002	481.14	81.10
2002-2003	544.77	85.00
2003-2004	558.00	103.87
2004-2005	559.49	112.00
2005-06	598.94	183.00
2006-07	646.00*	235.00
2007-2008	692.30	300.00

### Kendriya Vidyalayas In North East Region

There are 92 Kendriya Vidyalayas functioning in the North Eastern Region including in the State of Sikkim with an enrolment of 59266 (Boys 33,211 and Girls 26,055) Among 92 KVs in NE Region 50 are in Civil, 22 are in Defence, 17 are in Project Sector and 3 are in Institute of Higher Learning. The pass percentage in Class X in Guwahati Region (covering pass of Assam, Meghalaya, arunachal Pradesh) is 95.29 in Silchar Region (covering remaining parts of Assam, Mizoram, Manipur, Nagaland and Tripura) is 95.89 and in KV Gangtok is 90.16 and KV Singtam is 95.83 (Sikkim Region).

The pass percentage in Class XII is given as under:

Guwahati Region: 92.98%

Silchar Region : 83.04%

KV Gangtok: 75.81%

KV Singtam: 83.93%

Number of Kendriya Vidyalayas opened in the Special Focus Districts of NE Region including Sikkim during 2006-07.

S.No.	Name of the District	State
1	East Garo Hills	Meghalaya
2	Jaintiya Hills	Meghalaya
3	Goalpara	Assam
4	Golaghat	Assam
5	Nalbari	Assam
6	Dhalai	Tripura
7	Tamenglong	Manipur
8	Ukhrul	Manipur
9	South Sikkim	Sikkim

Position of funds released for Kendriya Vidyalayas located in NER including Sikkim by KVS is as under:

Non-Plan	Plan
18.02.08	
2,808.60 lakh	1,498.88 lakhs

### Navodaya Vidyalaya Samiti (NVS)

#### OBJECTIVE

The Government of India had launched a scheme in the year 1986 to establish, on an average, one Jawahar Navodaya Vidyalaya (JNV) in each district in the country, with following objectives: -

To provide good quality modern education including a strong component of cultural, values, environment awareness and physical education to talented children in rural areas without regard to their family's socio-economic condition.

To ensure that all students of Jawahar Navodaya Vidyalayas attain a reasonable level of competence in three languages as envisaged in three-language formula of the Govt. of India.

To serve as focal points for improvement in the quality of school education through sharing of experience and facilities.

## Overview

Jawahar Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, an autonomous organization under the Ministry of Human Resource Development, Department of School Education and Literacy. The Minister of HRD is the Chairman of the Samiti and the Minister of State HRD (Education) is the Vice-Chairman. Jawahar Navodaya Vidyalayas are fully residential, co-educational institutions, providing education upto senior secondary stage. Education in JNV including boarding and lodging, textbooks, uniform, etc., is free for all students.

The Scheme started with two experimental schools in 1985 86 and has now grown upto 554 schools covering as many districts in 34 states and Union Territories . More than 33,400 new students are admitted every year. Admission in JNVs is made at the level of Class VI through an All India Test conducted by the Central Board of Secondary Education (CBSE) in the

concerned district in which all children who have passed Class V from any of the recognized schools in that district are eligible to appear.

## Students' Profile

In keeping with the objectives of providing and forward looking school system in rural areas, reservation of 75 per cent seats are made to students belonging to rural areas. Similarly, the scheme also provides a proportionate representation of SC/ST population subject to minimum national average. In addition to this, 33 per cent of the seats are reserved for girl students. In total 1,96,388 students were on the rolls of Navodaya Vidyalayas as on 30<sup>th</sup> September 2007.

The percentage of students belonging to SC/ST categories, girls and rural areas in the Navodaya Vidyalaya has been found well above national norms (15 per cent SC and 7.5 per cent ST) (as on 30.9.2007) as given below:

### Enrolment Position As on 30.09.2007

	GIRLS	RURAL	SC	ST
NUMBER	69695	151776	54992	29291
%AGE	35.49	77.28	28.00	14.91

Thus, the JNVs are serving rural students, especially girls, SC and ST students in excess of national averages.

## Excellence In Academics

Board Results of Navodaya Vidyalayas

### Cbse Results Class X & XII - Pass Percentage

Year	Class	Pass % of NVS	Overall CBSE pass % age
2005	X	90.82	74.60
	XII	87.08	77.80
2006	X	91.13	77.16
	XII	90.24	79.55
2007	X	96.41	84.44
	XII	90.11	80.64

## Construction of Permanent Buildings

As on 01.01.2008, construction of

compare favourably with their counterparts, Kendriya Vidyalayas and eminent public and private schools affiliated to the CBSE. The Navodaya pass percentage averages have generally been exceeding the national pass percentage of overall CBSE results:

permanent building complexes has been sanctioned to 544 Vidyalayas. Construction works at 418 Vidyalayas have been

completed and they have been shifted to their permanent buildings. Construction work of 126 Navodaya Vidyalayas are under progress at different stages. Construction works in respect of remaining Vidyalayas are not sanctioned, due to non-transfer of land from the respective State governments. While 418 Vidyalayas are presently functioning at permanent site, the rest of the Vidyalayas are functioning in

temporary accommodation provided by the State Government/ District Administration.

### Finance/Budget allocation

The programmes and activities of the Samiti are fully financed by the Ministry of Human Resource Development (Deptt. of School Education and Literacy). The details of funds related to NVs for the year 2003-04 to 2007-08 are as under:-

(Figures in Crore of Rupees)

Year	Non-Plan	Plan
2003-04	130.00	439.56
2004-05	139.66	449.00
2005-06	150.85	571.00
2006-07	165.15	653.50*
2007-08	173.40 (B.E.)	710.00**

\*Includes Rs. 65.40 crores allocated for N.E. Region.

\*\*Includes Rs.71.00 crore allocated for N.E. Region.

### Pace-Setting Activities

Wherever adequate infrastructure is available, Navodaya Vidyalayas have undertaken several pace-setting activities for establishing better interaction with the society around them and for the education community in the district in which they are situated. Some of the pace-setting activities being carried out by the Navodaya Vidyalayas are given below:

- Interaction of staff and students of JNVs with the teaching staff and students of neighbourhood schools.
- Participation of NVS and local teachers of neighbourhood SCHOOLS IN Workshops & Seminars organized by Navodaya Vidyalayas.

- Use of services of the school nurse for promotion of health & hygiene of the local community.
- Interaction with SCERT, DIET & other district sports & educational agencies for sharing educational facilities.
- Celebrating Library Week and promotion of library facilities for the community.

Provision & sharing of audio-visual facilities, Adult Literacy, Tree Plantation Drives have been taken up by some of the JNVs and also coaching classes, have been started in some regions for entrance examination to professional courses.

### Status of JNVS in North Eastern Region as on 31.12.07 (At a Glance)

S. No.	State	Total No of Distts	Total No. of JNVs sanctioned	No. of Distt. yet to be covered	Total no. of JNVs functional	No. of JNVs non-functional
1.	Arunachal Pradesh	16	16	0	16	0
2.	Assam	27	26	1	26	0
3.	Manipur	9	9	0	9	0
4.	Meghalaya	7	7	0	7	0
5.	Mizoram	8	8	0	7	1
6.	Nagaland	11	11	0	10	1
7.	Sikkim	4	4	0	4	0
8.	Tripura	4	4	0	3	1
	TOTAL	86	85	1	82	3

## Secondary Education in Union Territories

Academic and administrative matters in respect of school education of Union Territory are dealt by MHRD. This is mainly relevant in respect of UTs without legislature. The overall affairs of Union Territories including budgetary support falls under the purview of Ministry of Home Affairs. Cases of creation of posts in schools, matters pertaining to service conditions, amendment to Recruitment Rules, matters needing Presidential approval, etc, are handled by MHRD, which is the Administrative Ministry in respect of school education in UTs.

### Central Tibetan Schools Administration (CTSA)

**Introductory:** Central Tibetan Schools Administration was established as an autonomous organization under Min. of Education, Govt. of India in 1961 and was registered under Societies Registration Act XXI of 1860 with the objectives to run, manage and assist institutions set up for the education of Tibetan children living in India.

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

### Organisational Set up

The CTSA is governed by a Governing Body having Joint Secretary, Secondary Education, Ministry of Human Resource Development, Govt. Of India as Ex Officio Chairman, Financial Advisor, Ministry of HRD, a representative each of MEA, Ministry of Home Affairs and four representatives of His Holiness the Dalai Lama as members. The Director CTSA function as a Member Secretary. The Director CTSA acts as Principal Executive Officer of the Administration and is responsible for proper functioning of the Administration & Schools under CTSA.

The activities of the CTSA are approved and supported by its Finance Committee, Academic Advisory Committee, Works Committee and Local Area Committees.

### Scheme of Studies

The schools follow the curriculum framed by N.C.E.R.T. at Secondary and Sr. Secondary level and are affiliated to CBSE. Tibetan is taught as second language at Secondary level and as an elective at Sr. Secondary level. Medium of instruction at Primary level is Tibetan and syllabus is framed by Department of Education, Central Tibetan Administration Dharmshala . Besides Science, Arts and Commerce, CTSA offers Vocational stream having Stenography, Accounting & Auditing & Purchasing and Store Keeping.

Besides academics, students are provided opportunities to participate in the national level events in Games & sports, Scouting & Guiding and Cultural meets organized by the CBSE, CTSA and respective states and NGOs. For Promotion of Tibetan culture, Tibetan Cultural Meet is organized at Zonal and Central level.

### Schools and their level

The Administration runs eight Sr. Secondary (including six residential schools), six Secondary, seven Middle schools, seven Primary Schools & thirty five Pre-Primary Schools. In addition to this, CTSA provides grant to eight Schools.

### Infrastructure

Initially, most of the schools were opened in the buildings donated by Govt./Non Govt. Organizations which are gradually being converted into proper school buildings having all amenities viz proper class rooms, labs & play fields /hostel and have been equipped with modern electronic gadgets viz over head projectors, computers, televisions, VCRS, LCD projectors and latest Teaching aids.

## Students' Enrolment

During the year under reference, the students' enrolment was 9974, which include 6620 in day schools and 3354 in boarding schools.

## Results

During the year, the Administration has achieved 86.24% results in class XII and 92.33% in class X examination in CBSE Exam 2007.

## Staff strength

The Administration has sanctioned staff strength of 628 Teaching and 234 non-teaching staff out of which 551 and 204 respectively were in position as on 31.03.2007.

## Facilities for Post School Education

The Administration offers 15-degree course level and 5 Diploma course level scholarships to Tibetan children to pursue higher studies in Science, Arts, Engineering and Medicine.

CTSA has also got 01 seat in medicine, 07 seats in Engineering, 01 seat in Pharmacy and 05 seats in Diploma courses reserved by Government of India for the Tibetan students in different Institutions of India. Besides these, 04 seats are reserved in Regional Institute of Education in B.Sc. B.Ed Course by NCERT.

## Activities

**Award Scheme:** The Government of India has sanctioned two national Awards to two teachers every year for CTSA from the year 2002-03 onwards for their meritorious services. In order to give recognition to the services of meritorious and dedicated teachers and boost their morale of the staff, the Administration also offers four Incentive Awards to teachers and three Incentive Awards to non-teaching staff every year.

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

**Professional Development of Staff:** In order to keep the teaching and non-teaching staff abreast with the latest developments in contents & methodology and to boost their efficiency, CTSA organizes in-service courses for the teaching and non-teaching staff frequently. In the year 2006-2007, 10 such in-service courses/workshops were organized.

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

**Publication:** In order to develop creativity in the staff and students and to provide them an opportunity to publish their original writings, CTSA publishes an annual trilingual journal. Publication of a quarterly newsletter has also been started.

**School Development Fund:** The Administration has started generating some funds from the financial year 2004-2005 by introducing School Development Fund @ Rs.20/- per head per month from all the students from class I to VIII & Computer Fee @ Rs.20/- from all the students from class IX to XII except Informatics Practices and @ Rs.40/- from the students having Informatics Practices.

**Public Information/Facilitation Center:** The administration has opened Public Information/Facilitation Counter at CTSA (HQ), Delhi and Schools located all over the country under the Right to Information Act, 2005. The Central Public Information Officer is functioning at Headquarters, Delhi. The Assistant Public Information Officer's are functioning at all the Central Tibetan Schools.



## Budget

The Administration is fully financed by the

Government of India. The Budget Estimates for the year 2007-2008 were as follows:-

		<b>Budget Estimates (in lakh) 2007-08</b>	<b>Revised Estimates (in lakh) 2006-07</b>
Non-Pan	:	Rs.1635.00	Rs.1560.00
Plan	:	Rs.600.00	Rs.450.00

## Future programmes

In order to improve results of internal and board examinations, the Administration will ensure regular supervision of schools, effective special teaching will be ensured, emphasis will be given to in service training courses, study material will be prepared and supplied to schools, vacancies of teaching and non teaching staff will be filled, staff will be motivated for better performance, the atmosphere in the schools will be made more conducive to provide best academic environment to the children. Modern electronic gadgets viz LCD projectors, computers, software and teaching aids will be provided for effective teaching and learning.

## National Institute of Open Schooling (NIOS)

### Backdrop

Initiated as a project in 1979 by the Central Board of Secondary Education, the Open Schooling programme has now taken shape as an independent system of education in India. The National Institute of Open Schooling (NIOS), formerly National Open School (NOS), with approximately 1.5 million learners on roll, has emerged as the largest Open Schooling organization in the world. Keeping in view the diversified needs of the target groups, NIOS offers Open and Distance Learning programmes ranging from Basic Education to Senior Secondary Education and a large number of Vocational Education Courses. In 1990, the Government

of India through a Gazette. Notification vested in NIOS the authority to examine and certify learners registered with it up to Pre-Degree level.

The Vision Document of the organization envisages that NIOS will act mainly as a Resource Organisation in Open Schooling at national as well as at international level with its usual programme delivery role. It has been proposed that the State Open Schools (SOSs) may assume major responsibility for expansion of Open Schooling in India, since the prospective learners would generally prefer opting regional languages as mediums for their courses of study.

NIOS works through its five Departments and two Units at headquarters and 11 Regional Centres located at Hyderabad, Pune, Kolkata, Guwahati, Chandigarh, Delhi, Allahabad, Patna, Jaipur, Kochi and Bhopal. Three Sub-Centres of the Regional Centres of NIOS have been set up at Bhubaneswar, Deharadun and Darbhanga.

### Courses of Study offered by NIOS

The National Institute of Open Schooling (NIOS) provides opportunities to interested learners by making available the following Courses/Programmes of Study through open and distance learning (ODL) mode.

Open Basic Education (OBE) Programme for children (upto 14 years), and for adolescents and adults at A,B and C levels that are equivalent to classes III, V and VIII of the formal school system.

Secondary Education Course

Senior Secondary Education Course

Vocational Education Courses/  
Programmes

Life Enrichment Programmes

**The OBE programme** offers elementary education programmes by providing a learning continuum based on graded curriculum ensuring quality of education for children, neo-literates, school drop-outs/left-outs and NFE completers. For implementation of OBE programme, NIOS has partnership with 327 Agencies in different States providing facilities at their Study Centres. The NIOS provides resource support; such as adaptation of NIOS model curricula, study materials, joint certification, orientation of Resource Persons and popularization of OBE, to the voluntary agencies, Jan Shikshan Sansthan and Zila Saksharta Samities (ZSSs) for implementation of its OBE programme.

**At the Secondary and Senior Secondary levels**, NIOS provides flexibility in the choice of subjects/ courses, pace of learning, and transfer of credits from CBSE, State Open Schools and some State Boards of School Education to enable learner's continuation. A learner is extended as many as nine chances to appear in public examinations spread over a period of five years. The credits gained are accumulated till the learner clears required credits for certification. The learning strategies include: learning through printed self-instructional material, audio listening and viewing video material, participating in personal contact programme (PCP), and Tutor Marked Assignments (TMA). Enrichment is also provided to the learners through the half yearly magazine "Open Learning". NIOS offers 27 subjects like Mathematics, Science and Technology, Social Science, Economics, Business Studies, Home Science (and Languages) etc., at secondary level in Hindi, English, Urdu, Marathi, Telugu,

### Vision of NIOS

The National Institute of Open Schooling, with international recognition and presence, provides access to sustainable and learner-centric quality school education, skill upgradation and training through open and distance learning and ensures convergence of open schooling organizations, resulting in an inclusive learning society, human resource development, national integration and global understanding.

### Mission of NIOS

The National Institute of Open Schooling:

Promotes a system of open learning for providing quality education which results in a dynamic inclusive learning society.

Provides a dynamic flexible system of open schooling for development of a knowledge society.

Acts as a national resource centre to set a proactive role model for learner centric open and distance learning system at school education stage.

Develops professional support network using current technologies.

Provides education and training for skill upgradation and lifelong learning for all.

Provides need based Vocational Education for making the students entrepreneurs and not simply job seekers.

Establishes action oriented research for strengthening the Open and Distance Learning System at school level.

Achieves excellence in matters such as quality of learning material, student support services, system of assessment and professional development of staff.

Identifies and reaches out to prioritized client groups viz., school drop-outs and marginalized groups such as rural youth, urban poor, girls and women, scheduled castes, scheduled tribes, backward classes, minorities, differently abled and ex-servicemen to universalize education.

Promotes national integration and integrated development of people.

Strives for promotion of open schooling at national and global level through advocacy and consultancy programmes, by providing forum for exchange of ideas and information, and capacity building of open schooling functionaries by way of training and attachment programmes.

Undertakes continuous self-assessment and self-improvement for systemic improvement.

Gujarati and Malayalam medium. NIOS offers 26 subjects including languages at Senior Secondary level. Apart from languages, subjects like Mathematics, Physics, Chemistry, Biology, Accountancy, Commerce, Home Science, etc., are available in three mediums i.e., Hindi, English and Urdu.

The Secondary and Senior Secondary Courses of NIOS are offered through 2061 Study Centres called Accredited Academic Institutions (AIs). Of these, 23 AIs are in UAE and Nepal.

NIOS provides support to the learners through Personal Contact Programmes (PCP) at the Study Centres and through Media. The Programmes of NIOS are broadcast on "Gyanvani" from 8.30 a.m. to 9.00 a.m. and repeat broadcast from 4.30 p.m. to 5.30 p.m. every Friday, Saturday and Sunday. NIOS Video programmes are telecast on DD-1 every Friday from 5.02 a.m. to 5.25 a.m. and on Gyan Darshan from 6.30 p.m. to 7.00 p.m. every day.

### **Networking and Delivery Mechanism for Open Vocational Education Programme**

Vocational Education courses are offered through the Accredited Vocational Institutes (AVIs) spread throughout the country. Presently there are about 1069 AVIs (Study Centres for Vocational Education). Industrial Training Institutes, Community Polytechnics, Krishi Vigyan Kendras, Jan Shikshan Sansthan, Non-Governmental Organizations supported by CAPART, DST, MHRD, or any other Ministry, and institutions/organizations offering vocational courses can become AVIs of NIOS.

The NIOS is endeavoring to extend assistance to the State Education Departments in setting up or upscaling their own open schooling programmes. Ten States (West Bengal, Andhra Pradesh, Tamilnadu, Karnataka, Kerala, Madhya Pradesh, Rajasthan, Haryana, Punjab, Jammu and Kashmir) have already set up the State Open

Schools (SOSs), while eight more States are in the process of establishing SOSs. A forum, termed National Consortium for Open Schooling (NCOS), with its Secretariat in NIOS, has been set up to address the matters relating to promotion of Open Schooling in India.

### **Significant Programmes of NIOS during 2007-08**

#### **Curriculum Framework**

The Draft Curriculum Framework for Open Vocational Education prepared by NIOS aims at covering a broader canvas so as to present proper context for Open Vocational Education Programme. It takes into account the curricular diversity conforming to various clientele groups of learners, economic diversity of the country, and all inclusive character of Open Vocational Education.

In order to finalize the Curriculum Framework for Open Vocational Education, NIOS has organized five Regional Consultation Meetings in different parts of the Country (New Delhi, Bhopal, Puri, Mysore, Dehradun). Based on the inputs received in these meetings, NIOS brought out a modified version of the Curriculum Framework in Vocational Education and Training (VET). This document was discussed in a National Consultation Meeting on 24 January 2008. The document is being finalized taking into account the comments and suggestions.

Within the overall Frame of NCF-2005, NIOS is also preparing a Curriculum Framework for Academic Courses and other aspects in Open Schooling.

#### **Open Vocational Education Programme of NIOS**

Acknowledging the fact that the young entrepreneurs will be wealth of the nation, the learner friendly Vocational Education programmes of NIOS provides excellent prospects for the learners. It offers about **70 Vocational Education Courses in the areas**

NIOS is seeking collaboration with leading organization in different sectors for upscaling of its Vocational Education and Training (VET) programme. These include CISCO, IMA, RCI, Ayush. NIOS is collaborating with the Government of Uttarakhand for upscaling of their VET programme. A research study to assess the prior learning needs of students in VET is in progress.

**such as Agriculture, Business and Commerce, Engineering and Technology, Health and Paramedical, Home Science and Hospitality Management, Teacher Training, Computer and IT related Sectors.**

Some life enrichment courses and courses in certain other vocations are also offered. Knowledge, skills and qualities of entrepreneurship have been made essential components in Curricula for Vocational Education with emphasis on practical and on the job training in related industrial units. The new courses developed during the year 2007-08 are Mushroom Production, Vermicomposting, Community Health, Fire Prevention and Industrial Safety and two modules of modular course on Information and Technology i.e., Computer and its Office Application and Computer for Accounting. Some new Vocational courses are to be introduced in ensuing year such as welding and fabrication, goat rearing, insurance services and embroidery.

The NIOS programmes pay special attention towards requirements of the first generation learners, physically, mentally and visually challenged learners and pupils from disadvantaged sections of the society.

### **Rural Community Workshops**

In order to promote Vocational Education in the rural areas and empower Rural Community, NIOS has initiated an innovative programme called Rural Community Workshops (RCWs) as production-cum-training centres. NIOS develops rural based vocational courses as well as creates infrastructure for hands on vocational training through RCWs. Nine RCWs are working in the States of Uttar Pradesh, Orissa, Bihar, Rajasthan, Andhra Pradesh

and Kerala. The Scheme will be strengthened by opening more RCWs.

### **Revision of Courses of Study**

The Self Instructional Materials (SIMs) in subjects like Hindi, English, Urdu, Mathematics, Psychology, Biology, Physics, Chemistry, Accountancy, Commerce at the Senior Secondary stage are being revised in the light of the provisions of the National Curriculum Framework (NCF-2005) and latest developments. The new material will be made available to the NIOS learners from the year 2008-09. During 2007-08, NIOS published 55 lakh copies of books for NIOS learners.

### **Tutor Marked Assignments**

A fresh set of Tutor Marked Assignments (TMA) in all subjects at Secondary and Senior Secondary stage was developed in English and Hindi versions for the year 2007-08. TMAs were also developed in regional languages.

### **Annual Meeting of National Consortium of Open Schooling**

The Annual Meeting of National Consortium of Open Schooling (NCOS) was organized by the National Institute of Open Schooling (NIOS) in collaboration with the Punjab State Open School (PSOS) from 4 to 5 December 2007 at Punjab State Education Board (PSEB), Mohali, Punjab. The meeting recommended substantial upscaling of the Open Schooling Programme in all States, keeping in view the huge influx of elementary education passouts seeking admission in Secondary Education Courses.

While existing State Open Schools were advised to upscale their Open Schooling programmes, the states of Bihar, Uttar

Pradesh, Goa, Jharkhand, Delhi, Assam, Orissa, Maharashtra, Gujarat, Chhattisgarh, Himachal Pradesh and Uttarakhand were urged to set up State Open Schools (SOSs) on priority basis. It was recommended that each Union Territory may set up a small Cell in the School Education Department and get it linked with the neighbouring State Open School or with the concerned Regional Centre of NIOS.

### **Formulation and Implementation of NIOS Programmes**

NIOS has set up an elaborate mechanism for formulation and processing of educational programmes. Based on the identified and perceived needs, the constituents of NIOS deliberated their programmes in the meetings of their respective Advisory Boards. The inputs from the Advisory Boards for the Programmes for the year 2007-08 were considered further by the Academic Council. The programmes approved by the Academic council are being implemented by all the Constituents of NIOS.

### **NIOS Admission and Examinations**

#### **NI-ON Project On Line Admission**

From the Academic Year 2007-08, NIOS has introduced the facility of On-Line Admission. There are four streams of On-Line Admissions catering to the learners with different needs.

Under the **Stream-1** the On-Line Admission was given as per the eligibility criteria for admission to Secondary and Senior Secondary courses allowing the candidates to appear in term end examination April-May 2008.

Under the **Stream-2** the facility of On-Line Admission was given to those candidates who had who had appeared but could not clear the public examination from the recognised Boards.

Under the **Stream-3 & 4** On-Line Admission facility was given to those learners who intend to appear through On Demand Examinations System of NIOS.

The Salient features of On-line Admission include (i) direct access to admission and (ii) freedom to select study centre. Admission is open round the year for learners applying for On Demand Examination. The facility of payment of fee online through credit card has also been provided.

Due to the introduction of this innovative facility of admission, enrolment increased significantly as this system provides a safety net to learners for continuing their education. The admission in NIOS courses rose from 2.90 lakhs in 2006-07 to 3.56 lakhs in 2007-08 indicating 22.75 % growth in enrolment.

This prestigious programme of On-Line Admission introduced at the school education stage for the first time. In its efforts of furthering the national agenda of Universalisation of Secondary Education, NIOS On-Line admission was inaugurated **Shri Arjun Singh, Hon'ble Minister of Human Resource Development, Government of India in July 2007.**

NIOS Prospectus has been made handy, learner friendly and economical. Now there is a single Admission Form in a separate envelop to avoid discrepancy in data filled by learners in two copies of the form. At the time of admission, the student can remit examination fee along with admission fee.

Orientation programmes for the Coordinators of Study Centres and the Academic Facilitators were organized during July-August 2007.

The On Demand Examination System (ODES) at Secondary level was launched at the NIOS Regional Centre, Pune and the NIOS Regional Centre, Patna. NIOS is already giving facility of ODES at its Headquarters. During 2007, the On Demand Examination

System was started at Senior Secondary level also in the subjects of Physics, Mathematics and Business Studies. NIOS continued organizing Secondary, Senior Secondary and Vocational Education Examinations in October-November and April-May; and On Demand Examinations at NIOS Headquarters. In April 2007 examination, 3,55,418 students appeared in NIOS examination. In October 2007 examination, 1,86,679 (Secondary 91740, Senior Secondary 84365 and Vocational 10574) students appeared.

### **Examination Reform in Open Schooling**

NIOS is preparing a Comprehensive Framework for Examinations and Certification in Open Schooling. In this context, two National Conferences of selected educationists were organized; one at Shimla from 23 to 25 September 2006 and the other at Puri (Orissa) from 28 to 29 January 2007. Shri MAA Fatmi, Hon'ble Minister of State, Government of India, Ministry of Human Resource Development (MHRD) and other educationists gave valuable suggestions in these conferences. Necessary follow up action is being taken on the recommendations of the conference.

As a follow up of two conferences on Examination Reforms several new initiatives have been taken so as to maintain the sanctity and standard of the examination system. Efforts were made to set up Examination Centres mostly in the Kendriya Vidyalayas, Navodaya Vidyalayas and the Government Schools. In order to attract good experts for maintaining quality and standard of examinations, the rates of remuneration for the evaluators and team leaders have been enhanced.

### **Promotion of Hindi**

For promotion of Hindi in the official work, NIOS organized Hindi Pakhwara (Hindi Fortnight) from 14 to 28 September 2007

and took several steps for increasing use of Hindi in the constituents of NIOS.

### **Journals and News Bulletin**

NIOS publishes and disseminates the following:

Half Yearly OSAC Journal of Open Schooling of international standard.

Half Yearly Magazine "Open Learning" for NIOS learners.

Quarterly News Bulletin "Open Schooling".

### **NIOS New Campus**

NIOS has shifted to its own campus in the NOIDA Institutional Area (A-31 and A-24/25, Sector 62). One of the premises of NIOS (A-31, Sector 62 NOIDA, District Gautam Budh Nagar, Uttar Pradesh) was inaugurated by Shri Arjun Singh, Hon'ble Minister of Human Resource Development, Government of India on 25 September 2006.

### **NIOS Website**

For dissemination of information about NIOS, its websites ([www.nos.org](http://www.nos.org) and [www.nios.ac.in](http://www.nios.ac.in)) are being used extensively. The websites provide updated information about courses and programmes, admission, date sheets of examinations, result, students' hall tickets, lists of Accredited Institutions and Examinations Centres etc.

### **Special Programmes**

#### **Adolescence Education Programme**

The aim of MHRD-UNFPA Adolescence Education Programme (AEP) is to increase students' awareness about AEP concerns and develop among them positive attitude and necessary skills enabling them to take informed decisions.

### Education of Minorities as a prioritized target group of NIOS:

A significant target group of NIOS amongst the educationally un-reached comprises of substantial minority population which does not have easy access to schools due to various reasons. At the instance of the Government of India, MHRD, NIOS has set up a Minority Cell under the over all supervision of Secretary, NIOS for meeting the educational needs of minorities through Open and Distance Learning (ODL) mode of education, organization Proactive Advocacy Programme for increasing awareness among masses; and for fast track channel for accreditation of Minority Educational Institutions.

#### Multimedia Programmes

Production of Interactive Multimedia Programmes on the subject of Chemistry was initiated by NIOS for the Educational Portal of MHRD "Sakshat". Nine (9) Multimedia programmes have been produced and uploaded on the Educational Portal of MHRD "Sakshat" for Class XII. It is proposed to produce Multimedia Programmes for Sakshat Portal in the subject area of Chemistry for Class X.

#### Training Modules for ODL Functionaries

National Institute of Open Schooling in collaboration with the Commonwealth of learning has developed a series of six Training Modules for the Open Distance Learning (ODL) Functionaries viz., Tutors, Coordinators and Academic Facilitators. Two Modules were released by Sir John Daniel, President and CEO of the Commonwealth of Learning (COL) in a function on 1<sup>st</sup> December, 2007 which was followed by an interactive session with the Tutors, Coordinators and Academic Facilitators, thus paving the way of providing orientation training to the ODL Functionaries for the first time in the history of NIOS. It is proposed to impart training to about 5000 functionaries during 2008-09.

Certain initiatives taken by NIOS at various levels for expanding educational opportunities for minority population through ODL mode are as follows :

- Academic Initiatives for Promotion of Education for Minorities; translation of all Secondary and Senior Secondary courses in Urdu medium; Urdu as a medium of instruction;

introduction of Arabic Language course at Secondary level; 17 video-programmes and 28 audio-programmes in Urdu medium.

- Provision of Vocational Education for minorities; Seven Vocational courses translated in Urdu and translation of Seven other courses is in progress.
- Launching of Pro-active Advocacy Programmes for increasing awareness about the educational programmes of NIOS amongst minorities and their educational institutions; engagement of Project Coordinators for establishing linkages with the minority communities; conducting Advocacy Programmes, Meetings, Seminars etc., in different States like Uttar Pradesh, Bihar, Delhi etc.
- Advocacy at grass root level; interaction with Maulanas, Maulvies and Mufties of Minority Institutions.
- Initiatives for improving access of minority communities to NIOS programmes by printing Prospectus and Admission Notices in Urdu and modifications in Admission Forms.

#### Redressal and Public Grievances

NIOS has strengthened its Public Grievances Redressal Machinery. Elaborate arrangements have been made in the context of smooth operationalisation of the Right to Information Act (RTI). Vigilance Administration has also been strengthened.

# 5



## Higher Education



## Higher Education

### University Grants Commission (UGC)

The University Grants Commission is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to universities and colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of higher education. It functions from New Delhi as well as its six Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

#### ❖ Budget for the year 2007-2008

The Commission has set the allocated general revised plan estimate of Rs.1805.10 Crores excluding the specific allocation which was made for the implementation of Oversight Committee in 2007-08 towards eight broad sectors of the XI Plan namely, Enhancing Aggregate Access Rs.1109.10 (61.44%), Equity Rs. 92.00 Crores (5.10%), Quality and Excellence Rs.247.90 Crores (13.73%), Research Rs.67.50 Crores (3.74%), Relevance and Value Based Education Rs.40.27 Crores (2.23%), ICT Integration Rs.32.00 Crores (1.77%), Governance and Efficiency Improvement Rs.59.00 Crores (3.27%) and Others (New Schemes and committed liability of X Plan) Rs.157.33 Crores (8.72%). The Non-Plan budget for 2007-08 was Rs. 1948.87 Crore at revised estimate stage.

#### ❖ Growth of Higher Education System : some Statistics

There were only 20 Universities and 500 Colleges at the time of independence. There

are 416 Universities at present - 251 State Universities, 24 Central Universities, 103 Deemed Universities, 5 Institutions established under State legislations and 33 Institutes of National Importance established by Central legislation. In addition, there are 20,677 Colleges including around 2,166 Women Colleges. At the beginning of the academic year 2007-08, the total number of students enrolled in the Universities and Colleges has been reported to be 116.13 lakhs – 15.03 lakhs (12.94%) in University Departments and 101.10 lakhs (87.06%) in affiliated colleges.

The enrolment of women at the beginning of the academic year 2007-08 was 47.09 lakhs constituting 40.55% of the total enrolment. Of the total enrolment of women, 12.35% were enrolled in professional courses. The enrolment of women as a percentage of total enrolment in a State is the highest in Kerala (61.98%) and the lowest in Bihar (24.55%). In terms of absolute numbers of women enrolled, Maharashtra tops the list of States with 6.59 lakhs.

The number of doctoral degrees awarded by various universities during 2005-06 (position as on 01.01.2006) was 18730. Out of the total number of doctoral degrees awarded by various universities during the year, the faculties of Arts had the highest proportion followed by the faculties of science. However, these two faculties together accounted for over 70% of the total number of doctoral degree awarded.

The regular faculty strength was 0.81 lakhs (16.05%) in universities and 4.24 lakhs (83.09%) in Colleges totalling 5.05 lakhs in the beginning of the reporting year.

## ❖ Enhancing Aggregate Access

### ❖ General Development Grant for Universities

The University Grants Commission continued to assist universities and colleges for development by making budgetary plan provisions for various programmes during XI Plan. Assistance to Central Universities and eligible deemed universities, and colleges affiliated to Delhi and Banaras Hindu University is being provided both under Plan and Non-plan budgetary provisions. Assistance to State Universities and their affiliated colleges is being provided only under Plan. During XI plan period (2007-2012), general development assistance is being provided to individual universities based on the outlays determined by the UGC.

Development Assistance programme is intended to improve infrastructure and basic facilities in universities and colleges, so as to achieve at least the threshold level of infrastructure apart from bringing about qualitative development. In the XI plan, emphasis is being laid to reduce disparity between urban and rural areas, by supporting universities located in rural areas, backward areas and under-developed regions like the North Eastern Region; and also to increase access and equity for marginalized groups of society. Under the programme, assistance is provided to each eligible university for the items namely, teaching and non-teaching/technical staff, equipment for laboratories, special office equipment and modern teaching aids, repairs of major equipments, books and journals, buildings, campus development, health centres, student amenities etc., promotion of quality teaching and research.

#### Central Universities

There are 24 central universities of which 22 are being given maintenance and development grants by the UGC. The Indira Gandhi National Open University (IGNOU),

New Delhi and the Central Agricultural University, Imphal are being funded directly by the Union Ministry of Human Resource Development and the Union Ministry of Agriculture respectively.

During 2007-08, the UGC made available an amount of Rs.782.66 crores for maintenance and Rs.328.55 crores as General Development Assistance to the Central Universities, upto 31.12.2007.

#### State Universities

As per section 12B of the UGC Act 1956, State Universities established after 17<sup>th</sup> June, 1972 shall not be eligible to receive any grant from the Central Government, UGC or any other Organisation receiving funds from the Govt. of India, unless the Commission satisfies itself, as per the prescribed norms and procedures, that such a university is fit to receive grants.

There are 251 State Universities of which, the UGC has been making plan allocation for only 123 universities. It does not allocate plan funds to exclusive medical and agricultural universities. Special grants are being provided to other State Universities including Agricultural Universities having Engineering and Technology Departments. Although development of State Universities is primarily the concern of State Governments, development grants, including grants under special schemes, are provided to all eligible state universities. Such grants facilitate the creation, augmentation and upgradation of infrastructural facilities that are not normally available from the State government or other sources of funds. During the first year of the XI Plan, upto 31.12.2007, plan grants amounting to Rs.220.25 Crores have been provided to State Universities for the purpose of general development.

#### Deemed-to-be-Universities

An Institution of Higher Education, other than a university, can be declared by the Central Govt on the advice of the UGC as an

Institution 'Deemed-to-be-university'. Institutions that are 'deemed-to-be-university' enjoy academic status and privileges of a university. At present, there are 103 institutions that are deemed-to-be-universities, of which, 12 deemed-to-be-universities are being allocated maintenance and development grants and 25 are being allocated only development grants.

During the financial year 2007-08, Non-Plan grant amounting to Rs.66.66 crores and an amount of Rs.22.02 crores as Plan grant has been made available to 'deemed to be universities' upto 31.12.2007.

### **General Development Grants to Colleges**

There are around 20,677 colleges at present of which 6,680 are recognized under 2(f) and 5,797 colleges under 2(f) and 12(B) of the UGC Act, 1956. All the eligible colleges have been financially supported for the development of under graduate and post graduate education so as to:

- Strengthen basic infrastructure and meet their basic needs like books and journals, scientific equipment, staff, campus development, teaching aids etc. required for proper teaching instructions.
- Provide special assistance to Colleges catering to the needs of marginalized groups.
- Develop colleges situated in the backward / rural / hilly areas for removing or reducing disparities and regional imbalances.

To achieve the above objectives, the UGC has supported State colleges to the extent of Rs.79.60 Crores. An assistance of Rs.2.51 Crores has also been provided to colleges of Delhi. Maintenance grant to the tune of Rs.260.49 crores to Delhi University

colleges, Rs.2.94 crores to constituent colleges of Banaras Hindu University (BHU) and Rs.17.75 crores to University College of Medical Sciences of BHU has been released upto 31.12.2007 during 2007-08.

### **Development grants to Management Departments in Universities.**

The Commission also provides financial assistance to universities for the development of departments for management education. During the current year, the UGC has so far released grants of Rs.0.13 Crores to departments of management in two eligible universities.

#### **❖ Equity in Education**

#### **❖ Gender Equity**

### **Women Hostels for Colleges**

Financial support to colleges for the construction of hostels for women and other related infrastructural facilities for women helps in achieving gender equity and mobility of women in higher education. The maximum limit is Rs.1 Crore for each eligible college. During the financial year 2007-08, an amount of Rs.47.67 Crores for state colleges and Rs.3 Crores for colleges located in Delhi has been released by UGC for the women hostels as on 31.12.2007.

### **Promotion of Women Studies**

The scheme envisages assistance to Universities for setting up women study



centres to undertake research, develop curricula and organize training and extension of work in the area of gender equity, academic self-reliance, girls education, population issues and human rights etc. These activities are expected to contribute to social awareness and change as well as to academic development. The UGC has, so far, set up 72 women study centres in Universities and Colleges. During 2007-08, an amount of Rs.1.17 Crores has been provided upto 31.12.2007 to these centres for carrying out their activities/programmes. The UGC has also requested the Universities to set up a permanent cell to combat sexual harassment in the campuses as per the direction of the Supreme Court of India.

#### ❖ **Social Group Equity**

##### **Post-Graduate Scholarships for Students belonging to SC/ST/Minorities**

The scheme is initiated keeping in view the social background of the candidates from deprived sections of the society and to provide them an opportunity to undertake post-graduate level studies particularly for SC/ST/Minorities candidates. The pattern of scholarship is as under :-

For M.Tech. students	- @ Rs.5,000/-per month
Contingency	- @Rs.15,000/-per annum
For M.Pharmacy and Masters of Management	- @Rs.3,000/- per month
Contingency	- @Rs.10,000/- per annum

During 2007-08, a budget of Rs.10 Crores has been made available under this scheme.

The UGC has also initiated the schemes of "promotion of higher education to minorities" with the budget allocation of Rs.2 Crores and "Establishment of Equal Opportunities Cells (EOC) in Universities" for SC/ST/OBC/Minorities with a budget allocation of Rs.2 Crores during 2007-08. The guidelines for these schemes are being finalized.

#### ❖ **Quality and Excellence**

##### ❖ **Autonomous Colleges**

To improve quality of Under-Graduate Education, Colleges are identified, and Universities are encouraged to allow them academic and operational freedom under the scheme. The target is to assist 10% of eligible colleges towards autonomy. At present, there are 276 Colleges spread over 54 Universities of 15 States/Union Territories. During 2007-08, the UGC and its Regional Offices had provided grants of Rs.22.42 Crores to these Autonomous Colleges upto 31.12.2007.

##### ❖ **Universities with Potential for Excellence**

To achieve excellence in teaching and research, the UGC has been assisting identified Universities for granting the status



of "University with Potential for Excellence". During IX Plan, five Universities namely, JNU, Hyderabad, Madras, Pune and Jadavpur Universities were given the status of "University with Potential for Excellence". During X Plan, four more Universities namely, Madurai Kamraj, NEHU, Mumbai and Calcutta have been accorded the status of "University with Potential for Excellence". During 2007-08, an amount of Rs.10 Crores had been provided to these Universities upto 31.12.2007.

##### ❖ **Colleges with Potential for Excellence**

To achieve excellence in teaching and to inculcate the research culture in colleges, the

UGC has initiated the scheme of “College with Potential for Excellence”. The Commission intends to identify colleges across the country and to support them to improve their academic infrastructure, adopt innovation in teaching, modern methods and learning/evaluation, and also introduce a flexible approach in the selection of the courses at the degree level. The colleges would also be given “Joint Degree Conferring Status” with their names. During 2004-05, the UGC selected 47 colleges and 50 Colleges during 2006-07 for support under the scheme. An amount of Rs. 7.63 Crores has been provided to these colleges upto 31.12.2007, during the financial year 2007-08.

#### ❖ **Special Assistance Programme(SAP)**

The main objectives of the SAP are :-

- To identify and support university departments that have the potential to undertake quality teaching and research in various educational disciplines including allied disciplines.
- To make programmes relevant to social needs and have society and industry interaction.
- To make research a catalyst for good teaching and introduce new courses relating to identified thrust areas.
- To enhance infrastructural facilities to utilize the output of research for the development of the nation and society.
- To train and create quality human resource in the identified thrust areas.
- To search for newer /generic areas for promotion and nurture.

Departments which are having at least one Professor, two Readers and three Lecturers are eligible for induction under this programme.

The number of departments approved for support under this programme, as on

31.12.2007, is 596. During 2007-08, the UGC had provided grants to the tune of Rs.25.79 Crores upto 31.12.2007 to Departments of Humanities, Social Sciences, Physical Sciences, Bio-Sciences and Engineering and Technology.

#### ❖ **Assistance for Strengthening of Infrastructure for Humanities and Social Sciences (ASIHSS)**

The programme is introduced to assist selected high quality Humanities and Social Sciences departments in the Universities to enable them to develop infrastructure in order to attain excellence in post-graduate education and research. Financial assistance under the programme is upto a maximum of Rs.60 lakhs, for 5 years only. So far, 78 departments have been selected and provided grants.

#### ❖ **Assistance for Strengthening of Infrastructure for Science and Technology (ASIST)**

The scheme is aimed to assist selected Science and Technology Departments in Universities with proven high quality performance to acquire costly major equipments which can not be approved out of SAP grant or general development grant, so that the attainment of excellence in post-graduate education and research in the department is not handicapped due to non-availability of such equipments. Specifically, the scheme strengthens infrastructure for post-graduate education and research, promotes innovation, collaboration between research and inter-disciplinary activities with the other SAP or ASIST departments.

Departments which have completed atleast five years and have been reviewed with good report for further continuation, are eligible. Assistance is being provided as one time input on cent percent basis. The financial limit for a selected department (in Sciences, Engineering and Technology) is Rs.85 lakhs and for Department of Mathematics and Statistics is Rs.60 Lakhs for

five years only. The departments which are selected under the programme are given functional autonomy. Since inception, 228 departments have been selected for support. At present, there are only seven departments for support. During 2007-08, a grant of Rs.1.20 Crores has been released under both ASIHSS/ASIST upto 31.12.2007.

#### ❖ Academic Staff Colleges

The UGC has established 57 Academic Staff Colleges (ASCs) for conducting specially designed Orientation Programmes of four weeks duration for newly appointed teachers and Refresher Courses of three weeks duration for in-service teachers.

The Orientation Programmes are intended to inculcate in young lecturers, the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence. The Refresher Course provides opportunities for serving teachers to exchange experiences with their peers and learn from each other. It is a forum for keeping abreast with the latest advances in their subjects.

The UGC has also identified 24 universities and specialized institutions during 2007-08 as UGC-Refresher Course Centres (UGC-RCC). During the academic year 2007-08, as many as 237 Orientation Programmes and 681 Refresher Courses have been approved and Rs.9.32 Crores has been made available upto 31.12.2007 to these ASCs/RCCs for programmes and courses.

#### ❖ Travel Grant

The Commission has been providing financial support to college teachers, Vice-Chancellors and the Commission Members for presenting their research papers in International Conferences abroad for enriching their knowledge for further research and exposure to higher education sector of the host countries. The assistance is available for them once in three years. For college teachers, assistance is limited to 50%

of the admissible expenditure and for Vice-Chancellors and UGC Members, it is on cent percent basis.

During 2007-08, 192 college teachers, and one Vice-Chancellor have so far been selected for assistance under the scheme. An amount of Rs.0.40 crores has been released upto 31.12.2007.

The UGC also provides travel grant, on cent percent basis, to enable the university/college teachers to collect source material and avail fellowships. The assistance is given to those scholars who are assured maintenance for at least two months from a recognized host university / institute abroad.

#### ❖ Inter University Centres.

The UGC establishes autonomous Inter-University Centres within the university system under Clause 12(ccc) of the UGC Act. The objectives for setting up these centres are:

- To provide common advanced centralized facilities/services for universities which are not able to invest heavily in infrastructure and other inputs.
- To play a vital role in offering the best expertise in each field to teachers and researchers across the country.
- To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities which are comparable to international standards.

The Nuclear Science Centre at New Delhi (Inter University Accelerated Centre) was the first research centre established in 1994. As of today, six Inter University Centres are functioning within the university system. During 2007-08, a total grant (both under plan and non-plan) of Rs. 38.13 Crores has been released upto 31.12.2007 to these centres.

### ❖ National facilities

Besides the Inter-University Centres, the UGC has also created National Facilities for serving as resource centres. These Centres are also regularly being financed by the UGC. Four National Facilities namely, Western Regional Instrumentation Centre, Mumbai (Maharashtra), MST Radar Centre, Tirupati (AP), Indian Institute of Advanced Studies, Shimla (H.P.) and Crystal Growth Centre, Anna University, Chennai are functioning at present. During 2007-08, no grant has been released to these centres so far.

### ❖ Innovative Programmes

The objectives of the programme are to support specialized courses at undergraduate and post-graduate levels and accommodate brilliant and innovative ideas which influence teaching, research, academic excellence, societal growth and national and global priorities at Indian Universities/Colleges. The financial limit is

Rs.50 lakhs for a maximum duration of five years. In 2007-08, an amount of Rs.6.00 Crores has been released upto 31.12.2007.

### ❖ Faculty Improvement Programme(FIP)

Teacher fellowships under the FIP provide an opportunity to teachers of Universities/Colleges to pursue their academic/research activities leading to the award of M.Phil/Ph.D. degree.

Permanent teachers with atleast three years of teaching experience and not more than 45 years of age (relaxable by 5 years in the case of women and SC/ST) are eligible for teacher fellowship. Out of fellowships allocated to Universities/Colleges, 15% are reserved for SC and 7.5% for the ST teachers. The tenure of fellowship for Ph.D. programme is two years and for M.Phil one year.

Under this scheme, reimbursement of actual contingency expenditure subject to a maximum of Rs.10,000/- per year, actual



train or bus fare for joining the research centre and return to the parent institution and the salary of the substitute teacher, is provided. In 2007-08, Rs. 13.27 Crores has been released upto 31.12.2007 to Universities and Colleges.

#### ❖ **Promotion of Indian Higher Education Abroad (PIHEAD)**

Promoting Indian Education abroad is regarded as a strategy to promote quality of higher education by the UGC, as a means of creating multi-cultural ambience on Indian Campuses that promotes diversity and international goodwill. With the cost advantage in our favour, there is a possibility of getting larger number of international students to India. This would require positioning of Indian Higher Education as a distinct brand and proper strategy and action plan.

Under the PIHEAD, the UGC has embarked upon a focused nationally coordinated programme to attract international students and to promote Indian Institutions to offer programmes abroad.

Under the PIHEAD programme, the UGC participated in NAFSA Conference at Baltimore, Maryland, USA in May 2004 to promote short-term India-centric programs for students in the developing countries. It also organized education fairs in East Africa (Ethiopia, Tanzania, Kenya) in June 2004 with the assistance of FICCI to attract students in regular programs from developing countries. Besides, the UGC delegation again participated in the NAFSA conference held at Seattle, USA during 2006. These events gave the UGC invaluable experience in promoting Indian education abroad. Based on this experience, several activities and events are being planned by the UGC with the help of a Standing Committee. For the year 2007-08, a budget of Rs.1 Crore has been allocated for the programme.

#### ❖ **Protection of Intellectual Property Rights (IPRs)**

The university system plays an important role in creation of new knowledge. Knowledge is the new currency of economic power. It is the source of primary competitive advantage and the universities zealously guard their knowledge base. The economic returns from protected knowledge motivates new knowledge creation and therefore fuels innovation. It is important that higher education institutions protect their intellectual property properly. This being a new development, most universities do not have expertise and processes in place to enable their researchers to protect their IPRs. Therefore, there is a need for creating awareness, putting in place enabling policy environment, proper structures and processes and also to provide financial support to enable researchers to protect their IPRs. This initiative of the UGC shall dovetail with all existing initiative /ongoing activities of various agencies and shall have strong linkages with patent/copy right offices. To promote IPR awareness and to facilitate protection and management of IPRs from the university system, the UGC has constituted an Expert Committee on IPR. A budget allocation of Rs.0.5 Crore has been made for the year 2007-08.

#### ❖ **Bilateral Exchange Programmes**

On behalf of the Govt. of India, the UGC has been implementing the Bilateral Exchange Programmes between India and other countries in University Sector. During 2007-08, Cultural Exchange Programmes have been in operation with 17 countries and Educational Exchange Programme with 27 countries. Foreign delegations from UK, Bhutan, Malaysia, Tanzania, Spain, Netherlands, Finland, Bulgaria, Thailand and Sri Lanka have visited the UGC.

A Memorandum of Understanding was signed between UGC and DAAD, Germany on 30.10.2007.



A Fourth Consortium Agreement between UGC and Tertiary Education Commission, Mauritius was signed on 18.4.2007 in Mauritius. As many as 28 nominations have been received from Mauritius.

Twelve Indian Social Scientists have been recommended by the Commission to visit France under Indo-French Cultural Exchange Programme.

Under the programme of Commonwealth Academic Staff Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU), in the United Kingdom to enable promising faculty members in Universities & Colleges in India to do research work at the Universities/Institutions in the United Kingdom. During 2007-08, 80 teachers have been nominated. The Commission has also nominated 14 Indian Scholars under the Commonwealth Split-Site Scholarships.

In 2007-08 (upto 31.12.2007), three Indian Scholars have been nominated for scholarships for Post-Graduate Studies, Research and Teaching at a higher education institution in Finland under Indo-Finnish Government Scholarships Programmes. The Finnish Government has also nominated two Finnish Scholars for the purpose of visit to India.

As many as 14 scholars (7 long-term and 7 short-term) have been nominated to visit Hungary for delivering lectures and having discussions on their related disciplines. Similarly, 8 Hungarian scholars have been nominated by Hungary to visit India under Indo-Hungarian Educational Exchange Programme.

During 2007-08, two Indian Scholars visited Spain under Indo-Spain Cultural Exchange Programme to deliver lectures and to hold discussions with their counterparts.

As many as 25 foreign language teachers have been appointed in various Indian Universities to teach foreign languages

under various collaborative programmes.

In 2007-08, an expenditure of Rs. 0.30 Crores (excluding establishment expenditure) has been incurred under this programme upto 31.12.2007.

#### ❖ **Research Awards /Projects/ Fellowships/Scholarships**

##### ❖ **Major and Minor Research Projects**

To promote excellence in research in higher education by supporting research programmes of University and College teachers in all disciplines, the University Grants Commission provides financial support to permanent / regular, working/retired teachers in the Universities and Colleges. Research project may be undertaken by an individual teacher or a group of teachers. Superannuated teachers, upto age of 70 years, can also participate under the scheme.

The quantum for assistance for a research project is as follows:-

- Major Research Project in Sciences including Engineering and Technology, Medical, Pharmacy, Agriculture etc. – Rs. 12.00 lakhs
- Major Research project in Humanities, Social Science, Languages, Literature, Arts, Law and allied disciplines – Rs. 10.00 lakhs
- Minor Research Project – Rs. 1.00 lakh

The financial support is provided for Equipment, Books & Journals, Research Personnel, Hiring Technical Services, Contingency, Chemicals and Consumables, Travel and Field work and any other special requirements. However, assistance towards Research Personnel is not provided in Minor Research Projects. The duration of the Major and Minor Research Project is normally three and two years respectively. The guidelines for the scheme are being revised for implementation in the XI Plan period. About

450 projects have been selected for support under the scheme during the reporting year in Sciences, Engineering and Technology etc. and the selection of research projects is in progress at present in Humanities and Social Sciences.

In 2007-08, upto 31.12.2007, an amount of Rs.23.02 Crores has been released by UGC and its Regional Offices towards the ongoing projects.

#### ❖ **Research Awards to Teachers**

Under this scheme, the UGC provides full salary of the Awardees to the respective institutions, and research grant upto Rs.2.50 lakhs in Humanities and Social Sciences and Rs.4.00 lakhs in Science and Engineering & Technology to meet the expenditure on books, journals, chemicals and equipment. The tenure of the award is three years. The scheme is meant to provide opportunities to permanent teachers of the Universities and Colleges with age up to 45 years, to pursue research in their areas of specialization in order to remain in touch with the latest developments in respective areas in teaching and research.

In 2007-08, an amount of Rs.2.95 Crores has been released upto 31.12.2007 to the research awardees working in various Indian Universities.

#### ❖ **Emeritus Fellowships**

The Scheme of Emeritus Fellowships provides opportunities to the highly qualified, experienced and superannuated teachers of Universities, Colleges and Institutions approved under Section 2(f) and 12(B) of the UGC Act, actively engaged in research and teaching programmes of the Universities/Institutions, Deemed Universities in the preceding years to undertake research, without any restriction of position or pay scales. The fellowship is awarded on the basis of quality of research and published work contributed by the teacher in his/her service career. The Awardee can

work under this scheme with a well defined time bound action plan upto the age of 70 years or up to two years (non-extendable) of the award whichever is earlier. The number of slots available under the scheme is 100 at any given time.

Under the scheme, the awardee is provided honorarium of Rs. 20,000 p.m. and a non-lapsable contingent grant of Rs. 50,000 p.a. and such other privileges including medical facilities as available to the faculty members of the research centre. The awardee has to ensure the completion of the project undertaken and submit a final report of the work to the Commission.

In 2007-08, an amount of Rs.1.20 Crores has been released to the Emeritus Fellows working in various Indian universities upto 31.12.2007.

#### ❖ **Research Workshops, Seminars and Conferences**

Financial assistance to Universities and Colleges is provided by UGC for organizing programmes such as Research Workshops, Seminars and Conferences etc. both at national and international level. The UGC also provides financial assistance to Indian National Science Congress, Indian Social Science Congress etc. During the financial year 2007-08, an amount of Rs.7.01 crores has been released upto 31.12.2007.

#### ❖ **Part-time Research Associateship for Women**

The University Grants Commission has selected 100 women candidates under the scheme of Part-Time Research Associateship for Women. The selected candidates with fresh Ph.D. degrees are paid Rs.6000 p.m. and those with 5 years experience after Ph.D. are paid Rs.8000 p.m. The Associateship also carries a contingency grant of Rs.10,000 p.a. for full tenure of 5 years and Departmental Assistance @ 10% of the Associateship.

Part-time Research Associateship is awarded annually to women upto 50 years of age with Ph.D. degrees and aptitude for independent research work in any field of Humanities and Social Sciences including Languages, Engineering and Technology. The other qualifying requirements are first class Master's degree with 55% at Graduate level and a Ph.D. degree with a good academic record.

In 2007-08, an amount of Rs.0.50 Crore has been released upto 31<sup>st</sup> December, 2007 to the selected part-time Research Associates.

#### ❖ Research Fellowships (JRFs) for Foreign Nationals

The UGC awards 20 Junior Research Fellowships and 7 Research Associateship every year to foreign students and teachers from the developing countries of Asia, Africa and Latin America to undertake advanced studies and research in Sciences, Humanities and Social Sciences leading to M.Phil./Ph.D. and Post-Doctoral degrees in Indian Universities.

The fellowships carries Rs.10,000 p.m. for first two years and then Rs.12,000 p.m. for the remaining period of fellowships subject to satisfactory performance. It also carries a contingency grant of Rs.10,000 p.a./Rs.12,000 p.a. for first two years for humanities & social sciences, and sciences respectively; and Rs.20,500 p.a./Rs.25,000 p.a. for the remaining period of two years for humanities & social sciences, and sciences respectively. Departmental assistance is provided @ Rs.3,000 p.a. per JRF and Escort/Reader Allowance @ Rs.1,000 p.a. per Fellow. Similarly, the RA carries fellowship amount of Rs.16,000 p.m. and contingency @ Rs.30,000 p.a. for 4 years and departmental assistance @ 10% of Associateship to host institution for providing infrastructural facilities etc.

In 2007-08, the Commission has provided 20

Junior Research Fellowships and 7 Research Associateships to foreign students and teachers.

#### ❖ Junior Research Fellowships (JRFs) for Indian Nationals

Under this scheme, students / research scholars who qualified national level tests conducted by the UGC-CSIR or SET are awarded fellowships to pursue research leading to M.Phil./Ph.D. degrees in various disciplines. The fellowship is tenable for a period of four years initially and it is extendable by one more year subject to the prior approval of the Commission. The fellowship amount for the first two years is Rs. 10,000 p.m. and Rs. 12,000 p.m. for the remaining years. The contingency for the first two years is Rs.10,000 p.a. and Rs.20,500 p.a. for the remaining years. However, in the case of Sciences, the contingency is Rs. 12,000 p.a. for the first two years and Rs. 25,500 p.a. for subsequent years. Admissible HRA and Departmental Assistance of Rs. 3,000 p.a. are also provided to these fellows.

In 2007-08, an expenditure of Rs.24.84 crores has been incurred upto 31.12.2007 towards the payment of these Junior Research Fellows.

#### ❖ Engineering & Technology JRFs

The University Grants Commission selects 50 candidates each year through direct interviews for the award of Junior Research Fellowships in the disciplines of Engineering & Technology. These awardees are paid Rs.10,000 p.m. for first two years and Rs.13,000 p.m. for subsequent years with an annual contingency of Rs.12,000 p.a. for first two years and Rs.25,000 p.a. for the remaining two year period.

The scheme is meant for providing an opportunity to research scholars to undertake advanced study and research in engineering and technology, and

agricultural engineering, leading to Ph.D. The University Grants Commission/Council of Scientific and Industrial Research are not conducting National Education Testing (NET) examinations in these fields. Therefore, M.E. and M.Tech. students are given this opportunity through direct interview conducted by the Commission.

The minimum qualifications are a Master's degree in engineering/ technology/ pharmacy, with 55 percent marks. GATE is not a mandatory condition for getting a research fellowship to pursue Ph.D. Candidates need to hold an M.E./M.Tech. degree. The age limit is 40 years as on 1<sup>st</sup> July of the year of award, extendable by five years for women and SC/ST candidates.

In 2007-08, an amount of Rs.0.98 crores has been released upto 31.12.2007.

❖ **Research Fellowships in Sciences for Meritorious Students.**

The objective of the scheme is to provide an opportunity to meritorious candidates to undertake advanced studies and research leading to Ph.D. degrees in Sciences. The candidates who have been registered for Ph.D. in Science subjects in Universities with Potential For Excellence (UPE)/Centres with

Potential for Excellence (CPE)/Centres of Advanced Studies(CAS) and Departments of Special Assistance identified by UGC under SAP are eligible.

The tenure of the fellowship is initially for two years and it is extendable for a further period of three years subject to the satisfactory work. The fellowship carries an amount of Rs. 8,000 p.m. and contingency amount of Rs. 6,000 p.a. The Research Fellows are entitled for a maximum period of 30 days of leave in a year in addition to public holidays. Women candidates are eligible for maternity leave of 135 days at full rate of fellowship once during the tenure of the award. The Research Fellows, with the consent of the Guide/Head of the Department, may assist the University/ Institution in its academic work, including tutorial evaluation of test papers, lab demonstrations, supervision of field work, library activities etc. The fellowship is liable to cancellation or termination in case of misconduct, unsatisfactory research work etc.

During 2006-07, five JRFs have been given to each science department of CAS/DSA/ University/Centres with Potential for Excellence, totaling 650 fellowships with an annual allocation of Rs.6.56 Crores. The details are as under:-

Category of Departments	No. of Departments	No.of Fellowships
CAS	43	215
DSA	70	350
University/Centres for Potential with Excellence	17	85
	130	650

Each DSA/CAS department in Sciences, Bio-Sciences, Agricultural Sciences and Engineering & Technology had been allocated Rs.20.00 lakhs for strengthening infrastructure in terms of power, water supply, safety equipment and labs. etc.

In 2007, as many as 130 Departments have

been provided with a total grant of Rs.26.00 Crores through the concerned Universities.

❖ **Rajiv Gandhi National Fellowships for SC/ST**

To minimize the social disparities in the field of Higher Education, the UGC provides 2000 Rajiv Gandhi National Fellowships for SC/ST

candidates to undertake advanced studies and research leading to M.Phil/Ph.D. degrees in Sciences, Humanities and Social Sciences including Languages, Engineering & Technology. The fellowship amount for the first two years is Rs.8,000 p.m. and Rs.9,000 p.m. for the remaining years. The contingency for the first two years is Rs.10,000 p.a. and Rs.20,500 p.a. for the subsequent years. However, in the case of Sciences, Engineering and Technology, the contingency is Rs.12,000 p.a. for the first two years and Rs.25,000 p.a. for the subsequent years. Admissible HRA, Escorts/Reader assistance @ Rs.2,000 p.m. in cases of physically handicapped and blind students and departmental assistance of Rs.3,000 p.a. per student to the host institution for providing infrastructure to the researchers are also provided to these Fellows. So far, 3428 candidates (2666 SC and 762 ST) have been selected.

In 2007-08, an expenditure of Rs.0.26 Crores has been incurred upto 31.12.2007 towards the payment of these fellows.

#### ❖ **Post-Graduate Scholarships to ME/M.Tech. Students**

To help graduate students to pursue higher technical education, the UGC has been providing post-graduate scholarship to students admitted to M.E./M.Tech. courses. The GATE qualified students admitted to M.E./M.Tech. courses receive scholarships @ Rs.5,000 p.m. and contingency @ Rs.5,000 p.a. for a period of 24 months.

The number of students receiving these scholarships is approximately 1,200. During 2007-08, an expenditure of Rs.6.20 crores has been incurred upto 31.12.2007.

#### ❖ **Post-Graduate Scholarships for SC/ST Candidates pursuing professional courses in universities and colleges**

Keeping in view the social background of the candidates from deprived sections of the society, the UGC initiated this scheme to

provide them an opportunity to undertake post-graduate level studies. The scholarship carries an amount of Rs.5,000 p.m. and Rs.15,000 p.a. as contingency for M.Tech. students and Rs.3,000 p.m. as scholarship amount and Rs.10,000 p.a. as contingency for Masters of Pharmacy /Masters of Management students.

#### ❖ **PG Merit Scholarship for University Rank Holders and Indira Gandhi PG Scholarship for Single Girl Child**

On the advice of the Ministry of Human Resource Development, Government of India, the UGC has implemented the above two schemes from the academic year 2005-06. Students graduated in 2006-07 and admitted to the first year of PG course in 2007-08 are eligible.

The objective of the scheme of Indira Gandhi PG Scholarship for Single Girl Child is to support through scholarship, any girl student who happens to be the only child in her family and also to provide incentives for the parents to observe the small family norms. The duration of the scholarship is for a period of two years only. The number of scholarships per year is 1200. The rate of scholarship is Rs. 2,000 p.m. for 20 months. During 2007-08, Rs.2.00 crores has been allocated for the purpose.

The objective of the scheme of PG Merit Scholarship for University Rank Holders is to attract talent for pursuing PG courses in basic subjects. The duration of fellowship is two years only and the number of scholarships per year is 2375 (for general courses 1800, for Hon. courses 575). The rate of scholarship is Rs.2,000 p.m. for 20 months. An amount of Rs.2.00 Crores has been allocated for the purpose for the year 2007-2008.

In 2007-08, a total expenditure of Rs.2.36 Crores has been incurred under both the schemes, upto 31.12.2007.

### ❖ **Relevance and Value Based Education**

#### ❖ **Career Orientation to Education including Career Counselling Cells.**

The Commission aims to ensure that the fresh graduates who came out have knowledge, skills and aptitudes for gainful employment in wage sector in general and self-employment, so as to reduce the pressure on Master Courses. The Commission provides Rs. 5 lakhs as one time 'Seed Money' for five years in Humanities and Commerce Streams and Rs. 7.00 lakhs for science stream. The colleges can opt for a minimum of three courses in each stream. It is left to the universities and colleges to identify their own 'Need Based' Career Oriented inter-disciplinary courses.

The UGC has selected 316 colleges, one Central University and one Deemed University for Career Oriented courses to be started from the academic year 2007-08.

An amount of Rs.0.83 crores has been paid upto 31.12.2007 to these Universities and Colleges.

#### ❖ **Area Studies**

The Commission provides financial assistance to 45 Centres identified as Area Study Centres in 25 Universities for undertaking studies relating to social, economic, political and cultural affairs of a given area and for developing inter-disciplinary research and teaching within a comparative framework. The focus is on such countries and the regions with which India has had close and direct contact. During 2007-08, Rs.0.59 Crores have been made available upto 31.12.2007 to these study centres.

#### ❖ **Centres for Studies in Social Exclusion & Inclusive Policy**

The objectives of the programme are:-

Conceptualising discrimination exclusion and inclusion based on caste/ethnicity

and religion.

Developing understanding of the nature and dynamics of discrimination and exclusion.

Contextualizing and problematizing discrimination, exclusion and inclusion.

Developing an understanding of discrimination at an empirical level.

Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Studying civil society movements and efforts to overcome social exclusion.

Keeping in view the objectives of the programme, the Commission with the help of Expert Committee, has selected 13 Universities for establishment of Centres for Studies in Social Exclusion & Inclusive Policy during 2006-07. Each of the above centre was given an amount of Rs.40 lakhs, totaling Rs.5.20 Crores.

In 2007-08, no new centres have been established upto 31.12.2007.

#### ❖ **Non-Formal Education**

##### **Special Studies on Social Thinkers and Leaders**

The scheme is aimed to acquaint teachers and students in universities with the thoughts and actions of great thinkers and social leaders and to involve them in research studies. Each study centre is eligible to get financial assistance of Rs. 3.50 lakhs as non-recurring grant and Rs.4.70 lakhs per annum as recurring grant. The UGC provides financial assistance to Gandhian, Nehru, Ambedkar, Buddhist, Guru Nanak, Swami Vivekanand, Zakir Hussain, Radha Krishnan and Sardar Patel Studies Centres.

In 2007-08, an amount of Rs.0.74 Crores has

been released upto 31.12.2007 to these study centers.

#### ❖ **Adult, Continuing Education and Extension.**

The UGC has been implementing a programme of Adult and Continuing Education with the following broad approaches:

- The continuing education programme should be targeted towards those who have had the benefit of university education but need to return either for updating knowledge or skills or acquiring new skills.
- The Adult, Continuing & Extension Education should include programmes of training of a short-term nature aimed at various groups who do not normally enter the university system.
- Community outreach activities should include the responsibility to reach out to society, whether it be specific disadvantaged groups or organisations or schools or a geographical community.

Under the programme, the Commission provides financial support to the Centres or Departments of Adult Education in universities for both their activities and programmes. So far, 87 universities have been approved for support under the scheme. During 2007-08, an amount of Rs.0.33 Crores has been released to the departments of adult education upto 31.12.2007.

#### ❖ **Value Education and Human Rights**

The main objective is to develop interaction with society and educational institutions, besides encouraging research studies, to sensitize the citizens about Rights and Values in education and also to create awareness, conviction and commitment to values for improving the quality of life through education.

The Commission through its Expert

Committees, identifies sub-programmes such as Seminar/Symposia/Workshops, Moot Courts, and Courses for financial support. In 2006-07, as many as 53 Universities and 247 Colleges have been selected for the purpose. In 2007-08, an amount of Rs.0.60 Crores has been released to the universities and colleges upto 31.12.2007.

#### ❖ **ICT Integration**

#### ❖ **Digital Repository in Universities and Colleges**

The University Grants Commission provides electronic access to scholarly literature through internet in all areas of learning to the University Sector in India. The programme is fully funded by the UGC. All Universities which come under the UGC's purview are members of the programme, and it is being gradually extended to all eligible colleges as well. The programme is coordinated and executed by Information and Library Network (INFLIBNET) Centre, Ahmedabad.

The programme covers all fields of learning of relevance to Universities including Arts, Humanities and Social Sciences, Physical and Chemical Sciences, Life Sciences, Computer Sciences, Mathematics and Statistics. At present, 100 Universities have been covered under the programme.

In 2007-08, an amount of Rs.10.00 crores has been allocated for the purpose to INFLIBNET Centre.

#### ❖ **ICT for Universities**

Assistance is being provided for Universities for setting up of a Computer Centre for use in research and training, application of computer in every field/subject and examination/administrative related work. The assistance is for campus, LAN, networking equipment, software, site preparation etc.

During 2007-08, an amount of Rs.5.28 Crores has been released for the purpose upto 31.12.2007.

### ❖ **Governance and Efficiency Improvement**

#### ❖ **Incentives for Resource Mobilisation**

The objectives of the scheme are :-

- To encourage universities to mobilise resources by participation / contribution of society in their development.
- To encourage and enhance flow of resources from society for university development.
- To encourage Universities to provide consultancy on payment basis not only to the industries but also to the Government and other bodies and society at large on vital issues of national importance.
- To provide incentives to the Universities which involve society in their developmental activities.

The share of the UGC is to the extent of 25% of the contribution received by the University, subject to a maximum of Rs. 25.00 lakhs per annum.

During the financial year 2007-08, the UGC has supported universities with a release of Rs.0.56 Crores upto 31.12.2007.

#### ❖ **Training for Academic Administrators of Universities, Colleges and UGC Officers.**

Within the context of globalization and developments in technology, higher education is undergoing unprecedented changes. In addition to questions of access and equity, institutions of higher education are called upon to cut costs, improve quality and compete in the globalization environment. The academic administrators have to respond to these challenges and steer the course of their institutions to provide world class education and training to their students. The UGC proposes to address this issue by creation of a structured system to impart training and development

opportunities to the staff, administrators and senior functionaries in the various universities and colleges with the broad goal of attaining excellence in academic governance.

#### ❖ **New Initiatives of UGC**

##### ❖ **Operation 'Faculty Recharge' : A UGC Initiative For Augmenting the Research and Teaching Resources of Universities**

The intent is to strengthen high quality research in science related disciplines at internationally competitive level and promote innovative teaching in the universities through induction of fresh talent, at all levels of academic hierarchy, in selected departments/centers. The new inductees will be selected through a nationally conducted competitive process and placed as Lecturers/Readers/Professors. To impart distinct identity to these specially selected faculties, a prefix 'UGC' will be added to each of these categories. It is to be ensured that individuals with exceptional creativity, zeal and commitment to research and teaching will be selected. This is a pressing requirement that brooks no delay as scientific output from the universities has been on sharp decline in recent years and a majority of our universities have not recruited faculty on a significant scale for a long time and are in danger of losing more than a generation of researchers. Lack of availability of faculty positions besides other endemic problems associated with hiring of faculty are often cited as causative factors of this serious malady. The 'faculty recharge' initiative offers an effective mechanism to address the problem in some ways and should provide a unique opportunity to the universities aspiring to upgrade and reinvigorate faculty resources in their science related departments.

##### ❖ **Academic Calendar for Universities**

Hon'ble High Court of Delhi had passed an



order dated 8<sup>th</sup> September, 2005 for exploring the possibility of establishing Uniform Academic Calendar at National level. In view of the court order the UGC constituted an Expert Committee to examine and prepare a feasibility report on establishing uniform academic calendar at the National level.

Based on the recommendations of expert committee, the Commission has decided to notify regulations from the year 2007-08. The amendments have been sent for gazette notification.

#### **UGC Pay Review Committee**

A Pay Review Committee has been constituted by the University Grants Commission in September, 2007, under the Chairmanship of Prof. G.K. Chadha, to review the Service conditions and pay structures of teachers in universities and colleges. The Committee is expected to furnish its report within one year of its constitution.

#### **Constitution of UGC/AICTE Review Committee**

A Committee has been constituted by Government on 28.02.2008 under the Chairmanship of Prof. Yash Pal, former Chairman, University Grants Commission, to review the role and functions of the statutory bodies, namely the University Grants Commission and the all India Council for Technical Education, in the wake of higher, professional and technical education in India, and demands of a new knowledge economy. The Committee is expected to furnish its report within one year.

#### **Association of Indian Universities**

The Association of Indian Universities(AIU) is a registered society under the Societies Registration Act, 1860 with membership of Indian Universities. It provides a forum for administrators and academicians of member universities to exchange views and discuss

matters of common concern. It acts as a bureau of information exchange in higher education and brings out a number of useful publications, including the "Universities Handbook", research papers and a weekly journal titled "University News". The present membership of the Association is 900 (including two International Association of Universities(IAU), Paris, France and The Asian University Sports Federation(AUSF), China).

The Association is substantially financed by the annual subscription of the member universities. The Government of India, Ministry of Human Resource Development provides grants for meeting a part of the maintenance and development expenditure, including research studies, workshops, training programmes for university administrators, orientation programmes and creation of Data Bank of Global Universities (of which the preliminary document 'Access to Global Universities' is completed). AIU has Evaluation Division, Students Information Service Division, and Publication Sales Division, Sports Division to sponsor Inter-University Tournaments and World University Games:2007, Youth Affairs Division, Library and Documentation Division, Finance Division, Administration Division, Computer Division and Meeting Division.

AIU is likely to receive grants from Ministry of Youth Affairs and Sports for various youth programmes towards facilitating the inculcation among the youth, an appreciation for art and culture, positive life style, life skills, leadership qualities national and emotional integration.

During the year the Evaluation Division of the AIU issued 624 Equivalence Certificates to Indian and foreign students who obtained qualifications from abroad. The Division continued to provide professional assistance on the status of foreign qualifications to universities, Ministries of the Government of India, Union Public Service Commission, Indian Council for Cultural Relations, Medical Council of India and other Central/State

Government agencies dealing with the nomination/selection of Indian/foreign students intending to pursue higher education in Indian universities. Approximately 2900 visitors were provided with information relating to equivalence of foreign degrees and on the status of courses offered by the professional institutions outside the preview of the universities. Over 1900 enquiries received through E. Mail/Telephone and 2069 through post were replied to. The Students Information Services Division continued to serve the students, academics, parents and other stakeholders by providing information on the status of Indian institutions of higher education, professional bodies etc. and on the courses offered by Indian universities and other institutions recognized by statutory bodies like AICTE, NCTE and MCI.

### **Indian Council of Social Science Research (ICSSR), New Delhi**

The Indian Council of Social Science Research (ICSSR) was established in 1969 for promoting social science research, strengthening different disciplines, improving quality and quantum of research and its utilization in national policy formulation. To realize these objectives, the ICSSR envisaged development of institutional infrastructure, identifying research talents, formulating research programmes, supporting professional organizations and establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to 27 Research Institutes and six Regional Centres across the country. Regional Centres have been set up as extended arms of the ICSSR to support research and development of local talents and its programmes and activities in a decentralized manner. Important activities of the Council are as under:

- \* In the year 2007-08, 77 research projects were approved.
- \* Under the fellowship programme, 255

fellowships in different categories were awarded. 15 Doctoral fellowships were awarded to North East Region.

- \* The Planning and Coordination Division of the Council oversees the schemes of guidance and consultancy services in data processing to scholars, funding of training courses in research methodology and computer applications in social sciences, and providing grants for organizing seminars/conferences/workshops.
- \* The Council sponsored 14 training programmes and about 57 seminars/conferences during the year.

Since 1976, the ICSSR has been carrying out surveys of research in different disciplines of social sciences. The first series of surveys in all the disciplines have been published. The ICSSR updates these surveys every five years. The research surveys in six major disciplines viz. Economics, Political Science, Sociology & Social Anthropology, Geography and Education were taken up and are nearing completion. The Council publishes journals of Abstracts and Reviews in five Social Sciences. Fourteen Research Projects, Fellowships and Doctoral theses have also been published during the period.

The National Social Science Documentation Centre (NASSDOC) is engaged in developing machine readable databases like Social Science Research and Training Institutes in India, lists of CD-ROM Databases in India, and Social Science Libraries and Information Centres in India. NASSDOC acquires research materials and core journals in social sciences, supplies photocopies of research documents to scholars, compiles short bibliographies for scholars on request and does literature searches from various CD-ROM Databases. To familiarize professionals in information science with latest information and communication technologies, NASSDOC provided study grant to 60 scholars, and

organised 10 short term training programmes.

The International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. The ongoing activities under this programme for the last several decades are through cultural exchange programme (CEP), establishment of professional contacts with countries not covered by the CEPs, financial assistance for participation in international Conferences, Data Collection Abroad and participation in activities of international organizations like SCA, UNESCO, ISSC, AASSREC, UNU, WIDER etc. As a part of the new initiative, the ICSSR has signed MOUs with Thailand, Economic and Social Research Council (U.K), Australia, etc. Dialogue is also going on with International Institute of Labour Studies (IILS), Geneva and Lindau Foundation, Germany.

With a view to give special emphasis to the promotion of social science research in the North Eastern Region, initiatives have been taken in the ICSSR to support research proposals and other activities. A sum of Rs. 2.22 lakhs has been allocated for supporting various programmes and activities in the region during 2007-08 like funding research projects, award of fellowships, seminars, conferences workshops, study grant and training courses.

### **Indian Council of Philosophical Research**

Indian Council of Philosophical Research was set up by the Ministry of Education, Government of India as an autonomous organization for the promotion of research in Philosophy and allied disciplines.

The main objects of the Council are:

- (a) to review the progress of research in philosophy from time to time;
- (b) to sponsor or assist projects or programmes of research in

philosophy;

- (c) to give financial support to institutions and organizations engaged in the conduct of research in philosophy;
- (d) to provide technical assistance or guidance for the formulation of research projects and programmes in philosophy, by individuals or institutions, and/or organize and support institutional or other arrangements for training in research methodology;
- (e) to indicate periodically areas in and topics on which research in philosophy should be promoted and to adopt special measures for the development of research in neglected or developing areas in philosophy;
- (f) to coordinate research activities in philosophy and to encourage programme of interdisciplinary research;
- (g) to organize, sponsor and assist seminars, special courses, study circles, working groups/parties, and conferences for promoting research in philosophy, and to establish institutes for the same purpose;
- (h) to give grants for publication of digests, journals, periodicals and scholarly works devoted to research in philosophy and also to undertake their publication;
- (i) to institute and administer fellowships, scholarships and awards for research in philosophy by students, teachers and others;
- (ii) to develop and support documentation services, including maintenance and supply of data, preparation of an inventory of current research in philosophy and

compilation of a national register of philosophers.

- (k) to promote collaboration in research between Indian philosophers and philosophical institutions and those from other countries;
- (l) to take special steps to develop a group of talented young philosophers and to encourage research by young philosophers working in universities and other institutions;
- (m) to advise the Government of India on all such matters pertaining to teaching and research in philosophy as may be referred to it by the Government of India from time to time;
- (n) to enter into collaboration on mutually agreed terms, with other institutions, organizations and agencies for the promotion of research in philosophy;
- (o) to promote teaching and research in philosophy;
- (p) Generally to take all such measures as may be found necessary from time to time to promote research in philosophy; and
- (q) to create academic, administrative, technical, ministerial and other posts in the Council and to make appointments, thereto in accordance with the provisions of the Rules and Regulations.

Under the **Fellowship** programme during the year 2006-07, the Council had decided to offer 63 fellowships under various categories. Apart from the 63 fellowships awarded, the Council allowed to continue its existing Fellows for whom fellowship was awarded during the previous years. During the financial year 2007-08, the Council has decided to offer fellowship to the existing

Fellows and award new fellowships.

Under the programme **Seminars** during the financial year 2006-07, the Council has already organized/sponsored and proposed 55 seminars/workshops at various Universities in India. During the financial year 2007-08 the Council proposes to organize **Seminars /Conferences, Refresher Courses and Workshops**. The Council has organized ICPR's four major seminars in different parts of the country.

Under the programme '**Lectures**' the Council has approved lectures of Indian and two Foreign Scholars at various Universities during the financial year 2006-07. The Council proposes to arrange lectures of one Indian scholar and two foreign scholar at the same level during the financial year 2007-08

Under the programme **International Collaboration and Cultural Exchange**, the Council had International Collaboration and Cultural Exchange Programme with France, by exchanging scholars during the current year 2007-09 as well as during the financial year 2006-07. The Council has decided to continue the Cultural Exchange Programme with France and Russia during 2007-08.

The Council proposes to publish at least 4 books, and 4 issues of its Journal during the financial year 2007-08. Over and above all these the Council proposes to undertake translation of some books into Hindi.

ICPR library which possesses around 30,000 titles is the richest library of philosophy in our country.

### **Website / Portal**

The Council has put up a website for ICPR. This Website is expected to serve philosophers in the country in research work and it is also expected to guide research students in the country and abroad in the study of Indian Philosophy.

## Project of History of Indian Science, Philosophy & Culture

Project of History of Indian Science, Philosophy & Culture (PHISPC) was launched in the year 1990 under the aegis of Indian Council of Philosophical Research (ICPR) with the basic objective of undertaking interdisciplinary study, so that interconnection between Science, Philosophy and Culture as developed in the long history of Indian civilization, could be brought out in detail. In the year 1996-97, this project was made independent from ICPR and had started receiving funds directly from Ministry of Human Resource Development.

During the year six volumes have been brought out, bringing the total number to 57 Main Volumes including 2 Conceptual Volumes and 15 Monographs. 2 Editorial Fellows to edit the PHISPC Volumes have been appointed bringing the total number of Editorial Fellows to 64 towards the close of the year 2007-08

PHISPC organized 9 Volume Centric Seminars on the themes of Volumes already undertaken and during the year 2007-08, 7 similar seminars were organized and 4 more volume centric seminars will be held before March 2008.

## Indian Council of Historical Research (ICHR)

The Indian Council of Historical Research (ICHR) was established by the Government of India on 27<sup>th</sup> March 1972 as an autonomous organization. The prime objectives of the Council are to give a proper direction to historical research and to encourage and foster objective and scientific writing of history. The broad aims of the Council are to bring historians together, to provide a forum for exchange of views between them, to give a national direction to an objective and scientific writing of history, to have rational presentation and interpretation of history, to sponsor historical

research programmes and projects and to assist institutions and organizations engaged in historical research. It has a broad view of history so as to include in its fold the history of Science and Technology, Economy, Art, Literature, Philosophy, Epigraphy, Numismatics, Archaeology, Socio-Economic formation processes and allied subjects containing strong historical bias and contents.

With a view to achieving the above objectives, the Council approved/extended financial assistance to scholars, institutions of historians etc., under the following categories:-

1. Research Projects	45
2. National Fellowships	04
3. Senior Research Fellowships	21
4. General (Post Doctoral) Fellowships	19
5. Junior Research Fellowships	304
6. Foreign Travel Grants	22
7. Contingency Study-cum- Travel Grants	69
8. Publication Subsidy approved	32
9. Seminar/Conferences Symposia, etc.	48
10. Culture Exchange Programmes	04

## Cultural Exchange Programme

ICHR is associated with various Cultural Exchange Programme signed between India and Portugal, Kenya, Uzbekistan, Turkey, Kazakhstan, Israel, Croatia and Pakistan. The ICHR has become an institutional member of the International Economic History Congress and the International Commission for historical Sciences. During the period under report the ICHR nominated three member delegation which visited Turkey and attended the symposium on the theme of the 'Turkish Presence in India' which was held in Ankara from 25 to 27 June 2007.

## ICHR Publications

During the period under report the following books were brought out under the ICHR publication programme:-

1. Origin and Development of Vaishnavism by Suvira Jaiswal (Marathi)
2. Sultan Mohmud of Chaznin by M. Habib (in Tamil)
3. Thoughts on Agrarian Relations in Mughal India by s. Nurul Hasan (in Punjabi)
4. The Culture and Civilization of Ancient India in Historical Outline by D.D. Kosambi ( Second Edition) (in Tamil)
5. Towards Freedom 1946, edited by Sumit Sarkar.

More than 30 ICHR publications are at various stages of production.

## ICHR Journal

During the period under report the following issues of the journal: The Indian Historical Review were brought out.

1. The Indian Historical Review Vol. XXXIII, No. 2 edited by Anup Taneja consists of seven articles, two review articles and 20 reviews of books and one short note.
2. The Indian Historical Review Vol. XXXIV, No 1 ( January,2007) edited by Mrs. Indira B. Gupta, contains nine articles, one review article and three short notes.
3. The Indian Historical Review Vol. XXXIV, No.2 (July, 2007) edited by Shri Anup Janeja, consists of eight articles, two review articles, 21 reviews of books and 2 short notes.

## Library-Cum-Document Centre

It has a total collection of 70,000 books

Journals and regularly subscribes to approx. 110 foreign and Indian journals/periodicals. The library also provides reprographic service to researchers. The Library has purchased 318 latest publications largely on Indian history and allied disciplines, including reference books and books relating to the history of Asia and neighboring countries.

## Special Research Projects of ICHR

### (i) Towards Freedom Project

The 1946 volume of the Towards Freedom Project, edited by Professor Sumit Sarkar, has been released, while the 1945 volume, edited by Professor Bimla Prasad, is expected to be published shortly by the Oxford University Press. The 1939 volume is being edited by Professor Mushirul Hasan. The work on the remaining two volumes dealing with 1942 and 1947 are being edited by Professor Bipan Chandra and Dr. Sucheta Mahajan.

### (ii) Documents on Economic History of British Rule in India, 1958-1947.

Considerable progress has been made in identifying and reproducing some key documents in connection with the proposed volumes on agriculture, forestry, public health, population, education and sanitation of the Bengal Presidency in the late nineteenth century.

### (iii) Dictionary of Social, Economic and Administrative Terms in Indian/South Asian Inscriptions

Satisfactory progress has been made towards the accomplishment of this project. Approximately 2,200 cards have been computerized in Delhi for the volume pertaining to North Indian Inscriptions

### (iv) Commemoration of 150<sup>th</sup> year of 1857: First War of independence

During the period under report various seminars including national and

international seminars were held to commemorate the 150<sup>th</sup> year of 1857: First War of Independence.

(v) **Shaheed Bhagat Singh's Birth Centenary**

On the eve of the birth centenary of Shaheed Bhagat Singh, the ICHR organized a three-day International seminar on Bhagar Singh and His Times in collaboration with the Institute of Punjab Studies, Chandigarh during 27-29 September, 2007.

**ICHR Regional Centres**

The ICHR has established two Regional Centres, one at Bangalore and the other at Guwahati with a view to reach out to the far flung areas of the country. The Regional Centres have successfully undertaken various programmes and academic activities including holding of seminars, conferences on the topics of historical research. Apart from this, both the Regional Centres are also running Library-cum-Documentation Units and reading rooms for use by the researchers and students. Both the regional Centres of ICHR have done a commendable job in promoting academic activities and historical research in the respective regions. In connection with academic and research programmes in the southern part of the country, the Southern Regional Centre, Bangalore had undertaken various programmes and organized academic activities during the reporting period.

**National Council of Rural Institutes (NCRI), Hyderabad**

The National Council of Rural Institute is a registered autonomous society fully funded by the Central Government. It was registered on 19<sup>th</sup> October, 1995 with its Headquarters at Hyderabad. Its main aims and objectives are to promote rural higher education on the lines of Mahatma Gandhi's vision for education so as to take up challenges of micro planning for transformation of rural areas as envisaged

in National Policy on Education (NPE) 1986. In order to achieve its objectives, the NCRI has been identifying various programmes for providing support and financial assistance, to be taken up by suitable institutions including voluntary organizations.

**Major achievements during 2006-2007**

The Council during the year 2006-07 has sanctioned projects in the fields of Application of Nai Talim, Skill Development in Rural Areas, Rural Education Programmes and Rural Higher Education with the total grants amounting to Rs.159.46 lakh released to 19 institutions.

In its endeavors to consolidate the different initiatives taken for promotion of Gandhian Studies, the Council approved 26 new projects and extended its domain in Rajasthan and Jharkhand. The new sanctioned projects include 'setting up a rural institute at Rahata in Ahmednagar to develop the human resources of village with emphasis on the poor and women', 'Safe drinking water supply to rural areas and flourosis control', and 'Revamping of Yantra Vidyalaya, Bardoli A Rural Engineering Training Center for Training artisans, landless labourers and unemployed tribal youth on Nai Talim'. To promote the Council's objectives and Rural Education, grant was also sanctioned for running courses such as 2 year PG Degree entitled Master of Social Work (MSW) and M.A. Sustainable Rural Development and PG Diploma course in Trade Transport & Communication in Tripura University.

The post of Chairman of the Council has been filled up on regular basis and the other posts are being filled up.

**Indian Institute of Advanced Study, Shimla**

The Indian Institute of Advanced Study (IIAS), Shimla was established in the year 1965, under the Societies Registration Act 1860 and housed in Rashtrapati Nivas, Shimla. It is a residential centre for free and creative

enquiry into the fundamental themes and problems of life and thought. The functions of the Institute are: (a) to promote creative thought in areas which have deep human significance and to provide environment suitable for academic research and also to undertake, organize, guide and promote advanced research in Humanities, Social Sciences, Science, Technology and Development; Methodologies and Techniques; (b) to provide facilities for advanced consultation, collaboration and exhaustive library and documentation facilities; including financial assistance for advanced study for teachers and other scholars for specific period to be determined in each case; (c) to organize National Seminars, Lectures, Symposia, Conferences etc; (d) to invite Visiting Professors and Visiting Scholars from India and abroad to deliver lectures or conduct research; (e) to start, conduct, print, publish and exhibit any magazines, periodicals, newspapers, books, pamphlets, monographs or posters that may be considered desirable for the promotion of the object; (f) to make arrangements for pooling the results of research, analyzing and adopting them in terms of their social relevance for the publication; (g) to collaborate with other academic or governmental bodies in the dissemination of knowledge; and (h) to award Fellowships for conduct of independent research by scholars and researchers.

The IAS awards fellowships for advance research in various disciplines every year. During the year 2007, 35 fellows are in position. The Institute organises academic programmes every year during the birthday



week of Professor S. Radhakrishnan. During the period from 1<sup>st</sup> April 2007 to 30<sup>th</sup> November 2007 the following Seminars were held:-

1. Summer School Workshop.
2. Workshop on 'National Integration and Multiple identities: Dialectics of Inclusiveness and Exclusion in Indian Society'.
3. A "13" Himalayan Languages' Symposium
4. National Seminar on " Samkalin Bharatiya Sahitya Mein Samajik Nayaya Ki Avadharana: Vishesh Sandarbh Dalit Sahitya"

During the current year, 40 University and College teachers visited the inter-University Centre (IUC) as Associates from all over the country to spend between one to three months at the institute. National seminars and symposia have been organized for improving the standard of Higher Education.

During the year 2007 visiting Professors were invited from time to time to deliver a series of lectures at the institute. During the period under report four visiting Professors, five visiting Scholars and one Guest Scholar visited the Institute and delivered lectures.



## Publications

The following books are in various stages of Publication and are expected to be brought during 2007-08:

1. "Thinking about the World": An Essay in De Re thought and the Extemalist-Intemalist Debate by Manidipa Sen.
2. "Employment Role of Micro-Enterprises in the State of Himachal Pradesh: Theoretical and Qualitative Assessment" by Vinod K. Anand.
3. "Divine Heads: Folklores of Mashu Region of the Western Himalayas" by Late Bansi Lal Sharma.
4. "History in Early India: Theory and practice" by Sibesh Bhattacharya
5. "Socio-Religious Movements and Cultural Netwroks in Indian Civilization: Mahima Dharma" by Finindam Deo
6. "Mission, Religion, and Castes Themes in the History of Christianity in India" by Shashi Joshi
7. "Silpa in India Tradition: concept and Instrumentalities" by R.N. Misra
8. "Abhinavgupta Ka Rasa Sidhanta" by S.C. Pande
9. "Human Rights: Policy Issues in India" by Justice A. S. Anand, A. V. Afonso

## Library

The Institute's library has purchased 1161 books in the current year and has subscribed to about 300 periodicals.

## Dr. Zakir Husain Memorial College Trust

Dr. Zakir Husain Memorial College Trust, Delhi was established in 1973 to manage and maintain Zakir Husain College (formerly Delhi College). Prime Minister is the

Chairperson of the Trust and Minister of Human Resource Development is the Vice-Chairperson. Zakir Husain College is one of the constituent college of the University of Delhi. Earlier the college was housed in an old and dilapidated historical building situated at Ajmeri Gate in the walled city. This campus is more than 300 years old. The college had the blessings of national leaders such as Late Pandit Jawaharlal Nehru, the First Prime Minister of India, and Late Dr. Zakir Husain, Former President of India. The University Grants Commission meets 95% of the recurring grants of the college and the balance 5% is met by the Dr. Zakir Husain College Trust. Since the Trust has no resource of its own, grants are provided by the Department of Higher Education, Ministry of Human Resource Development. For meeting the above expenditure.

With the completion of the first phase of the college buildings, the college shifted to its new campus from the old building at Ajmeri Gate in 1991. The Dr. Zakir Husain Memorial College Trust had taken another important decision of releasing special plan grant for the construction of an air-conditioned auditorium in the college. The building is at the completion stage and would be commissioned in the next financial year.

## University of Delhi

University of Delhi, one of the premier Institutions of higher learning in the country, offers undergraduate and postgraduate programmes in a wide range of disciplines, in addition to short and long-term certificate/diploma courses in several application-oriented subjects. The academic activities of the University are undertaken through 18 Faculties, 85 Departments, 73 Colleges and 63 other Centres/ Units. Besides, the University has 5 other recognized Institutions. The total number of students enrolled in the University was 339201 out of which 134264 were regular students (including 3599 M.Phil and Ph.D. students) while 144504 were enrolled in the School of Open Learning, 16483 were in the



Non-Collegiate Women's Education Board and 43950 were in the Non-Formal Education Cell.

The University has faculty strength of 675 consisting of 256 Professors, 250 Readers, 149 Lecturers and 20 Research Associates. The total non-teaching staff strength of the University is 4853. A number of Conferences, Workshops, Seminars, Symposia and Talks on different topics were organized by the faculties and departments. The faculty members were also conferred with numerous prestigious awards and fellowships. During the year under report, the syllabi of several undergraduate and postgraduate courses were revised and some new courses were also introduced. Memorandum of Understanding /Agreements with several foreign Universities/ Institutions were also signed.

### **North Eastern Hill University**

North Eastern Hill University (NEHU) was established in 1973 by an Act of Parliament with focus on improvement of the social and economic conditions and welfare of the people of the hill areas of North East Region and in particular their intellectual, academic

and cultural advancement. The jurisdiction of the University is now confined to the State of Meghalaya, with campuses at Shillong and Tura. It has seven schools, including the School of Technology, 31 Departments and 59 affiliated colleges.

NEHU organized and hosted various National/ Regional Seminars, and Workshops which, inter-alia, include the ICHR International Seminar; National Seminar on "Hydrology and Colloquium on rainfall versus Water Resource"; "18<sup>th</sup> Century in North East crisis Sustenance Transition"; "Frontier in Bio-Complexity and Bio-Diversity". The faculty had collaborative research programmes with at least 20 National Institutions and 7 International Organisations.

The Seventeenth Convocation was held on 24<sup>th</sup> October, 2007. 1502 candidates were conferred with Ph.D., M.Phil, Post-Graduates' and Bachelors' Degrees. Honorary Degrees were conferred on two eminent personalities, namely, Professor Henry F. Schaefer and Shri M.M. Jacob, former Governor of Meghalaya. A Multi-use Convention Hall with state of the art audio and video facilities was inaugurated on the 1<sup>st</sup>

December, 2007 by Human Resource Development Minister.

### **Assam University**

Assam University was established in 1994 at Silchar under an Act of Parliament. It is a teaching-cum-affiliating University having jurisdiction over the districts of Cachar, Karimganj, Hailakandi, Karbi, Anglong and North Cachar Hills in the State of Assam. More than 50 colleges are affiliated to Assam University.

The University has 9 schools and 29 departments. There are 178 teachers and 223 non teaching staff (including officers) working at the University. It conducts Postgraduate, M.Phil. and Ph.D. courses. In addition a few Five year integrated courses like Social Work, Law, Computer Sciences, Fine Arts and a couple of self financing courses are also taught in the University. During the year about 1900 students were on rolls of the University pursuing Post Graduate and Integrated Courses and as Research scholars. The University has also introduced scholarship scheme. During the year the Diphu campus was established and six departments started functioning from 18<sup>th</sup> July, 2007 from Diphu Govt. College.

The University is engaged in various research activities funded by DST, DRDO, ICAR, INFLIBNET, UGC, CSIR, ICSSR and other national and International agencies. Seminars, Workshops, Conventions aided and supported by international agencies like UNDP, ICRC and national agencies like ICSSR, ICPR, IIPA, etc. are organized regularly. The University has a well equipped library with nearly seventy thousand titles and subscribing to about 200 journals (both international and national). Networking facility is being provided to the campus (academic and administrative sections initially) for better and stronger intra-university communication.

### **Tezpur University**

Tezpur University, a teaching and residential University located at Napaam, Tezpur (Assam) was set up in January, 1994.

The University has presently 5 Schools of Studies, 15 Departments and 5 Centres. During the year under report, the University has established the Affirmative Action and Equal Opportunity Cell. The University is offering 22 PG Programme and one PG Diploma Programme. Part time MBA Programme has been started from January, 2008. The present sanctioned strength of faculty members of the University is 148 and non-teaching staff is 223.

During the year, besides the ongoing construction projects, 7 new projects at an estimated cost of Rs.42.66 crores were undertaken. The new projects include - construction of 3-storied Academic Building, construction of Dean's Office-cum-lecture Hall for School of Engineering and certain other Buildings.

### **Mizoram University**

Mizoram University, with its headquarters at Aizawl, was established as a teaching and affiliating university with effect from the 2nd July, 2001.

The academic activities of the University are presently carried out through its seven Schools of Studies, 26 Departments and one constituent College. The number of students studying in the University and its Constituent College during the year was 646 at the postgraduate level and 1140 at the undergraduate level. Besides, 157 Ph.D scholars and 5 M.Phil scholars were pursuing research in the University. The University also has 26 affiliated Colleges located at various places throughout the State of Mizoram. About 9000 students were studying in these colleges during the year.

## **Nagaland University**

Nagaland University is a Central University established in the year 1994 and is presently having its campuses in Lumami, Kohima and Medziphema. The University is an affiliating University with its jurisdiction in the State of Nagaland. The University has presently 52 colleges affiliated to it. The University has 25 Departments in its three campuses viz., seven departments in Lumami Campus, six departments in Kohima Campus and twelve Departments in Medziphema Campus. Besides the above full fledged departments, the University has also started 4 Centres on Tribal Research Studies, Bio-diversity, Gandhian Studies and Women Studies.

The University has also introduced professional education in the State with the inauguration, in October, 2007, of School of Engineering & Technology and School of Management. The faculty members of the University undertook 42 minor and major research projects and were deputed to participate in various regional/ national and international conferences, both in India and abroad.

## **Manipur University**

Manipur University established under an Act of the Manipur Legislative Assembly was incorporated as a Central University under the Manipur University Act, 2005 which came into force on the 13th October, 2005.

The academic activities of the University are presently undertaken through its three Schools of Studies and 25 Departments. The number of postgraduate students enrolled in the University during the year was 1,473. Besides, there were 924 Ph.D scholars pursuing research in different Departments. The University also has one Constituent College and 72 Affiliated Colleges located at various places in the State of Manipur.

## **University of Allahabad**

The University of Allahabad, set up in 1887, is one of the oldest and most prestigious universities in the country. It was declared as an Institution of national importance and was incorporated as a Central University under the University of Allahabad Act, 2005 which came into force on the 14th July, 2005.



The academic activities of the University are undertaken through 31 teaching Departments comprising of four on-Campus Faculties, four University Institutes and one independent Centre. In addition, the University has one University College constituting the Faculty of Medicine, one Constituent Institute and eleven Constituent Colleges.

### **Rajiv Gandhi University**

Rajiv Gandhi University, Itanagar, established under an Act of the Arunachal Pradesh Legislative Assembly, was incorporated as a Central University under the Rajiv Gandhi University Act, 2006 which came into force on the 9th April, 2007.

The academic activities of the University are undertaken through its nine Faculties and 15 Departments. The total number of students enrolled in the University during the year was 894. The University also has 15 affiliated Colleges located at various places in the State of Arunachal Pradesh. The number of students studying in these colleges during the year was 8,916.

### **Tripura University**

Tripura University established under an Act of the Tripura Legislative Assembly, was incorporated as a Central University under the Tripura University Act, 2006 which came into force on 2nd July, 2007.

The academic activities of the University are presently undertaken through its two Faculties and 22 Departments. The number of students enrolled in the University during the year was 899 at the postgraduate level and 81 at the undergraduate level. Besides, there were 21 Ph.D scholars pursuing research in various Departments of the University. The University also has 29 affiliated Colleges located at various places in the State of Tripura. About 19,500 students were studying in these colleges during the year.

### **Sikkim University**

Sikkim University, with its headquarters at Gangtok, has been established as a teaching and affiliating University under the Sikkim University Act, 2006 which came into force on the 2nd July, 2007.

During the year, the University initiated preparatory action for starting its activities from the next academic session. About 300 acres of land has been identified for establishment of the University and the Government of Sikkim is acquiring land for allotment to the University. The University proposes to start construction work on this land immediately after allotment. It also plans to introduce some courses at the Post-graduate level from the academic session 2008-2009.

### **English and Foreign Languages University**

The erstwhile Central Institute of English and Foreign Languages, Hyderabad has been incorporated as a Central University by the name of English and Foreign Languages University, under the English and Foreign Languages University Act, 2006 which came into force on the 3rd August, 2007.

The main objectives of the University are to provide instructional, research and extension facilities in the teaching of English and foreign languages and literature; to train language teachers in methods and approaches appropriate to the Indian context; to provide expertise in language and teacher education to foreign professionals; and to evolve indigenous ways of testing of languages' proficiency. Besides its main campus at Hyderabad, the academic activities of the University are also undertaken in its campuses at Lucknow and Shillong.

### **Aligarh Muslim University**

Aligarh Muslim University (AMU), which originated as M.A.O. College, was

incorporated as a Central University by an Act of Parliament in 1920. It is one of the premier fully residential academic institutions of the country. The University has 103 departments/institutions/centers grouped under 12 faculties. It also maintains four hospitals, six colleges (including Medical, Dental and Engineering Colleges), two polytechnics and eight schools.

The University has on its rolls a total of 19,565 students (including its secondary schools' strength) drawn from 28 States of the country. There are 275 foreign students. The total strength of teaching staff of AMU is 1,116 and that of non-teaching staff is 5,901. The Online Public Access Catalogue (OPAC) has been introduced in the Central Library of the University. Campus-wise networking in 32 Departments has been completed and many other Departments are directly connected into it. A number of new courses were introduced in diverse branches of learning.

To sum up the significant contributions of the faculty members during the period under report, 63 Conferences/Seminars etc. have been organized; 130 research projects have been undertaken; and teachers of the University have participated in 532 national and 86 international Conferences organized in India and abroad. To promote sports and allied activities, the University maintains 10 Clubs, including a Riding Club.

### **Banaras Hindu University**

Banaras Hindu University, established as a teaching and residential university in 1916, is one of the oldest and largest Central Universities of the country. It comprises three Institutes, 15 Faculties, 130 Departments, four Inter-disciplinary Schools, one Constituent College, four Affiliated Colleges and three Schools.

Presently, the University is offering 62 undergraduate, 152 postgraduate, 55 diploma and 14 certificate courses. The total number of students on rolls of the University during the year was 16,831.

### **Jawaharlal Nehru University**

The Jawaharlal Nehru University, New Delhi came into existence in 1969. The University has ten schools consisting of 36 Centres of Studies. In addition, it has another three independent Centers of Studies. The strength of its teaching and non-teaching staff is 449 and 1374, respectively. The total enrolment in the University is 5506 students with adequate representation of SCs, STs, other backward classes and physically challenged students. The University is conducting its entrance examination at 70 centres in India and abroad.

The faculty of the University published 182 books, contributed 249 chapters to books and published 527 research papers/articles in eminent academic and research journals in India and abroad. A number of faculty members received honours and awards from various national and international organisations. The Library has acquired 3717 new volumes during the year under report and the total collection of books and periodicals now stands at 5,33,689. An advanced Instrumentation Facility (AIF) has been set up for research in Physical, Biological and Environmental Sciences. During the year, the University undertook several construction works which include construction of new hostel with 200 double-bed rooms, new building of school of Physical Sciences, Lecturer / Theatre Complex, extension of Special Centre for Molecular Medicine etc.

### **Jamia Millia Islamia**

Jamia Millia Islamia (JMI), which had been functioning as a deemed to be University since 1962, acquired the status of a Central University in December 1988. The University imparts education from nursery stage to post-graduate and doctorate levels. The University has 36 Departments grouped under 9 Faculties. It also maintains 6 Schools. The total strength of teaching and non-teaching staff is 711 (including 134 for

school sector) and 1103, respectively. The University has on its rolls a total of 16,864 students, including 193 foreign students from 35 countries.

The new initiatives taken in academic areas include the establishment of a new faculty, namely, Faculty of Dentistry; conversion of the erstwhile Department of Fine Arts and Art Education into a new Faculty, namely, Faculty of Fine Arts and creation of eight new Departments and introduction of nineteen new courses. The University is, thus, presently offering a total of 160 courses at the undergraduate and postgraduate levels, in addition to Ph.D programmes, in various disciplines.

During the period under report, over 103 research projects sponsored by different funding agencies, viz. AICTE, UGC, CSIR, ICSSR, UNDP, UNESCO, and various Ministries of Govt. of India, have been undertaken. Further, the Faculty members have brought out 469 publications and have been engaged in as many as 72 consultancies, both national and international. Besides, a number of Seminars, Conferences and Symposia on important subjects at national and international levels were organized, making the campus academically vibrant.

During the period under report, the University has been able to add substantially to its infrastructure in order to cope with a large number of new academic programmes introduced in the University.

### **Visva Bharati**

Visva-Bharati, an educational institution founded by late Gurudev Rabindranath Tagore in 1921, was incorporated as a Central University in 1951 by an Act of Parliament. The University imparts education from the primary school level to post-graduate and doctorate levels.

The University has 40 Departments, including Centres of Studies, grouped under twelve Institutes, eight at Santiniketan, three at

Sriniketan and one at Kolkata. In addition, there are 8 Special Centres for research, instruction and other activities. The University has on its rolls a total of 6,990 students. The total strength of teaching and non-teaching staff is 552 and 1,272 respectively. Apart from a Central Library, the University has 12 sectional libraries.

With a view to restoring Visva Bharati to its pre-eminence in the national/international arena and to re-establish it as a centre of excellence, the former President, in his capacity as the Visitor of the University, had been pleased to constitute a High Level Committee headed by the Governor, West Bengal, the Rector of the University. The report submitted by the Committee has since been examined and is in the process of being implemented.

### **Hyderabad University**

The University of Hyderabad, established by an Act of Parliament in 1974, has over the years emerged as a premier institution of post-graduate teaching and research in the country. The academic activities of the University are undertaken through eight Schools of Study viz. the School of mathematics & Computer/ Information Sciences, School of Physics, School of Chemistry, School of Life Sciences, School of Humanities, School of Social Sciences, S.N.School of Arts, Fine Arts and Communication and the School of Management Studies. The School of Medicine and School of Engineering Sciences & Technology have been established and the courses will commence from the academic year 2008-09.

During the current Academic Year (2007-08), the enrolment of students in different courses of the University was 3067. 1728 candidates qualified for the award of research degrees which include 212 Ph.D., 260 M.Phil and 158 M.Tech Degrees. While, 1108 candidates qualified for the award of Post-graduate degrees in various subjects, 142 students of the University

received UGC and CSIR fellowships during the year. During the year, the University launched several new programmes. The Centre for Distance Education of the University also offered 23 programmes under distance mode.

The University has a faculty strength of 328 consisting of 130 Professors, 86 Readers and 112 Lecturers. Several national and international seminars, symposia and workshops in different disciplines were successfully conducted during the year. The Faculty brought over 864 research publications and obtained various research/project activities with an outlay of Rs.78 crores from various national level agencies like UGC, CSIR, DAE, ICMR, DRDO, DBT etc. Many teachers from the University were also selected for national and international honours.

### **Pondicherry University**

The Pondicherry University was established by an Act of Parliament in 1985 as a teaching-cum-affiliating university with its jurisdiction over the Union Territories of Pondicherry and Andaman & Nicobar Islands with provision for extending it to Lakshadweep.

The University has 9 Schools 31 Departments and 4 Centres and 1 Chair of regular teaching and research. It offers Post-graduate programme in 40 disciplines, M.Tech in 3 disciplines, M.Phil programme in 22 disciplines, Ph.D Programme in 29 disciplines and PG Diploma programme in 3 disciplines. The University has 73 affiliated institutions of which 53 are located in Pondicherry, 7 in Karaikal, 3 in Mahe, 3 in Yanam, 5 in Andaman & Nicobar Islands and one each in Tamil Nadu and Bhopal. The total students strength of the University departments is 2053.

The University has, during the academic year, introduced Master's Programme in nine disciplines namely Coastal Disaster Management, Electronic Media, Applied Psychology, Food Science & Nutrition, Social

Work, Education, Library & Information Science, Environmental Engg. & Management and Network & Internal Engg. As on 1.1.2008, 132 sponsored research projects of topical relevance are in progress.

As part of the development plans for the economically and socially backward region, a new P.G. Centre which offers M.B.A, M.C.A. and M.Com. Courses has been started at Karaikal.

### **Babasaheb Bhimrao Ambedkar University, Lucknow**

Babasaheb Bhimrao Ambedkar University was established in Lucknow in 1996 as a Central University with the objects of promoting advance knowledge by instructional and research facilities in science, key and frontier areas of technology and other allied disciplines such as agricultural technology and rural crafts relevant for the development of the socially and economically depressed sections of the people and to promote the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his life-time.

The university has 5 schools, comprising 10 departments. These schools offer post-graduate courses and Ph.D. Programmes. The total enrollment of students is 526, including 84 Ph.D. scholars, out of which 53% students belong to SC/ST category. The teaching is conducted by 38 regular teachers, and guest faculties. The University has built-up necessary infrastructure and has undertaken steps to strengthen it further.

### **Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya**

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya was established at Wardha in 1997. The objectives of the University are to promote and develop Hindi Language and Literature in general and for that purpose, to provide for active pursuit of comparative studies and research in Hindi and other Indian languages, to offer



programmes of Research, Education and Training in areas like translation, interpretation and linguistics for improving the functional effectiveness of Hindi, to reach out to Hindi scholars and groups interested in Hindi abroad and to popularize Hindi through Distance Education system.

The University has four schools namely: School of Language, School of Literature, School of Translation & Interpretation and School of Culture. It has six departments for Peace Studies, Dalit and Tribal Studies, Women Studies, Mass Media and Communication, Ahimsa and Peace Studies and Buddhist Literature. At present, the University is running 6 M.A. courses, 6 M.Phil/Ph.D. and three diploma courses in French, Spanish and Chinese.

The University has organized 10 national seminars/conferences and 4 workshops during 2007-08. It has also signed an MOU with University of Kelania, Sri Lanka for establishing a Buddhist Study Center at Wardha. The University is developing its infrastructure and has entrusted construction projects worth Rs. 28.46 crore to the CPWD.

### **Maulana Azad National Urdu University**



The Maulana Azad National Urdu University (MANUU) was established at Hyderabad in 1998 with the mandate to promote and develop Urdu language and to impart higher, technical and vocational education in the Urdu medium through conventional as well as distance mode.

There are six Schools of Studies, fourteen Departments and a Directorate of Women's Education offering on-campus education at postgraduate and research level, with an annual intake of 940 students. The University has 135 teaching faculty and 302 non-teaching staff on its strength. The University offers 3 Post-Graduate, 3 Under-Graduate and 7 Diploma/Certificate programmes in Distance mode with over 70,000 students on its roll. At present the University has nine Regional Centres at Patna, Ranchi, Delhi, Bangalore, Bhopal, Dharbanga, Srinagar, Mumbai and Kolkata.

The University has established 3 constituent colleges (Colleges of Teacher Education) – one each at Darbhanga, Bhopal and Srinagar, two model schools at Darbhanga and Hyderabad, and a Centre for Professional Development of Urdu Medium Teachers, the UGC-Academic Staff College and the Centre for the Study of Social Exclusion and Inclusive policy at its Head Quarters. Apart from these, Industrial Training Institutes at Hyderabad, Darbhanga and Bangalore have also been started.

An Instructional Media Centre has been established on the campus to augment the distance education programmes of the University. In an effort to reach out to Urdu speakers, the University has entered into an MoU with Doordarshan for airing its infotainment content on the DD(Urdu) Channel, which was inaugurated on 9<sup>th</sup> January 2008.

### **Deemed-to-be-Universities**

Section 3 of the University Grants Commission (UGC) Act, 1956 empowers Government of India to declare an institution of higher education as deemed university on the advice of the UGC. At the time of writing this report, there were 101 deemed universities. Since the last report, the following *ten* institutions have been declared as deemed universities during the reporting period:

- ❖ Sant Longowal Institute of Engineering

and Technology, Longowal, District, Sangrur, Punjab.

- ❖ Sri Devaraj Urs Academy of Higher Education and Research, Tamaka, Kolar, Karnataka.
- ❖ Swami Rama Vidyapeeth, Swami Rama Nagar, P.O. Doiwala, Dehradun, Uttarakhand.
- ❖ Maharishi Markandeshwar University, Mullana-Ambala, Haryana.
- ❖ Santosh University, Ghaziabad, Uttar Pradesh.
- ❖ Siksha 'O' Anusandhan, Khandagiri, Bhubaneswar, Orissa.
- ❖ Periyar Maniammai Institute of Science & Technology, Periyar Nagar, Thanjavur, Tamil Nadu.
- ❖ Gandhi Institute of Technology and Management, Visakhapatnam, Andhra Pradesh.
- ❖ Academy of Maritime Education and Training, Kanathur, Chennai, Tamil Nadu.
- ❖ Ponnaiyah Ramajayam Institute of Science & Technology, Thanjavur, Tamil Nadu.
- ❖ BLDE University, Bijapur, Karnataka.
- ❖ Yenepoya University, Mangalore, Karnataka.

The National Institutes of Technology (NITs), which were earlier deemed to be universities under the meaning of Section 3 of UGC Act, 1956, have been notified through an Act of Parliament as 'Institutions of National Importance' on the 9<sup>th</sup> of August, 2007.

These 'Deemed-to-be-University' Institutions have expanded the base of higher education in the country and are offering education and research facilities in various disciplines such as Medical Education, Physical Education, Fisheries Education,

Languages, Social Sciences, Population Sciences, Dairy Research, Forest Research, Armament Technology, Maritime Education, Yoga, Music and Information Technology, etc.

The Department is determined to introduce accountability and transparency in the processing of applications for grant of status of deemed-to-be-university under Section 3 of the UGC Act, 1956. The Department has therefore placed the information regarding status of such applications on its website and reviews the position periodically. The UGC also displays all information in the public domain.

### **Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeethya, New Delhi & Rashtriya Sanskrit Vidyapeetha, Tirupati**

Two institutions namely Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Rashtriya Sanskrit Vidyapeetha, Tirupati were established in 1962 and 1986 respectively with the objective of preserving learning of Shastras as well as promotion of Sanskrit language, literature, philosophy through teaching and research. These institutions were declared as 'Deemed to be University' in the year 1987. A number of programmes and activities for realising their objectives in effective manner have been started by both these institutions. These institutions receive annual grants through the University Grants Commission for meeting their expenses.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeethya, New Delhi, provides courses of study from Shastri to Vidya Vachaspati (D. Litt.). Since 1997-98, Vidyapeetha has also been offering diploma in Vedic Literature and conducting refresher courses for teachers. It also offers programmes leading to two degrees, namely Vidya Varidhi (Ph.D) and Manad Uppadhi (Honorary D. Litt.). The Vidyapeetha has four faculties namely : Sahitya; Sanskrit; Darshan and Veda Vedanga. These faculties have eighteen departments viz. Sahitya, Puranetihasa,

Prakit, Nyaya Vashaishik, Sankhya Yoga, Advaita Vedanta, Jain Darshan, Sarva Darshan, Mimamsa, Vishishtadvaita Vedanta, Veda, Dharam Shastra, Vyakaran, Paurohitya, Jyotish, Shiksha Shastra, and Shikshacharya. The Vidyapeeth has introduced two new courses namely P.G. Diploma in Vastu Shastra and Medical Astrology.

Rashtriya Sanskrit Vidyapeetha (RSV). Tirupati provides courses of study in various disciplines ranging from Prak Shastri (Intermediate) to Vidya Varidhi (Ph.D) and Diploma and Certificate Courses. The Pedagogy Department of this Vidyapeetha is functioning as an Institute of Advanced Study in Education (IASE) and promotes the use of modern technology. A computer center was established in Vidyapeeth to accelerate its publication activities. The Vidyapeetha has four Faculties having nine departments namely, Sahitya, Vyakarana, Nyaya, Jyotisha, Advaitavedanta, Dvaita Vedanta, Visistadvaita Vedanta, Research and Publication, Physical Education and Education (IASE).

### **Shastri Indo-Canadian Institute**

Shastri Indo-Canadian Institute (SICI) founded in 1968, continued to promote academic relations and mutual understanding between India and Canada mainly through funding research and linking academic institutions in the two countries and by promoting Canadian Studies in India and Indian Studies in Canada.

Government of India has committed funds to the Institute amounting to Rs.13.14 crores for five years beginning 01.04.2006, to support programmes and operations of the Institute. The grant released in the financial 2006-07 was Rs.2.34 crores and the budget allocation in BE 2007-08 is Rs.2.45 crores.

The Canadian International Development Agency (CIDA) multi-year agreement with SICI was signed for Canadian dollars 3.5 million over a period of five years ending on March 31, 2012. New programmes have

been initiated from these funds to strengthen academic relations between the two countries. These are :

- i) Shastri Millennium Development Research Grants
- ii) Partnership Development Seed Grants
- iii) Scholar Travel Subsidy Grants
- iv) Grants to support development of Study-In-India Programmes
- v) Study in India Summer Programme
- vi) Student Excellence Awards
- vii) Shastri Institute International Youth Internship Programme

Under the Shastri Millennium Development Research Programme, funds will be provided to bi-national research teams to undertake public policy relevant research. Three grants will be awarded for 2008-2010. Grants recipients will be required to widely disseminate their findings.

SICI is being governed by its 41 Indian Member Institutions and 32 Canadian Member Institutions alongwith the representative of Govt. of India and Govt. of Canada. During last one year, 9 new Canadian Institutions have joined the Membership of Shastri Institute.

SICI undertakes India studies programmes in Canada with funding from Govt. of India. Under this programme, 25 Canadian scholars were awarded fellowships in 2007-08, and books and journals on Indian studies were supplied to 29 Canadian Universities, which are members of the Institute.

The Canadian Studies Programme in India was funded by the Foreign Affairs, Canada and Fellowships to Indian scholars and institutions engaged in teaching in research in Canadian studies were offered. During 2007-08 18 scholars were awarded fellowships to do research on different

subjects in Canada and a grant of over Rs.13.70 lakhs was given to 14 Centres promoting Canadian studies in India at various Indian universities.

### **United States Educational Foundation in India**

The United States Educational Foundation in India (USEFI) was established in February, 1950 under a bilateral agreement, as replaced by a new agreement in 1963, between the Government of India (Ministry of External Affairs) and the Government of the United States to administer the Fulbright Educational Exchange Programme to promote further mutual understanding between the people of the United States of America and India by a wider exchange of knowledge and professional talents through educational contacts.

The Ministry of Human Resource Development (MHRD) nominated five Indian citizens on the USEFI Board of Directors for the year 2007.

During the academic year 2007-08, 35 visiting lecturers and experts, 27 senior research scholars and 77 students/junior research scholars, 16 teachers and 17 professionals were awarded Fulbright

grants ranging from three months to a year. During the year, USEFI also administered four non-Fulbright grant programmes.

USEFI assisted in recruitment of applicants for the International Fellowships Programme (IFP) for 2007-08 and organised pre-departure orientation for 2006-07 IFP batch.

The Foundation also administered, on behalf of the U.S. Department of Education, research scholars grant and one short-term group project for American school teachers. The cost of the academic programme for short-term group programme is reimbursed by the Department of Higher Education, Ministry of Human Resource Development.

The Foundation provided educational advisory services to a large number of Indian students keen to pursue their higher education in the United States.

### **American Institute of Indian Studies**

American Institute of Indian Studies (AIIS), a consortium of 59 major American Universities and Colleges was set up in 1962 to promote the study of Indian Civilization and Culture in the United States through Fellowship Program, teaching Indian languages to American students, establishing research and



archival facilities in Art, Art history, Archeology and Ethnomusicology, and organizing seminars, workshops and conferences in different fields of Indian studies.

For the year 2007-2008, AIIIS submitted 91 research fellowship applications.

In addition 160 language students came to India under the aegis of the American Institute of Indian Studies to study Hindi, Bengali, Persian, Tibetan, Gujarathi, Malayalam, Sanskrit, Marathi, Urdu, Tamil and Telugu languages.

The Institute administered study abroad Programs for 21 American Universities wherein 417 students participated.

The Institute organized a two day AIIIS Junior Research Fellows Conference on January 7<sup>th</sup> and 8<sup>th</sup> 2008.

6 young Musicologists were sent to United States during 2007 to enhance museum documentaries skills and learn advanced techniques of digital documentation.

The Centre for Art and Archeology continued to pursue steadfastly its objectives and achieved further progress in the fields of records of Photo-documentation, digitization and archiving. It completed Photo-documentation of work of 29 state protected monuments in West Bengal during April May, 2007. The Institute undertook Photographic and Architectural documentation of heritage monuments, Teranga , Gurajrat. The Institute also undertook a pilot documentation project on important Indo-Islamic monuments of Punjab and Haryana. A four days professional development programme on Managing Archives presuming heritage was organised. The Archives and Research Centre for Ethnomusicology continued its activities and was enriched by further digitization of recording, collections and acquisitions of audio-video, digital photography. The Centre organised one day Seminar on '

Intellectual Property issues for archives and museums in India' and a three days workshop on 'Care and Management of Audio-Visual Media'.

### **Scheme of National Research Professorship (NRP)**

Government of India had instituted the scheme of National Research Professorship in 1949 to honour distinguished academics and scholars in recognition of their contribution to knowledge. Persons of real eminence, who have attained the age of 65 years and have made outstanding contributions in their respective fields and are still capable of productive research, are considered for appointment as National Research Professors. The appointment is made initially for a period of 5 years, which is extendable by 5 years. Thereafter, a National Research Professor is entitled to life pension.

The maximum number of existing NRPs excluding those, who are pensioners, is not to exceed 12. During the year 2007-08, no new NRP has been appointed. At present 11 persons of eminence are serving as NRP. A lumpsum amount of Rs. 50,000/- as contingency grant is given to each NRP for official expenses. During 2007-08, five NRPs have been given contingency grant. Each serving NRP is also given monthly honorarium of Rs. 25000/- and each retired NRP, gets a monthly pension of Rs. 9000/-.

### **National University of Education Planning and Administration (NUEPA)**

The National University of Educational Planning and Administration(NUEPA) is an autonomous organisation set up and fully financed by the Department of Higher Education, Ministry of Human Resource Development. The objectives of the Institute are 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 of the Asian region in the field of educational planning and administration and to prepare, print and publish papers, periodicals and books, to share experience and expertise in the area of educational planning and administration with other countries and to conduct comparative studies for the furtherance of these objectives.

During 2007-2008, 42 training programmes have been organised and 2 research studies were completed while as many as 29 research studies have been in progress/sanctioned.

The faculty provided consultancy and professional support to National, State and

Institutional level bodies as well as International Organisations like the Ministry of Human Resource Development, State Education Departments, State Councils of Higher Education, SCERTs, SIEMATs UNESCO, UNICEF, World Bank and SIDA.

The NUEPA maintains a well stocked Library/Documentation Centre on Educational Planning and Administration and Inter Disciplinary subjects. It is perhaps one of the richest libraries in the field of Educational Planning and Management in the Asian Region. It serves the faculty, research scholars and participants of the various programmes, as also other organisations through Inter Library Loan system. The Library and Documentation Centre has a collection of 33537 books and 5385 volumes, respectively. Totally computerized and networked, the library provides referencing services through Internet, ERIC and DELNET based virtual library mode.

The Budget Estimates for the current financial year 2007-08 are as under:

(Rs. in lakhs)

Budget Estimates (2007 – 2008)		*Revised Estimates (2007– 2008)		*Budget Estimates (2008 – 2009)	
Non-Plan	Plan	Non-Plan	Plan	Non-Plan	Plan
284.00	883.00	284.00	883.00	312.00	1183.56.00

\* Not yet approved.





# 6



**Technical Education**



# Technical Education

## An Overview

**T**echnical Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Technical Education covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy and applied arts & crafts, hotel management and catering technology.

The technical education system in the country can be broadly classified into three categories, viz. Central Government funded institutions, State Government/State-funded institutions & Self-financed institutions. In 2007-08, there were 52 Centrally funded institutions (CFIs) of technical and science education besides Apex level Councils, namely, All India Council for Technical Education (AICTE) and the Council of Architecture.

The 52 Centrally funded institutes of technical & science education are as follows: -

Centrally Funded Institutions	Number of Institutions
Indian Institutes of Technology (IITs)	7
Indian Institutes of Management (IIMs) (including Rajiv Gandhi IIM, Shillong which will admit its first batch of students in 2008-09)	7
Indian Institute of Science (IISc), Bangalore	1
Indian Institutes of Science, Education & Research (IISERs)	3
National Institutes of Technology (NITs)	20
Indian Institutes of Information Technology (IIITs)	4
National Institutes of Technical Teachers Training and Research (NITTTRs)	4
Others {School of Planning & Architecture (SPA), Indian School of Mines University (ISMU), North-East Regional Institute of Science & Technology (NERIST), Sant Longowal Institute of Engineering & Technology (SLIET), National Institute of Industrial Engineering (NITIE) & National Institute of Foundry and Forge Technology (NIFFT)}	6
<b>TOTAL</b>	<b>52</b>

Besides the above, there are four Boards of Apprenticeship Training (BOATs).

The Central Government is also implementing the following schemes/ programmes: -

- (i) Third Technician Education Project.
- (ii) Technical Education Quality Improvement Programme (TEQIP) assisted by the World Bank.
- (iii) National Programme for Earthquake Engineering Education (NPEEE).
- (iv) Indian National Digital Library for Science & Technology (INDEST).
- (v) National Programme in Technology-Enhanced Learning (NPTEL).
- (vi) Technology Development Mission.

There is one Public Sector Undertaking, namely, Educational Consultants India Ltd. (Ed.CIL) under the Ministry.

The major challenge before the technical education system is one of access, equity and inclusion. Another area of concern is the inadequate availability of faculty both in terms of quality and numbers. Assuring quality of technical faculty and constant upgradation with reference to the fast changes taking place in the world are the areas, which need to be addressed. Promotion of R&D efforts, improvement in employability of trained graduates and postgraduates coming out of the technical institutions, are some of the areas where efforts are required.

In order to make technical education more broad-based, the XI Plan envisages major expansion in the number of Centrally-funded Technical Education Institutions. It is proposed to set up 8 new IITs of which 3 will be located in Bihar, Andhra Pradesh and Rajasthan. The fourth IIT has been announced for Himachal Pradesh. 7 more IIMs are proposed to be set up, of which the Rajiv Gandhi Indian Institute of

Management has already been set up at Shillong. 20 new IIITs proposed to be established will focus on application of IT in different specific domain areas. These IIITs would, as far as possible, be established in Public Private Partnership (PPP) mode. Two IISERs started functioning in 2006-07 at Kolkata and Pune and the third at Mohali started in 2007-08. Two more IISERs, namely, at Bhopal and Thiruvananthapuram, are being established from the academic session from 2008-09.

National Board of Accreditation of India under the AICTE, has been admitted as a provisional member of the Washington Accord in 2007. The Washington Accord is an international agreement on the mutual acceptability of accreditation system for engineering programmes of signatory countries. The Accord recognizes substantial equivalence of the accredited programmes and recommends that the graduates of accredited programmes in any of the signatory countries be recognised by the other countries as having met the academic requirements for entry into the practice of engineering. Member countries of the Accord are Australia, Canada, Chinese Taipei, Hong Kong, China, Ireland, Japan, Korea, New Zealand, Singapore, South Africa, United Kingdom and United States.

National Board of Accreditation (NBA), a body under AICTE, is the only authorized body in India entrusted with the task of undertaking accreditation of technical education programmes. All programmes in technical education, including those offered by

University Departments, are accredited by NBA. The NBA evaluates the quality of programmes offered by educational institutions from Diploma to the Postgraduate levels in Technical Education.

As and when full membership of the Accord is conferred on India, mobility of Indian engineering graduates at the international level would be facilitated. Graduates from NBA-accredited programmes will be automatically accepted for education and employment purposes in member countries of the Accord.

Brief particulars about the (i) Statutory national level Councils, (ii) Central sector institutions of technology and science education, and (iii) Other schemes and programmes of the Ministries are given in the following sections.

## National Level Councils

### All India Council for Technical Education (AICTE)

The All India Council for Technical Education (AICTE) was set up in 1945 as an advisory body and later on in 1987 given statutory status by an Act of Parliament. The AICTE grants approval for starting new technical institutions and for introduction of new courses. It also lays down norms and standards for such institutions. It also ensures quality development of technical education through accreditation of technical institutions or programmes. In addition to its regulatory role, the AICTE also



has a promotional role which it implements through schemes for promoting technical education for women, handicapped and weaker section of the society, promoting innovations, faculty, research and development, giving grants to technical institutions.

The technical institutions under the AICTE include post-graduate, under-graduate and diploma in the whole spectrum of technical education covering engineering/technology,

pharmacy, architecture, hotel management and catering technology, management studies computer applications and applied arts and crafts.

The AICTE has its headquarters in New Delhi and seven **regional offices** located at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal and Bangalore. A new regional office at Hyderabad has been set up and is to be operationalised soon. The jurisdiction of the regional offices is as follows:

Sl. No.	Region	Head Quarters	States
1.	Northern	Kanpur	Bihar, UP, Uttaranchal
2.	North-Western	Chandigarh	Chandigarh, Haryana, New Delhi, HP, J&K, Punjab, Rajasthan
3.	Central	Bhopal	MP, Gujarat
4..	Western	Mumbai	Maharashtra, Goa, Daman & Diu, Dadra & Nagar Haveli
5.	South-Central	Hyderabad	AP, Chhattisgarh
6.	South Western	Bangalore	Kerala, Karnataka, Lakshadweep
7.	Southern	Chennai	TN, Pondicherry
8.	Eastern	Kolkata	WB, Orissa, Andaman & Nicobar, Jharkhand, Assam and seven smaller North Eastern States

The Council discharges its functions through a 21 member Executive Committee. The Council is assisted by 10 Statutory Boards of Studies, namely, UG Studies in Engineering & Technology, PG and Research in Engineering and Technology, Management Studies, Vocational Education, Technical Education, Pharmaceutical Education, Architecture, Hotel

Management and Catering Technology, Information Technology, Town and Country Planning.

There has been a phenomenal increase in the number of institutions in the technical and management sector in the country as is seen from the following:

**Number of AICTE-approved Technical Education Institutions and their Annual Intake (as on 31.08.2007)**

Sl. No.	Programme	Degree		Diploma	
		Institutions	Annual Intake	Institutions	Annual Intake
1	Engineering	1668	6.53 Lakh	1414	3.54 Lakh
2	Architecture	116	4,543	5	120
3	M.C.A.	1017	0.71 Lakh	--	--
4	Pharmacy	854	0.52 Lakh	583	0.35 Lakh
5	App. Arts & Crafts	9	650	8	1,010
6	Management	1149	1.22 Lakh	--	--
7	Hotel Management	81	5,272	92	4,890
<b>Total</b>		<b>4894</b>	<b>9.08 Lakh</b>	<b>2102</b>	<b>3.95 Lakh</b>
<b>Grand Total</b>		<b>Institutions</b>		<b>6996</b>	
		<b>Intake</b>		<b>13.03 Lakh</b>	

At the undergraduate and postgraduate levels, in consultation with the concerned State government agencies, the AICTE grants approvals for starting new technical institutions, for introducing new courses or programmes, and for variation in intake capacity in technical institutions. The AICTE has delegated to the concerned state governments powers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. The process of granting approvals has been reviewed to make it more transparent, responsible and hassle free. The concerned agencies i.e. State Govts. & Universities are being consulted at all important stages of decision-making.

Stakeholders have been empowered to voice their views. The process of approval for new institutions has been streamlined to minimize hardship to stakeholders.

**The National Board of Accreditation (NBA)** which was set up in 1994 awards accreditation status to programmes as *Accredited for five years*, *Accredited for three years* and *Not Accredited (NA)*. Accreditation is based on an 8 point criteria which includes organisation and governance, financial resources, allocation and utilization, physical resources, human resources, teaching/learning processes etc. There has been a substantial increase in the number of accredited programmes as is seen from the table placed below:

Discipline	As on Dec 12, 2003	As on Jan 11, 2008	Percentage of Accredited Programmes.
	Accredited Programmes (Institutions)	Accredited Programmes (Institutions)	
Engineering	759 (169)	2005 (512)	36%
Pharmacy	38 (15)	67 (32)	8%
Management	51 (41)	106 (92)	10%
HMCT	02 (02)	04 (04)	9%
MCA	29 (29)	53 (53)	5%

**Research & Institutional Development (RID)** Bureau of the AICTE implements (i) The Research and Development (R&D) Scheme, (ii) The Industry Partnership Scheme. The Research and Development Schemes include (1) PG Scholarship Scheme, (2) National Doctoral Fellowship (NDF), (3) Career Award for Young Teachers, (4) Research Promotion Scheme, (5) Modernisation and Removal of Obsolescence in Technical Education (MODROBS). The Industry Partnership Schemes are (1) Industry Institute Partnership Cell (IIPC) Scheme, (2) National Facilities in Engineering and Technology with Industrial Collaboration (NAFETIC)/Nationally Coordinated Project (NCP), Entrepreneurship Development Cell (EDC), Financial Assistance to Professional Societies/Bodies Scheme.

For up-gradation of skills and for providing opportunity for exchange of knowledge, the AICTE operates a number of programmes for

Career Development of teachers in technical education viz. the **Quality Improvement Programme (QIP)**, preparation of course material modules, short-term training programmes, career awards for young teachers, schemes for awarding travel grants and seminar grants etc. The AICTE has now extended the QIP scheme to teachers working in other disciplines of technical education like Pharmacy, Architecture & Town Planning, Management and Applied Arts and Crafts for pursuing Masters/Ph.D Degrees. Further, the scheme of QIP has been extended to polytechnic teachers also. Under the scheme of Emeritus Fellowship, through award of a fellowship and a contingency grant, AICTE provides superannuated faculty members an opportunity to continue research work for a period of two years. AICTE is also operating a revised scheme called Early Faculty Induction Programme [EFIP] to attract young students towards the teaching career.

The AICTE funds a scheme of **National Technical Manpower Information System (NTMIS)** for estimation of short term and long term requirement of technical manpower in different fields, for assessment of anticipated gaps in demand and supply and scientific analysis for forward modeling of activities. This NTMIS Scheme presently works from 20 nodal centers all over the country.

In order to promote technical education for women, several relaxations have been given for granting approval of technical institutions for women. These include reduction in land requirement (50% in rural, 20% in State capital and 10% in mega cities), 20% relaxation for FDR amount and processing fee, 5 courses with annual intake of 300 with each course intake not exceeding 90 is allowed and a single window system for expeditious processing.

With regard to promotion of polytechnic education, several relaxations in norms have been given which include reduction of land requirement to 1.5 acres for mega cities, 2.5 acres for metro and State capitals and 5 acres for others, built up area of 5 sq. meter per student, teacher student ratio reduced to 1:20, 5 courses with intake of 300 is allowed and a second shift of enrolment for selected programmes is allowed for optimum capacity utilization.

To provide information to its stakeholders, and for transparency in its activities, information is regularly updated on its website <http://www.aicte.ernet.in>.

The AICTE has set up 106 virtual classrooms in identified technical institutions under **EDUSAT** scheme to share the knowledge of premier and well-established institutions with the other institutions. The scheme will be extended to more institutions under AICTE-EDUSAT network.

Under the **AICTE-INDEST** Scheme, AICTE has so far provided a grant of Rs. 1.1 crore to IIT Delhi for the year 2007-08 subscription to electronic resources by 66 Government/ Government aided Institutions having programmes in engineering and technology at

postgraduate level.

### **Council of Architecture.**

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by Parliament, which came into force on 1<sup>st</sup> September, 1972. The Act provides for registration of Architects and matters connected therewith. The COA, besides maintaining a Register of Architects, oversees the maintenance of standards of qualifications recognised under the Act by way of conducting inspection through Committees of Experts. Based on the inspections, the COA can make representations to appropriate Governments with regard to the inadequacy of standards maintained by the institutions. The Central Government after further inquiry as deemed fit and keeping in view the comments of the appropriate Governments and the architecture institutions is required to take decision regarding de-recognition of the architectural qualification. The recommendations of the COA are taken before any architectural qualification is notified under the Act by the Central Government.

## **Central Institutions In Technology & Science**

### **Indian Institutes of Technology (IITs)**

At present, there are seven Indian Institutes of Technology (IITs) viz. at Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee. These are governed by **The Institutes of Technology Act, 1961** which has declared them as "institutions of national importance", and lays down their powers, duties, framework for governance etc. The main objective of IITs is to impart world class education in engineering and technology; to conduct research in the relevant fields, and to further advancement of learning and dissemination of knowledge. These Institutes are also contributing significantly to education and research in basic sciences and humanities.

The IITs offer undergraduate programmes in

various branches of engineering and technology; postgraduate programmes with specialization and Ph.D. programmes in various engineering and science disciplines, interdisciplinary areas; and conduct basic, applied and sponsored research. At present, IITs offer B. Tech., M.Sc., M. Design, M.Phil., M.Tech, and Ph.D. Degrees. IITs are maintaining quality of teaching and research of international standards. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in the industry. They also contribute to updating the knowledge of faculty of other Engineering Colleges through Quality Improvement Programmes. As host institutions under the Early Faculty Development Programme (EFDP), IITs act as nuclei to cater to the technical requirements of the respective regions.

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

areas in which the IITs have made significant contribution.

In order to provide quality education in science & technology to a larger number of students, the capacity of existing IITs has been enhanced considerably during the 10<sup>th</sup> Five Year Plan. To keep pace with the change taking place in new technologies, new programmes are being started in identified areas such as new materials, non-destructive evaluation technology, high speed networking and wireless technology, bio-technology and bio-informatics, smart materials, environmental energy, medical science and technology, medical instrumentation, electronics, electronics communication and membrane technology etc.

In addition to the seven existing IITs, the Government proposes to set up eight new IITs during the Eleventh Plan. Of these, four will be located in Andhra Pradesh, Bihar, Rajasthan and Himachal Pradesh.

Students into UG programmes in IITs are admitted on the basis of Indian Institute of Technology-Joint Entrance Examination (IIT-JEE) and in PG programmes through Graduate Aptitude Test in Engineering (GATE).

**Details of Faculty position, Student Strength, Student Intake and Number of Ph.D.s awarded in IITs during the Academic Session 2007-08.**

Indian Institutes of Technology (IITs)	Kharagpur	Bombay	Madras	Kanpur	Delhi	Guwahati	Roorkee	Total
	1	2	3	4	5	6	7	8
Year of Admission of 1 <sup>st</sup> batch	1951	1958	1959	1960	1961	1995	2001*	
Faculty strength	519	433	392	311	419	193	367	<b>2634</b>
Student strength	6625	5420	5011	3810	4995	2126	4402	<b>32389</b>
Student intake (UG/PG) in 2007	1901	1550	967	914	1550	796	1467	<b>9145</b>
Number of Ph.Ds Awarded in 2007	167	152	125	86	145	16	107	<b>798</b>
No. of patents applied for.	13	10	13	24	14	5	NIL	<b>79</b>

\* year of conversion into an IIT.

### Indian Institute of Technology, Kharagpur

The Indian Institute of Technology, Kharagpur (IIT Kgp) was set up in 1951 in a green sprawling campus spread over 2100 acres.

The Institute has 19 academic departments, 11 multi-disciplinary centres and schools, and a number of research and development units of excellence in addition to laboratories and central research facilities. The Institute has on

its roll close to 500 faculty, 7000 students and 1300 supporting staff who devote their best to produce the brightest and the best scientists, engineers and managers.

The Institute is presently offering B.Tech (Hons) courses in sixteen different branches of engineering, a B.Arch (Hons) course in Architecture, nineteen Dual Degree programs, Integrated M.Sc. programs in seven science streams, six two-year M.Sc. programs, forty-nine postgraduate degree courses leading to M.Tech/MCP/MBM/MMST degrees, eight postgraduate diploma courses and research programs leading to PhD degree. In the 53<sup>rd</sup> Convocation held on 15<sup>th</sup> September 2007, a total of 1761 degrees were awarded which included 167 Ph.D., 35 MS, 524 M.Tech., 22 MCP, 117 MBA, 171 Dual Degree, 08 MMST, 70 PGDIT, 05 PGDMOM, 10 PGDTNM, 34 PGDBA, 21 PGDST, 15 PGDM, 174 M.Sc 375 B.Tech (Hons) and 13 B.Arch (Hons) degrees.

About 1142 research papers were published in referred international and national journals and 1046 papers presented in national and international conferences by the faculty members. During the last year, the Institute received 166 research projects for a total value of Rs. 440.7 million and 129 consultancy projects for Rs. 100.9 million.

During the year, Institute has started two new M. Tech programs, one in Earth System Science and Technology and the other in Media and Sound Engineering; a three-year program of Bachelor of Law with specialization in Intellectual Property Rights; creation of an Advanced Technology Development Centre to promote inter-disciplinary academic activities; increasing student intake; acquisition of several new equipments to enhance research facilities; construction of another Hall of Residence for girl students and construction of boundary wall of the campus for ensuring greater security.

#### **Indian Institute of Technology, Bombay**

The Indian Institute of Technology, Bombay (IITB) was established in 1958 with the co-operation and participation of the then Government of USSR under the UNESCO

technical assistance programme.

In 2007-08 the student intake in UG/PG was 1550 with total student strength of 5420. In 2007 the Institute awarded 1483 degrees to its students. Out of these 152 were Ph.Ds, 462 M.Tech, 58 M. Mgt. 28 M. Des., 15 M.Phil, 132 M.Sc, and 472 B.Tech (this also includes Dual Degree). This represents an increase of 14% over the total number of degrees awarded in the previous year.

The Continuing Education Programme (CEP) has significantly contributed to the industry by running tailor made programmes for their new recruits. In the year 2007, one hundred and fifty two open CEP courses were conducted.

The Institute's Centre for Distance Engineering Education Programme (CDEEP) provides quality Engineering Education to students, college teachers and working professionals. During 2007 as many as 17 courses were offered giving direct benefit to 874 participants in distance mode.

Nearly 160 new sponsored projects were initiated during 2007. Funds of about Rs. 53 crores were received for various new projects initiated during this year and the ongoing projects of the previous years.

Twelve patents were granted in 2007 for the applications filed in different areas of science and engineering. Ten new Indian patent applications were filed in 2007, alongwith one from an earlier provisional filing.

#### **Indian Institute of Technology, Madras**

The Indian Institute of Technology, Madras (IITM) was established in 1959. Course based programmes are being offered by the Institute in all the 16 Departments and user oriented M.Tech programmes are currently offered in Bio-Technology, Computer Engineering, Mechanical Engineering. User oriented programmes in pavement Engineering is conducted in collaboration with the Border Roads Organization (BRO), in Ocean Technology and Management is sponsored by

the National Institute of Ocean Technology. It has launched a novel dual degree programme, with a B.Tech in Engineering Design and a M.Tech specialization in Automotive Engineering.

In 2007, 1320 degrees were awarded: 125 Ph.D; 104 MS; 337 M.Tech; 92 M.Sc; 66 MBA; 111 Dual Degree (B.Tech & M.Tech) and 374 B.Tech.

The number of active consultancy projects during the year 2006-07 was 539 for a total value of Rs.224 million. The number of faculty projects involved in consultancy projects is 139 while 14 have been retained as consultants in various industries. The ISRO-IITM Space Technology Cell renewed 25 projects and sanctioned 4 new projects. During the period April 2007 to September 2007, 264 Consultancy Assignments and 58 Sponsored Projects were taken up with a total value of Rs.718 lakhs and Rs.3883 lakhs respectively.

An important milestone was the launch of the pedo-power graph and diabetics footwear developed by IITM in collaboration with Sundaram Medical Foundation and Brakes India Ltd.

The Centre for Continuing Education (CCE) has been very active in promoting activities for the benefit of working professionals in industries and faculty members of other technical institutions.

The first phase of the National Programme on Technology Enhanced Learning (NPTEL) project involving all the IITs and IISc and coordinated by the IITM through video and the web at highly subsidized rates to all the engineering and management institutions in India by June 30, 2007, the MHRD has provided a total of Rs.20.47 crores. The website hosting NPTEL course contents has so far been accessed by more than 160,000 who have registered. The website has recorded more than 560,000 hits since September 5<sup>th</sup> 2006 when it was launched.

In the second phase, it is proposed to build interactions with college teachers through a large number of course-specific and

discipline-specific workshops. Also courses will be developed in all the science and engineering disciplines not included in the first phase. A total of 500 more courses covering all the disciplines have been envisaged. These courses will enhance the reach and quality of technical education in the country.

### **Indian Institute of Technology , Kanpur**

Set up in 1960, Indian Institute of Technology, Kanpur (IITK) has a Campus of 1100 acres. In the annual convocation of the Institute held in June, 2007, 306 B.Tech students received their degrees. The corresponding numbers for B.Tech Dual degree programs, Integrated M.Sc Programs, and 2-year M.Sc. Programs are 41, 37 and 85 respectively. The Institute also awarded 32 MBA degrees, 312 M.Tech degrees 14 M.Des degrees and 86 Ph.D. degrees. Faculty members and students published more than 1000 research papers in journals and conference proceedings.

During the financial year 2006-07, the institute received 138 sponsored and 96 consultancy projects with a research grant of Rs 65.69 crore and Rs 5.40 crore, respectively. The faculty filed 25 patents in India and overseas last year. Besides, the Institute has also signed several Memoranda of Understanding with international academic and research institutions within the country and abroad. A project *Brihaspati Phase-2: Development of open source content delivery tools with advanced features* funded by the Ministry of Communication and Information Technology (MCIT) aims to develop the Brihaspati Virtual Classroom tools further with better and modified architecture. The institute joins the Centre for Development of Advanced Computing (CDAC) Kolkata, CDAC Noida and CDAC Thiruvananthapuram as a fourth member and serves as the Consortium Leader. A project entitled *Passive and Active RFID and Location Technology Research* has been sponsored by the Boeing Company, St. Louis, Missouri, USA.

The Institute is adding several major infrastructural facilities for carrying out multidisciplinary R&D activities. It is in the



process of setting up a state of the art *Ion Beam Facility for Micro and Nano Scale Engineering*. DST has allocated about Rs.15.00 crore to the Institute for setting up 1.7 MV High Current Tandem Accelerator, Microbeam system with end station for protons, helium and heavy ions, Vibration free mounts/tables for object slit and microbeam station, High Resolution Si (Li) Detector for PIXE, Digital Current Integrator and many more facilities, and these will significantly impact the research being carried out. Further, such equipment will prove indispensable for rapid development of emerging technologies which utilize micro and nanostructures. It is ideally suited for cross-disciplinary research and development areas such as *Futuristic manufacturing and Study of nano materials and devices*.

Seventeen new scholarships and several awards have been instituted for students during the year. Partial travel support to students enabled 71 students to participate in conferences overseas. Last year, a cash award for publishing journal papers to students was introduced 226 students were distributed Rs 26.11 lakh under the program.

Last year the Institute started the Summer Undergraduate Research Programme (SURGE) to encourage undergraduate student research. Also, MoU signed with Ecole Centrale Paris this year for promoting undergraduate research has enabled student exchange in addition to that with Caltech started last year.

#### **Indian Institute of Technology, Delhi**

Established as a College of Engineering in 1961, this institute was declared an Institute of National Importance under the "Institute of Technology (Amendment) Act, 1961" and renamed as "Indian Institute of Technology Delhi" (IITD) in 1963.

The institute offers a wide range of academic programmes in science and engineering disciplines both at Undergraduate and Postgraduate level. In year 2007-08, the student strength at Undergraduate level was 2265 and at postgraduate level 2666 which makes the total strength 4931. In the

convocation held in August 2007, degrees were awarded to 363 B.Tech students, 112 dual degree students, 676 Postgraduate students and 134 to Ph. D. students.

A new girl's hostel is under construction, having a capacity of 464 beds. This is likely to be made available for use with effect from the Academic year 2008-2009.

The institute is in the process of establishing a "School of Biological Sciences". The objective is to initiate and promote cutting edge research in modern biology, while interacting with industry and initiating new academic programs at various levels in Biological Sciences.

The central Library has a large collection of books and journals. During 2007-08, the library has purchased 1609 books and subscribed to several journals, besides having access to a large body of publications subscribed under the INDEST consortium.

International bibliographic databases have indexed 1,565 research articles published by the faculty members and researchers of the institute in international journals, including 1,098 articles indexed in Web of Science, an international indexing service in Science & Technology and Social Sciences.

To facilitate close cooperation in teaching and research, the institute has on file Memoranda of Understanding with 38 National and 55 International Institutes & R&D organizations. During the period under report the institute has signed 3 MoU's with National and 6 with International Institutes/R&D organizations.

419 consultancy projects of the value of Rs. 721.91 lakh, 79 Sponsored projects of the value of Rs. 4454.14 and 39 Contract Research/Technology Transfer/HRD Program of the value of Rs. 231.36 have been undertaken during the period under report.

#### **Indian Institute of Technology, Guwahati**

Indian Institute of Technology, Guwahati (IITG) established on September 1, 1994 under The Institutes of Technology (Amendment) Act, 1994, is located on a picturesque lush green area of 285 hectares on the northern bank of

the mighty Brahmaputra.

The Institute has 11 academic departments, namely, Chemical Engineering, Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering (all of which offer B.Tech, M.Tech and PhD programmes); Biotechnology (offering B.Tech and PhD programme); Design (offering B.Des and PhD programme); Chemistry, Mathematics and Physics (offering B.Tech, M.Sc. and PhD programmes); and Humanities and Social Sciences (offering PhD programme). There are three inter-disciplinary academic centres, namely, Energy, Environment, and Nanotechnology (offering PhD programmes). The Institute also has four service centres, namely, Computer and Communication Centre, Central Instruments Facility, Centre for Educational Technology, and Centre for Mass Media Communication.

In July 2007, the Institute admitted 720 new students compared to 707 in the preceding year. The Institute has introduced three specialised M.Tech programmes from this academic session: two in the Department of Civil Engineering (in Environmental Engineering and Transportation Systems Engineering), and one in the Department of Mechanical Engineering (in Computer Assisted Manufacturing). A Master's programme (M.Des) has also been introduced in the Department of Design from July 2007. Further, the Institute has converted the five-year integrated MSc programme in Chemistry to a 4 year B.Tech programme in Chemical Science and Technology. During 2007-2008, 422 students passed out with various degrees in different subjects. In October 2007, the total student strength was 2126 compared to 1874 last year. The number of faculty members grew from 176 to 190 and non-teaching staff from 280 to 292.

The Computer and Communication Centre of the Institute, which is responsible for providing electronic communication and computation related facilities to all the members of the Institute provides broadband internet connectivity to the Institute through four leased lines with a total bandwidth of 46 Mbps.



Research is carried out by the faculty members with PhD, Masters' and also some B.Tech students. With 349 PhD students, clearly, the Institute is well poised to make major contributions in R&D. In addition to R&D projects sponsored by the government agencies, the Institute also offered consultancy services to various State Government departments, N.E. Railway, National Highway Authority of India, oil and gas sector organisations, construction and infrastructure companies, power sector units, educational institutions, health and pharmaceutical industries and financial institutions.

Rural Technology Action Group for North East (RuTAG-NE) was established at IIT Guwahati to develop a network of Science and Technology Groups, Government Agencies and NGOs with a goal to provide R&D inputs to the rural sector. The project is running successfully.

The Technical Backup Unit (TBU) under the Khadi and Village Industry Commission (KVIC) with the objectives to initiate and strengthen rural industrialization through R&D support, and strengthening academics-industry linkage is operating effectively.

### **Indian Institute of Technology, Roorkee**

Indian Institute of Technology, Roorkee (IITR) which was converted from the University of Roorkee in September 2001, has rapidly grown since then. The Institute has its main campus at Roorkee (365 acres) and a smaller campus at Saharanpur (25 acres), 50 kms away from Roorkee.

The Institute presently offers 11 B.Tech./B.Arch programmes, 5 dual degree (B.Tech. +

M.Tech) programmes, 57 postgraduate programmes (M.Tech./MBA/MCA/ M.Sc.), and Ph.D. programmes in all its 18 academic departments, one academic centre (AHEC) and three centres of excellence (Nanotechnology, Disaster Mitigation and Management, and Transportation system). Amongst these programmes, two new five year Integrated Dual Degree (IDD) programmes in B. Tech. (Electrical) with M. Tech. (Power Electronics), B. Tech. in Process Engineering with MBA, three Five year integrated M.Sc. programme in Applied Mathematics/ Physics/Chemistry and two Integrated M. Tech. Programme in Geological Technology and Geophysical Technology have been started in the academic session 2007-08. Total students strength in this academic session was 4402; 2292 undergraduates, 1356 postgraduates and 754 research scholars. These include 544 girl students, and 45 foreign students.

The Institute celebrated its Seventh Annual Convocation on November 17, 2007. On this occasion, number of degrees awarded to successful candidates were 385 B.Tech./ B.Arch, 636 M.Tech/M.Sc./MBA/MCA and 107 Ph.D. The institute also honoured four of its outstanding alumni with the distinguished alumnus award.

The Institute has presently 367 faculty members. Faculty is actively engaged in R&D activities. It has published 476 research papers in peer reviewed journals, and 511 in various national and international conferences, as on Oct. 31, 2007. In this period, outlay of sponsored research and consultancy projects done by the faculty members are Rs. 493 lakhs and Rs 983 lakhs respectively.

During the year, the Centre of Continuing Education organized short term courses for in-service engineers [23 Government, and non-Government (National & International) sponsored programmes], and also conducted 10 courses under QIP programme. New MoUs have been signed with two National and one International organizations/Institute, and one with Multinational Company for collaboration. Under MoUs, the institute arranged summer internship for students at University of Western Ontario, Canada, University of Texas at

Dallas, USA, New Jersey Institute of Technology, USA, National University of Singapore, and one semester study at National University of Singapore, and M.Tech. dissertation of one-year duration in German Universities.

The Institute's Central Library has more than 3,31,563 documents both print and non-print in its collection. It subscribes to more than 856 print journals and has access to 8000 on line journals.

### **Indian Institutes of Information Technology (IIITs)**

Information Technology is an important tool for development of different areas of knowledge economy. India is emerging as a global player in the field of Information Technology. There has been a steady rise of software and IT sector in India since 1990's. As the IT industry is expanding rapidly, manpower requirement is growing exponentially. In order to develop manpower for different areas of the knowledge economy, education and training of information technology is a core prerequisite. The Central Government has established four IIITs at Allahabad, Gwalior, Jabalpur and Kanchipuram. These institutions are meant to provide undergraduate as well as postgraduate education. The IIIT at Gwalior is for IT in Management. The IIITs at Jabalpur and Kanchipuram are for IT in Design as well as Manufacturing. In addition, the Eleventh Five Year Plan envisages the establishment of twenty more IIITs in the country as far as possible, in the Public Private Partnership (PPP) mode.

Admissions to undergraduate programmes in IIITs are through the All India Engineering Entrance Examination (AIEEE).

#### **Indian Institute of Information Technology, Allahabad.**

The Indian Institute of Information Technology, Allahabad was established in 1999 and got conferred Deemed-to-be-University Status in 2000. The Institute has Undergraduate Programmes (B. Tech in Information Technology and Electronics & Communication), Postgraduate programmes (M. Tech in Bio-informatics, Intelligent Systems, Wireless Communication & Computing and Software

Engineering, Human Computer Interaction, Robotics and Microelectronics), MBA (IT), Master of Science in Cyber Law and Information Security, MS (CLIS) and Ph.D. programmes in cutting edge areas.

During the current Academic Year 2007-08, the student enrolment has been 1330 in various UG, PG & Ph.D. Programmes.

The placement of UG and PG students has been very encouraging. The pass outs of B.Tech, M.Tech, MBA and MS (CLIS) Degrees have achieved 100% placement in reputed National and International Organizations.

In addition to the teaching, research and research activities in focused areas, the Institute has 13 projects in various fields. Two Patents have been granted and more software copyrights were also filed.

The IIIT, Allahabad has an Extension Campus at Amethi. The B.Tech (IT) Course and B.Tech (EC) Courses have already been started from July 2005 with an intake of 60 students. In July 2007, the third batch of this course has been enrolled. The Government has already sanctioned academic and non-teaching posts for RGIIIT-Amethi in proportion to the academic workload as at present and sanction of other positions is in the offing as the number of students' increases. The buildings of the Campus are under construction.

**Atal Bihari Vajpayee Indian Institute of Information Technology and Management (ABV-IIITM), Gwalior.**

Atal Bihari Vajpayee- Indian Institute of Information Technology and Management (ABV-IIITM), Gwalior, a Deemed University, is an apex Information Technology and Management Institute established by the Government of India in January, 1996. The Institute has a well-defined campus on 160 acre of land on the foothills of the Gwalior Fort. The Institute has all basic facilities for all round development of students' personality.

The Institute has been contributing towards research and education, producing technology and business leaders. The educational programme of the Institute integrates management as a concept with technology as a platform to create a synergic

approach for solving emerging industry problems.

Presently, the Institute is having a five-year dual degree programme, 5 MBA programmes and 5 M. Tech programmes. The Institute also has a Ph. D. programme. The Institute has departments of Information Technology, Management and Continuing Education. All these programmes have interdisciplinary character. The academic programmes are delivered through many pedagogic innovations, including peer learning, mentoring, case tools, group learning and co-operative learning.

**Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design and Manufacturing (IIITDM), Jabalpur.**

Due to globalization and opening up of Indian economy, our manufacturing sector has to compete globally even for the domestic market. This requires strong products with leading technology/quality and compelling cost advantage. India has huge and diverse trained manpower. The need for developing a new academic programme exists, therefore, to integrate the knowledge of a given discipline with design as well as manufacturing considerations. In order to meet these requirements, the Indian Institute of Information Technology, Design and Manufacturing at Jabalpur was established in 2005. The Institute is envisioned as an academic institution of excellence that facilitates and promotes the competitive advantage of Indian products and manufacturing in global markets. The Institute would serve as an inter-disciplinary institution for education and research in the area of product life cycle management, encompassing design and manufacturing using state of the art concepts, tools, processes and practices of the industry world over. It would meet the requirement in different sectors like automobile, aerospace and defense, industrial machinery, engineering services, high-tech electronics, consumer durables etc.

The Institute began its activities from its temporary premises in the IT Bhawan of the Jabalpur Engineering College, Jabalpur. The total strength of students at the Institute is 220.

The institute offers B.Tech. Programmes in Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering and M.Tech. programmes in Computer Science and Engineering and Mechanical Engineering. The Institute is still operating from its temporary premises. The Government of Madhya Pradesh has handed over 250 acres of land near Dumna for construction of a permanent campus. The construction work of the campus has commenced.

### **Indian Institute of Information Technology, Design and Manufacturing (IIITD & M), Kanchipuram**

With the approval of the Cabinet on 15.1.2004, the Government of India had taken a decision for setting up of Indian Institute of Information Technology, Design and Manufacturing (IIITD & M) at Kanchipuram on the land proposed to be donated by Kanchi Math. Due to certain developments in the Kanchi Math, possession of the land could not be obtained and the Institute could not be started. The Ministry took up the matter with the Government of Tamil Nadu.

The Chief Minister of Tamil Nadu informed that the State Government has identified a suitable piece of land measuring 100 acres on Kelambakkam-Vandalur Road in Kanchipuram.

The Government of India has entrusted Indian Institute of Technology, Madras (IITM) with the responsibility of setting up of IIITD&M Kanchipuram. The academic session of IIITD&M has already commenced from August, 2007 at the IITM Campus with the support of staff and faculty members of the IITM until new campus is set up on the land identified by the Government of Tamil Nadu for setting up of the Campus. The first batch of about 30 students has been admitted in the Institute. IIITD&M Kanchipuram offers 4 year B.Tech. (Design & Manufacturing) programme, which is designed for the future needs of engineering industries. This branch is unique and offered first time in India and in the world itself. Plan grant of Rs. 1.26 crores has been released during the year.

## **National Institutes of Technology (NITs)**

On the recommendation of Engineering Personnel Committee (EPC) set up by the Planning Commission in 1955, eight Regional Engineering Colleges (RECs) (two in each regions - east, west, north & south) were set up in early sixties as joint and co-operative ventures of the Central and State Governments concerned with a view to providing the required technical manpower for the industrial projects being contemplated during the 2<sup>nd</sup> Five-Year Plan (1956-61). These institutes were registered as autonomous bodies under the Society Registration Act 1860 and affiliated to the State Universities in their respective regions. Gradually 17 RECs were set up. These RECs were located at Allahabad (Uttar Pradesh-1961), Bhopal (Madhya Pradesh-1960), Calicut (Kerala-1961), Durgapur (West Bengal-1960), Hamirpur (Himachal Pradesh-1985), Jaipur (Rajasthan-1963), Jalandhar (Punjab-1986), Jamshedpur (Jharkhand-1960), Kurukshetra (Haryana-1963), Nagpur (Maharashtra-1960), Rourkela (Orissa-1962), Silchar (Assam-1977), Srinagar (J&K-1960), Surat (Gujrat-1961), Surathkal (Karnataka-1960), Tiruchirapalli (Tamilnadu-1964) & Warangal (Andhra Pradesh-1959). *Figure in bracket () indicates the year of establishment of the Institution concerned.*

The main aim of setting up these RECs was to create the required technical manpower by providing undergraduate education and training in different branches of engineering & technology. Further, the RECs were also envisaged to function as pace setters and to provide academic leadership to the technical institutions in their respective regions. Some of the common features of these NITs are as follows:

- (i) Admission to NITs is through the All India Engineering Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education (CBSE).

- (ii) All the NITs have Board of Governors (BOG), responsible for the general superintendence, direction and control of the Institute. These NITs also have their respective Finance Committees and Building & Works Committees to look after specific areas of work.
- (iii) Quality Improvement Programme (QIP) for faculty is being implemented by the Institutes through which teachers of NITs go for upgradation of their knowledge by visiting Institutes within the Country and abroad.
- (iv) Upgradation of infrastructure like construction of hostels, classrooms, libraries, laboratories, computer centre and sports activities has been taken up by these Institutes on a substantial scale.
- (v) The total budget allocated for all NITs for the year 2007-2008 has increased to Rs.228.00 crore under Plan and Rs.233.10 crore under Non-Plan as compared to corresponding allocation of Rs.110.00 crores and Rs.200.00 crore, during 2006-07, under Plan and Non-Plan, respectively.
- (vi) The intake and student strength, at Undergraduate and Post Graduate level in NITs is given in Table-I.

**Statement showing NIT -wise details of intake during 2007 - 2008**

Sl. No	Name of the Institute	Under Graduate Level		Post Graduate Level	
		Annual Intake	Total Students Strength	Annual Intake	Total Students Strength
1.	NIT, Agartala	266	1013	-	-
2.	MNNIT, Allahabad	530	1924	372	314
3.	MANIT, Bhopal	450	2029	328	336
4.	NIT, Calicut	613	1892	324	669
5.	NIT, Durgapur	520	1936	164	122
6.	NIT, Hamirpur	330	1158	162	102
7.	MNIT, Jaipur	520	1926	198	353
8.	NIT, Jalandhar	490	1524	210	206
9.	NIT, Jamshedpur	390	1600	58	200
10.	NIT, Kurukshetra	540	1672	298	445
11.	VNIT, Nagpur	480	1768	239	252
12.	NIT, Patna	400	1104	126	83
13.	NIT, Raipur	620	2480	129	318
14.	NIT, Rourkela	420	1463	342	491
15.	NIT, Silchar	300	972	90	57
16.	NIT, Srinagar	410	1054	64	77
17.	SVNIT, Surat	450	1719	301	295
18.	NITK, Surathkal	480	2045	293	421
19.	NIT, Tiruchirapalli	608	2367	438	919
20.	NIT, Warangal	480	1571	433	745
<b>TOTAL</b>		<b>9297</b>	<b>33217</b>	<b>4569</b>	<b>6405</b>

**Institute-wise activities undertaken during the year under report are as under:**

**National Institute of Technology, Agartala**

Tripura Engineering College, Agartala has been taken over as a fully funded Institute of the Central Government and made National Institute of Technology, Agartala with effect from 1<sup>st</sup> April 2006. The Institute offers seven courses with an intake of 266 students per annum at undergraduate level. The total number of students during the reporting year is 1013. The Institute has 32 laboratories and a library with 43820 books. There are three hostels including a girls' hostel in the Institute. The website address of the Institute is [www.tec.nic.in](http://www.tec.nic.in)

**Motilal Nehru National Institute of Technology, Allahabad**

Motilal Nehru Regional Engineering College, Allahabad was established in 1961 and converted into National Institute of Technology (NIT) on 26<sup>th</sup> June 2002. The Institute has eight departments. The Institute offers four-year undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Mechanical Engineering, Computer Science Engineering, Electronics Engineering, Production and Industrial Engineering, Chemical Engineering, BioTechnology and Information Technology. The Institute also offers 13 M.Tech. programmes and Master of Computer Application (MCA) and Master of Management Studies (MMS). The total intake in the undergraduate stream is around 530, in addition the intake is 372 in postgraduate Courses and 60 each in MCA and MBA. The website address of the Institute is [www.mnnit.ac.in](http://www.mnnit.ac.in)

**Maulana Azad National Institute of Technology, Bhopal**

Maulana Azad College of Technology, Bhopal was established in 1960 and converted into an NIT on 26<sup>th</sup> June, 2002. The Institute has eight Departments. The Institute offers four year's B.Tech. Courses in the disciplines of Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics and

Communication Engineering, Computer Science and Engineering, Information Technology and a five-year B.Arch. course. The total intake in undergraduate courses is 450. The Institute also offers M.Tech. courses in 24 different specializations under regular and part-time mode and also MCA and MBA courses. The Institute has five boys' hostels and one girls' hostel. The Institute has established two problem-oriented research laboratories, first of their kind in India, one in fluid mechanics and hydraulic mechanics, and the other in heavy electrical mechanics to work on live problems in the industry and in the field, and to transmit the useful experience to the students. The Institute is maintaining a good library with about one lakh books. The website address of the Institute is [www.manit.ac.in](http://www.manit.ac.in).

**National Institute of Technology, Calicut**

Regional Engineering College, Calicut was established in 1961 and converted into National Institute of Technology on 26<sup>th</sup> June 2002. The Institute has eight Departments. The Institute offers four-years undergraduate courses in the disciplines of Civil Engineering, Chemical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Mechanical Engineering, Production Engineering and Management, Computer Science and Engineering, Information Technology and a five-year B.Arch. course. The Institute also offers M.Tech. Degree in 11 different specializations. In addition, three-year (six-semester) MCA programme is also offered. Four new PG courses have also been approved in the areas of Civil, Information Security, VLSI Design and computer controlled Industrial power. The Institute offers Ph.D. programme in all its departments. The Institute has a well-equipped library. CREC Digital Library has been started as a part of the modernization of the library. With the commissioning of NALANDA, i.e. Network of Automated Library an Archives, the library started to provide latest information to users. More than 100 full-text electronics books, on engineering subjects are accessible to CREC community through NALANDA website. The website address of the Institute is [www.nitc.ac.in](http://www.nitc.ac.in)

### **National Institute of Technology, Durgapur**

Regional Engineering College, Durgapur was established in 1960 and converted into an NIT, on 3<sup>rd</sup> July 2003. The Institute has 15 Departments. The Institute offers four-year undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Mechanical Engineering, Chemical Engineering, Metallurgical Engineering, Electronics and Communication Engineering, Computer Science and Engineering, Bio Technology and Information Technology. The Institute also offers M.Tech. courses in nine disciplines alongwith MBA and MCA. The Institute also has a 120 seater boys hostel for foreign students, three number of 120 seater lecturer galleries, computer centre extension, electrical machine lab and high power lab. The website address of the Institute is [www.nitdgp.ac.in](http://www.nitdgp.ac.in)

### **National Institute of Technology, Hamirpur**

Regional Engineering College, Hamirpur was established in 1985 and converted into an NIT on 26th June 2002. The Institute has six departments. It offers undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Electronics and Communication Engineering, Computer Science and Mechanical Engineering. B.Arch. course was started during 2000-2001. The Institute also offers postgraduate courses in five disciplines and Ph.D. in all its Departments. There are four boys' and one girls' hostel. The Institute has a well-equipped library. The website address of the Institute is [www.nitham.ac.in](http://www.nitham.ac.in)

### **Malaviya National Institute of Technology, Jaipur**

Malaviya Regional Engineering College, Jaipur was established in 1963 and converted into an NIT on 26th June 2002. The Institute offers nine undergraduate courses and ten full time and five part time postgraduate courses. The Institute offers four-year undergraduate courses in Civil Engineering, Chemical Engineering, Electrical Engineering,

Electronics and Communication Engineering, Information Technology, Mechanical Engineering, Computer Engineering and Metallurgical Engineering and a five-year B.Arch. course. The Institute offers three-semester full time and five-semester part-time (self-financing) postgraduate degree programmes in ten disciplines. The Institute has at present 151 faculty members in position out of which 68 possess a Ph.D. degree. The institute is implementing the Project IMPACT for manpower development in Electronics and Computer Engineering funded by the World Bank, Swiss Development Corporation and Government of India. The Central Library is equipped with 1,12,000 books, 12,700 journals, more than 1000 videocassettes with video-viewing facilities, BIS standards and CD-ROM database for its eight Departments. The website address of the Institute is [www.mnit.ac.in](http://www.mnit.ac.in)

### **Dr. B.R. Ambedkar National Institute of Technology, Jalandhar**

Dr. B.R. Ambedkar Regional Engineering College, Jalandhar was established in 1986 and converted into an NIT on 17th October 2002. The Institute has 13 Departments and offers four-year undergraduate courses in the disciplines of Chemical and Bio-Engineering, Civil Engineering (Structural Engineering and Construction Management), Computer Science and Engineering, Electronics and Communication Engineering, Industrial Engineering, Instrumentation and Control Engineering, Leather Technology, Mechanical engineering (Mechanical Machine Design and Automation), Sugar and Textile Technology. The total enrolment in the undergraduate stream is around 1500. There are five boys' and one girls' hostel. The Institute has a well-equipped library. National Science and Technology Entrepreneurship Development Cell was established in the Institute for promoting Entrepreneurial culture among students by arranging various programmes. The website address of the Institute is [www.nitj.ac.in](http://www.nitj.ac.in)



### **National Institute of Technology, Jamshedpur**

Regional Institute of Technology, Jamshedpur was established in 1960 and converted as an NIT on 27<sup>th</sup> December 2002. The Institute has 13 Departments. It offers undergraduate courses, in the disciplines of Civil Engineering, Mechanical Engineering, Electrical Engineering, Metallurgical Engineering and Computer Science & Engineering with an intake of 390 students. The Institute also offers postgraduate courses with an intake of 58 and MCA with 80 seats. There are nine boys' and one girls' hostel. The Institute has a well-equipped library. The website address of the Institute is [www.nitjsr.com](http://www.nitjsr.com)

### **National Institute of Technology, Kurukshetra**

Regional Engineering College, Kurukshetra was established in 1963 and converted into an NIT on 26<sup>th</sup> June 2002. The Institution is running seven undergraduate courses in discipline of Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics and Communication Engineering, Industrial Engineering, Information Technology and Computer Engineering with an annual intake of 540 students. Institute also runs postgraduate courses in these disciplines with an annual intake of 298 students. The Institute has well developed campus with fiber optic computer networking. The website address of the Institute is [www.nitkkr.nic.in](http://www.nitkkr.nic.in)

### **Visvesvaraya National Institute of Technology, Nagpur**

Visvesvaraya Regional Engineering College, Nagpur was established in 1960 and converted into an NIT on 26<sup>th</sup> June 2002. The Institute has 13 departments. The Institute offers B.Tech. courses in the disciplines of Civil Engineering, Chemical Engineering, Mechanical Engineering, Electrical Engineering, Metallurgical Engineering, Mining Engineering, Electronics Engineering, Computer Science Engineering, Structural Engineering and five-year B.Arch., courses. The Institute offers 17 M.Tech. courses under both regular

and part-time mode. The Institute also offers one-year diploma in Industrial Management. The total intake in the undergraduate courses is 480 and that in postgraduate is 239. There are seven boys' and one girls' hostel. The Industry-Institute Interaction Cell of the Institute strives to promote and nurture closer interaction with the industrial sector and to play a significant role in its growth. The website address of the Institute is [www.vnitnagpur.ac.in](http://www.vnitnagpur.ac.in)

### **National Institute of Technology, Patna**

The National Institute of Technology, Patna is the Eighteenth National Institute created by the Ministry of Human Resource Development, Government of India upon rechristening a new name to the erstwhile Bihar College of Engineering, Patna.

The Institute offers undergraduate courses in Electrical Engineering, Mechanical Engineering, Civil Engineering, Electronics & Communication Engineering, Architecture and Post Graduate courses in Electrical Engineering, Mechanical Engineering and Civil Engineering. The Institute is partially residential in nature providing facilities for accommodation to its students as well as the teaching staff. The Institute has an intake of 400 at undergraduate level and 126 at Post Graduate level. There are three boys' hostels and one girl's hostels in the Institute.

The Institute runs seven essential services in the campus, namely 24 hours electric supply, suitable drinking water, sanitation and maintenance of cleanliness, security arrangement, Ambulance service for medical emergency help, EPABX and internet facilities. Institute has a modern library with e-library facility. The library is having 45000 titles and about 2 lakhs books. Total number of PCs available in various departments, office, library etc., is approximately 500. The website address of the Institute is [www.nitp.ac.in](http://www.nitp.ac.in)

### **National Institute of Technology, Raipur**

Government Engineering College, Raipur has been taken over as a fully funded Institute of the Central Government and converted into an NIT with effect from 1<sup>st</sup> December 2005.

Presently the Institute offers 12 courses with an intake of 620 students at the undergraduate level and 6 post-graduate courses with an intake of 129 students. The Institute has the facility of imparting distance education. The total number of UG and PG students comes to 2798. The Institutes has 82 laboratories, which are very spacious. The Institute's library has about 49,144 books. The Institute has 6 hostels including a girls' hostel. The teaching faculty of the college is well qualified and highly motivated and most of the Institutes laboratories and equipments are up to date. The Institute also undertakes research and developments activities. The website address of the Institute is [www.nitr.ac.in](http://www.nitr.ac.in)

### **National Institute of Technology, Rourkela**

Regional Engineering College, Rourkela was started in 1961 and converted into an NIT on 26th June 2002. The Institute has 15 Departments and offers undergraduate courses in the disciplines of Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Metallurgical Engineering, Mining Engineering, Applied Electronics and Instrumentations Engineering, Computer Science and Engineering and Ceramic Engineering. The total intake in the undergraduate stream is around 420. The Institute also offers six postgraduate courses and a three-year MCA. There are six boys' and one girls' hostel. NIT, Rourkela is the nodal centre for the National Technical Manpower Information System in Orissa. The institute has published 12 research papers in foreign journals and 57 in Indian journals.

The Institute after being upgraded to the National Institute of Technology has adopted academic and evaluation processes similar to that followed in IITs for the 1st semester students admitted in 2004-2005. The website address of the Institute is [www.nitrkl.ac.in](http://www.nitrkl.ac.in)

### **National Institute of Technology, Silchar**

Regional Engineering College, Silchar was established in 1977 and converted into an NIT on 28th June 2002. After transformation into National Institute of Technology, the institute

has set up the Senate, Board of Undergraduate Studies and Department Undergraduate Programme Committees.

The Institute is offering undergraduate courses leading to B.E./B.Tech. degree in various engineering disciplines like Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics and Telecommunication Engineering and Computer Science and Engineering, etc. During the year, the institute admitted about 390 fresh students in both undergraduate and postgraduate courses. The Institute has a well equipped Library, with about 62050 books and 114 Indian Journals. Hostel accommodation is also available for needy students. The website address of the Institute is [www.nits.ac.in](http://www.nits.ac.in)

### **National Institute of Technology, Srinagar**

Regional Engineering College, Srinagar was established in 1960 and converted into an NIT on 7<sup>th</sup> August 2003. The Institute offers undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Electronic and Communication Engineering, Mechanical Engineering, Chemical and Metallurgical Engineering and M.E. course in Communication and Information Technology and Mechanical Systems Design. The Institute offers M.Phil. and Ph.D. programmes in all its science departments and some of the engineering departments. The total intake for undergraduate courses is 410. Various departments, as also the library and administration have been networked.

During the year, faculty members from various disciplines were deputed for higher studies under QIP to the reputed Institutions like IISc, Bangalore, University of Roorkee and IITs.

The consultancy in various Departments has picked up despite the unfavorable conditions and meager industrial base in the State. Training & Placement Department was able to attract reputed government and private sector enterprises, like DRDO, WIPRO, Future System, Quark Media House, ITI, PCS Systems Ltd, Future Techno Design Pvt. Ltd., Global Tech. Ltd and quite a good number of students are being

selected. The website address of the Institute is [www.nitsri.net](http://www.nitsri.net)

### **Sardar Vallabhbhai National Institute of Technology, Surat.**

Sardar Vallabhbhai Regional Engineering College, Surat was established in 1961 and converted into an NIT on 4<sup>th</sup> October 2002. The Institute offers B. Tech. course in the disciplines of Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics Engineering, Production Engineering, Computer Engineering Information Technology and Chemical Engineering. The Institute also offers M.Tech. courses in seven different specializations. All departments have facilities for Ph.D. programmes. The Institute has six boys' hostels and one girls' hostel. The website address of the Institute is [www.svnit.ac.in](http://www.svnit.ac.in)

### **National Institute of Technology, Surathkal**

Karnataka Regional Engineering College, Surathkal was established in 1960 and converted into an NIT on 26<sup>th</sup> June 2002. The Institute offers undergraduate courses in the disciplines of Civil Engineering, Chemical Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication Engineering, Metallurgical Engineering, Mining Engineering, Computer Engineering and Information Technology. A total number of about 480 students were admitted in undergraduate courses during the year under report. The Institute also offers 21 PG programmes in which about 293 students were admitted. Another 23 full time students are undergoing Ph.D. programme. The Institute has about 1,00,000 books in its library. The website address of the Institute is [www.nitk.ac.in](http://www.nitk.ac.in)

### **National Institute of Technology, Tiruchirapalli**

Regional Engineering College, Tiruchirapalli was established in 1964 and converted as an NIT on 28<sup>th</sup> July 2003. The Institute has 13 departments and offer four-year undergraduate courses in the disciplines of Civil Engineering, Computer Science

Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Electronics and Communication Engineering, Metallurgical Production Engineering, Chemical Engineering, Instrumentation and Control Engineering and a five year B.Arch. course. The total intake in the undergraduate stream is around 608 and 438 in postgraduate courses. This Institution has also been recognized for enrolling teachers from other educational institutions for the various postgraduate courses and doctoral programmes under the Quality Improvement Programme (QIP), a scheme of AICTE. The final year undergraduate students have secured more than 80 percent placement through the Campus Interview Programme. In recognition of the achievements of the students, General Electric Company of India is offering Scholarship to two postgraduate students to the tune of more than 3.0 lakh. The website address of the Institute is [www.nitt.edu](http://www.nitt.edu)

### **National Institute of Technology, Warangal**

Regional Engineering College, Warangal was established in 1959 and converted into an NIT on 10<sup>th</sup> September 2002. The Institute was the first among the chain of RECs. The Institute offers eight undergraduate programmes, postgraduate programmes and Ph.D. programmes in all branches of engineering, sciences and humanities. The Institute has so far produced about 10,000 undergraduates 4,200 postgraduates and 240 Ph.Ds. Majority of the students of this Institution are absorbed in public and private industries. During the year under report about 60 companies from different parts of the country were registered with the Institute for placement. Majority of the students get their placement through campus interview. The central library of this Institute is considered to be one of the best among the technical libraries in the state of Andhra Pradesh.

The Institute campus is networked and Internet facilities are available for all staff and students. Residential accommodation is provided to all the students and to the majority of the staff on the campus. The website address of the Institute is [www.nitw.ac.in](http://www.nitw.ac.in)

## Institutions of Science Education

India is becoming a leading nation in the emerging knowledge economy scenario. In order to gain a competitive advantage, it is necessary to train young students in the emerging fields of sciences. There is a need to establish a set of high-quality education and research institutions in the field of basic and natural sciences.

Indian Institute of Science, Bangalore has been engaged for about 99 years in higher learning and advanced research in the fields of science and engineering. The Institute is actively pursuing a policy of academic freedom, which would enable academic excellence in all areas of its activities.

The Scientific Advisory Council to the Prime Minister (SAC-PM), under the Chairmanship of Prof. C.N.R. Rao, recommended creation of five new institutions devoted to science education and research to be named "Indian Institutes of Science Education and Research" broadly on the lines of IISc., Bangalore. Three such Institutes have already been established at Kolkata, Pune and Mohali. Further, the Government has approved the setting up of two more Indian Institutes of Science Education and Research (IISERs) at Bhopal and Thiruvananthapuram. It is proposed to start the academic session in IISERs, Bhopal and Thiruvananthapuram, from 2008-09.

The vision of these institutes encompasses creation of research universities of the highest calibre in which teaching and education in basic sciences will be totally integrated with state-of-the-art research. These universities will be devoted to under-graduate and post-graduate teaching in sciences in an intellectually vibrant atmosphere of research. These universities will make education and career in basic sciences more attractive by providing opportunities in integrative teaching and learning of sciences and break the barriers of traditional disciplines. The goals of these institutes, inter alia, are: -

1. To create quality education and research in basic sciences.

2. To attract and nurture high-quality academic faculty.
3. To create integrated Masters Programme in sciences, in order to provide entry into research at a younger age. In addition, the Institutes will have integrated programmes leading to Masters and Ph.D. to those who hold a Bachelor's degree in science.
4. To make possible a flexible, borderless curriculum.
5. To actively forge strong relationship with existing universities and colleges and network with laboratories and institutions.
6. To establish advanced research Laboratories and Central facilities.

Admission in undergraduate courses in IISERs is through extended merit list of IIT-Joint Entrance Examination, Kishore Vaigyanik Protsahan Yojana (KVPY) and Indian National Olympiad Examination. As decided by the Board of Governors (BOGs) of IISERs, Pune, Kolkata and Mohali, fellowship @ Rs.3,000/-p.m. from 1<sup>st</sup> year is being awarded to all students of IISERs.

### Indian Institute of Science (IISc), Bangalore.

The Indian Institute of Science, Bangalore came into existence in 1909. The institute started functioning in 1911 with two Departments and over a period of nine decades, has grown steadily to occupy its present leading position among the institutions of higher learning in the country. The Institute is a post graduate Institution providing quality education and excelling in research and development at the cutting edge of several disciplines in Science, Engineering and Technology. There are now over 40 Departments and Centers of Sciences, Physical and Mathematical Sciences, Electrical Sciences, Mechanical Sciences and Information Science and Services. The Institute has on its roll close to 500 faculty, 2000 students and 1000 supporting staff.

IISc is engaged in higher learning and advanced research at the cutting edge of

science and technology. The Institute has highly qualified and internationally acclaimed faculty numbering 423. Seen in the context of student strength of 2264, this is amongst the best faculty-student ratios in the world. The Institute has introduced many innovations in teaching and research that have contributed to the growth of science and technology in the country. The traditional programmes are ME, M.Tech., M.Des., MBA, M.Sc. (Engg.) and Ph.D. degrees. The Integrated Ph.D. (post B.Sc) program in Biological, Physical, Chemical and Mathematical Sciences attracts the bright students of the country and is very popular. The other innovative programs are Young Fellowship Program in Science and the Young Engineering Fellowship Program. In addition, courses are offered under the Quality Improvement Program, the Continuing Education and PROFICIENCE Programs. In a year, the Institute awards about 150 Ph D degrees, 75 M.Sc.(Engg) and 300 Master's degrees, viz., ME/M.Tech./M.Des/MBA.

The Institute faculty continues to be very active in research and maintains an annual publication output of 1727 research papers. This amounts to a productivity ratio of about 4:1, which makes it the highest in the country. The research findings cover a wide spectrum of scientific investigations. As in the past, several members of the Institute have won national and international awards and honours, in recognition of their contributions to the growth of knowledge in science and engineering.

The faculty of the Institute also undertake a large number of research projects funded by different agencies / organizations, both in the public and in the private sector. The interactions between the Institute and industry are strengthened through the Centre for Scientific and Industrial Consultancy (CSIC), the Society for Innovation and Development (SID) and the Advanced Bio-residue Energy Technologies Society (ABETS).

The Institute houses one of the largest computing facilities in any academic institution in the country and also holds the best library collections in the fields of science and engineering. The Institute has set up a digital library to meet the requirements of its faculty

and the campus community also has access to a huge selection of e-journals and e-resources.

In addition to this, construction work on five state-of-the-art new buildings, which will house facilities for existing and new research areas has been started.

### **Indian Institutes of Science Education & Research (IISERs)**

#### **Indian Institute of Science Education and Research (IISER), Kolkata**

Since its inception in August 2006, IISER Kolkata has been growing rapidly in terms of faculty recruitment, admission of Ph.D students, hostel and canteen facilities, a comprehensive library and an administrative unit. In addition to the existing permanent, visiting and adjunct faculty, about 30 faculty members, scientific officers and technical officers have joined/will join by early 2008. There have also been appointments of Registrar, Librarian, Public Relations Officer, Documentation Officer and Secretary to Director in 2007.

73 students were admitted in the 2<sup>nd</sup> batch of the 5 yrs' MS Programme; this is a jump from 38 students in the 1<sup>st</sup> batch. The first Ph.D Programme (post- M.Sc.) started from 1<sup>st</sup> November 2007; 3 Research Associates, 2 Senior Research Fellows, 15 Junior Research Fellows and 4 Project Fellows have been selected, out of which 16 have already joined.

A four-storeyed Annexe Building has been built in the premises of IIT Kharagpur Kolkata Campus, where all teaching laboratories are presently located. Director's office, Faculty Rooms, Library, Accounts, PRO's office and Canteen are also housed in this building. Some research laboratories (physical, chemical, biological, earth system and computational sciences) are being set up in this building as well as in the NITTR building nearby. The Library, at present, houses around 3000 books. Subscriptions to about 2000 online and print-version journals have been made.

The campus, with a land of about 200 acres at Haringhata and with a perimeter of 3-4 kms and overlooking National Highway 34, was formally handed over to the Institute on 12<sup>th</sup>

May 2007. The development of the permanent campus at Haringhata is underway, with August 2008 being the expected time of shifting all theory classes, labs, administrative offices and library.

### **Indian Institute of Science Education and Research (IISER), Pune**

The academic session of the Indian Institute of Science Education and Research, Pune commenced in August, 2006 with 45 students admitted for the first year of 5-year Integrated Masters Programme. In addition, 55 students were admitted to the first year of Integrated Masters programmes in August, 2007. At present, the academic activities of IISER Pune is being carried out in 10,000 sq. ft of building space given by NCL at NCL Innovation Park, where a 65 capacity lecture hall, library, computer centre, 20 student capacity laboratories in physics, chemistry and biology have been established. IISER now has a total of 100 undergraduate students, about 20 regular and visiting faculties and a team of 7 in Administration (including contract staff) led by the Registrar.

From January 2008, IISER is occupying the newly established premises of about 45,000 sq. ft in Pashan, about half km from its present site (10,000 sq.ft) at NCL Innovation Park. The new premises at Pashan houses two large lecture halls of 80 and 120 seater capacity, 50

seater library with 3500 text books, 20 computers for online access to journals and text books, state of the art computer centre (100 computers), modern physics and biology laboratories, faculty offices and administration wing. The present IISER site at NCL Innovation Park will be transformed to Chemistry teaching and research laboratories. These facilities have been planned to take care of IISER Pune activities for the next three years. IISER Pune also brought out the first issue of IISER magazine KALPA 2007.

National Chemical Laboratory (NCL), Pune has handed over 100 acres of land to IISER, Pune for setting up its own campus. Construction activities in this regard has commenced. The first phase of the building is planned to be ready for use by IISER, Pune by late 2009. The construction of a 256 capacity student hostel with all modern amenities has already begun with CPWD as deposit work and would be available for occupation by the end of 2008.

Research activity has also been initiated at IISER Pune, with about 6 research students having already joined and all equipments for research programmes in different disciplines under order.

### **Indian Institute of Science Education and Research (IISER), Mohali**

The academic session of the Indian Institute of



Science Education and Research, Mohali has commenced in August, 2007. A total of 41 students were offered admission to the 5-year Integrated Masters Programme and a total of 25 students (including 1 KVPY scholar) joined. The classes started on August 16, 2007, in the transit campus in Mahatma Gandhi State Institute of Public Administration (MGSIPA) Complex, Sector 26, Chandigarh. The building provided by the Punjab Government houses the offices, classrooms, conference room, seminar room, library, computing facility and physics, chemistry and biology teaching laboratories. Hostel for the students has been provided by Director, National Institute of Technical Teachers' Training and Research (NITTTR), Chandigarh, in the vicinity of the transit campus. The computing facility has several computers and dedicated internet connection and the library has adequate books for the first year students to study. The Institute is in the process of building its digital library.

Government of Punjab has agreed to allocate 125 acres of land in Knowledge City of Mohali alongwith other upcoming Institutes like National Institute of Nanotechnology, National Agri-Food Biotechnology Institute and Bioprocessing Unit. The land will be transferred shortly after which construction activities will commence for the permanent campus.

### **Vertically Integrated Technical Education Institutions**

#### **Sant Longowal Institute of Engineering & Technology (SLIET), Longowal, Punjab**

The institute was established by the Govt. of India in 1989 in the memory of Late Sant Harchand Singh Ji Longowal with an objective to provide technical education in emerging areas of Engineering and Technology. SLIET offers 12 certificate, 10 diploma, 8 degree and 3 PG Courses. In the year 2007-08, the Institute has been accorded with Deemed University Status. The Annual Intake of students is 1250. The Budget Estimate for 2007-08 under Plan was 2600.00 lakh and Non-Plan-1050.00 lakh.

#### **North Eastern Regional Institute of Science & Technology (NERIST), Itanagar**

Established in the year 1985 to cater to the educational needs of the North Eastern Region. The Institute started functioning as a Deemed University from December, 2005. It offers six Certificate, six Diploma, seven Degree courses & a few PG programmes. The courses are of modular pattern having multiple entry and exit system. The Annual intake of students in NERIST is about 1000. The Budget Estimate for 2007-08 under Plan was 550.00 lakh and Non-Plan-1155.00 lakh.

### **Management Education**

#### **Indian Institutes of Management (IIMs)**

The Indian Institutes of Management (IIMs) located at Ahmedabad, Kolkata, Bangalore, Lucknow, Indore, Kozhikode and Shillong 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. These Institutions are recognized as premier management institutions, comparable to the best in the world for teaching, research and interaction with industries. All the IIMs are registered Societies governed by their respective Board of Governors.

IIMs conduct Post-graduate Diploma Programmes in Management (equivalent to MBA), fellowship Programmes in Management (equivalent to Ph.D), Short-term Management Development and Organization based programmes as well as carry out Research and Consultancy for the industry.

These institutes also conduct research to cater to the needs of non-corporate and under-managed sectors, viz. Agriculture, Rural Development, Public Systems Management, Energy, Health Education, Habitat, etc. IIMs being role models have shared knowledge and skills with other institutions to improve their quality and standards in management education. IIMs have earned an international reputation for the quality of their alumni.

**Indian Institute of Management (IIM), Ahmedabad :**

Indian Institute of Management, Ahmedabad was established in 1961. The Institute has now established its presence in all major segments of management education by offering five long duration programmes catering to five different segments: two-year PGP with general management focus, two-year PGP with focus on agri-business management (PGP-ABM), one-year PGP for executives with substantial work experience (PGPX), one-year PGP for Government officers and public enterprise managers with focus on public management and policy (PGP-PMP), and the four-year doctoral programme in management(FPM). While the first two

programmes train young men and women for entry-level positions, the two one-year programmes train executives with substantial experience for senior positions in public and private sectors and for various fields in public management. The Institute also undertakes Research and Consultancy Projects.

The Post Graduate Programme in Agri-Business Management (PGP-AMB) is an innovative programme to prepare managers, decision-makers, leaders, and entrepreneurs in the food and agri-business sector.

IIM Ahmedabad also conducts regular six months management programme for Armed Forces Officers to facilitate their resettlement in civilian life after their retirement from the Forces.

**Details of students admitted in courses at IIM, Ahmedabad during the academic session 2007-08.**

S. No.	Name of the Courses	Student intake
01	Two-Year Post Graduate Programme in Management (PGP&PGP-ABM)	283
02	Fellow Programme in Management	17
03	One year Post Graduate Programme for Executive (PGPX)	72
04	One year Post Graduate Programme in Public Management and Policy (PGP-PMP)	33

**Indian Institute of Management (IIM), Bangalore :**

Indian Institute of Management (IIM), Bangalore was established in 1973. The Institute offers Fellowship Programme in Management (FPM), Postgraduate Programme in Management (PGP), Postgraduate Programme in Software Enterprise Management (PGSEM), Executive Education Programmes and Research and Consultancy Services.

Under the Students Exchange Programme, the PGP students are sent to reputed business schools outside India and in turn, students from

overseas business schools also attend a term at the Institute. Under the executive education programmes, different types of programmes like Open Programmes, Customized Programmes and International Programmes are organized for practicing managers.

IIM, Bangalore has five centres of specializations namely, Centre for Public Policy (CPP), Centre for Insurance Research and Education (CIRE), NS Raghavan Centre for Entrepreneurial Learning (NSR CEL), Centre for Development of Cases and Teaching Aids (C-DOCTA) and Centre for Software Management (CSM).

**Details of students admitted in courses at IIM, Bangalore during the academic session 2007-08.**

S.No.	Name of the Courses	Student intake
01	Post Graduate Programme in Management (PGP)	249
02	Fellow Programme in Management (FPM)	16
03	Post Graduate Programme in Management (PGSEM)	149
04	Post Graduate Programme in Public Policy Management (PGPPM)	26



**Indian Institute of Management (IIM), Calcutta :**

Indian Institute of Management (IIM), Calcutta was established in 1961. The Institute currently offers six diploma programmes catering to different segments of management education. These are two year full-time Post Graduate Diploma in Management(PGDM), two year full-time Post Graduate Diploma in Computer Aided Management(PGDCM), Fellow Program in Management and Related Areas(Equivalent to Ph.D of Indian Universities), three year

part-time Post Graduate Diploma in Business Management PGDBM), one year full-time Post Graduate Program for Executives(PGPEX), one year full-time Post Graduate Program for Executives for Visionary Leadership in Manufacturing(PGPEX-VLM) supported by the Japanese Government.

The Institute is equipped with an excellent library and state-of-the-art hardware and software resources capable of providing support for diverse computing requirements.

**Details of students admitted in courses at IIM, Calcutta. during the academic session 2007-08.**

S.No.	Name of the Courses	Student intake
01	Two-Year Full time Post Graduate Diploma in Management (PGDM)	229
02	Two-year Full time Post Graduate Diploma in Computer Aided Management (PGDCM)	51
03	One year Full time Post Graduate Diploma Programme for Executive (PGPEX)	37
04	One year Full time Post Graduate Diploma Programme for Executives for Visionary Leadership in Manufacturing (PGPEX-VLM)	30
05	Three-year Part time Post Graduate Diploma in Business Management (PGDBM) (evening programme)	41
06	Fellow Programme in Management (doctoral programme)	07

**Indian Institute of Management (IIM), Lucknow :**

Indian Institute of Management (IIM), Lucknow was established in 1984. The Institute offers Post Graduate Programme in Management (PGP), Management Development Programme (MDP), Fellow Programme in Management (FPM), Three year Post Graduate Programme,

Working Managers Programme at Noida Campus, Research Programme and International Exchange Programme.

The Institute has Information Technology and Software Management Laboratory to provide state-of-the-art software development methodologies including net-based application to the students.

**Details of students admitted in courses at IIM, Lucknow during the academic session 2007-08.**

S.No.	Name of the Courses	Student intake
01	Two-Year Full time Post Graduate Diploma in Management (PGDM)	242
02	Fellow Programme in Management(FPM)	10
03	Working Managers Programme at IIM-Lucknow Noida Campus	65

**Indian Institute of Management (IIM), Indore**

Indian Institute of Management (IIM), Indore was established in 1996. The Institute offers

two years Post Graduate Programme (PGP), an 18 month Executive Post-Graduate Programme (Exe-PGP); a four/five years Fellow Programme in Management(FPM), a six

month General Management Programme for Defence Officers(GMP), Short term Management Development Programme(MDP) targeted at developing the managerial skills of the executives/managers from the industry, Broad Band Based Management Programme (a) PG Certificate in Management (b) PG Certificate Programme in Sales and Marketing.

To promote entrepreneurship, the Institute has set up a Business Incubator Unit (BIU) in the campus. The unit provides the necessary infrastructure facilities to enable conversion of new business ideas into viable business ventures.

**Details of students admitted in courses at IIM, Indore during the academic session 2007-08.**

S.No.	Name of the Courses	Student intake
01	Post Graduate Programme in Management (PGM)	180
02	Fellow Programme in Management (FPM)	03

**Indian Institute of Management (IIM), Kozhikode**

Indian Institute of Management (IIM), Kozhikode was established in 1997. The Institute offers Post Graduate Diploma in Management (PGDM) (equivalent to MBA) and Fellow Programme in Management (FPM). In addition to these programmes, the Institute is conducting executive education programmes undertaking consulting assignments and research projects.

IIM, Kozhikode also conducts custom designed Faculty Development Education Programme of one-two weeks duration for teachers of various academic institutions.

The Institute offers Executive Management Education Programme(eMEP), the first of its kind to be offered in Asia-Pacific region through Interactive Distance Learning mode (IDL) conceived in the year 2001. It is a new model of Management education for practicing executives who are unable to join long duration residential programmes.

**Details of students admitted in courses at IIM, Kozhikode during the academic session 2007-08.**

S.No.	Name of the Courses	Student intake
01	Post Graduate Programme in Management (PGP)	192
02	Fellow Programme in Management (FPM)	07

**Rajiv Gandhi Indian Institute of Management, (RGIIM), Shillong**

Rajiv Gandhi Indian Institute of Management (RGIIM) has been set up in Shillong. The RGIIM has set itself a target of carrying out the following programmes:

- Post-graduate Diploma in Business Management (PGDBM)
- Fellowship Programme in Management (FPM)
- Management Development Programmes (MDPs)

The PGDBM programme will commence from the academic session 2008-09 in the temporary accommodation at Mayurbhanj Palace, Shillong which has been renovated by the State Government for the purpose.

**IIM Review Committee**

To review the functioning of Indian Institutes of Management (IIMs), a Review Committee has been constituted under the Chairmanship of Shri R.C. Bhargava, Chairman, Maruti Udyog Limited. The other members of the Committee are Shri Ajit Balakrishnan, Chairman, BOG,IIM-Calcutta and Chairman & CEO Rediff.com., Ms. Anusua Basu, Dy. CAG(Retd.), Dr. Ram S.

**Details of students admitted in Post Graduate Programme (PGP) and equivalent courses in IIMs during the Academic Session 2007-08:**

Name of the Institute	Year of Admission of 1 <sup>st</sup> batch	General	SC	ST	*Ph.H	Total
IIM, Ahmedabad	1964	226	43	06	08	283
IIM, Bangalore	1974	184	37	20	08	249
IIM, Calcutta	1964	211	41	22	06	280
IIM, Lucknow	1985	202	26	09	05	242
IIM, Indore	1998	135	26	15	04	180
IIM, Kozhikode	1997	139	32	18	03	192
<b>TOTAL</b>		<b>1097</b>	<b>205</b>	<b>90</b>	<b>34</b>	<b>1426</b>

**\*Physically Handicapped**

Tarneja, an eminent Management Professional and Chairman, Nissin ABC Logistic Ltd. And Jollyboard Limited and Shri Ravi Mathur, Joint Secretary, Ministry of Human Resource Development as Member-Secretary.

### **Other Central Institutions of Technical Education**

#### **Indian School of Mines University (ISMU), Dhanbad**

The Indian School of Mines University was established in 1926 for providing education and research in mining and allied fields. In 1967, ISM was converted into an autonomous institution with Deemed University status. During 2007-08, the University ran all courses successfully, including the new courses started during the previous academic year. The total student strength increased from 1097 to 2008. As part of academic curricula, a number of field visits and excursions were organized to various industries/organizations, research institution, manufacturing and process industries. The University has around 40 major on-going R&D projects, with total external funding of more than Rs. 10.00 crores. The University has also organized a number of national and international seminars/conferences. The ISMU also offers Executive Development programmes catering to the needs of mining, mineral and oil industries. The University has also submitted a Detailed Project Report (DPR) for quality enhancement and expansion of ISM University, Dhanbad during June 2007.

An Extension Front Wing of ME & MME Building costing Rs.1.66 crores is under construction.

One new girls hostel and two wings of the boys hostel are under construction and will be ready for occupation shortly.

The Central Library added 1977 volumes of books during this year. The library has computer facilities like surfing on web sites, retrieval of information on Internet, e-mail service and online retrieval of bibliographical searching.

#### **National Institute of Industrial Engineering (NITIE), Mumbai**

National Institute of Industrial Engineering (NITIE), Mumbai is a National Institute set up by the Government of India in 1963 with the assistance of United Nations Development Programme (UNDP) through International Labour Organisation (ILO). Fully funded by the Government of India and registered as a society under the Societies Registration Act, 1860, NITIE, an autonomous body, is governed by a Board of Governors comprising eminent personalities from the government, industry and academies. Since its inception, National Institute of Industrial Engineering (NITIE) has been providing solutions to the complex problems of industry and business.

NITIE, Mumbai conducts Post-Graduate Diploma in Industrial Engineering (PGDIE), Post-Graduate Diploma in Industrial Management (PGDIM), Post-Graduate Diploma in Industrial Safety & Environmental Management (PGDISEM), Post-Graduate Diploma in Information Technology Management (PGDITM) and also a large number of Management Development Programmes (MDPs) in Productivity Science and Management for the benefits of senior

and middle level executives drawn from the Government, public and private sector organizations. It also conducts a fellowship programme equivalent to Ph.D. in the area of Industrial Engineering and Management. The institute is also engaged in applied research in various fields of industrial engineering, energy, safety, environment, marketing, information technology, behavioral science, etc. The Institute conducts Unit Based Programmes (UBPs) which are tailor-made to suit the specific requirements of the industry either at their premises or in the Institute.

### **National Institute of Foundry & Forge Technology (NIFFT), Ranchi**

The National Institute of Foundry & Forge Technology (NIFFT), Ranchi was established in the year 1966 in collaboration with UNESCO-UNDP, taking into cognizance the pivotal role of foundry & forge industries in the development of the core sector in the country. NIFFT is an autonomous body, fully funded by the Government of India and registered as a society under the Societies Registration Act, 1860. The Institute's mission is to provide highly specialized training to personnel for operation and management of industries. The Institute offers courses at different levels to achieve this goal. These are M. Tech. Course in Foundry and Forge Technology and Manufacturing Engineering; B. Tech. Course in Manufacturing Engineering and Metallurgy and Material Engineering; Advanced Diploma Courses in Foundry and Forge Technology; short term refresher courses in specified areas for participants sponsored by the industries and unit based programme of short duration on request from the industries, R&D organizations and institutions.

It also offers consultancy services to the Industry in the form of preparation of feasibility report; evaluation of equipment and machinery; testing of raw materials and quality control products.

### **School of Planning & Architecture (SPA), New Delhi**

The School was established by the Government

of India in 1955 in the name of School of Town and Country Planning, to provide facilities in education and training in the fields of rural planning, urban planning and human settlement. The School was renamed as the School of Planning and Architecture (SPA), New Delhi in 1959 after the Department of Architecture was included in it. The School was conferred the status of 'Deemed University' in 1979. SPA provides undergraduate and post-graduate education and training in the fields of architecture, planning, design and management of different aspects of human habitat and environment. During the academic session 2007-08, 105 students were enrolled in undergraduate courses and 140 students in post-graduate programmes.

Two new Schools of Planning and Architecture are proposed to be set up at Bhopal (Madhya Pradesh) and Vijayawada (Andhra Pradesh).

### **National Institutes of Technical Teachers Training & Research (NITTTRs)**

Four National Institutes of Technical Teachers' Training and Research located at Bhopal, Chandigarh, Chennai and Kolkata were established in mid 1960s for training of polytechnic teachers, to undertake activities in the areas of Education, Planning & Management, Curriculum Development for implementation and Research etc. for overall improvement of polytechnic education. The Institutes offer long term training programmes of 12/18 months duration to degree and diploma level teachers of Polytechnics in addition to providing short term training courses, designing of curriculum and providing consultancy services to the industry.

## **Schemes**

### **Community Polytechnics**

The Scheme of Community Polytechnics is implemented through 665 AICTE approved Polytechnics all over the country. Implementation of the scheme was suspended in 2007-08, pending its review. The Review Committee has submitted its report, which is being examined.

### **Scheme for upgrading existing Polytechnics to integrate the physically disabled in the main stream of Technical and Vocational Education.**

This Scheme was introduced in the year 1999-2000 in 50 polytechnics. Each polytechnic provides facilities for diploma level courses to 25 students with Disabilities along with normal students, and vocational training to 100 students with Disabilities. The objective of the scheme is to promote education and training for persons with disabilities by integrating them in the mainstream of technical and vocational education and skill development programmes through formal and non-formal programmes.

#### **Scheme of Apprenticeship Training**

Implementation of the Scheme of Apprenticeship Training is a Statutory requirement under Apprentices Act, 1961. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (Technicians) and 10+2 Vocational pass outs in about 10,000 industrial establishments/organizations as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC), which is an apex Statutory Body constituted under the Apprentices Act, 1961.

The basic purpose of the Scheme is to fill/match, any gap, with regard to practical/hands-on experience of fresh Graduate Engineers, Diploma Holders and 10+2 Vocational Pass-out and to enhance their technical skills for making them suitable to the needs of Industry.

The **four Regional Boards of Apprenticeship/Practical Training (BOATs/BOPT)** located at Mumbai, Kolkata, Kanpur and Chennai which are fully funded autonomous organization of Ministry of Human Resource Development (Department of Higher Education), have been authorized in their respective regions to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961.

The period of Apprenticeship Training under the Act is one year. The apprentices are paid

monthly stipend, which is shared between the Central Government and the employer on 50:50 basis. The existing rates of stipend payable to Engineering Graduates, Technicians and 10+2 Vocational pass outs as apprentices is Rs.2600/-, Rs.1850/- and Rs.1440/- per month respectively. The full stipend is paid by the industrial establishments/organizations to the apprentices undergoing Apprenticeship Training at the first instance and later they claim 50% reimbursement from Central Government through respective BOATs/BOPT.

During the 10<sup>th</sup> Plan period, 2.7 lakh apprentices have received training under the Scheme against the target of 3.0 lakh apprentices. The target fixed for 11<sup>th</sup> Plan is to train 3.5 lakh apprentices and during the year 2007-08, 35000 apprentices received training up to 31<sup>st</sup> December, 2007.

#### **Support to Distance Education & Web Based Learning (NPTEL)**

In order to enhance learning effectiveness in the field of technical education by using technology, the MHRD in 2003, initiated the Project National Programme for Technology Enhanced Learning (NPTEL). This is being done by developing curriculum based video courses (at least 100) and web based e-courses (at least 115) to be prepared by seven IITs at Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati, Roorkee and IISc, Bangalore as participating institutions with a total outlay of Rs. 20.47 crores.

In the first phase of NPTEL, the Project had covered core courses of under-graduate curriculum in five major engineering branches, namely, Civil, Computer Science, Electrical, Electronics & Communication and Mechanical Engineering. These were supplemented by the core science and management programme, languages and other basic courses such as electronics, numerical methods etc. which are mandatory for all engineering students. The model AICTE curricula in engineering adapted by major affiliating universities, such as Anna University, Vishveshwarya Technical University

and Jawaharlal Nehru Technological University were used to design the course content.

The Programme was formally launched by the Hon'ble Minister for Human Resource Development, Shri Arjun Singh, on September 3rd, 2006 in IIT Madras. The contents are currently made available to everyone in India and abroad through the website <http://nptel.iitm.ac.in> maintained by IIT Madras. The video lectures are currently being broadcast through the Eklavya channel and approximately 50 engineering institutions in the country have set up their own receivers with a dish antenna to receive the signal in their own campuses.

The proposal for implementation of NPTEL Phase-II to be implemented during 2008 to 2011 (three years) is under consideration. The partner institutions for the Project will be the seven IITs and IISc, Bangalore (same as in Phase-I). More than 500 faculty members are expected to participate in the Project and the beneficiaries of the Programme will be all engineering and physical sciences undergraduates/post graduates in the country; all teachers/faculties in science and engineering Universities in India. The goal of the Project is to build on the programme launched on 03.09.2006 in NPTEL Phase-I and create on-line course contents and interactions between faculty members in science and engineering using the best academia in India.

### **Indian National Digital Library in Engineering Science & Technology (INDEST-AICTE) Consortium**

The Ministry of Human Resource Development has set up the “**Indian National Digital Library in Engineering Sciences and Technology (INDEST-AICTE) Consortium**”. The Ministry provides funds for access to electronic resources and databases to centrally funded institutions. The benefit of consortia-based subscription to electronic resources is also extended to all educational institutions under its open-ended proposition. AICTE approved Govt./Govt. aided engineering colleges are getting access to selected electronic resources

with support from the AICTE and a number of other engineering colleges and institutions have already joined the consortium on their own. A mechanism is in place wherein this consortium takes advantage of collective bargaining and passes on the benefit of e-journals to subscribing members.

### **National Programme of Earthquake Engineering Education (NPEEE)**

After the Gujarat Earthquake in January, 2001 and Orissa cyclone in the year 2000 a comprehensive National Programme on Earthquake Engineering Education (NPEEE) was launched by MHRD in 2003 with the seven IITs and IISc, Bangalore, as resource institutes. IIT Kanpur is the Coordinating Institute. The programme is open to all recognized engineering colleges/ polytechnics and schools of architecture having related academic degree or diploma programme, irrespective of whether these are government funded or privately funded. The objectives of NPEEE are (a) to train the teachers of engineering colleges, polytechnics and schools of architecture, and (b) to develop suitable curriculum.

A few lead institutions in the country helped the faculty development in other institutions. This would help train the engineering college teachers through short and long-term training under a centrally funded programme. Activities under this National Initiative include:

- Faculty development through short-term crash programmes and long-term programmes.
- Development of resource materials / textbooks etc.
- Development of library resources in technical institutions.
- Faculty exchanges between lead institutions and other institutions in the country, and the academia-industry exchanges.
- International exchanges wherein renowned experts from abroad can visit Indian institutions for varying

duration for teaching and research, and younger Indian teachers/professionals could spend time in top international institutions on this subject.

- Basic teaching laboratories may be funded at different engineering institutions. At the lead institutions, the proposed programme may fund development of major research laboratories that would be used by other institutions also.

Through the first phase of the Programme, the initiative has been to build capacity in Earthquake Engineering in the country and enhance country's preparedness to cope with earthquakes in future without avoidable loss of life and property. Total cost of this Project in the 1<sup>st</sup> phase which ended in June, 2007 is Rs.13.74 crores. The scheme is being reviewed for implementation of 2<sup>nd</sup> phase.

#### **Technology Development Mission**

In 1993, the Technology Development Missions (TDM) was started at all the IITs and IISc with the objective of a concerted national effort towards technology development with direct involvement and participation of industries. Several mission projects, with well-defined goals, milestones and deliverables were identified in areas of national importance. Two or more academic institutions and industries collaborated in most of the mission projects. The funding to these mission areas was as follows:

- Ministry of Human Resource Development (MHRD) funded these projects to the tune of Rs. 50.00 crores.
- Industry participants contributed about Rs. 9.00 crores in addition to support in terms of equipment, components, manpower and hardware etc. worth Rs. 15.00 crores.

The most important aspect of this mission was a significant effort on the part of the Government in encouraging industry-institute interaction as well as assisting industry in developing the latest technology. This was the

first time that mission oriented programs were successfully taken jointly with industry.

The TDM-I was successful and highly appreciated in the National Steering Committee meeting of the Planning Commission held on August 06, 1999 at New Delhi. TDM-I resulted in development and transfer of several technologies to Industry viz.:

- (1) automation of power distribution
- (2) an immuno diagnostic test for AIDS
- (3) vaccine for Hepatitis-B
- (4) supercritical fluid extraction technology
- (5) controlled atmosphere storage technology for food grains
- (6) the first 50 kg payload robot
- (7) automated monitoring systems
- (8) squeeze casting technology for metal matrix composite piston
- (9) environment friendly vapour compression heat pump assisted dryer for agricultural products, etc.

Most of the deliverables were achieved. Subsequent increase in industry-sponsored research at IITs and IISc confirmed that the TDM-I program fostered an environment of faith in capabilities of Indian academic institutions to solve current technology problems of the industry and help them in developing newer technologies and products. Some of the significant benefits from TDM-I were:

Industry and IITs collaborated on such mission-oriented programmes for the first time

Industry was convinced about the capabilities of IITs and IISc in solving technological problems and to undertake development of new products successfully

Increase in the number of Industry-

sponsored research at IITs and IISc

Enhanced academic collaboration among these top Institutes

### Central Institute of Technology, Kokrajhar

As per the Memorandum of Settlement signed between Government of India, the Govt. of Assam and BLT on 10<sup>th</sup> Feb. 2003, with the approval of the Cabinet, a Central Institute of Technology (CIT) has been established at Kokrajhar, Assam in year 2006. The Institute is fully funded by the Ministry of HRD. However, Bodoland Territorial Council (BTC) has been given the overall responsibility of supervision of CIT. At present, CIT is offering Diploma programmes in i) Computer Science, ii) Electronics & Communication, iii) Food Processing & iv) Instrumentation Technology with an intake of 30 students in each programme. The Budget Estimate for 2007-08 is Rs. 550.00 lakh under Plan.

### Externally Assisted Projects/ International Collaboration

#### Technical Education Quality Improvement Programme (TEQIP)

The Ministry of Human Resource Development launched in December, 2002 the “Technical Education Quality Improvement Programme of Government of India (TEQIP)” which aims to upscale and support ongoing efforts in improving quality of technical education and enhancing existing capacities of the institutions

to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring both at the national and international levels. The Project became effective in March, 2003 for 1st Cycle States and in July 2004 for 2nd Cycle States. The closing date of the Project is 30th June, 2008.

TEQIP is a Central and State Sector Project and the total cost of the Project is Rs. 1550 crore. Out of Rs. 1550 crore, Rs. 350 crore is a Central component (Rs. 335 crore for Centrally Funded Institutions and Rs. 15 crore for NPIU) and Rs. 1200 crore is the State component. At present 127 Institutions are participating in TEQIP, out of which 18 are Centrally Funded Institutions and 109 are State Institutions. The State Institutions are from the 13 States namely, Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal. The 18 Central institutions include 17 NITs and NIFFT, Ranchi. The 109 State Institutions include 90 Engineering Colleges and 19 Polytechnics.

The revised total allocation for TEQIP for 127 project institutions is Rs. 1378 crore. The cumulative expenditure up to November 2007 is Rs. 1123 crore which is 81% of the project allocation. The academic achievements in the project as on 30<sup>th</sup> November, 2007 are as follows:

Indicator	Baseline/Target	Current Status
▶ Patents obtained /Applied for	22/12	147/253
▶ R&D products commercialised/ uncommercialised	29/30	217/321
▶ High quality graduates (with 75% marks)	35%	41%
▶ Research papers published		
- National Journals	4209	27830
- International Journals	686	1247
▶ NBA/NAAC accreditation	1317 (T)	1200
▶ New UG & PG programs started	164 (T)	96
▶ Filled sanctioned positions		
- Faculty	100% (T)	85%
- Staff	100% (T)	78%
▶ No. of students in cutting edge technology disciplines	16547	21286
▶ No. of students in ME / M Tech Programmes	8942	11284
▶ No. of students in Ph.D programmes	1212	1773
▶ Faculty members as reviewers of referred journals	370	877
▶ Days in admission process	41	33
▶ Days in declaring results	44	28



## TEQIP Phase-II

Considering the satisfactory performance of implementation of the TEQIP Phase - I, the process has been initiated for TEQIP Phase - II which will be implemented in the XI Five Year Plan.

### Technician Education Project-III

After the successful completion of Technician Education I & Technician Education II projects launched in the Country with the assistance of World Bank, for upgradation of Polytechnics in the country, the Government had launched another project called "Technician Education III" with the assistance of World Bank and the project was directed towards developing Polytechnics in the States/Union Territory of Andaman & Nicobar Islands, Arunachal Pradesh, Jammu & Kashmir, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The Project aimed at capacity expansion, Quality Enhancement and Efficiency Improvement. The Project became effective in January 2001 and ended in June 2007.

The Project covered 21 polytechnics including establishment of 9 new Polytechnics at one each at Arunachal Pradesh, Nagaland & Tripura and two each at Meghalaya, Sikkim and Jammu & Kashmir. The 12 existing Polytechnics were from Andaman & Nicobar (2), Jammu & Kashmir (4), Meghalaya (1), Mizoram (2), Nagaland (2) and Tripura (1). All the Project objectives were achieved in terms of establishing new polytechnics, new programmes, enhancing enrolment including women and disadvantaged groups. The existing laboratories & workshops were modernized and new workshops and laboratories were established. Computer Centres were established in all the Polytechnics with the provision of Internet facilities. Encouragement was given for internal revenue generation, faculty and staff development and recruitment during the implementation of the Project. In spite of difficulties in location most of the institutes obtained ISO 9001-2000 Certification. Technical Vocational Education & Training (TVE&T) Programmes conducted in the Polytechnics by using existing resources provided training and skills to the unorganized

sector.

The allocation of the Project was Rs. 380 crore which was fully utilized in enhancing the facilities for Technician Education in the States /Union Territory.

### Indo-French Cyber University

A Memorandum of Understanding (MOU) between Ministry of Human Resource Development and the Ministry for Youth National Education & for Research of the Government of the French Republic was signed on 8<sup>th</sup> April, 2003 for establishing a Cyber University. In the MoU, the identified disciplines/courses are as under:

- Applied Mathematics
- Information Technology
- Computer Engineering
- Design Engineering
- Aeronautical Engineering
- Control Engineering
- Management
- Environment
- Teaching of French Language
- Teaching of Hindi Language.

The activities carried out at the Indian Institute of Science, Bangalore in Applied Mathematics (Emaths) in pursuance of the Memorandum of Understanding signed between Indian Institute of Science, Bangalore and Toulouse University Network, France has been treated as activities of this Cyber University.

The primary aim of the project is to create a cyber-platform devoted to information exchange between India and France within the fields of research development, education, training, transfer of technology and dissemination of knowledge on a long term non-commercial basis. In the first phase, the project is concentrating on developing and delivering a set of post graduate level courses

in applied mathematics.

The following seven courses have been offered at IISc., Bangalore till date with English as the medium of instruction wherein, the Indian and French students participated.

- ❖ Control and Homogenization
- ❖ Combustion and Shock Wave
- ❖ Cryptography,
- ❖ Nonlinear Analysis and Applications to Differential Equations
- ❖ Linear and Nonlinear Time Series Analysis
- ❖ Computational Fluid Dynamics
- ❖ Optimal Design.

At IIT Kanpur four courses in e-form in Aeronautical Engineering are near completion and would be completed by March, 2008.

#### **Asian Institute of Technology (AIT), Bangkok**

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical education need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with the management being entrusted to an International Board of Trustees. At present India 's Ambassador in Bangkok, is a member of the Board of Trustees of AIT, Bangkok

The Asian Institute of Technology (AIT), Bangkok is an autonomous international graduate institute providing advanced education in engineering, science and allied fields. The AIT Academic year has two terms beginning January and August. The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of specialization and reimburses Rs. 33.00 lakhs to the seconded faculty every year. The Ministry has deputed 6 candidates each for

the August 2007 and January 2008 terms. In addition, the Government of India also provides funds to AIT for purchase of Indian equipment, books and journals every year and Rs. 3.00 lakhs were provided to the institute during this year for the said purpose.

#### **Colombo Plan Staff College for Technician Education (CPSC), Manila**

The Colombo Plan Staff College for Technician Education (CPSC) is a specialized agency of the Colombo Plan. It was established on December 5, 1973 at the 23<sup>rd</sup> Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member Countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host Government for twelve years. In 1986, CPSC moved to Manila, Philippines.

The Colombo Plan Staff College is a unique organization, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia - Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

Besides the regional programmes, In-country programmes are also conducted by CPSC, Manila. During the year 2007-2008, two Regional Programmes on "Blue Ocean Strategy for HRD Systems" and "Poverty Alleviations through Promotion of Entrepreneurship" have been conducted in August 2007 and January, 2008 at CPSC Manila for which nominations were made by the Ministry. In-Country Programme on "Integrating ICT Practices in Teaching and Learning System" was conducted in December, 2007 at NITTTR, Chennai wherein 30 participants participated. Further, during the above In-Country programme, one day Conference on "ICT Practices in Education" was

also held at NITTTR, Chennai in which 150 participants participated.

## **Public Sector Undertaking**

### **Educational Consultants India Ltd. (Ed.CIL)**

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 entrance Testing activities for admission to educational institutions and recruitment.

Ed.CIL is a profit making PSU and has been earning profit over the last 15 years and has been regularly paying dividend to the Government of India. An amount of Rs. One crore has been paid during this year as dividend for the year 2006-07.





## Adult Education

## Adult Education

Literacy is essential for an individual's own development and for the development of an empowered, literate and political conscious society. It is also a prerequisite for the achievement of India's development goals.

The eradication of illiteracy has been one of the major national concerns of the Government of India since Independence. Recognizing the need for a literate population as a crucial input for nation building a number of programmes were taken up since Independence to eradicate illiteracy among adults, however it was due to the efforts made by the National Literacy Mission, set up in 1988, that for the first time the absolute number of literates outnumbered the number of illiterates in the Census 2001 although gender disparity and regional disparity in literacy still continue to persist. Thus, literacy as defined under in the National Literacy Mission, is not an end in itself but has to be an active and a potent instrument of change ensuring achievement of these social objectives and the creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps to ensure the participation of the masses in sharing the benefits of the information era.

Post-independent India inherited a system of education which was characterized by large scale inter and intra-regional imbalances. The system educated a select few, leaving a wide gap between the educated and the illiterate. Educational inequality was aggravated by economic inequality, gender disparity and rigid social stratifications.

### Growth in Literacy

The literacy rate in 2001 has been recorded at 64.84% as against 52.21% in 1991. The 12.63 percentage points increase in the

literacy rate during the period is the highest increase in any decade. There has been a significant decline in the absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001. This has also been accompanied by a narrowing of the gap in male-female literacy rate from 24.84% in 1991 to 21.59% in 2001 as female literacy recorded an increase of 14.38 percentage points i.e. from 39.29% to 53.67% as compared to male literacy which recorded an increase of 11.13 percentage points i.e. from 64.13% to 75.26%.

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

Besides, the urban-rural literacy differential has also decreased during the period. All States have registered an increase in literacy rates and 60% male literacy has been achieved in all states except Bihar. Inter-state and intra-state disparities still continue, although the gap between the educationally advanced and backward states has been narrowing over the years.

As a result of tremendous efforts on educational front and slight decline in the growth rate of population, the number of illiterates during the decade 1991-2001 came down from 329 millions in 1991 to 304 millions in 2001.

### **CABE Standing Committee on Literacy And Adult Education**

The Central Advisory Board of Education in its 53<sup>rd</sup> meeting held on 14-15 July, 2005 had decided to set up a Standing Committee of the CABE on 'Literacy and Adult Education'. The Standing Committee was set up under the chairmanship of Prof. Basudeb Barman, MP(Lok Sabha). The terms of reference of the Committee was to advise the National Literacy Mission Authority regarding effective implementation of the schemes, related to Adult Literacy.

The Committee held two meetings on 28.11.2006 and 13.12.2006. The Committee after taking into the account the mid term appraisal of the Xth Plan and the recommendations of the working group on Adult Education for the XIth Plan has submitted its recommendations which will be placed before the CABE after its reconstitution in its next Meeting.

### **National Literacy Mission**

The National Literacy Mission (NLM) was set up in May, 1988. The objective of National Literacy Mission is to impart functional literacy to non-literates in the age group of 15-35 years, which is the productive and reproductive age group and constitutes a major segment of the work force.

### **Literacy Programmes**

The Total Literacy Campaign is the principal strategy of NLM for the eradication of illiteracy. The Total Literacy Campaigns are unique since they are area-specific, time-bound, participative, cost-effective and outcome oriented. These are implemented through Zilla Saksharata Samities (district level literacy committees) which are registered

societies having due representation of all sections of the society. Apart from imparting functional literacy, TLC also disseminates a 'basket' of other socially relevant messages such as enrolment and retention of children in schools, immunization, propagation of small family norms, women's equality and empowerment, peace and communal harmony. These literacy campaigns have generated a demand for primary education, which has been reflected by rapidly rising enrolment ratio in schools. Consequently, the number of non-literates entering the 15-35 age group has been declining. It is, therefore, necessary to ensure that neo-literates do not relapse into illiteracy and also acquire vocational skills.

With the implementation of TLCs, millions of non-literates are acquiring basic literacy skills, which are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation which constitute two closely related operational stages are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence.

The funding ratio between the Centre and State Government is 2:1, with the exception of districts under the tribal sub-plan where the ratio is 4:1.

The National Literacy Mission aims at ensuring that the Total Literacy Campaigns and the Post-literacy Programmes successfully move on to Continuing Education, which provide opportunities for life-long learning.

### **Continuing Education Programme**

The Scheme of Continuing Education provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres

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

The stress on continuing education includes a thrust on rural libraries, which will see more books, more magazines and more periodicals being made available in villages across the country. This is especially relevant as most districts are likely to complete post literacy programmes and move towards the continuing education phase. The State Resource Centres develop relevant teaching learning material and books for rural and urban neo-literates. The increased thrust seeks to ensure that they do not relapse into illiteracy. As a part of this strategy, there is stress on establishing rural libraries, which will provide reading and learning material to neo-literates in their own languages. Besides being a local source of knowledge such centres are also to act as the nodal point for the convergence of skill development and upgradation efforts of the JSS locally in the Gram Panchayat.

#### **Non Governmental Organisation**

The National Literacy Mission (NLM) fully recognizes the vast potential of NGOs in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active promotional role in the literacy movement. Apart from imparting literacy, the NGOs provide academic and technical resource support through experimental and innovative programmes and also conducting evaluation and impact studies; organization of workshops, seminars, etc.

#### **State Resource Centres**

The State Resource Centres (SRCs) managed by NGOs provide academic and technical resource support in the form of material preparation, training, extension activities, innovative projects, research studies and evaluation. State resource centres also take up population education activities including awareness about HIV/AIDS, life skills education, adolescent health etc.

At present, there are 26 SRCs. including a new one sanctioned in the State of Chhattisgarh during 2006-07. Three of the existing SRCs located in Karnataka, Kerala and Uttaranchal were upgraded from Grade 'B' to Grade 'A'.

#### **Jan Shikshan Sansthan**

The objective of the Scheme of Jan Shikshan Sansthan is the educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population, particularly, neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc. At present, there are 221 JSSs in the country. Jan Shikshan Sansthans run about 380 vocational programmes with varying duration. These encompass a wide variety of skills like mehndi, stitching and tailoring, beauty parlor, cane and bamboo making, fabric painting, computer applications, motor winding, cellphone repair, television repair, automobile repair, genset repair training of health attendant, lab technician and security guard. Apart from vocational skills literacy skills and life enrichment education is also imparted to the learners. About 16.89 lakh persons have benefited through vocational programmes and other activities respectively organized by the JSS during 2006-07.

The scope of activities of the JSS has since been enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/technical skills. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS is

evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report. 90 JSS have so far been evaluated by the empanelled evaluating agencies. The findings of the evaluation reports indicate that:-

The coverage of women was over 70%;

A wide range of courses suited to the needs of the target group with a flexible curriculum and duration have been designed;

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

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

Action Plan is prepared by every JSS as per the need of the target group in its district. The Action Plans of the JSS was scrutinized in meetings held during April May, 2007 at various places. The performance/progress of JSS is monitoring through the Directorate of Adult Education.

### **Directorate of Adult Education**

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

Monitoring and evaluation are essential management tools for identifying the strengths and weaknesses of a system. Their significance has been realized and put into effect by the NLM. Procedures have been

designed to make the objectives of adult education programmes operationally more realistic. The monitoring not only provides essential information for financial audit or programme audit, but it also provides transparency so that public accountability is achieved through wider process of social audit. This information is useful feed back for the field functionaries and decision makers in policy formulation.

### **Present status**

Out of 600 districts in the country, 597 have since been covered under Adult Education Programmes-95 under Total Literacy Campaigns, 174 Post Literacy Programme and 328 under Continuing Education Programme. There are 26 Resource Centres functioning in various States. At present, there are 221 Jan Shikshan Sansthan in the country and the number is set to increase in the near future. About 120.39 million persons have been made literate so far. About 60% of the beneficiaries are women, while 22% and 12% belong to Scheduled castes and scheduled tribes respectively.

### **National Literacy Mission Authority**

National Literacy Mission Authority was set up as an independent and autonomous wing of the Department and vested with executive and financial powers in its sphere of work.

The NLMA has a General Council, Executive Committee and Project Approval Committee. The General Council functions under the Chairmanship of Minister for Human Resource Development and lays down the policies and programme in the field of Literacy and Adult Education. The Executive Committee and Project Approval Committee function under the Chairmanship of Secretary, Elementary Education & Literacy. While the Executive Committee carries out all other functions of the Authority, the Project Approval Committee considers and approves literacy projects for financial assistance.

### **State Literacy Mission Authorities (SLMAs)**

Keeping pace with the endeavors, campaigns and programmes, which are being initiated by



the NLM, the State Literacy Mission Authorities (SLMA) the state level society registered under the Societies Registration Act, 1860 have been strengthened and revitalized. The devolution of administrative and financial powers to them will lead to a faster-moving administrative set up, and therefore, programmes can be initiated faster, and decisions taken without any delay, leading to more efficient developmental programmes. Each state has to set up a SLMA. The SLMAs are now empowered to sanction continuing education projects. Thus, the SLMAs now:-

Serve as Nodal Agencies at the state level for monitoring and implementing the scheme of continuing education.

have been empowered to approve continuing education projects and funds have been placed at their disposal; and

are supposed to plan their programmes and activities from the Panchayat level upwards to block level, municipal level, district level, and state level.

So far 25 States have set SLMAs to monitor the implementation of the literacy programmes.

#### **Major activities 2007-08**

- ❖ A Conference of the State Education Ministers was held on 10-11 April, 2007 at New Delhi to discuss various issues relating to education. It was agreed to work towards the target of achieving 85% literacy by the end of the 11<sup>th</sup> Plan, and to restore the importance which the National Literacy Mission had enjoyed in the 1990s. State Governments were urged to complete their literacy programmes in a time bound manner so that the districts can move into the continuing education phase as soon as possible. They were also requested to bring about convergence between Continuing Education and other major

programmes like National Rural Health Mission and National Rural Employment Guarantee Programme.

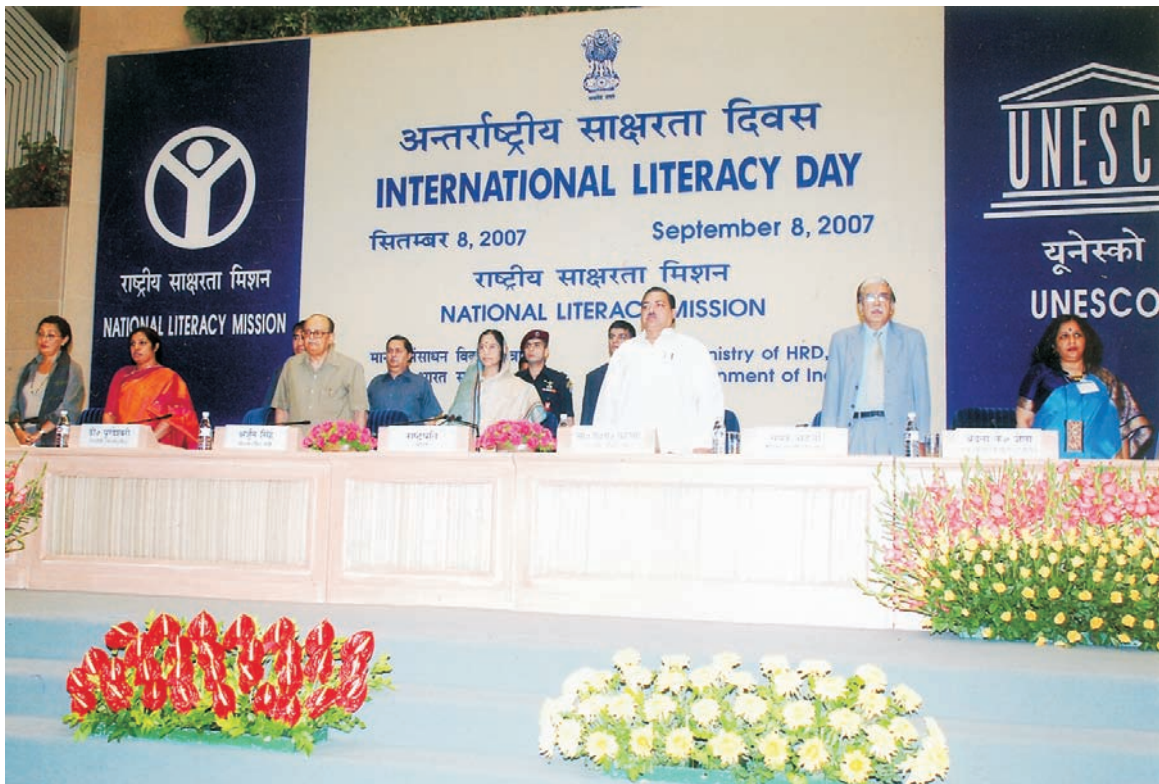
- ❖ A meeting of the Steering Committee constituted by the Planning Commission for formulation of the XI Five Year Plan 2007-12 was held in the Planning Commission on 25<sup>th</sup> April, 2007. A detailed presentation on the Report of the Working Group on Adult Education was made in this meeting. A total outlay of Rs.34,946 crores was projected for the XI<sup>th</sup> Plan in respect of Adult Education.
- ❖ The Annual Action Plan for 2007-08 of 130 Jan Shikshan Sansthan were reviewed and scrutinized in separate meeting held at Bangalore (April 11-12,2007), Aurangabad (April 16-17, 2007) Jaipur (April 23-24,2007) Narendrapur (April 25-27,2007) Allahabad (May 16-17, 2007), Mandla (May 24-25, 2007) and approved with suitable modifications for implementation during the current financial year.
- ❖ A five day Writers' Workshop on development of follow-up/supplementary books in five Manipuri dialects namely Tangkhul, paite, Maram, Mao and Thadou kuki was organized during the period of report. Linguists, writers in their respective languages, experts of adult education, resource persons and field functionaries participated in the workshop. This workshop was organized at Imphal in collaboration with State Directorate of Education, Govt. of Manipur. In all, 48 persons participated in the workshop.
- ❖ A five-day writers' workshop on development of teaching learning material for Post Literacy Programme in 9 tribal dialects of Nagaland namely Sengtam, Yuimechugru, khamniungan, Phome, Khezha, Kuki, Zema, Lengmai and Pchury at Dimapur

(Nagaland) was organized in collaboration with Directorate of School Education, Govt. of Nagaland and State Resource Centre, Shillong from April, 2-6, 2007. In all, 54 participants attended the workshop.

- ❖ A National Photo Competition on "Women Empowerment, Literacy & Development, Literacy through Self Help Groups, Literacy through Vocational Education and Literacy for National Integration & Social Awareness' was judged at Directorate of Adult Education, New Delhi. Of the 327 entries received from all over the country, 5 entries were selected for the awards.
- ❖ The International Literacy Day was held on 8<sup>th</sup> September, 2007 at Vigyan Bhawan. Her Excellency Smt. Pratibha Devisinghji Patil was the Chief Guest for function. In her address she stressed on the commitment to the cause of education for all and women's empowerment. Minister of Human Resource Development Shri Arjun Singh who presided over the function

recalled setting up the National Literacy Mission in 1988 by the Prime Minister, Late Shri Rajiv Gandhi. He appreciated the fact that though the figures in literacy elude us, the enthusiasm is catching, which is necessary to succeed. Shri M.A.A. Fatmi in his address spoke on the importance of literacy for health and well being the theme of the International Literacy Day this year.

- ❖ UNESCO-NLM Awards which are given to the organizations/institutions working in the field of literacy were also presented by the President on this day. The awardees were State Resource Centre, Deepayatan, Patna, Bihar, Jan Shikshan Sansthan, Chandigarh & Jan Shikshan Sansthan, Nashik.
- ❖ The Satyen Maitra Memorial Literacy Award were given to best performing districts implementing the basic literacy, post literacy and continuing education programmes. This year award was given to Dantewada district of Chhattisgarh (TLC),



Lohardaga distt of Jharkhand (PLP), Uttar Kannada distt. of Karnataka (CEP), Kasargod distt. Of Kerala (CEP) & Chhittorgarh distt of Rajasthan(CEP).

- ❖ The five awardees of the National Photo Competition organized by NLM on the themes of literacy for women, literacy and development, literacy through self help groups, literacy through vocational education, literacy for national integration, literacy for social awareness, received the award from the President.
- ❖ “A Conference of E-9 Countries on ICT for Literacy was organized from 4<sup>th</sup> 6<sup>th</sup> October, 2007 at Bangalore by National Literacy Mission in Collaboration with the UNESCO, New Delhi. The Union Minister for Human Resource Development was the Chief Guest. The Key Note address was delivered by Shri Azim Premji, Chairman WIPRO Corporation. MOS(HRD) was the Chief Guest for the valedictory. Secretary(SE&L) and Chief Secretary, Karnataka also attended the Conference among others. Delegates from Bangladesh, Egypt, Nigeria, Mexico, Pakistan, India and Indonesia, representatives from field offices of UNESCO, NGOs, academicians, state government representatives attended. The deliberations resulted in a rich exchange of experiences from the different countries leading to a set of recommendations for increased use of ICT for promoting literacy.
- ❖ 23 new Jan Shikshan Sansthans have been sanctioned under the aegis of NGOs for providing vocational training to the neo-literates and other disadvantaged sections of the society.
- ❖ The UNESCO Regional Conference in support of Global Literacy for South, South West and Central Asia, was held from 29-30 November, 2007 at Vigyan Bhavan, New Delhi in

collaboration with UNESCO. Smt. Sonia Gandhi, UPA Chairperson, was the Chief Guest and Smt. Shanta Sinha, Chairman, National Commission for Protection of Child Rights gave the keynote address. The Minister for Human Resource Development, Shri Arjun Singh and Mr. Koichira Matsuura, DG(UNESCO), and Shri M.A.A. Fatmi addressed the gathering. The First Lady of Sri Lanka, Madam Shiranthi Rajapakse, was guest of honour in the function. Education Ministers and Finance Ministers of 11 countries and about 200 delegates attended the Conference. Senior officials of UNESCO, Paris, Bangkok and Delhi also attended. The deliberations of the conference essentially aimed at addressing the literacy challenge in the Region and Building Partnerships and Promoting Innovation Approaches. Important challenges and tasks concerning literacy were discussed in 5 Round Tables and 5 Panels in which eminent literacy experts and others moderated the discussion.

- ❖ A orientation programme for the empanelled agencies was organized on the evaluation of continuing education programme at Raipur in Chhatisgarh State. In this programme representatives of Zilla Saksharata Samitis of all the districts of Chhatisgarh were also involved to orient them about the processes involved in the external evaluation.
- ❖ A Three Day Training Programme for Directors Incharge and Programme Officers of Newly Sanctioned Jan Shikshan Sansthans was held at Bhopal from July 10-12, 2007 in which 32 Directors and Programme Officers participate.
- ❖ A Three Day Training Programme for Directors Incharge and Programme Officers of Newly Sanctioned Jan Shikshan Sansthans was held at Vadodara from July 18-20, 2007 in

which 30 Directors and Programme Officers participated.

- ❖ A one-day Orientation Programme for the President/Secretaries of the parent NGOs of newly sanctioned 23 JSSs was organized on 20th November 2007 at New Delhi. 40 participants attended this orientation programme.
- ❖ A one-day Orientation Programme for the Supervision & Monitoring Officers of selected JSSs was organized on 20th November 2007 at New Delhi. Nine Supervision & Monitoring Officers attended this orientation programme.
- ❖ Eleven Jan Shikshan Sansthan namely Kamrup, Naharlagun, Chitrakoot, Amethi, howrah, Dhenkanal, Aizawl, Thoubal, Gwalior, Nalanda and Washim were evaluated by 6 evaluating agencies during 2007-08.
- ❖ Exhibition of JSS products "KRITI" was held on 14-18 February, 2008 at Delhi. About 97 JSSs participated in this exhibition.
- ❖ Two Writers workshops were organized on Development of Follow-up and Supplementary Self-learning material for neo-literates in six tribal dialects in Manipur State. About 100 titles were prepared.
- ❖ A five-day Writers workshop was organized on Development of Neo-literates materials in Hindi, Urdu, and Punjabi at Chandigarh during December 24-28, 2007.
- ❖ A National level competition was organized on development of literature for neo-literates on Gandhian Philosophy and his contributions to Freedom Struggle.
- ❖ A three day writers workshop was organized for Screening and evaluation of manuscripts invited for National Prize Competition on Literature for Neo-literate w.e.f.

January 9-11, 2008 and one day meeting to be organised for finalization of results of National Prize Competition on January 28, 2008.

#### **Merger of Schemes.**

The Planning Commission, while indicating the allocations for 2007-08 (being the first year of the Eleventh Plan), merged the schemes of Literacy Campaign and Operation Restoration and Continuing Education Programmes and broadened their scope while renaming it as 'Adult Education and Skill Development' with a consolidated allocation for all the components of the programme viz. basic literacy, best literacy and continuing education.. With 'Skill Development' also being added to the nomenclature emphasis is to be given to livelihood aspects through target specific programmes.

Similarly the two schemes pertaining to NGO viz. Support to NGOs in the field of adult education and Jan Shikshan Sansthan have been merged into a single scheme known as 'Support to NGOs/Institutions, SRCs for Adult Education and Skill Development.

#### **Goals for 11<sup>th</sup> Plan**

The target for XI Plan is to achieve 80% literacy rate, reduction in gender gap in literacy to 10% and reduction in regional, social and gender disparities. According to 2001 census, there were 304 million illiterate people in the country out of 100 million in 15-35.

During the 11<sup>th</sup> Plan an effort is being made to revamp the programmes of National Literacy Mission to provide functional literacy to the adult illiterates primarily in the 15-35 age group and facilities for continuing education to the neo literates emerging out of the literacy programme. To begin with, the National Literacy Mission with the resources available will focus entirely on the low literacy areas, the marginalized and vulnerable sections of the society like women, scheduled castes, scheduled tribes, minorities, etc. The financial norms and other parameters of the various schemes, which have remained unchanged

since they were last revised in the 9th Plan, would be suitably updated. Further, keeping in view the experience gained and lessons learnt in implementing the programme and taking into account the best practices available as also the views of the stakeholders, the schemes of the NLM are being revised.

A two-day meeting to discuss and revise the Guidelines of the Scheme for Management, Planning and Operation of the State Resource Centres (SRCs) for Adult & Continuing Education was organized by National literacy Mission on 1<sup>st</sup> and 2<sup>nd</sup> August, 2007 at Vigyan Bhawan Annexe, Committee Room 'A', New Delhi. 45 Participants from State Resource Centres and State Literacy Mission Authority of Andhra Pradesh, Chhatisgarh, Rajasthan and West Bengal attended the meeting. All the Officers of AE Bureau and Directorate of Adult Education were also present. The meeting was conducted under the chairmanship of JS(AE)&DG(NLM) and Shri Champak Chatterji, Secretary (SE&L) was the chief guest of the valedictory session.

A three day Training Programme for the Programme Coordinators of Training Units of State Resource Centres on Life Skills Education was organized in collaboration with State Resource Centre, Indore from January 17-19, 2007 at Indore. The main objective of the Programme is to orient on the Life Skills like Contextual skills, Generic Skills and Literacy Skills to integrate the same in the Literacy Programmes. 19 representatives of State Resource Centres participated. JS(AE)&DG(NLM) has interacted with the participants during the training programme.

### **Advertisement & Publicity (Media)**

The Advertisement & Publicity unit of the Directorate of Adult Education provides media support to the ongoing literacy programmes in the country. Audio/video programmes are produced through empanelled producers which are telecast/ broadcast through TV and AIR. Copies of these programmes are sent to State Directorates of Adult Education, State Resource Centers, Jan Shikshan Sansthan and to the districts implementing literacy

programme for using them in the field. Besides, advertisements to promote literacy are released in the news papers on special occasions like International Literacy Day, special exhibitions, National and International Conferences etc. The unit also releases advertisements on postal stationary and on computerized railway tickets to mobilize the targeted learners. The details of activities undertaken during the year are as follows:

- Audio/Video programmes were sent regularly to IGNOU for telecast over Gyan Darshan and the audio programmes for broadcast on Gyan Vani.
- The video spots were also telecast from Doordarshan through selected regional kendras and in North-Eastern kendras.
- The scripts submitted by different agencies before production of audio video programmes were discussed, revised and suggested changes for carrying out by the production agencies.
- The rough cuts of audio/video programmes/spots in different languages received from media agencies were previewed/listened by the officials of DAE and DG (NLM) and corrections suggested wherever necessary.
- A meeting of Communication Planning and Costing Committee (CPCC) headed by Secretary (SE&L) is proposed to be organized during the year.
- A ten minutes documentary film titled the "literacy marquee effect" was produced and screened on Sept.8, 2007 on the occasion of ILD celebration at Vigyan Bhawan, New Delhi. The film was focused on the women empowerment programmes going on in different states through literacy programme.

- Video report on the ILD celebration was telecast through DD-I National Network on September 9, 2007 and the NEWS capsules etc. were shown on the International Literacy day from different televisio channels.
- The main function held on ILD celebration at Vigyan Bhawan was broadcasted live by All India Radio and on Doordarshan on September 8, 2007.
- A quarter page advertisement was released in National dailies on September 7 and a half page advertisement on Sept.8, 2007.
- In order to sensitize the public about literacy and its importance a National Level Photo Competition was organized with related themes on literacy. More than 300 entries were received out of which five entries were selected for awards. Following cash awards were awarded to the prize winners:  
 First Prize (Rs.25,000/)  
 Second Prize (Rs.20,000/)  
 Third Prize (Rs.15,000/-)  
 Two Consolation prize (Rs.10,000/ each)
- Two different advertisements were released on organization of competition for neo-literates and on conference of E-9 countries on ICT for Literacy held at Bangalore.
- An advertisement was released on the occasion of Regional Conference in

support of Global Literacy held during 29-30 November, 2007 held in New Delhi.

## Publication

The Publication unit of the Directorate of Adult Education brings out several publications every year. The Unit finalized a fresh panel for undertaking work relating to pre-press design and printing during the year. The panel was drawn through open advertisement in the news papers.

- During the period of report, the Publication Unit has initiated action of preparation of catalogue of Directorate of Adult Education for publication which is under process of printing.
- About 54000 copies of various publications under 20 different titles were sent to the field functionaries who are involved in literacy programmes
- Action was initiated for conducting Poster Competition and Essay competition at National level. Preliminary work has been completed and the press advertisements were sent.
- The Publication Unit brought out a coffee table publication on the activities of JSS and some reading materials for neo literates of CE programme on the occasion of International Literacy Day on 8<sup>th</sup> September, 2007.





# 8



## **Distance Learning & Scholarships**



## *Distance Learning & Scholarships*

### **Indira Gandhi National Open University (IGNOU)**

**T**he Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in open learning and distance education systems.

To fulfill the first objective, IGNOU provides innovative and need based general as well as continuing education to: any willing learner, including the persons from disadvantaged groups; physically challenged; homemakers; minorities; and those who are based in remote areas for their professional development. IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrollment, age for entry and methods of evaluation etc. The University has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio-video tapes, broadcast on radio and educational TV Channels, teleconferencing, video conferencing as also the face to face counseling at its study centers located throughout the country. The University has adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects.

IGNOU has a large number of programmes ranging from purely academic to technical, professional and vocational at various levels leading to award of Competency Certificates, Diplomas, Bachelor's, Master's and Doctorate Degree to successful candidates. Many of these programmes are

modular in nature. In the year under report, the University has offered 129 programmes, which includes 16 Doctoral level, 18 Master's level, 13 Bachelor's level, 21 Post Graduate Diploma level, 22 Diploma level and 39 Certificate and Awareness level programmes. The total number of fresh students enrolled during 2007 was 4,68,444. The student support system network of IGNOU now consists of 59 Regional Centres, 5 Sub-Regional Centres, 1468 Study Centres and 37 Overseas Centres. The University has 354 teaching and 1138 non-teaching staff to its strength.

The University in its 18th Convocation, held on 17<sup>th</sup> March, 2007, awarded 1,11,699 Degrees/Diplomas/Certificates. Besides, the University awarded Doctor of Science (Honoris Causa) Degree to Prof. M. S. Swaminathan, eminent Agriculture scientist of the country.

### **The Distance Education Council (DEC)**

IGNOU is meeting its second objective of promotion of Open and Distance Learning Education (ODL) Systems and coordination of standard in such Systems in the country through the Distance Education Council (DEC), one of its authority. ODL system of the country consists of 13 State Open Universities (SOUs) and 130 Correspondence Course Institutes (CCIs) in conventional dual mode universities. The Council (DEC) has extended technical and financial support to Open and Distance Education Institutes (ODIs) for development of technological infrastructure, institutional reform, professional development and training, student support services, computerization and networking for improvement of quality of education. During the year under report, DEC has provided financial assistance to 13 SOUs and 44 CCIs in order to achieve its objective of promotion

and coordination of standards in ODL systems in the country. Research grant on topics of contemporary relevance, travel grants to individuals to attend international conferences and funds for organizing seminar to institutions were also released.

### **Electronic Media in Educational Programmes of IGNOU**

IGNOU is making best use of electronic media for imparting education to the masses in the following way.

**Gyan Darshan :** IGNOU coordinates the functioning of exclusive 24 hour satellite based Educational TV Channels, which are collectively known as Gyan Darshan (GD). It is a collaborative venture of various Government agencies. It has potential to offer bouquet of 6 channels. Under this, **Gyan Darshan 1** is the 24 hours exclusive Educational TV channel of the country. Prasar Bharti in 2005 put this channel on Direct to Home (DTH) mode. **Gyan Darshan-2** is being utilized as interactive channel for tele-counselling, tele-lecturing and tele training of coordinators/counsellors. **Gyan Darshan 3**, commonly known as 'Ekavya Channel' is devoted to technical education for the benefit of engineering students in the country. Transmission of this channel has been made fully automated. **Gyan Darshan-4** is known as "Vyas" Channel; and is devoted to curriculum-based higher education.

**Gyan Vani :** IGNOU is the nodal agency for the implementation of radio cooperative of 40 FM channels dedicated to education and development. Seventeen FM stations are operational at Allahabad, Bhopal,



Coimbatore, Bangaluru, Mumbai, Lucknow, Vishakhapatnam, Delhi, Kolkata, Chennai, Varanasi, Guwahati, Jabalpur, Mysore, Rajkot, Raipur and Shillong. In addition, every Sunday, radio counseling is provided for one hour from 186 radio stations of All India Radio (AIR). Under Gyan Vani Programme, toll free conferencing facility is available to the learners in 80 cities, who interact freely with the experts.

### **Distance Education Programme Sarva Shiksha Abhiyan (DEP-SSA)**

Distance Education Programme Sarva Shiksha Abhiyan (DEP-SSA) was created as a national centre for distance education activities under Sarva Shiksha Abhiyan and the responsibility for its implementation was entrusted to IGNOU. DEP-SSA covers all the 35 States and Union Territories (UT) of Union of India. DEP-SSA is engaged in capacity building among educational institutions in the States/ UTs. Under the DEP-SSA Project, State Resource Group (SRG) has been constituted in each State under the chairmanship of State Project Director, which provides support in the formulation of proposals, implementation and review of programme at the State level. The DEP-SSA is a nodal centre for training of in-service teachers and other functionaries such as State Council for Educational Research and Training (SCERT) and District Institutes of Educational Training (DIET) faculty, Block Resource Centre Coordinators (BRCCs), Cluster Resource Centre Coordinators (CRCCs)

### **The North East Project (NEP)**

IGNOU has established a network of ODL institutions in the North Eastern (NE) Region under its North East Project (NEP), which was started in the year 2000 with the assistance of this Ministry out of non lapsable fund meant for North Eastern Region. The objectives of NEP were to: provide access to education in NE Region through a network of Learner Support Centres (LSC) across the region; make use of Information and Communication Technology (ICT) to overcome geographical constraints; bridge physical distances in reaching out to remote areas; and launch entrepreneurship



development and training programmes to increase employment opportunities for the youths of the region. At present 10% of the Plan Grants of the University are allocated for carrying out activities in the NE Region under NEP. During the year under report, the project has continuously strived to further the objectives of the University in the NE region. Seventeen new Study Centers were set up during this period bringing the total number of Study Centres in the region to 230. The network of these 230 Study Centres is spread across the region covering remote and disadvantaged areas such as Tezu in Arunachal Pradesh and Chawngte in Mizoram.

In addition to the regular IGNOU programmes, NEP has conducted several training programmes to create an environment of entrepreneurship and self-reliance in the youth of NE region, such as Dairy Farming, Food Processing, Floriculture, Beekeeping, Watershed Management & Water Harvesting, Computer Hardware Maintenance & Repair, Handicrafts (cane & bamboo), Mushroom Cultivation, Setting up of Small Enterprises, Audio-Video Production, Computer Literacy Programme (CLP) and Teacher Training Programme.

### International Activities

Academic Programmes of IGNOU are currently being offered in 35 countries, which include United Arab Emirates (UAE), Sultanate of Oman, Bahrain, Doha, Sri Lanka, Mauritius, Maldives, Nepal, Kenya, Fiji, Caribbean Islands, Samoa, Malaysia, Krgystan, Singapore and Ghana among others. Distance Education Programmes are being offered in Ethiopia, Liberia, Madagascar and Ghana in collaboration with UNESCO and International Institute for Capacity Building in Africa, whereas education programme in Lesotho, Swaziland, Namibia, Seychelles, Jamaica, Malawi and Belize are being offered through an agreement signed with the Commonwealth of Learning (COL),

The Secretariat of SAARC consortium for Open and Distance Learning (SACODiL) and Global Mega Universities Network (GMUNET) are located at IGNOU and the Vice Chancellor, IGNOU is the President/Chairman, Board of Governors of these Institutions. IGNOU has hosted the meetings of the Board of Governors of SACODiL and GMUNET. Recently, the University hosted International Conference on the theme '**Open and Distance Education in Global Environment : Opportunities for Collaboration**' in

association with ICDE, Norway, wherein 160 international and 280 national delegates participated. This conference was inaugurated by Shri Arjun Singh, Hon'ble Minister for Human Resource Development. Recognizing the expertise of IGNOU, the Open Universities of United Kingdom (UK), Iran, Malaysia, Tunisia and South Africa, among others, have approached it for signing Memorandum of Understanding (MOUs) and promoting faculty exchange, as also developing joint programmes of study and research by combining the strengths of participating institutions on equal partnership basis.

### **Commonwealth of Learning (COL)**

Commonwealth of Learning (COL) was established through a Memorandum of Understanding between Governments of Commonwealth countries in the year 1988. India made an initial pledge of 1 million pounds (Rs. 250 lakh) towards establishment of COL. The entire pledge of Rs. 250 lakh was remitted to COL. From the year 1995-96, India has been making its contribution to COL every year. COL is voluntarily funded by the Commonwealth countries and India is the third major donor after United Kingdom and Canada. India made a contribution of Rs. 4.00 crore to COL during the current year. Out of this, 50% of the contribution i.e. Rs 2.00 crore was made in Indian Rupees and the remaining amount (Rs.2.00 crore) was paid in Canadian Dollar. India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education.

COL has focused its attention on activities in the instructional materials, telecommunication technology, training and information service. COL has located its Educational Media Center for Asia (CEMCA) in India and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA.

### **SAKSHAT : One Stop Education Portal**

The pilot project of Ministry of Human

Resource Development **SAKSHAT: One Stop Education Portal** was launched on 30.10.2006 by His Excellency, the then President of India to facilitate life long learning of students, teachers and those in employment or in pursuit of knowledge-free of cost to them. The project '**SAKSHAT**' has been designed and developed with the help, cooperation and participation of various experts from Indira Gandhi National Open University (IGNOU), Indian Institute of Science (IISc), Bangalore, Delhi University, Central Board of Secondary Education (CBSE), Indian Institute of Technology (IITs), National Informatics Centre (NIC), National Council for Education Research & Training (NCERT), National Institute of Open Schooling (NIOS), University Grants Commission (UGC), All India Council for Technical Education (AICTE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), and other institutions. Many top players in the field of ICT have promised their free support to this endeavor. The content development task for '**SAKSHAT**' is being looked after by the Content Advisory Committee (CAC) for the respective subject, which consists of representatives from educational institutions like IGNOU, Delhi University, KVS, NVS, NIOS and NCERT and prominent academicians in the field has been meeting on a regular basis. In addition, some NGOs have also provided the contents developed by them free of cost for this portal. The vision is to scale up this pilot project '**SAKSHAT**' to cater to the learning needs of more than 50 crore people through a proposed scheme of '**National Mission in Education through Information and Communication Technology (ICT)**'. The scheme is proposed to provide for development of knowledge modules to address the personalized needs of learners and having right e-contents to take care of their aspirations. These modules are to be delivered through '**SAKSHAT**'. The scheme may also have a provision of certification of competencies of the people, acquired through formal or non-formal means as also to develop and maintain the database having profile of human resources.

## National Scholarship Division

During the year 2007-08, the following Schemes were dealt with.

### Central Scheme of Scholarship For College And University Students

The National Merit Scholarship Scheme, the objective of which was to provide financial assistance to Meritorious students studying at Post-matric to Post-graduate level in Government Schools/Colleges and Universities has been discontinued with effect from April, 2007. However, a New Central Scheme of Scholarship for College and University Students is proposed to be implemented. The objective of the new Scheme is to spot talented students and encourage them to excel academically by giving them financial assistance from Graduation to Post Graduation level. It is proposed to cover 2% of Boys and 3% of the Girls in the Colleges/Universities, the reason being that in Higher Education, the percentage of Boys is around 60% and that of Girls is around 40%. It is estimated that a total of 82,000 fresh scholarships (41,000 for boys and 41,000 for girls) will be awarded every year. The budget allocation for the year 2007-08 is Rs. 14.00 crore. The details of the Scheme are being worked out and it is proposed to implement the Scheme in the 11<sup>th</sup> Plan.

### Scheme of Scholarship To Students From Non-Hindi Speaking States For Post Matric Studies In Hindi

The Scheme was started in 1955-56 with the objectives to encourage the study of Hindi in Non-Hindi Speaking States and to make available to the Government of these States, suitable personnel to man teaching and other posts where knowledge of Hindi is essential. The Scheme was revised from 2004-2005. Under the revised Scheme, 2500 Scholarships are provided to meritorious students studying at post-matric to Ph.D. level, for recognized fulltime courses of education for study of Hindi as one of the subjects, on the basis of the

results of "examinations next below" conducted by a Board of Education or a University or a Voluntary Hindi Organisation. The rate of Scholarship ranges from Rs.300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Governments/UT Administrations. The budget allocation for the year 2007-2008 is Rs.1.50 crore.

### External Scholarship Division

Scholarship is an incentive as well as encouragement to meritorious students. A special emphasis is given to studies abroad where also the innovative methods are used and substantial developments have taken place in the field of education. The Ministry of Human Resource Development facilitates the award of foreign scholarships with a view to encouraging meritorious students & scholars and to enable them to enhance their knowledge of developments taking place outside our country. The External Scholarship Division of the Ministry processes scholarships offered by various foreign countries under Cultural/Educational Exchange Programmes, which enable Indian students to study at the level of Post Graduate/Ph.D/Post Doctoral Research work abroad.

Many Scholarships/Fellowships have been awarded to Indian nationals by the Governments of U.K., Canada and New Zealand under the Commonwealth Scholarship/Fellowship Plan. The Commonwealth Scholarship Plan covers a large number of disciplines, such as, Remote Sensing Technology, Communication Engineering, Bio-technology/ Bio-chemical Engineering, Robotics, Agronomy/Forestry, Social Sciences, Physical/Life Sciences, Management Studies, Environmental Studies etc. For the academic year 2007-08 Commonwealth Scholarship Commission in U.K. has awarded 14 scholarship against 63 nominations sent by this department. For this year 61 nominations have been sent to UK.

The Government of India have entered into agreements for providing scholarships to

Indian students through Cultural Exchange Programmes (CEP) or Educational Exchange Programmes (EEP) signed between India and Japan, China, Mexico, Israel, Norway, Belgium, Italy, Czech, Portugal and the Slovak Republic.

The European Union under a Memorandum of Understanding (MoU) with India offers a scholarship programme for Indian students to study in various European countries. The Erasmus Mundus Programme provides a separate India Window Programme for Indian students only. An amount of Euro 33 million has been earmarked for the years 2004 to 2009.

The German Govt. scholarship (DAAD) for Indian students is being operated directly by the German Embassy. During the period under report no offer of award for scholarship was received from the Government of Malaysia, Canada and Trinidad & Tobago.

The Agatha Harrison Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching fellowship and is meant for scholars who have specialized in modern Indian studies in the fields of History, Economics and Political Science. A consolidated stipend of £24,536/- per annum is paid by the Government of India to St. Antony's College, Oxford (U.K.). The present Fellow has joined the College in October 2007 for the academic year 2007-08.

The British Visitorship Programme is directly handled by the British Council in India. The Council sponsors candidates for short-term courses in the United Kingdom in the fields of Education, Science, Medicine, Technology & Arts by enabling Indian Academics/ Researchers to Visit Institutions/counterparts in U.K. for mutual discussions and updating their professional knowledge through conferences, seminars and courses.

No Obligation to Return to India Certificate (NORI) is required by persons who proceeded to the USA on J1 and J2 Visas and wish to

convert these to H1 or H2 Visas for settling or gaining regular employment in USA. The Embassy of India/Consulates General of India (CGI) in the USA issues this certificate, after obtaining clearance from the Ministry of Human Resource Development.

### **Introduction of Undertaking**

The earlier provision for taking a bond of Rs. 60,000/- from Indian Scholars before their departure for higher studies abroad has been replaced by an undertaking keeping in view the present scenario of globalization of economy & job opportunities in India vis-à-vis other developed countries. However, the bond would continue to operate in respect of those countries where Government of India arrange air passage and provide supplementary stipend to Indian Scholars. In cases where no Government of India funds are involved, it is felt sufficient to take an undertaking from the students as is the practice in other organizations. The new system will avoid unnecessary obligation/ burden to the awardees of scholarships.

### **Budget Provision**

During the financial year 2007-08, a budget provision of Rs. 74 lakh was made to meet the expenditure towards holding meetings of Selection Committees constituted for Scholarships offered by various countries. Keeping in view the utilization of funds, it was proposed to enhance the provision to an amount of Rs.100 lakh in the Revised Budget; which is subject to approval of Ministry of Finance.

### **Achievements**

During the year 2006-07, a total of 94 Indian students/scholars availed scholarships against 195 nominated under CEPs/EEP and Commonwealth Scholarship Plan. During the current year, 79 Indian nationals have availed scholarships till 31<sup>st</sup> December, 2007 under

various CEPs/EEPs and Commonwealth Scholarship Plan against 185 nominated. more number of awards are awaited from

various countries. Details of nomination and award of scholarships are given in the table below :-

Sl. No.	Country	2006 2007			2007 - 2008		
		Nominated	ACCEPTED BY DONOR COUNTRY	UTILIZED	NOMINATED	ACCEPTED BY DONOR COUNTRY	UTILIZED (UPTO DEC. 2007)
1.	JAPAN	30	28	28	31	31	27
2.	CHINA	16	16	09	21	20	20
3.	ISRAEL	08	05	04	10	05	03
4.	MEXICO	02	01	01	08	APPROVAL AWAITED	0
5.	SLOVAK	--	--	--	OFFER NOT PROCESSED		
6.	KOREA	04	04	04	06	03	03
7.	CZECH	06	06	01	OFFER NOT RECEIVED		
8.	U.K.	65	21	17	63	22	14
9.	CANADA	22	07	04			
10.	BELGIUM	07	03	03	04	03	02
11.	ITALY	28	27	21	35	26	09
12.	PORTUGAL	--	--	--	--	--	--
13.	NORWAY	05	02	01	01	01	01
14.	GREECE	02	01	01	Offer not received		
15.	NEW ZEALAND	--	--	--	03	NIL	NIL
16.	Turkey	--	--	--	03	APPROVAL AWAITED	
17.	G. TOTAL	195	121	94	185	111	79



## **Education of Scheduled Castes, Scheduled Tribes And Minorities**



# Education of Scheduled Castes, Scheduled Tribes And Minorities

## Constitutional provisions

**A**rticle 46 of the Constitution states that “The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation.” Articles 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. Similarly, Article 30 (1) provides for the rights of the minorities to establish and administer educational institutions of their choice. These provisions need to be fully utilized for ensuring equity in access to education.

## Commitment under the NCMP

One of the six basic principles of governance under the National Common Minimum Programme (NCMP) of the Government of India is **to provide for full equality of opportunity, particularly in education and employment for scheduled castes, scheduled tribes, OBCs and religious minorities.**

## Special provisions for the SCs and the STs

A number of steps have been taken to strengthen the educational base of Scheduled Castes and Scheduled Tribes. The following special provisions have been incorporated for SCs and STs in the existing schemes of the Department of Higher Education and the Department of School Education and Literacy: -

- ▶ Relaxed norms for opening of primary / Middle schools.
- ▶ Abolition of tuition fee in all States/UTs in Government Schools at least upto the upper primary level. In

fact, most of the States/UTs have abolished tuition fees for SC/ST students up to the senior secondary level.

- ▶ Free textbooks, uniforms, stationery, schools bags etc.
- ▶ The **Constitutional (Eighty-Sixth) Amendment Act**, notified on 13<sup>th</sup> December, 2002 inserted Article 21-A in the Constitution, which provides that “the State shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by law, determine.” Section 1 (2) of the 86<sup>th</sup> Constitutional Amendment Act provides that ‘it shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint’. The consequential legislation envisaged under Article 21-A is under consideration.
- ▶ **Sarva Shiksha Abhiyan (SSA):** The Sarva Shiksha Abhiyan (SSA) and its components, the District Primary Education Programme (DPEP), National Programme of Nutritional Support to Primary Education (NPNSPE), Kasturba Gandhi Balika Vidyalayas (KGBVs), Mahila Samakhya (MS), National Programme for Education of Girls at Elementary Level (NPEGEL) are some of the Centrally Sponsored Schemes that provide education to children in the age group of 6-14 years, besides mainstreaming out-of-school children and dropouts. SSA has adopted '**zero rejection**' policy so that no child is left out of the education system. SSA provides the following interventions:

Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.

Focus on girls, especially belonging to SC/ST communities and minority groups.

Back-to-school camps for out of schoolgirls and free textbooks for girls.

Setting up alternative schooling models.

- ▶ **National Programme for Education of Girls at Elementary Level (NPEGEL):** NPEGEL is a focused intervention of the Government of India, to reach the “Hardest to Reach” girls, especially those not in schools. It is an integral but distinct component of the SSA, which provides additional support for enhancing girls' education over and above the investments for girls' education through normal SSA interventions. The programme provides for development of a “model school” in every cluster with more intense community mobilization and supervision of girls enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials and provision of need-based incentives like escorts, stationery, workbooks and uniforms are some of the endeavours under the programme. The programme is being implemented in over 3000 Educationally Backward Blocks in the country where the female rural literacy is below the national average (46.13%) and gender gap in literacy is above the national average (21.59%).

#### **Achievements under NPEGEL**

3272 educationally backward blocks Included under NPEGEL.

Coverage expanded to 40171 clusters and 1138 urban slums.

35254 Model Cluster Schools developed.

1.85 lakh teachers gender sensitized.

Skill building for girls on diverse trades and life skills.

Remedial teaching to 9.67 Lakh girls.

Bridge Courses to 1.53 Lakh girls.

24394 additional rooms constructed for being used as space for bridge courses, teacher training and skill building activities for girls.

Over 25537 ECCE centres are being supported in non ICDS areas to help free girls from sibling care responsibilities, in order to attend schools.

3.54 lakh Anganwadi Centres strengthened with play kits and training of workers etc.

Free uniforms to 71.46 Lakh girls.

- ▶ **Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** The Kasturba Gandhi Balika Vidyalaya scheme was launched in July 2004 for setting up residential schools at upper primary level for girls belonging to SC, ST, OBC and minority communities in educationally backward blocks where the female rural literacy is below the national average (46.13%) and gender gap in literacy is more than the national average (21.59%). The objective is to ensure access and quality education to such girls by opening facilities in areas with concentration of SC, ST, OBC, minority population, and; in areas with low female literacy and in scattered habitations that do not qualify for a school.

In view of the targeted nature of the scheme, 75 % seats are reserved for SC, ST, OBC and minority girls and for remaining 25 % seats priority is given

to BPL girls. The KGBV scheme is merged with Sarva Shiksha Abhiyan w.e.f. 1st April 2007. Out of 2180 KGBVs sanctioned by Government of India till 10<sup>th</sup> January, 2008, 620 have been sanctioned in SC dominant blocks. Of these, 1724 KGBVs are reported to be operational in the States and 123511 girls enrolled in them (36634 SC girls (29.6%); 36392 ST girls (29.4 %); 29909 OBC girls (24.2 %); 13933 BPL girls (11.28 %); 6643 Minority girls (5.38 %).

- ▶ **Mahila Samakhya (MS):** Pursuant to the objectives of the NPE, 1986, the Mahila Samakhya scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups. The scheme is currently being implemented in 83 districts in nine States viz. Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh and Uttaranchal. The programme is also being extended to Madhya Pradesh and Chhattisgarh.

The critical focus within Mahila Samakhya is the centrality of education in empowering women to achieve equality. Mahila Samakhya is a women's empowerment project, which does not aim at service delivery but seeks to bring about a change in women's perception about themselves and that of society in regard to women's 'traditional roles'. The programme is oriented to rural areas and the main thrust of the programme is to mobilize village women particularly from the most disadvantaged sections of society. Participation of SC & ST women is very large in the programme. It has taken up issues like water, health, economic activities and social violence.

- ▶ **District Primary Education Programme (DPEP):** The Centrally sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalization of Primary Education.

DPEP adopts a holistic approach to universalize access, retention and improve learning achievement and to reduce disparities among social groups. Adopting an 'area-specific approach' with district as the unit of planning, the key strategies of the programme have been to retain the contextuality and sensitivity to local conditions and ensuring full participation of the community. It also seeks to strengthen the capacity of national, state and district institutions and organizations for planning, management and professional support in the field of Primary Education.

DPEP at its peak was operational in 273 districts in 18 States. At present the scheme is in operation in Orissa & Rajasthan covering 17 districts.

- ▶ **National Programme of Nutritional Support to Primary Education (NP-NSPE):** The National Programme of Nutritional Support to Primary Education, popularly known as **Mid-Day Meal Scheme**, is intended to give a boost to Universalisation of Primary Education by increasing enrolment, retention and attendance and simultaneously impacting upon the nutritional status of students in primary classes. The Programme envisages provision of cooked meals/processed food of calorific value equivalent to 100gms of wheat/rice for children studying in classes I-V. The programme, which started in August 1995, covers nearly 11.4 Crore children.
- ▶ **Navodaya Vidyalayas:** Government of India launched a scheme in 1985-

86 to provide good quality modern education to talented children, predominantly from rural areas and have established on an average one school in a district.

Jawahar Navodaya Vidyalayas are fully residential schools providing education from Class-VI to Class-XII. All expenditure on education, including boarding and lodging, during the education in JNVs, is borne by the Samiti. However, a nominal fee @ Rs. 200/- per month is charged from a small group of students of Class-IX to XII, except the students belonging to SC, ST, girls, disabled and children of the families belonging to below poverty line. About 25% of the students enrolled in Jawahar Navodaya Vidyalayas belong to SC categories.

- ▶ **Kendriya Vidyalayas:** The Kendriya Vidyalayas Sangathan (KVS) was set up in 1965 to establish and run schools primarily for catering to the educational needs of the children of transferable central government employees including Defence personnel whose education was handicapped owing to frequent transfers of their parents from one linguistic region to another and the resultant change in course of study.

The Kendriya Vidyalayas provide 15% and 7.5% reservation to Scheduled Castes and Scheduled Tribes respectively in fresh admissions and in recruitment of teaching and non-teaching staff. Qualifying standards are relaxed, if necessary, for SC and ST candidates.

Following concessions are given :

- i) No application fee is charged from SC/ST candidates.
- ii) SC/ST candidates are exempted from paying Tuition Fee till class XII. KVS bears the expenses of Examination

Fee of SC/ST Students appearing in Board Examination of Class X & XII conducted by CBSE.

- iii) All eligible SC/ST candidates are called for interview irrespective of their cut off marks wherever sufficient number of candidates are not available.
- iv) Age relaxation of five years.
- v) Separate interviews under the relaxed standards.
- vi) Five grace marks to SC/ST candidates by the Interview Board.
- vii) If necessary, posts reserved for SC/ST are advertised separately.
- viii) A member of SC/ST in the Selection Committee/DPC.

- ▶ **National Council for Educational Research & Training (NCERT):** NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan, education of educationally disadvantaged groups.

NCERT operates the National Talent Search Scheme for pursuing courses in science and social science upto doctoral level and in professional courses like medicine and engineering upto second-degree level subject to fulfilment of the conditions. Out of 1000 scholarships, 150 scholarships are reserved for SCs and 75 for STs.

- ▶ **National Institute of Open Schooling (NIOS):** The SC/ST students are given concession in admission fees to the extent of Rs. 200/- for bridge courses, Rs. 250/- for secondary courses and Rs. 300/- for senior secondary courses.
- ▶ **National Literacy Mission (NLM):** The National Literacy Mission aims to

impart functional literacy to adult illiterates in the age group of 15-35 years. The main programme under the NLM includes Total Literacy Campaign to impart basic literacy to the non-literates followed by Post Literacy Programme for reinforcement of literacy skills to the neo-literates and thereafter Continuing Education Programme for providing life-long educational opportunities. Under the literacy programme, all sections of the community irrespective of caste, creed and gender are covered, the main focus, however, is on scheduled castes, scheduled tribes, females, minorities and other disadvantaged groups of people. About 120.39 million persons have been made literate under literacy programme. It is estimated that 60% of the beneficiaries are women, while 22% and 12% of the beneficiaries of literacy programme belong to Scheduled Castes and Scheduled Tribes respectively. In Tribal districts funding for TLC/PLP projects is in the ratio of 4:1 as against 2:1 for general districts. Special attention has been given to preparing Primers in Tribal dialects.

- ▶ **Jan Shikshan Sansthan (JSS):** This is an adult education programme aims at improving the vocational skill and quality of life of the beneficiaries. The objective of the scheme is educational, vocational and occupational development of neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc. About 16.89 Lakh persons have been benefited through Vocational Programmes and other activities respectively organised by the JSS during 2006-07.

Literacy campaigns have had an enormous impact on other social sectors. The campaigns have served the cause of promoting equity and social justice in society and fostering of a scientific temper and a sense of

belonging to India's great composite culture and consciousness of unity in diversity.

- ▶ **Central Institute of Indian Languages (CIIL):** The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.
- ▶ **National Merit Scholarship Scheme (NMSS):** The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas are in existence since 1961-62 and 1971-72 respectively. These have been merged and a new scheme entitled 'National Merit Scholarship Scheme' has been framed for implementation with revised provisions from 2005-06. The objective of the National Merit Scholarship Scheme is to support talented students and encourage them to excel academically in studies by giving recognition and financial assistance at post-metric level on state wise merit basis and also separately to talented and meritorious students in rural areas for Classes IX to X for all categories. The revised rate of scholarship varies from Rs. 250/- to Rs. 750/- p.m. depending on the level of education and course of study. The scheme is implemented through State Governments.
- ▶ **National University of Educational Planning & Administration (NUEPA):** Educational development of Scheduled Castes and Scheduled Tribes is an area of major concern of NUEPA. It carries out studies, seminars, symposiums, etc. and evaluates ongoing programmes/existing educational programmes. It covers programmes and schemes for scheduled castes and scheduled

Tribes. It also generates material for educational institutions.

- ▶ **University Grants Commission:** University Grants Commission runs the Remedial Coaching Scheme with a view to improve the academic skills and linguistic proficiency of the Scheduled Caste and Scheduled Tribe students to prepare them for the National Eligibility Test (NET) conducted by UGC/CSIR.
- ▶ UGC has earmarked 15% and 7.50% reservation for SCs and STs respectively in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc. in universities/colleges. State universities follow reservation policy of the respective state governments. The Commission issues guidelines/directives/instructions from time to time for implementation of reservation policy of the Government of India.
- ▶ There is relaxation in the minimum qualifying marks for admission for SC/ST candidates.
- ▶ UGC implements the Career Orientation programme for the graduates for gainful employment in the wage sector in general, and self-employment in particular for all including SCs/STs.
- ▶ Commission provides financial assistance for extension activities to SCs/STs.
- ▶ Commission has created a Central Pool Database of eligible SC/ST candidates and recommends their candidature for teaching positions in universities and colleges.
- ▶ **SC/ST Cells:** University Grants Commission provides assistance to universities/deemed universities for establishment of Special SC/ST Cells, to ensure effective implementation of reservation policy for SCs/STs in admissions, recruitment both in

teaching and non-teaching posts, staff quarters/hostels, fellowships etc. Till now, 123 SC/ST Cells have been established in universities including deemed Universities.

- ▶ In order to oversee the implementation of the reservation policy in Central/Deemed Universities, the Commission has constituted **Monitoring Committee** under the chairmanship of Secretary, UGC.
- ▶ There is a **Standing Committee** on SCs and STs to review the performance of the implementations of reservation policy and advise the Commission on the matters.
- ▶ **Engineering Colleges:** The higher educational institutions administered by the Central Government including IITs, IIMs, Regional Engineering Colleges, etc. provide reservation to the extent of 15% and 7.5% for SCs and STs students respectively in admissions. Apart from reservation, there is relaxation in minimum qualifying marks for admission and seats are reserved in hostels for SC/ST students. Reservation percentages vary in institutions run by the State Governments as per State Government's policy.

Following facilities are provided to SCs and STs in Joint Entrance Examination conducted by IITs:

- \* 15% and 7.5% reservation for SCs and STs respectively. 50 seats for SCs and 22 seats for STs are available at IIT, Delhi.
- \* Relaxation in qualifying norms.
- \* Reduced cost of application form.
- \* SC/ST candidates called for Counseling are paid single second class rail fare.
- \* All SC/ST candidates admitted to IIT-BHU and IT-BHU are exempted from payment of tuition fees. In addition, all

SC/ST students are granted free mess and a pocket allowance of Rs. 70/- per month subject to the fulfilment of norms of parental income.

\* Special facilities of Book Banks are provided. Some IITs have special Book Banks for exclusive use of SC/ST students.

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

#### SCSP & TSP

**Scheduled Caste Sub-Plan (SCSP) & Tribal Sub-Plan (TSP):** From the allotted budgets of the Departments of School Education & Literacy, and Higher Education, 16.20% and 8.00% are allocated notionally under the Scheduled Caste Sub-Plan (SCSP) and the Tribal Sub-Plan (TSP) for Scheduled Castes and Scheduled Tribes respectively.

#### Education of the Minorities

Apart from implementing the Prime Minister's New 15 Point Programme for the welfare of the Minorities, the Ministry took several steps to implement the recommendations of the Prime Minister's High level Committee on Social, Economic and Educational status of the Muslim Community of India (Sachchar Committee).

All State Governments/UT Administrations have been advised for using the existing school buildings and community buildings as study centres for students of the minority communities lacking in facilities so that they can spend a few hours to concentrate on their studies.

The States/UTs have been requested under Sarva Shiksha Abhiyan (SSA) to give primacy to opening of 'Girls only' upper primary schools keeping with the State Government Policy, in minority concentration areas, where there is such a demand under SSA.

Under the Kasturba Gandhi Balika Vidyaklaya scheme (KGBV), 270 residential schools facilities at upper primary level for girls, have been sanctioned in blocks with Muslim population of more than 20%. Provision for Urdu Teachers has been made on demand in such blocks.

Criteria of educational backward blocks has been revised with effect from 1st April 2008 to cover blocks with less than 30% rural female literacy and in urban areas with less than national average of female literacy (53.67%:Census 2001). The 94 Urban areas that qualify have substantial minority population. Priority is given for opening of new polytechnics in Minority Concentration Districts.

During the XIth Plan, a scheme for Universalization of access and improvement of quality of education at secondary stage (SUCCESS) is being implemented. The scheme interalia envisages setting up of High Quality Government Schools in all areas of Educationally Backward Minority Concentration, and Exclusive Secondary and Higher Secondary schools for Girls from the minority community. State Governments are expected to ensure that a certain percentage of schools/upgraded upper primary schools is set up in areas of Minority concentration. The percentage may be decided by the State Governments based on State specific requirements.

Mass mobilization campaign, special literacy drive and setting up of new Jan Shikshan Sansthan (JSSs) are being incorporated in the revised schemes by the Ministry of Human resource Development. A year round calendar is being worked out for a special literacy drive and setting up of JSSs.

The Mid Day Meal scheme has been extended to 3479 educationally backward blocks in

2007-2008, of which 564 blocks are of muslim minority concentration; and the remaining 1228 muslim concentration blocks will be covered during 2008-09, when the scheme will be extended to all areas in the country.

As many as 77 blocks with a high concentration of Muslim population have been identified for establishing BITEs to impart pre-service and in service training to primary, upper primary and secondary level teachers. Provision of more girls' hostels in colleges and universities in minority concentration districts/blocks is proposed under the existing UGC scheme during the year 2008-09. A total of 88 Minority Concentration Districts would be covered under the 11<sup>th</sup> Plan Scheme of incentivising States to setup colleges in districts with lower than the National Gross Enrolment Ratio.

University Grants Commission is working out modalities so that all universities could be encouraged to recognize qualifications from Madarssas for the purposes of enrolment on the pattern followed by the Jamia Millia Islamia, Aligarh Muslim University, Maulana Azad National Urdu University and Jamia Hamdard, in appropriate courses and programmes of study. Similarly, a committee of the CBSE and the Council of Board of School Education in India (COBSE) will develop a mechanism of equivalence of State Madrassa Boards certificates for equating these with classes Xth and XIIth.

Academies have been established during the year in three Central Universities-Jamia Millia Islamia University, Aligarh Muslim University and Maulana Azad National Urdu University for training of teachers to teach in the Urdu medium and are now functional. Eventhough this programme started only in August 2007, Academy of Jamia Millia Islamia has organized 8 teacher Training programmes and 300 teachers have been trained till 28th February 2008. MANUU has organized 12 Programmes and 692 teachers have been trained till that date. In AMU 60 teachers have been trained in three programmes. In these

programmes teachers teaching Science/ Social Sciences in the Urdu medium have been trained.

The National University for Educational Planning and Administration (NUEPA) has commissioned a study to identify the causal factors contributing to lower number of muslim minority students in higher education .

As many as 13 universities have been provided assistance (Rs. 40.00 lacs each) for starting Centres for the study of issues in Social exclusion and inclusive Policy for the minorities, SCs and STs. Of these the Hyderabad University, Maulana Azad National Urdu, Hyderabad and Babasahed Bhimrao Ambedkar University, Lucknow are Central Universities. During the XI Plan UGC would provide funds for assisting more Centres for Studies in Minority related issues.

#### **National Monitoring Committee for Minorities' Education**

The NMCME which was first constituted on the 7th August, 2004 has been reconstituted again on expiry of its term w.e.f.23rd August 2007. The Committee is chaired by the Minister of Human Resource Development and has representation from eminent educationists, scholars from the minority communities and other representative of the Minorities, Members of Parliament and representatives of State Governments. A Standing Committee of the NMCME has also been constituted to continuously attend to issues relating to the education of minorities. The Standing Committee has visited as many as sixteen States to interact with the minority communities, managements of educational institutions and other stakeholders. A Group of Experts was also constituted by the NMCME to make recommendations on revising the scheme of introduction of modern subjects in Madarsas for increasing its reach. Recommendations made by the said Groups of Experts have been endorsed by the NMCME, and have formed valuable inputs into the redesigning of the existing scheme of madarsa modernization, which is being finalized in consultation with the Planning Commission for the XI Plan.





### **National Commission for Minorities Educational Institutions (NCMEI)**

The NCMEI was established on the 11th November, 2004 to advise the Central Government or any State Government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters. The Commission's powers have been further amplified through the National Commission for Minorities Educational Institutions (Amendment), Act, 2006. During the year 2007, the Commission registered 1103 petitions out of which 449 have been finalized.

### **Area Intensive and Madrasa Modernisation Programme (AIMMP)**

The AIMMP with its two components of modernization of madarasas and infrastructure development was implemented during the 10th Five Year Plan. A proposal for separating the two components in order to give greater thrust to each is under consideration. The objective of the infrastructure component is to provide basic education infrastructure in primary/ upper-primary and secondary schools located in 325 identified blocks and four districts of Assam with a concentration of educationally backward minorities. During the year 2004-05, 2005-06 and 2006-07, States of Andhra Pradesh, Haryana, Madhya Pradesh and Uttar Pradesh have availed assistance under the Scheme. During the year 2006-07, Rs. 6.64 crores were expended under this component. Activities under this component have ranged from construction of school buildings, establishing residential higher secondary schools for girls, additional class

room, upgrading of primary schools to upper primary schools and high schools to high secondary schools, hostel buildings for girls in higher secondary schools, toilets/urinals in schools, provision of drinking water, electrification, provision of science rooms/ laboratories in primary and upper-primary schools and provision of computers. During the year (as on 28th February, 2008), Rs.11.30 crores have been provided to the States of Uttar Pradesh and Bihar against proposals from these States. This component has been taken up for revision for implementation during the remaining period of the XI Plan.

### **Madarsa Modernization**

As mentioned above, a separate scheme for introduction of modern subjects in madarasas by revising the components of the existing scheme is under consideration for the remaining period of the 11th Plan. Even so, at present, under this component, salary of two teachers per Madarsa [ @Rs. 3000 per month per teacher for teaching modern subjects like Science, Math's, English and Social Studies in lower classes and @ Rs. 4000 p.m. for teaching these subjects in higher classes] is provided. In addition, one time grant of Rs.7000/- per Madarsa for purchase of science and math's kits and another grant of Rs.7000/- per Madarsa for book banks and strengthening of libraries are also given. The assistance is available to madarsa institutions all over the country volunteering to seek it, and the scheme is entirely demand driven.

The expenditure during the year 2004-05, 2005-06 and 2006-07 under this component was Rs.22.06 crores, Rs.26.46 crores and Rs.45.00 crores respectively. As many as 15 States have been assisted under this component during these years. During the current year (as on 19th February, 2008) five States i.e. Uttar Pradesh, Andhra Pradesh, Madhya Pradesh and Orissa have been assisted with Rs. 44.49 crores for an all time high 6544 Madarasas exceeding the previous year's all time high record of assisting 5118 Madarasas.

# 10



## **Educational Development in the NE Region and J&K**

## *Educational Development in the NE Region and J&K*

### **Government of India's policy for the North East**

**N**orth Eastern Region (NER) comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are all special category States and the national planning and resource allocations impart a special emphasis on the economic and social development of the region. The development plans in the North East are centrally financed on the basis of 90% grant and 10% loan.

The Department of Higher Education has launched a number of schemes for the educational development in the region to be implemented through State Governments and through the agencies other than State Governments viz. autonomous bodies/NGOs, etc. As per the extant Government orders, the Department of Higher Education earmarks about 10% of its Gross Budgetary Support (GBS) for implementing these schemes in the region.

The Planning Commission has approved the Plan outlay of Rs.6480.00 crore for 2007-08 for the Department of Higher Education. Out of this, an outlay of Rs.640.30 crore has been earmarked for the North East (Rs. 320.30 crore at RE Stage) and as on 14.03.2008 Rs.283.12 crores have been sanctioned and funds released. The shortfall in utilization of this 10% provision (by any Ministry/ Department except some exempted ones) is automatically transferred to the Non Lapsable Central Pool of Resources (NLCPR) administered by the Ministry of Development of North Eastern Region (DoNER) for funding specific development programmes in the North

Eastern Region. During 2007-08 (as on 29.2.2008), proposals for Rs. 4.78 crore has been released from the NLCPR for various infrastructure development projects in the region.

A High Level Committee for the North East was set up by the Ministry with Minister for Human Resource Development in Chair and the Chief Ministers and Minister of Education of the States of the North East Region as Members. The committee has so far taken the following important decisions, which have been operationalized :-

- To support the proposals of NE States for assistance for improvement of their educational infrastructure (including Kitchen Sheds of Mid-Day-Meal (MDM) from NLCPR.
- Special needs of the NE will be kept in view while revising SSA norms for XI Plan.
- Setting up of Central Universities in Arunachal Pradesh, Tripura and Sikkim.
- Strengthening of Engineering & Management Faculties in Universities and Polytechnics in the NE and assistance for new institutions of technical education.
- Strengthening of Secondary Education.
- To provide all possible financial and other assistance to the NE States for their development. Due to limited resources, NE States to ensure that resources are utilized in a transparent, efficient and economical manner, so that they yield maximum benefit for the people and especially, the children and youth of the region.

## University & Higher Education

### Central Universities in the North East

There are Nine Central Universities in the North East, namely, Assam University, Tezpur University, Mizoram University, North Eastern Hill University (NEHU), Manipur University, Nagaland University, Rajiv Gandhi University (Arunachal Pradesh) and Tripura University (The last two were State Universities which have since been converted in to Central Universities and Sikkim University was established as a new Central University during the year. Thus each State in the North East Region now has at least one Central University to achieve the goal of higher education in these States.

### Setting up of the Faculties of Engineering / Management in the North East

In order to address the problem of regional imbalances in access to Higher education, wherever Engineering and / or Management faculty were not available, such faculty has been sanctioned in one Central University in each State of the North East.

Courses in Engineering and Management have been started in all such universities except the Mizoram University, where although the Management Programme has started in July 2007, the University is working on the project to start Engineering Programme from the academic year 2008-09.

During the Financial Year 2007-08, the Government has earmarked a sum of Rs.239.23 crore (Rs. 162.03 crore at RE stage) for Central Universities located in the North East Region. It is expected that with the increased allocation during the 11<sup>th</sup> Plan period, it should be possible for the UGC to meet the requirements of these Universities.

### Indira Gandhi National Open University (IGNOU) & the NE Region

The inherent flexibility of Open and Distance Learning (ODL) helps in equalizing opportunities of education to the hitherto

'unreached' in the NE Region. The Education Development in North Eastern Region (EDNER) Project in IGNOU was started in the year 2000 and was converted into a Unit in 2006, with the main objectives of creating educational access in the North East Region cutting across the physical and geographical barriers. During the year 2007, the Unit has continuously strived to achieve its objectives by establishing a wider network of Learner Support Centres (LSCs) across the region, bringing the number of LSCs from 230 to 255 as on the 18th March 2008. Steps were taken to strengthen the infrastructural and manpower facilities available at the LSCs.

As many as 68 academic programmes of IGNOU are being offered through the Open and Distance mode and are being well received by the target population. There is an increase in student enrolment from 22,220 last year to 25,100 in 2007. This was achieved through the collective efforts of IGNOU's Regional Offices of NE Region and initiatives such as special publicity drives and spot admission campaigns etc. The University's special programmes on training the untrained teachers in the North East Region through the "Certificate in Primary Education" (CPE) and "Certificate in Elementary Teacher Education" (CETE) were further expanded.

In addition to the regular academic programmes, the University conducted several extension activities in different states of the NE Region to enhance employability skills and self-reliance among the youth of the NE Region. To mention a few here, training programmes to encourage small business ventures, mushroom cultivation, dairy farming and aquaculture were conducted; to motivate and promote the entrepreneurial skills, programmes on value added products in fruits and vegetables and marketing of horticulture produces were successfully conducted. IGNOU successfully collaborated with Assam Agricultural University and organized training programmes on water harvesting, and also a three days' awareness-cum-training programme on integrated farming system in collaboration with Krishi Vigyan Kendra (KVK).

The University has initiated Skill Development Programmes (SDPs) for the NE Region. A MoU was signed between IGNOU and the Ministry of Micro Small and Medium Enterprises (MSME) on July 05, 2007 for conducting SDPs in the NE Region jointly by IGNOU and MSME institution in the NE; to start with, the following two SDPs were conducted at Guwahati by IGNOU:

- a. Conventional Lathe operation.
- b. Cell phone repairing and maintenance.



Under the IGNOU-Industry Partnership programmes for the Certification of skills, IGNOU in collaboration with M/s. Hero Honda Motorcycles Ltd. has launched a Certificate Programme in Motorcycle repair and maintenance for the training and certification of skills of workers who may be illiterate unskilled/semi-skilled at the Tool Room & Training Centre of the Ministry of MSME at Guwahati.

A National Seminar on “Social Response to HIV/AIDS” was conducted at Guwahati during 16-19<sup>th</sup> November 2007. The University also undertook the task of training 100 differently abled persons in trades such as cutting and tailoring, food processing etc.

#### **Technical Education**

Through Central Technical Institutions like IIT, Guwahati, Assam, NIT, Silchar, Assam, North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh, NIT, Agartala, Tripura, CIT, Kokrajhar, Assam higher technical education has been strengthened in the North East Region, in addition to the two initiatives mentioned below :-

#### **Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong**

In view of the felt need for high quality management education & research in the North East, the Government has established **Rajiv Gandhi Indian Institute of Management (IIM)** at Shillong, Meghalaya. The Government of Meghalaya has agreed to provide land free of cost for RGIIM at Shillong. The State Government has made an appropriate temporary accommodation available and the academic session is likely to commence from 2008-09.

#### **Upgradation of Manipur Institute of Technology (MIT) into a National Institute of Technology (NIT)**

The Central Government has approved, in principle, the up gradation of the Manipur Institute of Technology (MIT) to that of a National Institute of Technology (NIT). In this regard, a Central Team has conducted Feasibility Study for conversion / up gradation of MIT as NIT.

#### **Language Development**

Following special initiatives have been taken for development of regional languages and Hindi both by the Ministry and through its language institutions for the North Eastern Region.

### Central Hindi Directorate (CHD)

Under its scheme of Financial Assistance to Voluntary Hindi Organizations for the promotion of Hindi, 71 organizations located

in the North-Eastern Region have been approved grants for the year 2007-08. State-wise break up of NGOs and grants approved to them is as under:

S.No.	Name of the State	Number of NGOs	Grants approved (Rs. in Lakhs)
1.	Assam	43	43.93
2.	Manipur	18	15.62
3.	Meghalaya	02	6.87
4.	Mizoram	02	5.97
5.	Nagaland	04	2.43
6.	Arunachal Pradesh	01	0.65
7.	Tripura	01	0.25
	Total	71	75.72

Under its scheme of Workshops for Neo-Hindi Writers of non-Hindi speaking states, a workshop of eight days' duration was organized at North-Eastern Hills University, Shillong w.e.f. 22.08.2007 to 29.08.2007. A two-day National Symposia was also

organized in this University on 1.11.2007 and 2.11.2007. The Directorate has so far supplied 7,140 Hindi books to 119 institutions located in North-Eastern Region during the year 2007-08. The State-wise break up is as under:

S. No.	Name of the State	Number of institutions	Number of books supplied	Expenditure (in lakhs)
1.	Assam	76	4560	6.84
2.	Arunachal Pradesh	01	60	0.90
3.	Manipur	08	480	0.72
4.	Meghalaya	07	420	0.63
5.	Mizoram	01	60	0.09
6.	Nagaland	08	480	0.72
7.	Tripura	02	120	0.18
8.	Sikkim	01	60	0.09
9.	Jammu & Kashmir	15	900	1.35
	Total	119	7,140	11.52

In addition to this, under the Scheme of Teaching Hindi as a second language to non-Hindi speaking Indians and foreigners, 83 students from North-Eastern Region have been

registered in the various courses being conducted by the Department of Correspondence Courses of Central Hindi Directorate.

### **Kendriya Hindi Sansthan, Agra (KHS)**

There are 3 Centres of the Kendriya Hindi Sansthan located in N.E. Region at Guwahati, Shillong and Dimapur, which are engaged in organizing orientation courses for Hindi teachers, serving the needs of the State Governments of Assam, Arunachal Pradesh, Sikkim, Tripura, Mizoram, Nagaland and Manipur. The Dimapur Centre is also running 2 regular training courses of one-year duration for "Hindi Shikshan Praveen" and "Hindi Shikshan Vishesh Gahan". These courses are meant for Hindi school teachers of Nagaland Government. There are 3 training colleges of the State Governments in North Guwahati (Assam), Aizawl (Mizoram) and Dimapur (Nagaland). In North Guwahati and Aizawl, 'Parangat' (B.Ed.) courses are being run and in Dimapur a 3-year diploma course is being offered. The Kendriya Hindi Sansthan designs these courses and examinations are also conducted by KHS, Agra. The Sansthan also awards Certificates to the successful candidates. During 2007-08 (upto 31.12.2007), a sum of Rs.41.00 lakhs was spent by KHS for the NE region.

### **Appointment of Language Teachers**

Under the Scheme for Appointment of Language Teachers, Government provides financial assistance for appointment of language teachers to States and UTs. During the year 2007-08, an amount of Rs.244.00 lakhs has been released for appointment of 687 language teachers (Hindi) for the State of Mizoram.

### **Central Institute of Indian Languages (CIIL), Mysore**

Central Institute of Indian Languages, Mysore has been working on the various Tribal languages of the North Eastern Region. The institute is committed to the empowerment of tribal groups to 'mother tongue' education and to preserve their language and culture through multi-lingualism. The institute has a North Eastern Language Centre at Guwahati where Manipuri and Nepali languages are being taught to teachers deputed by different States.

Under CIIL's **North-eastern projects for the year 2007-08**. 43 teachers have undergone **10-Month Training Program in Language Education** in Guwahati at the NERLC [North Eastern Regional Language Centre] from April, 2007, learning four scheduled languages of the region - Assamese, Bodo, Manipuri and Nepali as second language. Ten Resource Persons were engaged for the programme. Under the **North East Language Development (NELD)**-research project, 20 resource persons are working on 15 NER languages covering six states namely, Manipur, Assam, Meghalaya, Arunachal, Nagaland and Tripura. A major project has also been undertaken for **Linguistic and Cultural Documentation of Sikkim** involving 6 Researchers and six members of the Professional video documentation team. The first phase has commenced from November 2007 and will last till March 2008 resulting in several films on language and culture with linkages to social life and educational domain. An expenditure of Rs 30 lacs is set-aside for this purpose for the current year. A linguistic survey of Khasi dialect in Meghalaya undertaken last year has completed its first phase this year. 164 villages were covered and 8 investigators were involved. A sum of Rs.10 lacs has been set-aside for the current year through a series of workshops.

The following programmes were also organized in the NER:

### **Revision of Mother tongue text books**

Two workshops on **revision of Mother tongue text books** in 17 tribal languages recognized in schools were organized at Kohima, Nagaland. In Assam, one workshop on teaching tribal mother tongues was organized at Guwahati, one at Kokrajhar and two in Silchar. The other activities included preparation of a **Pictorial Glossary** of Kok Borok (Tripura), Monpa (Arunachal Pradesh) and **Kuki Chin** Languages (Manipur).

### **Training**

Over 30 resource persons of the Northeastern region were trained in the 40-day Summer School of Linguistics organized in May-June

2007 at Mysore. In addition, the institute, in collaboration with the North-Eastern Hill University (NEHU), is organizing a programme called NEWSOL-North East Winter School of Linguistics to train 150 Resource persons in language analysis and language documentation.

Seminars on issues related to the development of script and understanding the linguistic scene in North East India were conducted at Shillong. Workshops on preparation of multilingual dictionary viz-Bodo, Brishnupnya Manipuri, Tiwa, Rabha, Deori, and Misin were also organized.

### **National Council for Promotion of Urdu Language (NCPUL)**

In pursuance of the objectives of the Council to transform Urdu-speaking population into part of the employable technological workforce in the emerging information technological scenario and the presentation of computer education to the grass roots level, the Council launched a one-year course 'Diploma in Computer Applications and Multilingual DTP' across the country. So far the Council has established **nine** Computer Applications and Multilingual DTP Centres in the North Eastern Region i.e. four Centres at **Assam**, one at **Meghalaya**, two at **Manipur** and two at **Tripura** in which 533 students are pursuing this Course. This is a highly job oriented programme and on completion of one year Diploma, the students can be employed as IT professionals of the level of Junior Programmers, Web Designers, DTP Operators, Visual Designers, as well as Lab Demonstrators, Accounts Assistants and Office Assistants etc.

To popularize the Urdu Language in non-Urdu areas of the country, the Council has launched a national programme of Urdu learning through Distance Mode. NCPUL has opened 5 Accredited Urdu Study Centres at Assam in which 162 learners are pursuing this course. NCPUL has also launched two years 'Diploma in Functional Arabic' course to enrich instruction of Arabic and provide experience of modern and colloquial Arabic at spoken and written level to the students. NCPUL has so far

established 10 Arabic Study Centres in which 7833 learners are pursuing this course. NCPUL has also been providing financial assistance to NGOs working for promotion of Urdu language in North East under various schemes like the Bulk purchase of Books, Scheme for free distribution of books to the libraries, grants for seminars, publications etc.

### **NCERT Programmes undertaken for the North-Eastern Region during the year 2007-08**

NCERT has established the North-East Regional Institute of Education (NERIE) at Shillong to cater to the educational needs of North-eastern states. It has a major role in enhancing the quality of school education in the North-Eastern region by providing training to teachers and teacher educators of the SCERTs, DIETs, and SIETs. Research, development & extension programmes/activities in school education are undertaken by this institute for the benefit of these states. In addition, other constituents also undertake development, research and extension programmes for the North-Eastern States. Some schemes like National Talent Search (NTS) Schemes; National Population Education programmes (NPEP); Adolescence Education programme; State Level Science Exhibition etc. are being implemented for the North-Eastern States. During 2007-08 the following major activities have been undertaken for the North-Eastern States:

Training programmes through face to face mode for the Master Trainees' of KVS, NVS and CBSE affiliated schools in the use of new Science and Mathematics textbooks developed by NCERT based on NCF (2005).

Development of Manual of basic/children's vocabulary in tribal/minor languages of North-Eastern States.

Development of multi-lingual glossary of selected languages of Manipur

Workshop on 'Using Local Specific



Material for Teaching Mathematics at Elementary Level'.

Workshop-cum-development on using Local Specific Material for teaching Mathematics at elementary level.

Training programme for science teacher educators on 'Use of Science Kits at the Elementary Level.

Orientation programme for School teachers and Anganawadi Workers (AWA) on 'Quality Dimensions of ECCE'.

Regional seminar on 'Concerns and Issues of School Education and Teacher Training in North Eastern India'.

Training of teachers on 'School Empowerment for Inclusive Education'.

Orientation of KRPs/Teachers of Madrasas on 'Teaching of Languages at Elementary Level'.

Training on 'Evaluation Techniques' for the teachers of Engineering & Technology based vocational courses of Sikkim.

Capacity Building of the key functionaries of Vocational Education and Training in Assam.

Training programmes for teachers of Hindi at secondary stage.

Regional Conference of Boards of School Education of North-Eastern States.

A training programme on 'Sampling Techniques in Educational Surveys'.

A study on 'Status of Government Incentive Schemes for the Enrolment and Retention of Scheduled Tribe (ST) Girls in the North Eastern States of India'.

## **Educational Development in Jammu & Kashmir**

### **National Institute of Technology, Srinagar**

The Regional Engineering College (REC), Srinagar was established in 1960, as a joint venture of the Central Government and the Government of Jammu & Kashmir. The management and control of the REC was taken over by the Central Govt. and became a fully funded Institute of the Central Govt. from the



financial year 2003-04. Subsequently the REC, Srinagar was converted into a National Institute of Technology with “Deemed University” status w.e.f. 7.8.2003. During 2007-08 (as on 19th March, 2008), Rs.1400.00 lakhs in Non-Plan and Rs. 300.00 lakhs in Plan has been released to NIT, Srinagar.

### **Reconstruction plan for J&K**

The Prime Minister announced a reconstruction plan for J & K during his visit to the State on 17<sup>th</sup> and 18<sup>th</sup> November 2004, which included starting of 8 new degree colleges, including a women's college, in Jammu Region and 6 new degree colleges, including a women's college, in Kashmir Region.

These fourteen Colleges (8 in Jammu and 6 in Srinagar Region) have been made operational in temporary accommodation. Regular lecturers and non-teaching staff have been posted in all the new colleges in various subjects by utilizing the services of already available lecturers in existing colleges by way of internal arrangement. The State Government has informed that work is in progress in all the 14 colleges and the civil works of these 14 colleges is expected to be completed during the year 2008. Ten additional Degree Colleges have been sanctioned under the Prime Minister's Reconstruction Plan (PMRP).

Minister for Human Resource Development also announced the setting up of 4 new degree colleges at Ramban, Uri, Billawar and Bijbehara in Jammu & Kashmir, under section 2(f) and 12-B of UGC Act, and these colleges are eligible for financial assistance from the UGC.

### **Indira Gandhi National Open University (IGNOU)**

Regional Centre of IGNOU was established in Srinagar in February 1999 and is currently providing educational access to the learner population belonging to the Kashmir Division under J&K State including Ladakh, Leh and Kargil. During the reporting period 6548

students were enrolled, 894 students were awarded their Degree/Diploma and 2 Programme Service Centres (PSCs) were established. Regional Centre at Srinagar also has the distinction of having at least one Learner Support Centre in each district of the State, as well as registering the highest enrollment ratio in the country with large number of students enrolling in the Master of English, Master of Computer Application (MCA), and Master of Sociology programmes. Srinagar has large number of jail inmates pursuing IGNOU programmes; their fees are paid by local NGO's. For offering effective student support service, a 'Reception-cum-Information Centre' has been functioning at the Regional Centre under the close supervision of senior academic staff. Publicity campaigns and promotional strategies are effectively used for boosting enrolment in the state.

### **Regional Computer Lab (previously Tele Learning Centre Lab)**

The Lab is being utilized for the conduct of practical, counselling and exams of Certificate in Computing (CIC), Bachelor of Computer Application (BCA), Master of Computer Application (MCA), Master of Science in Dietitian & Food Service Management (M.Sc.DFSM) and Post Graduate Diploma in Library Automation and Networking (PGDLAN). Interactive Radio Counseling (IRC) by All India Radio (AIR) Srinagar has been very popular among the local population. The schedules for the broadcast are prepared for the whole year much in advance and are circulated to the Press and Media for propagation of information.

### **NCERT Programmes undertaken for the state of Jammu & Kashmir during the year 2007-08**

Apart from national level programmes the NCERT undertakes several state specific programmes for the capacity building of state level agencies/personnel. The programmes undertaken specifically for the state of Jammu & Kashmir during 2007-08 include:

Capacity building programme for newly introduced topics in Biology, Genetics, Bio-technology and Bio-informatics for Biology teachers.

Training of KRPs for the development of Teaching Learning Material (TLM) including low cost teaching aids in activity based teaching of Science up to secondary level.

Training of KRPs in the development of teachers guide and teaching of English at elementary level.

Orientation of KRPs on Value

Education at primary level.

Orientation of the faculty of SIETs/SCERTs/DIETs on 'NCF 2005'.

Induction Level Training of DIET, SCERT faculty of Kashmir region.

A seven- day training programme for secondary teachers of Army Goodwill School at Kargil.

Workshop for developing Vocational Education in Jammu & Kashmir and Chandigarh.





**Languages and related areas,  
Book Promotion & Copyright**

## *Languages and related areas...*

Languages being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Therefore, the promotion and development of Hindi and other 21 languages listed in the Schedule VIII of the Constitution of India, including classical languages on the one hand as well as English and some other foreign languages on the other, have received due attention.

Some of the important programmes that continued during the year are promotion and development of Sanskrit language through different Sanskrit institutions; development of Hindi and training of Hindi teachers from non-Hindi States; promotion of all Indian languages of VIII Schedule by making use of information technology; providing financial assistance to State Governments for appointment of language teachers etc. All these schemes will be continued in the next financial year too.

### **New Schemes**

During the year, proposals to launch a Linguistic Data Consortium, National Testing Service and establishment of a Central Institute of Classical Tamil were approved and proposals for launching of a National Translation Mission as recommended by the National Knowledge Commission and adopting a new scheme for Development of Pali and Prakrit Language as well as new scheme for Minor Languages are in final stages of approval.

### **Central Hindi Directorate**

The Central Hindi Directorate was established on 1<sup>st</sup> March, 1960 by Government of India to promote and propagate Hindi as well as to develop it as a link language throughout India in pursuance of Article 351 of the Constitution

of India. The Headquarters of the Central Hindi Directorate is located at New Delhi and its four regional offices are located in Chennai, Kolkata, Hyderabad and Guwahati. Ever since its inception, the Directorate has been implementing a number of schemes for the promotion and development of Hindi.

Under its scheme of **Teaching Hindi as a Second Language**, the Department of Correspondence Courses of Central Hindi Directorate has been conducting various courses such as Certificate Course in Hindi, Diploma Course in Hindi, Advance Diploma Course, Prabodh, Praveen and Pragya. This Department is involved in teaching Hindi as a second language to non-Hindi speaking Indians and foreigners through the media of English, Tamil, Malayalam and Bangla languages. Approximately 4.38 lakh Indian and foreign students have benefited from these courses till date. During the financial year 2007-08, 6959 students have been enrolled in its various courses. This figure is likely to touch the mark of 10,000 by the end of the financial year. The Department also conducted examinations of its various Hindi Courses at 59 centres in India and 16 overseas centres. The Department has scheduled to organise 20 Personal Contact Programmes for the benefit of its students. The Department has also published various conversation guides and Self Teaching Models during the current year. Oriya-Hindi Self Teaching has been brought out and Hindi-English Conversation Guide has been re-printed.

Under its scheme of **Teaching Hindi through Cassettes/CDs**, 3 CDs, namely, 1) Tamil-Hindi Conversation; 2) Assamia-Hindi Conversation; 3) Shabd Vichar have already been prepared by December 2007.

Under the scheme of **Preparation and**

**Publication of Dictionaries,** Conversation Guides and Self Teachings the Directorate has published 72 prestigious publications which include the milestone publication of **Bhartiya Bhasha Kosh, Tatsam Shabd Kosh, Samekit Hindi Sanyukta Rashtra Bhasha Kosh.** During the financial year, the Directorate has also published the revised and enlarged edition of Hindi-Telugu Dictionary.

Under the Directorate's various schemes of **Extension Programme, 8 workshops** of 8 days duration each are organised every year for the **Neo-Hindi Writers of non-Hindi speaking areas.** These have been organised at Haridwar, North-Eastern Hills University Shillong, Bhawdweep Yuva Sansthan, Rajkot, Sahitya Sanskar Probodhini, Aurangabad, Dakshin Bharat Hindi Prachar Sabha, Trichy, Samlajee, Gujarat, Goa University, Goa and Indira Gandhi Paramanu Anusandhan Kendra, Kalpakkam (Chennai). Under the programme of **National Symposia,** 3 have been organised at North-Eastern Hills University, Shillong; Goa University, Goa and Jabalpur University during the current financial year. To promote Hindi among **research scholars of non-Hindi speaking states,** a meeting for selecting 20 research scholars from various Universities located in non-Hindi speaking States was held in January, 2008 under its scheme of **Travel Grants to Research Scholars.** Under the scheme of **Pradhyapak Vyakhyan Mala,** Prof. T.N. Shukla, Prof. Virendra Mohan, Prof. K.G. Prabhakaran, Prof. Vishwanbhau Arun, Dr Dinesh Choubey and Dr. Shahbuddin Niyaz Mohammad Shiekh from the Universities of Jabalpur, Sagar, Calicut, Agra, NE Hills University, Shilong and Ahmednagar respectively have delivered 3 lectures each in 3 universities located at various stations. The study tour of Hindi students of Graduate and post-Graduate level of non-Hindi speaking states was organised in January, 2008 at Bhilai Nagar, Rajnand Gaon and Doongargarh to acquaint them properly with Hindi mainstream.

For the promotion and development of Hindi and to create a pro-Hindi atmosphere in non-Hindi speaking states, the Directorate also implements the scheme of **Financial**

**Assistance to Voluntary Hindi Organisations.** Under the scheme, financial assistance is provided to VHOs for organising Hindi classes, Hindi Shorthand and Typing classes and for running Hindi libraries/reading rooms, etc. During the financial year 2007-08, 250 VHOs located in various States of India have been approved for financial assistance. Details of the organisations who have been sanctioned grants of more than Rs.1.00 lakh are available in Annexure-I. In addition to this, 9 manuscripts have been selected for financial assistance under the scheme of **Financial Assistance for Publications in Hindi.** The details of these 9 manuscripts are available in the Appendix No. I.

Under the scheme of **Free Distribution of Hindi Books,** 1021 institutions have been supplied Hindi books by December 2007.

Under the scheme of **Exhibition of the Publications** of the Directorate, 6 exhibitions have been organised at various places. 5 issues of '**BHASHA**' (bi-monthly magazine) including one special issue on Bhartiya Bal Sahitya have been published by December 2007

Under the scheme of **Awards to Hindi Writers of non-Hindi speaking areas** and **Shiksha Puraskar,** meetings of the High Level Selection Committee under the Chairpersonship of Joint Secretary (Languages) were held on 14.3.2007 and 23.3.2007 respectively. On the basis of the Selection Committee, 7 non-Hindi speaking Hindi Writers have been selected, whereas in Shiksha Puraskar, 5 books relating to various aspects of education were selected for the awards.

#### RTI Act

The information relating to applications received under the Right to Information Act during the year 2007-08 (as on 31.12.2007) is as under:

Number of Applications Received	51
Number of Applications disposed of	47
Number of Appeals	6
Disposed of	5

### **Commission for Scientific and Technical Terminology**

Commission for Scientific and Technical Terminology established in October 1961 as per the recommendations of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution carries out the following functions:

- (a) To evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopedia.
- (b) To see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc.
- (c) To ensure proper usage/necessary updation/ correction/improvement on the work done (through Workshops/ Training Programmes/Orientation Programmes/Seminars) by obtaining useful feedback.
- (d) To encourage technical writings in Hindi and other Indian languages by sponsoring Seminars/ Conferences/ Symposia on scientific and technical subjects.
- (e) To coordinate with all states to ensure uniformity of terminology in Hindi and other Indian languages. (Through State Governments/ Granth Academies/ University Cells/ Glossary Clubs or other agencies).
- (f) To publish/encourage publication of books in Hindi and Indian languages for popularization and usage of standard terminology.

#### **Activities of the Commission during the year 2007-2008:**

##### **(i) Terminology Evolutions and Updation in Hindi**

Hindi equivalents were developed in subjects like Semiconductors, Plasma Physics, Engineering, Forestry, Biochemistry, Banking, Library Science,

Political Science and Administration.

##### **(ii) Terminology Evolution in Regional Languages**

Technical equivalents were coined in regional languages like Marathi, Kannada and Konkani.

##### **(iii) Preparation of Tri-Lingual Glossaries**

English-Hindi-Kannad and English-Hindi-Malyalam Tri-lingual Glossaries in Medical Sciences were prepared.

##### **(iv) Preparation of National Terminology**

National Terminology which involves the equivalents of a term in all Indian Languages has been initiated and the first subject taken up is the Administrative Terminology.

##### **(v) School Terminology**

As an attempt to choose the technical terms used in the text books of NCERT more than 25 meetings were held during the year involving 10 subjects.

##### **(vi) Approval/Development of Terminologies for various agencies**

During the current year the requests received from the Department of Parliamentary Affairs, Central Water Commission, Silk Board, IREDA, ISRO and National Scheduled Caste Finance and Development Corporation, Oriental Insurance, etc. for the approval/development of terminologies was considered.

##### **(vii) Revision and Updation of Glossaries**

The Commission has taken up the work of revision and updation of glossaries in several subjects.

##### **(viii) Development of Hindi Definitional Dictionaries**

Definitional dictionaries were prepared on Electronics, Biotechnology, Environmental Science, Architecture,

- Jain Philosophy, Drama Film and Television.
- (ix) **Development of Encyclopedia**
- During the current year work on the development of encyclopedia was continued on Biotechnology, Animal Husbandry, Information Technology.
- (x) **Publication of Journals**
- Four issues each of the Gyan Garima Sindhu and Vigyan Garima Sindhu were published during the year.
- (xi) **Other Publications**
- The Commission during the year has published 10 glossaries and 1 monograph.
- (xii) **Grants-in-Aid**
- Grants-in aid was provided to the Granth Academies/Text Book Production Boards/University Cells etc. during the year 2007-08.
- (xiii) **Training Programmes / Workshops/Seminars**
- To make people aware about the terminologies developed by the Commission and to promote technical writing in Hindi, 30 programmes were organised by the Commission during the year in various parts of the country. Around 3500 participants (Teachers/ Lecturers/ Officials/ Scientist) were benefited by the programmes. Experts in the field delivered around 250 lectures during these programmes.
- (xiv) **Exhibitions**
- To make the people exposed to the publications of the Commission, 12 exhibitions were organized by the Commission in different parts of the country.

#### **Special Achievements and Initiatives by the Commission in 2007-08:**

A Logo has been created for the Commission

An Academic Committee has been constituted for advising the Chairman and the Commission on its various activities.

A Rule Book for the Commission is prepared by the Commission and has been released in a printed form.

Attractive folders have been created for free distribution highlighting the programmes of the Commission.

The Commission has shown a record sales of its publications worth Rs.19 lakhs.

Work on National Terminology has been initiated.

Work on Local Area Networking of the Computers and office automation work is almost complete.

The launching of the website of the Commission is in its final stages.

A new Conference Room with a capacity of 40 and two Committee Rooms with a capacity of 16 each have been created.

Retro-conversion work of the Library has been taken up.

The Commission was represented in the Vishwa Hindi Sammelan held at New York.



### **Kendriya Hindi Shikshan Mandal (KHSM), AGRA**

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Govt. of India and controlled by Ministry of Human Resource Development (Department of Higher Education). The Mandal runs the Kendriya Hindi Sansthan under its aegis. The Sansthan is recognized as an advanced center for teaching, training and research in Hindi, Applied Hindi Linguistics and Functional Hindi. It has seven departments at its Headquarters at Agra and eight regional Centers at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneshwar and Ahmedabad to channelize its activities of Teaching, Training,

Research and Preparation of Instructional material. Besides, the Sansthan has 4 affiliated colleges owned by Govt. of Nagaland, Mizoram, Assam and Karnataka.

The Sansthan conducts more than 25 types of Hindi Teaching and Training courses. More than 57982 Indian and foreign students/ teachers/ students-cum-teachers/ in-service teachers and officers/ employees have been trained by the Institute. 3318 Foreigners from 71 countries-both students and oriental scholars-have learnt Hindi so far, under the programme "Propagation of Hindi Abroad" Scheme wise performance of Sansthan upto December, 2007 is given as under:-

#### **A. Teacher's Training**

1.	Hindi Shikshan Nishnat	Total 38 students from 9 states.
	The Programme is conducted at headquarter only under the Deptt. of Teacher Education.	
2.	Hindi Shikshan Parangat	Total 210 students from 12 states.
	The Programme is conducted at Headquarters (72), Hyderabad Center (37), Bhubaneshwar Center (31), Affiliated Collages of Mysore (45), Guwahati (16), Mysore (09), total 210.	
3.	Hindi Shikshan Praveen	Total 91 students from 05 states.
	The Programme is conducted at headquarter (28), Hyderabad Center (25), Guwahati (14), Dimapur (24).	
4.	Hindi Shikshan Vishesh Gahan	Total 12 students from Nagaland.
	Conducted at Dimapur	
5.	Three year Diploma course for Nagaland.	Total 40 students from Nagaland
6.	Two year Diploma course for Mizoram	Total 40 students from Mizoram
7.	Correspondence Programme for Parangat	Total 190 students from all over India.

## B. Teaching Programmes

During the Year 2007-08, by December, 2007, 141 students were given training of Vocational courses in the following courses:-

- (i) Advanced Diploma in Applied Hindi Linguistics.
- (ii) Diploma in Applied Hindi Linguistics.
- (iii) Diploma in Translation: Theory & Practice.
- (iv) Diploma in Mass Communication & Journalism.
- (v) Certificate in Sales & Marketing.
- (vi) Certificate in Publication Technique & Proof Reading.

## Foreigners Programme

Under the scheme "Propagation of Hindi Abroad" the Sansthan runs Five Tier Courses for Foreigners at Agra and Delhi. During the year 2007-08, 136 students studied Hindi courses of Sansthan. Sansthan has helped in establishing the Department of Hindi in the Universities at Afghanistan and Sri Lanka.

## C. Management-Committees / Commissions

The Sansthan is run by Kendriya Hindi Shikshan Mandal, Agra which has a Governing Council, Finance Committee. Academic Council to look into the administration, finance and academic programmes of the Sansthan.

## D. Conferences of Sansthan (Seminar, Workshops)

Sansthan took part in Vishwa Hindi Sammelan held at New York in July, 2007.

The Sansthan organized 20 Seminars on different topics at different places of the country.

## E. Physical & Financial Targets.

The RE for the Year 2007-08 is Rs. 600.00 Lakhs (Plan) and Rs. 820.00 Lakhs (Non-Plan) for various activities of the Sansthan.

The significance of the activities of Sansthan is that its participants belong to every part of the

country. During the admission process Sansthan with all keenness, gives representation to all States. These activities are attended by all sections of society; the female students outnumbered the male students.

## Central Institute of Indian Languages (CIIL), Mysore

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office of the Ministry of Human Resource Development, was set up in 1969 to help in evolving and implementing language policy of the Government of India and to coordinate the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in society. The Institute promotes Indian languages through several comprehensive schemes.

## Main Schemes and Programmes

### Development of Indian Languages

Seeks to develop Indian languages through research, development of human resources and the production of materials in modern Indian languages, including tribal/minor/minority languages.

### Regional Language Centres (RLC)

Aims at implementation of the three language formula of the Government and preparation of instructional materials. The secondary school teachers deputed by States and Union Territories are trained in languages other than their mother tongue. There are 7 Regional Language Centres. These centres are located at Bhubaneswar, Pune, Mysore, Patiala, Guwahati, Solan and Lucknow. R.L.Cs are conducting teacher-training programmes.

### Grant in Aid

Financial Assistance is provided to individuals and voluntary organizations for publications in Indian languages, including tribal languages (other than Hindi, Urdu, Sindhi, Sanskrit and English).

### Indian Language Promotion Council

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

### Development of Classical Tamil

The scheme has the following components (i) Certificate of Honour to the distinguished scholars of Tamil Language, (ii) Tamil Language Promotion Board, (iii) Centre of Excellence for Development of Tamil Language at CILL, Mysore, (iv) Fellowship for study of Tamil as a Classical Language,

### National Testing Service

National Testing Service(NTS) has been approved by Ministry of Human Resource Development during the financial year 2006-07. NTS is being implemented by Centre of Testing and Evaluation(CT & E) under Central Institute of Indian Languages(CIIL). NTS aims to set norms and standards for Inter language comparability. The immediate beneficiaries of NTS will include the agencies like the University Grants Commission, Union Public Service Commission, Staff Selection Commission, etc.

Three Tasks Groups (TGs) have been created under NTS viz. Research and Development, Survey and Documentation and Consultancy and Training. At the end of XI Plan period a fully functional NTS will be in place with about 270 Regional Field Units and 27,000 trained personnel to cater to the testing requirements of all the major Indian languages at the two levels of education i.e std XII and degree.

### Linguistic Data Consortium on Indian Languages (LDC-IL)

Linguistic Data Consortium on Indian Languages (LDC-IL), a Central Sector scheme, is being implemented by Central Institute of Indian Languages (CIIL), Mysore from the financial year 2007-08, with the total outlay of Rs.1811.77 lacs, spread over a period of six years.

The Language Consortium aims to create and manage large Indian languages databases, it will also provide a forum for researchers in India and other countries on working on Indian languages for publishing and building products for language technology applications, translation tools etc.

The LDC-IL is driven by a consortium of five lead institutions including the CIIL-Mysore, IISc-Bangalore, IIT-Mumbai, IIT-Madras and IIIT-Hyderabad, and has members from among all Institutions and agencies as well as industries interested in Indian languages technology.

LDC-IL will generate income through charging subscription fees so as to make the project self-sufficient. LDC-IL will help the researchers and developers worldwide in the field of developing corpora in Indian Languages for language technology applications and National Language Proficiency.

During the year, the institute has taken up a large number of programmes (358) between April and December 2007. This included the special projects and meetings at the national and regional levels conducted for them (such as two meetings in the area of language technology under the '**Linguistic Data Consortium for Indian Languages**' (LDC-IL) Project, and 20 under the '**National Testing Service**' (NTS) project, now focusing on Hindi, Urdu and Tamil. The activities under the *Centre for Testing & Evaluation* unit and the NTS Programmes were meant to create the basic reference materials on evaluation in Urdu, for formulating Concept Based Continuum of Graded Syllabi in other languages as well as for finalizing Tests of Proficiency in Marathi, dimensions of Language & Literature and to finalize the General Frame of Reference in Hindi and Urdu, as well as to scrutinize the synopses received for developing modules, and the concepts of Achievement, Aptitude, and Proficiency for Testing and Evaluation.

Under the **Foundation Day lecture series**, Prof. Sitanshu Yasaschandra, an eminent poet, translator and critic, delivered a series of three lectures on the theme of 'Language and Literature: From beginning to the end, during July 17-19, 2007:

CILL has organized a large number of academic programmes (163 Seminars and Workshops) during this period, in collaboration with a large number of universities, colleges and other academic institutions. The Institute produced 104 short films during this period under its '**Bhasha Mandakini**' programme': 29 in Kannada, 35 in Bangla and 30 in Tamil. The Bangla Bhasha Mandakini has also been launched under NE-Bangla every Sunday with effect from December 30, 2007 to last during the entire year for 2008.

Two Orientation Courses in Kashmiri, one for Govt. Teachers of Kashmir valley in collaboration with J & K Institute of Education, and the other for Language Officers of SIE Jammu & Srinagar as well as a Workshop on 'Listing of Persio-Arabic plurals used in Urdu for use in second language teaching' were organized. Workshop on the Teaching of Genres in Modern Literature of Urdu and also for the Multilingual Glossary of Urdu, Kashmiri, Punjabi and Dogri with IPA Pronunciation and meaning in Hindi were other important activities.

Under the **Centre of Excellence for Classical Tamil** (CECT), besides two meetings of the Tamil Language Promotion Board and some expert committee meetings, there were training cum workshop programme in Classical Tamil meant for research scholars, a series of training courses on Tolkappiyam, one on the traditional rendering of Classical Tamil verses, and some on Sangam Literature and Classical Tamil literature, Classical Literatures and continuity of Folk Tradition, and on the impact of Tamil on the Indian tribal cultural traditions.

The **GIA unit** of the Institute procured 532 books under the Bulk Purchase scheme, supported 21 Little Magazines in Indian languages and released grants for publication of 26 manuscripts. Under the Grants-in-Aid, five events were also supported, and these were organized by the Chetana Samiti (Patna, Bihar), Akhila Bharatha Mahila Seva Samaja (Bangalore, Karnataka), Asamayer Natya Bhabana (Howrah, West Bengal), Bahalia SC ST Tribal Welfare Society (East Midnapore,

W.B.) and Agragami Handicapped Samiti (W.B.).

Under the sponsored projects category, the Institute has been working to finalize and validate Microsoft Vista and Office products to be released in 2008 for nine languages

Similarly, under the **Motorola spoken corpora project**, two 'Training Programmes' were held in June 2007 one in 'Phonology' and another in 'Phonetics', including Visual Phonetics. A Workshop on Transcription and analysis of Khasi data was held in July, after which another Workshop on the Western Khasi dialects has been held in August, 2007 (under the Khasi Dialect Survey)

Under the Longman-CILL Dictionaries programme on 11 dictionaries, the first phase of five English-Indian Languages Dictionaries are at the final stages of preparation.

### **Appointment of Language Teachers**

This Department implements the Centrally Sponsored Scheme of financial assistance for appointment of Language Teachers which has following three components:

(A) **Appointment of Hindi Teachers in non-Hindi speaking States/Union Territories:**

Under this scheme 100 percent financial assistance is provided to State Government on approved funding pattern for appointment to new posts of Hindi teachers for a Plan period, in upper primary, middle, high school and higher secondary schools and opening/strengthening of Hindi teachers training colleges for training of the untrained Hindi teachers available in the States/Union Territories.

(B) **Appointment of language teachers (Urdu):**

The objective of the Scheme is to provide financial support to the State /Union Territories, for appointing Urdu

teachers and payment of honorarium to the existing teachers teaching Urdu language, with a view to promote Urdu. Under the scheme financial assistance is provided for a period of five years irrespective of the Plan period, towards payment of salary to teachers recruited and also a sum of Rs.500 p.m. is paid as honorariums to existing teachers teaching Urdu language. The scheme is to be implemented in the blocks/districts having concentration of educationally backward minorities as identified by Ministry of Social Justice and Empowerment.

(C) **Appointment of Teachers of Modern Indian Languages**

The objective of the scheme is to effectively help in the implementation of the three language formula whereby assistance is provided to Hindi speaking States and Union Territories to develop manpower for teaching the Modern Indian Language (MIL) preferably a South Indian Language (SIL) as a third language in schools. Under the scheme 100 percent financial assistance is provided to the States for paying the salaries and allowances to teachers appointed for teaching MIL. During the year financial assistance for appointment of 100 Punjabi teachers was given to Himachal Pradesh.

**During the year grants have been released to the following State Governments under the scheme:**

Sl No.	Name of the State Government	Amount Released (Rupees in lakhs)	Teachers assisted (in Numbers)
1	Andhra Pradesh	175.00	1400
2	Himachal Pradesh	83.20	200
3	Chattisgarh	106.00	426
4	Mizoram	244.00	687
<b>Total</b>		<b>608.20</b>	<b>2587</b>

**National Council for Promotion of Urdu Language**

National Council for Promotion of Urdu Language looks after the promotion of Urdu Language in the Country and advises Govt. of India on issues connected with Urdu Language and having bearing on education as may be referred to it.

**Computer Application and Multilingual DTP Centres**

During the year NCPUL established 37 Computer Application & Multilingual DTP Centres in addition to existing 223 centres making a total of 260 centres to teach one



year course of "Diploma in Computer Application and Multilingual DTP" in which 10,575 students including 4,203 girls got admission. The scheme gives technical education to Urdu speaking boys and girls for making them part of employable technological work force in India. Till date, 7104 students including 2709 girls have got employment in private and local institution.

### **Calligraphy & Graphic Design Centres**

So as to preserve and promote Traditional Calligraphy, Council continued 12 Calligraphy and Graphic Design Centres.

### **Seminars and Lectures**

Holding National and International Seminars, Conferences in collaboration with other organizations is also one of the objectives of this Council. 3 National Seminars were held at Chandigarh, Manipur and Hyderabad. 1 Workshop was held to work towards preparation of uniform syllabus of Urdu Universities and Departments.

During the year, financial assistance was provided to 23 NGOs/Agencies to support selected Urdu promotion activities for holding Seminars and Lecture Series, 143 Urdu books of bonafide writers were purchased for free distribution to Urdu libraries of the country and manuscript of 25 writers were selected for providing printing assistance.

60 small and medium newspapers were assisted in availing Urdu service of the United News of India.

### **Publishing Activities**

NCPUL is the principal publication house for publishing books in Urdu under the Govt. of India. 14 new titles, 25 reprints, 12 issues of Urdu Duniya and 4 issues of quarterly journal 'Fikr-o-Tehqeeq' were published by December 2007. Promoting Urdu books through sale and exhibition is undertaken by holding Urdu Book Melas. NCPUL has organized mela at Patna from 17<sup>th</sup> to 18<sup>th</sup> November 2007 and one Regional Mela followed by Urdu festival held at Guwahati from 11<sup>th</sup> to 18<sup>th</sup> January 2008.

NCPUL also undertakes various academic projects towards production of Dictionaries, Encyclopedias, Children Literature and Reference Books. Out of 62 ITI books, 5 books were translated and printed in Urdu and 2 workshops were held to complete the Urdu-Kannada Dictionary.

### **Correspondence courses**

NCPUL runs correspondence course in Urdu through accredited centres and direct learners. 41 new Urdu Study Centres were established in addition to 153 existing centres making a total 194 centres. About 228 part time Urdu teachers were employed at these centres and 19,000 learners were benefited. The 223 Computer Centres also compulsorily provide Diploma in Urdu through this programme.

The course material of on-line programme was made ready in collaboration with Central Institute of Indian Languages, Mysore through which the Urdu can be learnt on-line.

### **Arabic and Persian**

NCPUL has also been assigned the responsibility of promoting Arabic and Persian. Diploma in Functional Arabic and a One Year Certificate Course were run through accredited centres and direct learners. 178 new centres were established in continuation of existing 144 centres. 429 part time Urdu teachers were employed and 13,726 learners admitted in both courses. The financial assistance for bulk purchase of Arabic and Persian books and publication manuscript for holding seminars, lecture series is provided. About 18 VOs got the benefit.

### **Construction of Office Building**

Construction of NCPUL office building is under progress at Jasola, Sarita Vihar New Delhi. The projection cost for the same is Rs.369.50 lakhs. The probable date of completion has been decided as 30<sup>th</sup> June 2008.

### **National Council For Promotion Of Sindhi Language**

The National Council for Promotion of Sindhi Language (NCPSL) is a fully funded

autonomous organization under the Ministry of Human Resource Development, Department of Higher Education with its headquarters at Delhi.

The main objectives of the NCPSL are to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language and having bearing on education as may be referred to it.

For the purpose of propagation and development of Sindhi language, the organization operates a number of schemes:-

- (i) Giving financial assistance to Voluntary Organisations for selected promotional activities relating to the Sindhi Language;
- (ii) Award of Prizes to Sindhi Writers for Literary books. Ten awards of Rs.31,000/- each are given to Sindhi writers in the category of poetry, short story, drama, novel, criticism, biography etc. Two Awards each in Sahityakar Samman Award and Sahitya Rachna Samman Award of Rs.50,000/- are given to Sindhi writers for their lifetime contribution to the Sindhi literature.
- (iii) Bulk purchase of Sindhi Books/Magazines/Audio-Video Cassettes related to Sindhi, published/produced during the concerned financial year for free distribution to Educational Institutions/Schools/Colleges/Public Libraries, etc;
- (iv) Financial Assistance is also given for publication and purchase of books in Sindhi Language; and
- (v) Conducting Sindhi Language Learning Classes.

During the current financial year, NCPSL has

- (i) Given financial assistance to five Writers (individuals) for publication of their manuscripts.
- (ii) Two Awards each of Rs.50,000/- have been given to Sindhi writers under Sahityakar Samman Award and Sahitya Rachna Samman Award for their lifetime contribution in the Sindhi literature.
- (iii) Four Voluntary Organisations were given 100% financial assistance to organize seminar & conference.
- (iv) To Promote Sindhi Language in various parts of the country, the Books/Magazines/Audio-Video Cassettes/CDs/VCDs & 100 books and 4 magazines were distributed free of cost to 150 approved libraries of Schools/Colleges/Educational institutions.
- (v) Conducted certificate/Diploma level examination under the Sindhi Language Learning Scheme at Ajmer (Rajasthan), Rajkot and Tharad (Gujarat) and Mumbai (Maharashtra) during August and December, 2007.

### **Rashtriya Sanskrit Sansthan**

Rashtriya Sanskrit Sansthan, a Deemed University w.e.f 7.5.2002 is an apex body for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit teaching up to Doctorate level through its nine Campuses situated at Jammu, Jaipur, Srinegri, Mumbai, Allahabad, Trichur, Lucknow, Garli and Bhopal. Shri Ganganath Jha Campus at Allahabad is a recognized research centre exclusively devoted to research work on various disciplines of Sanskrit literature.

The Rashtriya Sanskrit Sansthan offers teaching at Shastri(B.A) and Acharya(M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita Jyotisha, Ganita Jyotisha, Sarva Darshana, Veda Nyaya (Navya), Mimamsa, Advaita Vedanta, Dharam Shashtra, Vishishtadvaita Vedants, Sankhya Yoga Paurohitya, Jain



Darshan, Baudha Darshan, Puranetihasa as traditional subjects alongwith English and Hindi. Besides tutorial facility of one modern subject such as Political Science, History, Economics, Sociology etc. is provided at Under Graduate Level. The course of Shiksha Shastri(B.Ed) is also conducted in the Campuses. The Campuses also offer research programmes leading to the degree of Vidyavaridhi (Ph.D). About 16,000 students are expected to appear in the examinations of the Sansthan during the year.

The Sansthan provides Financial Assistance to Voluntary Sanskrit Organizations engaged in the propagation, development and promotion of Sanskrit, for salaries to Sanskrit teachers @ Rs.6000/- per month; for scholarships to Sanskrit students @ Rs.300/p.m; for construction and repair of buildings; for purchase of furniture and, library books etc. 772 Voluntary Sanskrit Organizations have been assisted so far. 22 Adarsh Sanskrit Mahavidyalayas including shodh Sansthan have also been provided financial assistance under another scheme according to which 95% of recurring and 75% of non-recurring expenditure is provided by the Rashtriya Sanskrit Sansthan.

The Sansthan also pays honorarium to 125 retired eminent, Sanskrit Scholars at the rate of 6,000/- per month for teaching in Adarsh Sanskrit Pathshalas and other State

Government run Sanskrit Colleges under the "Shastra Chudamani Scheme". Financial Assistance is also being provided for the preparation of a Sanskrit Dictionary at Deccan College, Pune. Financial assistance is also provided for organizing vocational training; for the purchase and publication of rare Sanskrit books and rare manuscripts and organization of All India Elocution Contest etc.

The Sansthan has conducted two cycles of Non-formal Sanskrit Classes of three months duration in around 600 centres(100 in North East and 500 in the rest of the Country). Through this Programme a minimum of 46,000 students are expected to be initiated into Sanskrit learning throughout the country.

Financial assistance is also provided for salary of teachers of modern subjects in traditional Sanskrit Pathshalas/Mahavidyalays and Sanskrit teachers for Secondary/Higher Secondary schools belonging to State Government where the State Governments are not in a position to provide such facility.

"Samman Rashi" @ Rs.24,000/- per annum is also given to the eminent Sanskrit Pandits in indigent circumstances.

NGO's, Deemed Sanskrit Universities/Universities/CBSE/NCERT/SCERT are provided financial assistance for various programmes/ Activities for promotion and development of Sanskrit.





The Sansthan functions as a nodal agency for Planning and Monitoring of production of Sanskrit software for Bhasa Mandakini (language channel of Gyan Darahsan-GD-I) being telecast by IGNOU and DD Bharati and DD India of Prasar Bharati Channel.

The Scheme for Development of Sanskrit Education has been transferred to RSKS and the same is now Implemented by the Sansthan.

### **Presidential Award**

15 Awards of Certificate of Honour for Sanskrit, 3 each for Arabic & Persian and one for Pali / Prakrit for Scholar of eminence over 60 years of age and five award of Maharishi Badrayan Vyas Samman in Sanskrit and one each in Pali / Prakrit, Arabic & Persian for young scholars in the age group of 30-40 years are announced on the eve of Independence Day every year. The awards are given away by the President of India in an Investiture Ceremony.

### **Maharishi Sandipani Rashtriya Vedvidya Pratisthan, Ujjain**

The Maharishi Sandipani Rashtriya Veda Vidya Pratisthan was established in January 1987 by the Department of Education, Ministry of Human Resource Development, as an autonomous organization registered under the

Societies' Registration Act, 1860 with the objective of (a) Preservation, conservation and development of the oral tradition of Vedic studies; (b) Study of the Vedas through Pathashalas as well as through other means and institutions; (c) Creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it to the contemporary needs; and creation of infrastructure and other conditions for the collection of information and storage of relevant material as also publication and diffusion through various means. The important programmes and activities during 2007-08 are :

#### **Financial Assistance to Vedic Institutions**

One of the objectives of the Pratishthan is to establish, take over, manage or supervise Vedic Pathashalas/Research Centres all over the country and maintain or run them for any of the objectives of the Pratishthan. Under this provision, financial assistance is given to various Veda Pathashalas/Vidyalayas in the country. During the financial year 2007-08 Rs.105.58 lakh was paid as honorarium to 296 Veda teachers and Rs.95.00 lakh was paid to 2156 students upto Dec.2007.

#### **Scheme for Preservation of Oral Tradition of Vedic Recitation**

This scheme is meant for providing special

incentive for the preservation of the oral tradition of Vedic recitation. Under this scheme, one Swadhyayi-teacher is required to teach a minimum of five students at his home or any suitable place in the locality. The grant was provided to 34 Pathashalas and 34 units under this scheme during 2007-08.

### **Vedic Classes for All**

For popularizing Vedic studies and knowledge, the Pratishtan has a scheme of conducting Vedic Classes for all those who are interested in the subject, irrespective of their academic qualification.

### **Seminars**

The Seminars are organized by the Pratishtan for promotion of research in the priority areas. These are wholly or partially financed by the Pratishtan. During the year under report, the Pratishtan continued this activity and provided financial assistance for organization of Seminars by different organizations.

### **Vedic Sammelans**

The Vedic Sammelans occupy an important place in the programmes of the Pratishtan and are the means for popularizing Vedic studies and knowledge in the country. One All-India and Six Regional Vedic Sammelans are held for three days, including inaugural and valedictory functions. These Sammelans are organized in collaboration with prominent Vedic institutions, Universities, Vidyapeethas, etc. In places where such institutions are not available, Organising Committees of eminent scholars and prominent persons are constituted to conduct such Sammelans. One All India Sammelan at Mysore was organized in the month of December, 2007. Regional Sammelans were held at Agartala, Manipur, Ratnagiri and Chhatishgarh during the year 2007-08. Financial assistance on this account provided upto December, 2007 was Rs.6.33 lakh.

### **Fellowships**

One of the means for promotion of Vedic research is through award of Fellowships. For this purpose, a comprehensive fellowships scheme is in operation in the Pratishtan. The

main objective of the scheme is to promote research in Vedas and Vedic Literature at various levels by providing opportunity to scholars, specially the young scholars, to engage themselves on a whole-time basis in research projects on the theme of their choice preferably among the major areas of investigation identified by the Pratishtan, or in the Pratishtan's own projects in the field of Vedas and related disciplines.

### **Publications**

Publication is also an important programme of the Pratishtan for achieving its objectives. Under this programme, out-of-print and rare texts relating to Vedic literature are reprinted and published. Printing of critical editions and translations into various languages of certain texts, monographs on important topics and report of research work done by Fellows of Pratishtan are also undertaken. In addition, the research papers presented at the Seminars and workshops and the proceedings thereof are also taken up for publication.

### **Publication of Journal**

The Pratishtan publishes a half yearly Journal namely "Vedavidya" related to Veda in Hindi, English and Sanskrit.

The Pratishtan has been pursuing a number of other programmes and activities since its inception. These are : (i) Provision of financial assistance to Nityagnihotris and aged Vedic Pandits; (ii) Video/Audio recording of Vedic recitation of various shakhas of Vedas; (iii) Publication of rare and out-of-print Veda Samhitas, Brahmanas and other Vedic literature, etc.

Some other academic programmes of the Pratishtan are : (i) establishment of Adarsh Veda Vidyalyayas, (ii) financial assistance to Special Gurukulas for sustenance of those Shakhas of Vedas, which are on the verge of extinction, (iii) preservation of Sruta Karma Parampara and its documentation, (iv) establishment of two Vedic Research Centres, and (v) undertaking special projects in collaboration with Scientists and Vedic Scholars to promote scientific study in the field of Vedas.

### **Correspondence Course: Ghar Baithe Vedon Ki Shiksha**

A two years correspondence course "Ghar Baithe Vedon Ki Shiksha" has been introduced by the Pratishthan. A certificate "Veda Nipun" will be provided to pass Vedic scholars who qualify. The aim of the course is to disseminate Vedic knowledge among common people. The Vedic knowledge includes 4 Vedas, 6 Vedangas, Brahmin Grantha, Aranyaka, Upnishad and the role and registered under the course. 459 scholars were registered under this scheme.

For the extensive propagation of Vedic Studies in the entire North Eastern Region a Regional Vedic Sammelan was organized at Agartala, in the month of September, 2007 by Tripura Rajya Veda Vidya Prasaran Samiti, Agartala

and the other Regional Vedic Sammelan was held at Manipur in the month of February, 2008 keeping in view the increasing need of National Integration in this region and to cultivate age long tradition and heritage based on Vedic studies. For organizing the above Regional Vedic Sammelan, necessary financial assistance was provided/extended to the Organizations by the Pratishthan.

Further, every effort is being made at this end to increase the number of NGOs in the North Eastern Region for teaching Vedas in the region.

A statement showing the statewide list of organizations that have received grant of more than Rs.1.00 lakh is at Annexure. All organizations have submitted Utilization Certificates for the grants given to them.

#### **List showing the number of application received under RTI during the year 2007-08(as on 31.12.2007) is as under :**

<i>Number of applications received</i>	<i>Number of applications disposed off</i>	<i>Number of appeals</i>	<i>Disposed off</i>
11	11	-	-

### **Official Languages**

#### **Introduction**

Both the Departments i.e. Department of Higher Education and Department of School Education and Literacy of this Ministry are giving due attention to all the items of Annual Programme issued by the Department of Official Language (Ministry of Home Affairs). The letters received in Hindi are being replied to in Hindi by both the Departments of the Ministry.

This ministry is making all its efforts to use of Hindi in official correspondence as per the targets laid down in the Annual Programme regarding use of Hindi.

Both the Departments of the Ministry are notified under Rule 10(4) of the Official Language Rules, 1976.

#### **Offices notified during the year**

During the period under report, 14 offices, schools etc. under both the Departments have

been notified under Rule 10(4) of the Official Language Rules, 1976.

#### **Inspections**

During the year 2007, 25 subordinate offices/Universities etc. have been inspected by the Ministry. Apart from this, the representation is also made by the Ministry in the Departmental Official Language Committee meetings of the subordinate offices from time to time.

During the period under review the Committee of Parliament on Official Language have inspected 12 offices of this Ministry. The Official Language Division of this Ministry keeps a watch on the implementation of assurances give by the concerned offices to the Hon'ble Committee.

#### **Training**

In pursuance to the Official Language Policy of the Govt. of India, the Ministry also nominates remaining typists and stenographers of both the Departments for training in Hindi typing

and Hindi stenography.

### **Meetings organised**

Departmental Official Language Committee meetings are held regularly and follow-up action is also taken on the decisions taken there on.

Hindi Salahakar Samiti of the Ministry has been constituted under the Chairmanship of Hon'ble Minister of Human Resource Development. The second meeting of this Committee was held in June, 2007 at Chennai under the Chairmanship of Minister of State for Human Resource Development (Higher Education).

The third meeting of the said committee was held on 21.1.2008 at Hyderabad University, Hyderabad. This was also held under the Chairmanship of Minister of State for Human Resource Development (Higher Education). In this meeting representatives of some of the important Central Universities were invited. The Official Language Division takes necessary action to implement the decisions taken in the meeting.

During the period under report, the Official Language Division of the Ministry has prepared briefs on the items for the meeting of Kendriya Hindi Samiti as well as the decisions taken in the meetings of the decisions taken in the meetings of the said committee. Similarly action was taken on the decisions taken in the "Kendriya Rajbhasha Karyanvyan Samiti".

### **Monitoring**

To keep a check on the position regarding use of Official Language Hindi in its subordinate offices, Universities etc. the Ministry receives the quarterly progress reports and minutes of the Departmental Official Language Committee meetings. The reports and minutes are reviewed by the ministry and the Ministry suggests remedial measures. The Ministry keeps a watch on the creation of minimum Hindi

posts in its subordinate offices etc. for the compliance of Official Language Policy of the Government.

### **Hindi fortnight in the Ministry**

During the year, Hindi fortnight was celebrated in the month of September. Various competitions for the officers and officials of both the Departments were organised separately and the prizes were awarded to the winners.

### **'Shikshayan' - Departmental Magazine**

The Official Language Division of the Ministry has published a magazine "Shikshayan" to provide an appropriate forum to the officers and officials of the Ministry to enable them to express their creativity.

### **Incentive Schemes**

An Annual Hindi Noting and Drafting Scheme has been implemented for the officers and officials of the Ministry.

"Inter-section Rajbhasha Shield Yojna" and "Rajbhasha Padak Yojna" has been implemented in the Ministry to propagate the use of Hindi.

Similarly, to create competitiveness among the subordinate offices, Universities/Institutions under the Ministry, an "Inter-office Rajbhasha Shield Yojna" has been implemented. Under this scheme, there is a provision to provide shield Region wise.

### **Translation work**

Besides, the implementation of the Official Language Policy of the government, the Official Language Division of the Ministry also performs translation work of various papers, documents, reports etc. as per guidelines laid in the rules.

# 3<sup>rd</sup> Meeting of the Copyright Enforcement Advisory Council October 12, 2007, New Delhi

Organized by  
Ministry of Human Resource Development  
(Copyright Division, Department of Higher Education)  
Government of India



## Book Promotion and Copyright

### Copyright Office

The Copyright Office was established in 1958 under section 9(1) of the Copyright Act, 1957. It functions under the administrative control of the Department of Higher Education. It is headed by a Registrar of Copyrights, who has quasi-judicial powers in handling cases relating to copyright. The main function of the Copyright Office is to undertake registration of copyright. The Register of Copyright maintained by the Copyright Office provides information regarding works of copyright to the general public. In addition to registration, facilities like inspection of the Register and taking extracts thereof are also available in the Copyright Office.

### Functioning of Copyright Office

As provided under section 13 of the Copyright Act, 1957 copyright subsists in the following classes of works:

- (a) Original literary, dramatic, musical and artistic works;
- (b) Cinematographic films; and
- (c) Sound Recording.

The Copyright Office also registers changes in the particulars of copyright entered in the Register of Copyrights in accordance with Rule 16 of the Copyright Rules, 1958. The Act also provides for inspection of the Register of Copyrights or taking certified copies of the extracts from the Register of Copyrights by any interested person against payment of the prescribed fee, under section 47. To facilitate this, an index of the works whose particulars have been entered in the Register is also maintained in the Copyright Office. While minor corrections and changes in particulars entered in the Register can be made by the Registrar, the Copyright Board is empowered to expunge any entries made in the register on an application by the Registrar or any person aggrieved.

### Procedure for registration of copyright

As provided under section 45 of the Copyright Act, 1957, the author or publisher or owner of copyright or any other person interested in the copyright of a work can make an application in the prescribed format along with prescribed fee to the Registrar of Copyrights for entering particulars of the work in the Register of Copyrights. If no objections are received regarding such an application, after holding such enquiry as deemed fit by the Registrar, entries of the particulars of the work will be

made in the Register. The extracts of entries thus made will be made available to the applicant. In case of all artistic works and also in case of unpublished works in other categories, a copy of the work with the seal of Copyright Office, where feasible will be returned to the applicant and another copy will be kept in Copyright Office.

The number of Applications received and registered by Copyright Office from 01.04.2007 to 31.12.2007 are 6659 & 4842 respectively.

### **Copyright Rules**

In order to facilitate smooth functioning of the Copyright Office as well as the Copyright Board, Copyright Rules, 1958 have been framed by the Union Government. These rules inter-alia provide for the procedure of registration, various forms for application, fees, terms of reference for the Board and licencing process. The application format for applying for registration of copyright is given in schedule-I appended to the Copyright Rules, 1958 which includes a Statement of Particulars and Statement of Further Particulars.

In order to educate the users about copyright law, the Copyright Office has brought out a *Handbook of Copyright Law*, explaining the various issues relevant to the Indian Copyright Act. The details regarding registration procedure including application form and fee structure, relevant extracts of Copyright Rules, 1958 and the Handbook of Copyright Law are available in the “services” section of the website of Department of Higher Education-[www.education.nic.in](http://www.education.nic.in) & [www.copyright.gov.in](http://www.copyright.gov.in).

### **Copyright Board**

The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. The Board is entrusted with the task of adjudication of disputes pertaining to copyright registration, assignment of copyright, grant of licences in respect of works withheld from public, unpublished Indian works, production and publication of

translations and works for certain specified purposes. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in five different zones (North, South, West, East & Central) of the country. This facilitates administration of justice to authors, creators and owners of intellectual property near their place of residence or occupation.

The Copyright Board was reconstituted under the chairmanship of Dr. Raghbir Singh for a period of five years with effect from 5<sup>th</sup> April, 2006. It consists of 14 other members. The Copyright Board holds its sittings in every alternate month to hear the pending cases. The Board held six sittings in North, South & West Zones till 31<sup>st</sup> December, 2007 and disposed of 37 cases.

### **Copyright Societies**

The Copyright Act, 1957 provides for setting up separate copyright societies for different categories of works. So far four Copyright Societies have been registered; one each for cinematograph films [Society for Copyright Regulation of Indian Producers of Films & Television (SCRIPT)], musical works (Indian Performing Right Society Limited (IPRS), sound recordings [Phonographic Performance Limited (PPL)] and the Indian Reprographic Rights Organisation (IRRO) for photocopy rights. These societies have been actively participating in generating awareness about Copyright. They also have set up their own Anti Piracy Cells which, in collaboration with the Police and Enforcement authorities, have been engaged in curbing piracy in musical and sound recording works. Department of Higher Education interacts frequently with these Copyright Societies and encourages them to be proactive in the field of copyright administration.

### **Copyright Enforcement in India**

Chapter XIII of the Copyright Act, 1957 provides for penalties for the offences committed under the Act and empowers the police to take necessary action. The actual enforcement of the law is the concern of State

Governments through the respective police force. The Central Government has taken various steps to improve the enforcement of the Copyright Act and to curb piracy. These measures include the setting up of a Copyright Enforcement Advisory Council (CEAC), which has as its members, senior representatives from all concerned departments as well as other stakeholders. The CEAC regularly reviews the implementation of the Copyright Act including the provisions regarding anti-piracy. Several other measures taken by the Central Government include persuading the State Governments for (i) the setting up of special cells in the State Governments for enforcement of copyright laws; (ii) appointment of nodal officers in the states for facilitating proper coordination between the stakeholders and enforcement agencies; (iii) holding of seminars/ workshops etc., for sensitizing the public about Copyright Laws; (iv) collective administration by Copyright Societies.

#### **Copyright Enforcement Advisory Council (CEAC)**

The Copyright Enforcement Advisory Council (CEAC) was set up on November 6, 1991 to review the progress of enforcement of the copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the Copyright Enforcement Advisory Council (CEAC) is three years. The CEAC is reconstituted periodically after the expiry of the term. After the expiry of the initial term of the Council on November 5, 1994, its term was extended for a further period of three years w.e.f. 6.11.2000 and 5.11.2003. The present CEAC was reconstituted on March 8, 2006 and three meetings of the reconstituted CEAC were held in June, 2006, December, 2006 and October, 2007 respectively under the Chair of Secretary (Higher Education). The Joint Secretary (Copyrights) is the Vice-Chairman of the CEAC. In its second meeting, the CEAC has approved the formation of three sub-committees to deal in a focused manner with issues relating to (A) Awareness Building (B) Enforcement and shared experiences of the members (C) Mechanism to ensure that the

benefits of enforcement flowed back to creators and the right holders, respectively. Registrar of Copyrights is the Ex-Officio member of these Sub-Committees.

#### **Special Cells for Copyright Enforcement**

In all, twenty-four States and UTs have set up Enforcement Cells. These are the states/UTs of Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttarakhand, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Pondicherry. These States and UTs have either set up separate Copyright Enforcement Cells or constituted special cells in the Crime Branch of the Police to look into copyright offences. All other States and UTs have also been requested to establish such cells.

As per the suggestion of Sub-Committee 'B' (on Enforcement and shared experiences of members), all States/UTs have been requested to set up a separate cell/unit to deal with Copyright/Intellectual Property Rights (IPR) related cases. To begin with, the States/UTs have been requested to nominate a Unit out of any Cyber Crime Cell, Crime Branch or Economic Offences Wing or any other such unit which is already functioning to deal with Copyright/IPR related cases.

#### **Nodal Officers**

In order to facilitate proper co-ordination between the stakeholders and the enforcement agencies in the matter of enforcement of copyright laws, the Ministry requested the State Governments to designate Nodal Officers to deal with enforcement issues. As of now, the following twenty-four States and UTs have designated Nodal Officers in their respective States and UTs.

Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan,

Sikkim, Tamil Nadu, Uttarakhand, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli and Daman and Diu, Lakshadweep and Pondicherry.

The States/UTs have been requested to nominate Nodal Officers by designation as against the practice of some of the State Governments which had nominated the Officials by name which hinders continuity in functioning and coordination.

### **World Intellectual Property Organization (WIPO)**

India is a member of the World Intellectual Property Organization (WIPO) since 1976, a specialized agency of the United Nations, which deals with the matter of the WIPO. India is also a member of Berne Convention and the TRIPS Agreement. This year representative/delegations from India participated in the following WIPO meetings and Copyright Programmes:

2<sup>nd</sup> Session of the World Intellectual property Organization (WIPO) Standing Committee on Copyright and Related Rights (SCCR) at Geneva (Switzerland) from 18<sup>th</sup> to 22<sup>nd</sup> June 2007.

United Nations Patent and Trademark Office (USPTO) (Global Intellectual Property Academy (GIPA), Copyright Programme at the USPTO Alexandria, Virginia, Headquarter from 6<sup>th</sup> 9<sup>th</sup> August, 2007.

43<sup>rd</sup> Series of Meetings of Assemblies of the Member States of World Intellectual Property Organization (WIPO) to be held in Geneva, Switzerland, from 24<sup>th</sup> September, to 3<sup>rd</sup> October, 2007.

WIPO International Conference on Intellectual Property and the Creative Industries held in Geneva, Switzerland from 29<sup>th</sup> and 30<sup>th</sup> October 2007.

This Ministry, as an ongoing process, is engaged in the task of capacity building at all levels in the field of Intellectual property Rights (IPR).

### **Scheme of Intellectual Property Education, Research and Public Outreach (IPERPO)**

The Scheme was operationalized in the Tenth Five Year Plan Period by a physical merging of three Plan schemes namely, (I) Scheme of Organizing Seminars and Workshops on Copyright Matters (II) Scheme of Financial Assistance for Intellectual Property Right Studies and (III) Financial Assistance on WTO Studies, as all the three schemes co-related to each other. For effective. implementation of the cause of promoting awareness, research on Copyright and IPRS and WTO matters, the merger has proved useful. Under the Scheme financial assistance is provided to UGC recognized universities, institutions affiliated to those universities, other educational institutions, Copyright Societies and registered voluntary organizations dealing in the area of IPRs. The objectives of the scheme include creating general awareness by way of organizing seminar sand workshops on copyright matters and carrying out education and research related activities on IPR matters.

### **Intellectual Property Rights Chairs (IPR Chairs)**

In view of the fact that the field of IPR was gaining momentum the world over, the Ministry of Human Resource Development initiated action for establishment of IPR Chairs in the year 2001. Four Professorial Chairs with potential for development and growth of IPR Education, Research and Training were instituted in the Universities of Delhi, Chennai, Cochin University of Science and Technology, Kochi and National Law School of India University, Bangalore. One Chair each at Aliahabad and Pune Universities were set up on Intellectual Property Rights issues by the Council of Scientific and Industrial Research (CSIR). In 2005, ten additional IPR Chairs on IPR studies and IP Management have been or are being set up. These are: three Chairs on IP Management at Indian Institutes of Management, Ahmedabad, Kolkatta and Bangalore, five Chairs in the general areas of IPR Studies at Indian Institutes of Technology, Delhi, Khargpur, Chennai, Mumbai and Kanpur,



two Chairs on IPR and Development areas at the Delhi School of Economics, University of Delhi and Centre for Economic Studies and Planning, Jawaharlal Nehru University, Delhi. The progress of the Chairs is being monitored by a Coordination and Review Committee. The mission of the IPR Chairs is capacity creation in IP practice, education, training and research through a multidisciplinary approach to develop suitable academic programme in IP Education, Research and Training, to provide a framework for analyzing the impact of Intellectual Property in development initiatives in the country and dissemination of knowledge and information through outreach programmes. It is proposed to select more IPR Chairs during the XIth Five Year Plan under the Scheme. 4; new MHRD IPR Chairs have been sanctioned during 2007-08.

The year-wise expenditure under IPERPO Scheme during the 10th Five Year and during the current year is as given below :

#### **General Agreement on Trade in Services (GATS)**

Education is identified as one of the twelve services which are to be negotiated under the General Agreement on Trade in Services (GATS). For the purpose of negotiations Education Sector has been divided into five sub-sectors. They are as follows.

- Primary Education
- Secondary Education
- Higher Education
- Adult Education
- Other Education

The negotiations under GATS take place under the Offer and Request approach. Countries make offers to the Foreign Service Providers to trading access to their internal market. Similarly Countries make request to their partners to grant access to their markets. The discussions take place under four modes of Supply. They are as follows.

- Cross Border Supply
- Consumption abroad
- Commercial presence
- Movement of Natural Persons

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment.

Under Education Services the Indian revised offer was to open up the Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fee to be fixed by an appropriate authority provided such fee do not lead to charging capitation fee or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

#### **International Standard Book Number (ISBN)**

The International Standard Book Number (ISBN) is a unique International Publishers Identifiers Number, which is meant for Monographic publications. The ISBN was a tendigit number (replaced by a 13 digit number from 1.1.2007), which is designed to replace the handling of long bibliographical descriptive records. The ISBN is known throughout the world as a short and clear machine-readable identification number, which makes any book unambiguously identifiable. It is an essential instrument in modern distribution and nationalization opportunities in the book trade.

The Raja Rammohun Roy National Agency for ISBN is functioning under the advice of the International ISBN Agency, Berlin since 1985 and is engaged in registering works of Indian publishers, authors, institutions, universities and Government departments which are responsible for publishing books. Since inception, the National Agency has allocated 11,784 prefixes to various publishers in different categories. To facilitate easy allotment of ISBN to the publishers, the Agency also participated in the 4th International

Mumbai Book Fair, 2005. The Indian delegation also attended the 34<sup>th</sup> International ISBN Agency Annual General Meeting 2006 held in Paris.

A new ISBN system of 13 digits has been operationalised with effect from 1.1.2007. The Editor, London, UK has been asked to look into the function of the International ISBN Agency until a successor organization to Prussian Cultural Foundation is appointed. The Indian Agency is a member of the International

ISBN Agency and an annual fee of £ 2500 is paid for membership.

There are 5 categories allotted by the International Agency under which publishers are registered and allotted numbers depending upon their requirement/production. The National Agency has registered 1728 Indian publishers from 1st April, 2007 to 31st December, 2007 under various categories as cited below:

#### Grant released during Xth Plan

Year	BE	RE	No. of Universities / Institutions	Grant released	No. of NGO	Grant released	Total expenditure (5+7)
1	2	3	4	5	6	7	8
2002-03	252	160	52	166.67	3	1.97	168.64
2003-04	380	300	93	214.82	3	4.50	219.32
2004-05	250	180	75	78.59	1	0.30	78.89
2005-06	450	300	28	38.17	4	3.00	41.17
2006-07	500	400	60	171.61	5	3.02	174.63
Total	1832	1340	308	669.86	16	12.79	682.65

During 2007-08 upto 15.03.2008 expenditure of Rs. 147.00 lakhs have been incurred.

Category	No. of registration
2	3
3	28
4	70
5	1560
Single ISBN	67
<b>Total</b>	<b>1728</b>

#### Book Promotion

Books are the expression of the human mind of creativity, wisdom and knowledge of people and nation. Books have always played an important role in the progress of society. The Book Promotion Division has a number of schemes and activities which aim inter-alia, to easy accessibility of books for all segment of Society, promoting reading habits and providing assistance to the development of the book promotion industry and encouraging the

general populous to be literate and thereby contributes to the development of country.

Some of the important programmes being implemented in this regard are briefly described as under:

#### A. National Book Trust, India (NBT)

National Book Trust, India (NBT), an autonomous organization was established in 1957 with the objective of producing and encouraging production of good reading material at moderate price and promoting reading habit among the general masses. During the financial year 2007-08, a budget to the tune of Rs.717.00 lakhs for the 'Plan' activities and Rs.890.00 lakhs under the 'Non Plan' Head has been approved for NBT to implement various activities. Some of the major activities undertaken by the NBT are as follow.

**National Book Fairs:** The Trust organized eight (8) book fairs within the country, namely, Itanagar Book Fair, Dharamshala Book Fair,

Jodhpur Book Fair, 30<sup>th</sup> National Book Fair Nagpur, Tripura (Dhram Nagar), Book Fair, 31<sup>st</sup> National Book Fair Varanasi, Children & Youth Book Fair, Kolkata and Bhatinda Book Fair. All these book fairs attracted substantive participation by private publishers from across the country and each was visited by large number of people from all walks of life in particular children and youth.

#### Participation in International Book Fairs

During the year 2007 the National Book Trust, India participated in many important International Book events for promotion of Indian books abroad. The International Book Fairs included Lahore International Book Fair, Bologna Children's Book Fair, 11<sup>th</sup> Nepal Education & Book Fair, 8<sup>th</sup> World Hindi Conference, New York, Beijing International Book Fair, Colombo International Book Fair, Frankfurt Book Fair, Karachi International Book Fair, Sharjah World Book Fair, 14<sup>th</sup> Dhaka Book Fair.

#### Participation in Book Fairs within the country

#### by the Trust

Apart from organizing book fairs on its own the Trust through its four regional offices, namely, Northern Regional Office, New Delhi, Southern Regional Office, Bangalore, Eastern Regional Office, Kolkata and Western Regional Office, Mumbai participated in large number of book fairs and exhibitions where not only a record public sale of Trust's books to the tune of Rs.55 lakhs (gross) and Rs.44.44 lakhs (net) was realized but also large number of book club members under the special scheme of the Trust for book promotion could be enrolled.

#### Publishing programme

Continuing its ongoing endeavour to publish quality books for all sections of the society including to meet the special requirements of different regions, languages and categories of readers including neo-literates, children etc. and special regions like the North East region, the Trust brought out the following titles during the period :

S.No.	Language	Original	Translation	Reprint	Revised	Total
1	Assamiya	1	5	2	1	9
2.	Bangla	14	5	37	1	57
3.	Dogri	2	0	0	0	2
4.	English	57	9	129	3	198
5.	Gujarati	2	0	3	0	5
6.	Himachali	1	0	0	0	1
7.	Hindi	36	18	156	3	213
8.	Kannada	1	6	1	0	8
9.	Kashmiri	1	0	0	0	1
10.	Konkani	1	2	0	0	3
11.	Malayalam	5	1	4	0	10
12.	Manipuri	1	0	0	0	1
13.	Marathi	4	9	11	10	34
14.	MEI	1	0	1	0	2
15.	Oriya	4	28	2	2	36
16.	Punjabi	3	30	0	1	34
17.	Rajasthani	3	0	0	0	3
18.	Sindhi	1	0	0	0	1
19.	Tamil	2	19	40	2	63
20.	Telugu	0	7	1	1	9
21.	Urdu	4	5	3	0	12
	TOTAL	209	135	390	249	983

With a view to further diversify and enrich its publishing programme, the Trust added some new series to cover important areas. The new series launched during the period include, popular social science series, Afro-Asian series, Indian Diaspora series and Autobiography series.

### **Enrollment of Agents and Distributors**

During the period 61 new agents and distributors were enrolled across the country.

### **Book Clubs**

Continuing its popular Book Club Scheme for book promotion across the country, the Trust enrolled 2163 new book club members during the period.

### **Seminars, Book Release functions and related Literary programmes**

During the period, the Trust organized book release functions at various places releasing 15 books under different series accompanied with discussions by eminent experts and panelists on the themes of the released books. Some of the major new publications released included "1857 Rebellion" by Prof. Irfan Habib, "Indian Agriculture since Independence" by Prof. B.N. Yugandhar,

"India's Foreign Policy Since Independence" by Prof. V.P. Dutt, "Haryana on the Cross Roads" by Shri Suraj Bhan, "PC Joshi : A Biography by Dr. Gargi Chakravarty" by A B Bardhan, "Sangrami Sampadak Vivekananda Mukhopadhyay" by Shri Ashoke Mitre, "1857 Ki Kahani Mirza Ghalib Ki Zubani" including book releases and discussions on "Globalisation and Development by Prof. Sunanda Sen, "Man against Myth", Bridging Connections : An Anthology of Sri Lankan Short Stories edited by Prof. Rajiva Wijesinha, Kabir : Saakhi aur Sabad edited by Prof. Purushottam Agrawal, Samatake Samarthak Ambedkar, Premchand Ki Terah Bal Kahaniya, Development with Dignity and Employment Guarantee Act (Telugu Translations) and six Punjabi books and three Hindi books (Neo-literates). Besides this seminars were also held as a part of the book promotion at various book fairs of the Trust all over the country including seminars, namely, on "Indian Publishing : Challenges and Prospects", "Independent Publishing" and Seminar on Translations in August, September and October at IIC, New Delhi. NBT also organized Kavi Darbar during the Dharamshala Book Fair as well as workshops at Korba. All these activities of the Trust received immense public participation.



### **Short Term Training Course on Publishing**

Continuing its special endeavour to create a core mass of experts in terms of publishing professional in the country as a facilitation to develop and upgrade book publishing industry, the Trust during the period organized three (3) Book Publishing Courses one each at New Delhi, Aurangabad and Patna.

### **Children's Activities**

Apart from bringing out interesting and quality books at affordable prices under the special series Nehru Bal Pustakalaya, the Trust through its National Centre for Children's Literature (NCCL) not only brought forth and disseminated Readers' Club Bulletin, the monthly bilingual children's magazine, as well as specially designed posters for promotion of reading habit among children, but also established around 1,000 new Readers' Clubs as a part of Readers' Club Movement which is a popular scheme amongst the schools and children across the country. During the period six Readers' Club Orientation programmes were organized by the National Centre for Children's Literature at different regions of the country. In addition to it, the National Centre for Children's Literature organized various books review, workshops, story-telling sessions, seminars, children kavi darbars, reading sessions, workshops on creative writing and illustration in various book fairs and also separately at different places in the country to reach out the children especially in rural, difficult areas and the North East. A national seminar on Communicating Science to Children, a book quiz during Delhi Book Fair, an interactive session with French children's author and story-teller Ms. Muriel Bloch in collaboration with French Information Resource Centre, French Embassy and a national workshop of writers on the occasion of 150<sup>th</sup> year of Indian freedom struggle were also organized. The NCCL is also in touch with Rajiv Gandhi Foundation for publication of stories for children written by young authors from Jammu and Kashmir.

### **Golden Jubilee Celebrations**

Since the Trust was established by the

Government of India in 1957 during the period the National Book Trust India also celebrated its Golden Jubilee with a number of programmes and special publications efforts to commemorate the event. In terms of publishing the Trust is already working on various Anthologies on short stories in 24 languages and plays in 8 languages which have published and taken up to coincide with the Golden Jubilee of the Trust. In addition special book exhibitions, discussions by eminent persons, seminars and readings by authors from different Indian languages also held for commemoration of the event.

### **Assistance to Voluntary Organisations for Book Promotion**

The scheme of book promotion by providing financial assistance to voluntary organisations was transferred by the Ministry to the Trust during August 2006 and four meetings of the Grant-in-Aid Committee constituted by the Trust were held during the year 2007 under which about 480 proposals were examined by the Committee constituted by the Trust and an amount totaling about Rs.2.00 crores has been sanctioned to the agencies whose programmes were found to be appropriate and in accordance with the objectives of the scheme to organize book promotion related events like book exhibitions, seminars, readings, workshops etc. at different places and regions across the country.

### **Pustak Parikrama**

Taking Trusts books by mobile exhibition vans to the doorstep of the people all across the country and in particular semi urban, rural and difficult areas including in particular the North East is a prestigious and highly popular scheme of the Trust. Continuing this unique endeavour, during the period more than 2116 mobile exhibitions were organized all across the country including in particular North East.

### **B. National Book Promotion Council (NBPC)**

The proposal of Reconstitution of National Book Promotion Council (NBPC) is actively under consideration. NBPC would function as



an advisory body to look into the problems concerning Publishing Industry and facilitate exchange of views on all major aspects of book promotion, inter alia, covering writing/authorship of books; production, publication and sale of books; prices and

copyright, habit of book reading; availability and reach of books for different segments of population for various age-groups in different Indian languages and the quality and content of Indian books in general;

**C. Framing of Guidelines for Foreign Publishers to undertake publishing and printing/reprinting in India in regard to FDI in Print Media**

Similarly, the proposal of Framing of Guidelines for Foreign Publishers to undertake publishing and printing/reprinting in India is being considered. These guidelines would enable the Ministry to take decisions on the various proposals/references received from Ministry of Information & Broadcasting, Ministry of Finance/Foreign Investment Promotion Board, Publishers' Association etc regarding matters related to FDI in book publishing business, opening of Subsidiaries/ Liaison Offices in India by foreign publishers and/or through the mechanism of Joint Ventures and issues related to sale of printed books by the units located in the EPZ/SEZ in the Domestic Tariff Area [DTA].

**Appendix - I**

S.No.	Manuscript	Authored by
1.	Bhasha Sahitya aur Sanskriti Ke Vividh Paridrisya	Dr. Balshouri Reddy
2.	Lok Sahitya aur Sanskriti Darshan	Dr. Jain Narain Kaushik
3.	Asamiya Lok Sahitya aur Sanskriti	Dr. Asomi Gogoi
4.	Hindi Kavita ki Pragatisheel dhara aur Muktibodh ki Kavita Ki Pragatisheelta	Dr. Minakshi Dubey
5.	Katthak Gyaneshvari	Pt. Teerath Ram Azad
6.	Varn Ratnakar mein Madhyayugeen Kala Vivrechan	Dr. Bhuvneshver Prasad Guruimaita
7.	Swatantrata Senani Sachitra Kosh	Dr. Ravi Chand Gupta
8.	Manav Adhikar : Sanskriti ke panch Adhyaya	Dr. Sushil Kumar Bhatia
9.	Sant Sahitya Sandarbh Kosh (Part 7 & 8)	Dr. Ramesh Chand Mishra



# 12



**International Cooperation &  
UNESCO**



# *International Cooperation & UNESCO*

## **United Nations Educational Scientific and Cultural Organisation (UNESCO)**

India is among the founding members of UNESCO, a constituent body of the United Nations, which came into existence in 1946. Building the “Defences of Peace in the Minds of Men” is the primary goal of UNESCO, for which education is its main instrument. India has been playing an active role in promoting UNESCO's ideals and objectives.

UNESCO Division in the Ministry coordinates India's interface with UNESCO and, in addition, looks after administrative matters concerning Auroville Foundation, an autonomous organization set up under the Auroville Foundation Act, 1988.

### **Indian National Commission for Cooperation with UNESCO**

For associating its principal bodies interested in educational, scientific and cultural matters with the work of UNESCO, the Government of India had set up the Indian National Commission for Cooperation with UNESCO (INCCU) in 1949. The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. The Minister of Human Resource Development is the President of the Commission, Secretary (Higher Education) is its ex-officio Secretary General and Joint Secretary in charge of the UNESCO Division is the ex-officio Deputy Secretary General of the Commission. The Deputy Secretary/Director (UNESCO) functions as Secretary of the Commission. The total membership of the Commission is

100 with 50 individual and 50 institutional members distributed evenly among its five Sub-Commissions. The membership is for a period of 4 years. The main function of the Commission is to advise the Government on all matters concerning UNESCO. The Commission has been playing an important role in UNESCO's work particularly in the formulation and execution of its programmes in collaboration with UNESCO Secretariat as well as the National Commissions of the Asia and the Pacific Region.

### **Activities of the Commission**

#### **Participation in the activities organized by ACCU, Tokyo, Japan in the Asia and the Pacific region :**

The Indian National Commission for Cooperation with UNESCO continues to coordinate the participation of Indian individuals/organisations in the various activities organized by the Asia/Pacific Cultural Centre for UNESCO (ACCU). These include participation in photo contests, picture book illustrations, ACCU awards, Prizes etc.

#### **Scheme of Financial Assistance to Voluntary Organization, UNESCO Clubs and Associated Schools :**

UNESCO associates itself with various local and international non-Governmental Organizations (NGOs) to promote its objectives. The Indian National Commission operates a scheme of financial assistance to voluntary organizations, UNESCO Clubs and Associated Schools for undertaking activities in consonance with UNESCO objectives.

## **Participation in Seminars, Working Group Meetings Sponsored by UNESCO/its Regional Offices**

From January, 2007 to December, 2007, INCCU nominated three officers of the Department of Higher Education and Department of School Education & Literacy, Ministry of Human Resource Development and 3 experts from other Organizations/ State Governments/NGOs to participate in various regional and international workshops/training courses/Seminars/ Working Group Meetings sponsored by UNESCO and its Regional Offices.

## **UNESCO / UNITWIN Chairs Programme**

This programme was established in 1992 following the relevant decision of the General Conference of UNESCO taken in its 26th Session. UNITWIN is the abbreviation for the University Education Twinning and Networking Scheme. The programme operates through the establishment of the UNESCO chairs and UNESCO networks, which are also designated as UNITWIN project. It was launched with the aim of developing inter-university co-operation while emphasizing the transfer of knowledge between universities and the promotion of academic solidarity across the world. UNESCO/UNITWIN Chairs project deal with the training and research activities and cover all major fields of knowledge within UNESCO's competence such as Education, Human Rights, Cultural Development, Environment, Basic and Engineering Sciences, Communication, etc. The principal beneficiaries of this programme are institutions of higher learning in developing countries and countries in transition.

At present three UNESCO chairs are functioning in India. These are at Maharashtra Institute of Technology, Pune, held by Prof. Vishwanath D Karad, Manipal Academy of Higher Education, held by Prof.

M.D. Nalapat, Vice Chancellor and the third Chair held by Dr. M.S. Swaminathan of the M.S. Swaminathan Research Foundation, Chennai.

## **Asia Pacific Programme of Educational Innovation for Development(APEID)**

APEID was officially launched in 1972. This programme is run by the UNESCO regional office in Bangkok. The original aim of APEID is to foster educational innovation and research. India is a member of this programme. The secretariat of the National Development Group on APEID is in the National Council for Educational Research and Training (NCERT). The APEID Framework of Action - 8 Programme Cycle 2008 -2013 was held in Bangkok recently and it was attended by the Department of Higher Education

## **Education for International Understanding**

UNESCO is running a project named Associated School Project (ASP net). Associated Schools are educational institutions, which are directly linked with the UNESCO Secretariat for participation in the Associated Schools Project (ASP net) for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INCCU, 42 schools and Teacher Training Institutions from India have been enlisted with UNESCO under this project. There are 252 Clubs and 264 Associated Schools registered with INCCU.

## **Education for Sustainable Development**

In December 2002, the UN General Assembly adopted a Resolution to put in place a UN Decade of Education for Sustainable Development (UNDESD) lasting from 2005-2014. UNESCO was designated

as the lead agency for the Decade and for developing an International Implementation Scheme. India has welcomed the commencement of the UNDESD. To oversee the implementation of DESD in the country, a national committee consisting of experts and officials from Government, Civil Society, Academics and NGOs on Education, Environment and other related fields, has been constituted under the Chairmanship of Secretary, Department of Higher Education. Centre for Environment Education, Ahmedabad has been nominated as the nodal institution for implementation of the decade in the country. India is also participating in the Asia-Pacific Education for Sustainable Development (ESD) Monitoring Project being implemented by UNESCO Bangkok office.

175th Session of the UNESCO's Executive Board approved holding of the 4th International Conference on Environmental Education in India. Accordingly, the Conference was organized by the Government of India and UNESCO from 26-28 November 2007 at the Centre for Environment Education, Ahmedabad. It was a major conference with very large representation of experts and specialists. The Conference is to provide necessary directions that the UNDESD should take in the coming years.

### **Scheme for Holding of Meetings of Committees/Conferences and organization of Exhibitions in furtherance of UNESCO's aims and objectives**

This Scheme is meant for meeting the expenditure on the TA/DA of non Official members for attending the meeting of the Sub-Commissions of the Indian National Commission and its full body, organization of exhibitions, INCCU lecture series and other meetings, in furtherance of UNESCO's aims and objectives. There was a budget

provision of Rs. 14 lakhs at BE stage for this scheme during the current financial year. Under this head an expenditure of Rs. 14 lakhs has been incurred by 28 February, 2008 in connection with holding meetings of Sub-Commissions of the Indian National Commission for co-operation with UNESCO, which were held in August 2007 in New Delhi. These meetings were held to consider the Draft Programme and Budget of UNESCO for the Biennium 2008-09 as well as its Medium Term Strategy for 2008-13. Financial contribution towards holding of a UNESCO exhibition titled "Experiencing Mathematics" held in Delhi in December 2007 and a Conference on " Capacity Building in Science and Technology: Policy Perspectives and Future Challenges in the Context of Globalization" held in Delhi on 27-29 November 2007, were provided.

### **UNESCO Coupons Programme**

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

### **Contribution to UNESCO's budget**

Each Member State of UNESCO contributes to UNESCO's regular budget for each biennium. This contribution is at a fixed percentage approved by the General Conference of UNESCO from time to time. India's share of contribution for the calendar year 2007 is 0.452 percent of the total budget of UNESCO, which translates into around Rs. 6.56 crores. The Budget provision for this purpose for the current year is Rs. 688.00 lakhs under the Non-Plan Head. An amount of Rs. 495 lakhs has since been released towards the contribution. The balance will be adjusted for the calendar

year, 2008. The BE for 2008-2009 is proposed at Rs. 730.00 lakhs.

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

India is responsible for providing free office accommodation to UNESCO in New Delhi. At present, it is housed in a rented building for which the Indian Government is paying Rs. 4.00 lakhs per month. It has been decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi. For the first year of the 11<sup>th</sup> Plan an amount of Rs. 1 crore has been allocated for the construction.

### **Women in UNESCO**

To commemorate 60 years of UNESCO, a special publication of "60 Women contributing to these 60 Years" and "Constructing the Foundations of Peace" was published during this period. The publication pays tribute to India's member on the Executive Board, Dr. Kapila Vatsyayan who in her article on "The Transforming Power of the Human Mind" traces her own and India's multi-dimensional relationship with UNESCO.

### **Permanent Delegation of India to UNESCO (PDI)**

India has a permanent delegation at Paris accredited to UNESCO. The Permanent Delegation of India to UNESCO (PDI) coordinates and maintains liaison in respect of all the activities viz. Executive Board, General Conference, Scientific provisions, Elections and reciprocal support arrangements of ASPAC Group (Asia Pacific Group) between the Indian National Commission for UNESCO (INCCU) and the UNESCO Secretariat.

### **Main Trends within UNESCO**

UNESCO continued its activities in its key mandates of Education, Culture, Natural Sciences, Social and Human Sciences and

Communication. India played a crucial role in these discussions at the Executive Board at its 176<sup>th</sup>, 177<sup>th</sup> and 178<sup>th</sup> Sessions and was instrumental in evolving a consensus on difficult and contentious issues.

### **34<sup>th</sup> Session of the General Conference**

The 34<sup>th</sup> Session of the General Conference was held in Paris from 16<sup>th</sup> October to 2<sup>nd</sup> November 2007. It marked the readmission of Singapore to UNESCO bringing UNESCO's membership to 193 Member States. It was attended by 9 Heads of State and more than 250 Ministers of Education, Culture and Foreign Affairs respectively. A high-powered Indian delegation led by Minister for Human Resource Development and including Minister of Science and Technology as well as three Parliamentarians, played a crucial role in the deliberations. Keynote statements made by the Minister for HRD at the Ministerial Round Table on Education and Economic Development and by the Minister for S& T at the Round Table on "Science Technology for Sustainable Development" set the tone of the debate and influenced the conclusions as reflected in both final Communiques. An important innovation was the holding of the 1<sup>st</sup> International Forum on Civil Society. India was represented by Shri V. Kishore S. Chandra Deo, Hon'ble MP and Chairman of the Privileges Committee of the Lok Sabha.

The adoption of the Medium Term Plan (2008-2013) and the Programme and Budget (2008-2013), which had been prepared by a Drafting Committee co-chaired by India, was one of the highlights of the Conference. Draft amendments to the different Major Programmes tabled by the Indian National Commission to UNESCO were greatly appreciated and adopted by consensus. As Chairman of The Asia Pacific Region (ASPAC), India was able to provide a clean slate of candidatures to the Subsidiary Organs and Bodies of the General

Conference. As a Bureau Member, India was able to influence discussions relating to the improvement of future methods of work of the General Conference. The above developments were addressed by Minister for HRD in his statement to the Plenary where India's commitment to South-South Cooperation through its contribution of US\$20,000/-, which had led to the establishment of the Fund, was underlined. The Minister also expressed gratification at the support given by Member States to India's initiative to strengthen UNESCO's association with Auroville in the context of the commemoration of its 40<sup>th</sup> Anniversary.

### **176th, 177th and 178th Sessions of the Executive Board**

The 176th Session of the Executive Board held in Paris from 10<sup>th</sup> to 28<sup>th</sup> April 2007 was overshadowed by the holding of a special Plenary Session to discuss on-going excavation work in the Old City of Jerusalem, which is a World Heritage Site. The Board was eventually able to arrive at a consensus on this sensitive issue. Other highlights included the adoption and the decision on South-South Cooperation in Education jointly tabled by E-9 Executive Board Members. India announced its contribution of US\$20,000/- which led to the establishment of the Fund. The Board also was able to adopt by consensus, a Draft Medium Term Strategy for 2008-2013 which had been negotiated in a Drafting Committee co-chaired by India and Nigeria.

Among the important initiatives taken by Indian at the 177th Session of the Executive Board held in Paris from 25<sup>th</sup> September to 11<sup>th</sup> October 2007 was the inscription of a new item on the agenda regarding "The Commemoration of the 40th Anniversary of the Establishment of Auroville". A decision tabled by India with co-sponsors cutting across Regional Groups was adopted by consensus. India also tabled in its capacity as Chairman of the Executive Council of the

International Bureau of Education, a draft decision on the convening of the next session of the International Conference on Education (ICE) in Geneva in 2008. India strongly supported the Chairman's initiative for a thematic debate regarding "UNESCO's contribution to facing multi-disciplinary Challenges of Knowledge Societies and Global Climate Change". An outstanding presentation made by India's Dr. Rajendra Pachauri triggered an intense debate and a draft decision tabled by India on behalf of ASPAC, which encouraged UNESCO to contribute to the process of addressing climate change within the UN system was adopted by consensus. Shortly thereafter, the Nobel Peace Prize was jointly awarded to the IGPC under Dr. Pachauri's Chairmanship. The Board also formally adopted the Draft Programme and Budget for 2008-2009 as presented by its Co-chairmen, India and Nigeria and agreed to a budget ceiling of US\$631 million.

A one day 178<sup>th</sup> session of the Executive Board was held on 5<sup>th</sup> November 2007. India was elected as the Vice Chairperson of the Executive Board from the Asia Pacific region.

## **EDUCATION**

### **Year of UNESCO in India**

This could truly be termed as a year of UNESCO in India. At our initiative, several UNESCO Conferences were held in India and in particular the UNESCO Sub-Regional Conference in Support of Global Literacy held in New Delhi and the 4<sup>th</sup> International Conference on Environmental Education held in Ahmedabad in November 2007 respectively. Director General, UNESCO attended both Conferences and addressed the Valedictory Session of the 4<sup>th</sup> ICEE. The Sub-Regional Conference in New Delhi was also addressed by DG UNESCO in addition to keynote statements being made by Mrs. Sonia Gandhi, Chairperson of the UPA, Mrs. Rajapakse, First Lady of Sri Lanka and HRM.

For the first time, DG UNESCO handed over the Plaque conferring World Heritage Status to India's historic Red Fort Complex at an impressive official ceremony in New Delhi.

### **Sub-Regional Conference in Support of Global literacy**

The UNESCO Sub-Regional Conference in support of Global Literacy was held in New Delhi from 29~30 November 2007. The meeting was the fourth in a series of six regional and sub-regional Conferences organized by UNESCO to promote global literacy within the framework of the United Nations Literacy Decade (2003-2012). The Conference was attended by participants from 14 countries. DG UNESCO attended the Conference. Keynote statements were made by Mrs. Sonia Gandhi, Chairperson of the UPA, Mrs. Rajapakse, First Lady of Sri Lanka and HRM. The meeting made substantive recommendations to Governments regarding policies for literacy as well as recommendations to the international community for greater support and funding.

### **4th International Conference on Environmental Education**

The 4<sup>th</sup> International Conference on Environmental Education was held at the Centre for Environment Education at Ahmedabad from 26-28 November 2007. The Conference was attended by more than 1586 participants from 97 countries. The valedictory address was made by Mr. Koichiro Matsuura, Director General, UNESCO. The Conference adopted "The Ahmedabad Declaration 2007: A Call to Action" which called upon the United Nations System and Governments worldwide to support Environmental Education, develop sound education for sustainable development policy frameworks and make commitments to their implementation.

### **International Bureau of Education**

As Chairperson of the Executive Council of International Bureau of Education, India continued to play a key role in ensuring UNESCO's support to the 48<sup>th</sup> session of the International Conference on Education (ICE) to be held in Geneva in 2008 on the theme "Inclusive Education : The Way of the Future".

### **7<sup>th</sup> High Level Group Meeting for Education for All**

India participated at the Ministerial level at the 7<sup>th</sup> High Level Group Meeting on EFA held in Dakar, Senegal from 11-13 December 2007. The Dakar Communique agrees that priority action should be given to equity and inclusion (the theme of the next ICE), quality education and EFA financing. Member States committed themselves to raise the profile of EFA in development and to maintain the political momentum on full implementation of EFA.

### **Natural Sciences and Social and Human Sciences**

#### **Ministerial Conference on "Energy in the Changing world"**

Shri Murli Deora, Minister of Petroleum and Natural Gas led the Indian delegation to a Ministerial Conference on the theme "Energy in the Changing World" organized by the Ministry of Industry and Energy of the Russian Federation and UNESCO held in Paris on 31<sup>st</sup> May - 1<sup>st</sup> June 2007. It underlined the contribution of science to developing sustainable forms of energy and on access to energy.

#### **24<sup>th</sup> Session of International Oceanographic Commission (IOC)**

India was elected as a member of the IOC Executive Council by acclamation at the elections during the 24<sup>th</sup> session of the IOC Assembly held in Paris from 19-28, June

2007. India announced the setting up of its own Tsunami Early Warning System, which was operationalized in October 2007.

### **5th Session of the Intergovernmental Bioethics Committee (IGBC)**

India participated in the 5<sup>th</sup> session of the Intergovernmental Bioethics Committee (IGBC) held in Paris from 19-20 July 2007. India will continue to be member of IGBC for next 4 years. India was also elected as Vice-Chair of the IGBC for the period 2007-09. India played an active role in the deliberations of the IGBC meeting, which considered the work programme of International Bioethics Committee (IBC) for 2008-09 and IBCs Report on Consent.

### **International Convention against Doping in Sports**

India ratified the International Convention against Doping in Sports. The instrument of ratification was handed over to Director-General, UNESCO on 7<sup>th</sup> November 2007. India officially became a State Party to the Convention on 1<sup>st</sup> January 2008.

### **Man and Biosphere (MAB) Programme**

India hosted an international Workshop entitled "Ensuring the Future of Drylands: Towards Implementing the MAB Agenda for a Sustainable Future of Drylands" of the UNESCO Man and Biosphere (MAB) Programme at Central Arid Zone Research Institute(CAZRI), Jodhpur from 12-15 November 2007

### **Mondialogo Engineering Symposium**

The Mondialogo Engineering Symposium was held in India (Mumbai) from 7 - 10 December 2007, during which Mondialogo Engineering Award ceremony was

organized. "Mondialogo" is a public-private partnership of UNESCO with Daimler group, one pillar of which is aimed at promoting intercultural exchange practices among engineering students. The Mondialogo Engineering Awards seeks to mobilize young engineers from developing and developed countries to form teams and cooperate in designing project proposals to address the Millennium Development Goals.

### **8<sup>th</sup> Session of the Intergovernmental Council of the Management of Social Transformations (MOST)**

India attended as an Observer the 8<sup>th</sup> session of the Intergovernmental Council of the Management of Social Transformations (MOST) held in Paris from 16-18 July 2007.

### **Forum of Social Development Ministries**

The second meeting of Ministers of Social Development from South Asia was held on 5-6 March, 2008 in New Delhi, India. Ministers and High Level Officials from Afghanistan, Bhutan, Maldives, Nepal, Pakistan and Sri Lanka attended the meeting. The two day meeting ended with the participating ministers adopting the New Delhi Declaration. The New Delhi Declaration underlined the relevance of empowering the peoples and Civil Society of the region through transparency, accountability and right to information leading to better Governance and Social Development.

**International Conference on Capacity Building on Science & Technology** was organized by the South and South East Asian Science and Technology and Innovation Policy Forum and Zaheer Science Foundation under the auspices of UNESCO in New Delhi on 27-28 November, 2007.

**International Exhibition "Experiencing Mathematics"** was hosted by the National Council of Science Museums in its affiliated science centres by Delhi, Kolkatta, Bangalore

and Mumbai. In National Science Centre (NSCD), New Delhi, public presentation was held from 1<sup>st</sup> December to 16<sup>th</sup> December, 2007. In Kolkata, it was scheduled to be held from 31<sup>st</sup> December to 13<sup>th</sup> January, 2008 from 28<sup>th</sup> January to 10<sup>th</sup> February, 2008 in Bangalore and from 23<sup>rd</sup> February to 9<sup>th</sup> March, 2008 in Mumbai.

## **Culture**

### **First Session of States Parties to the Cultural Diversity Convention**

The first session of the Conference of States Parties to the Convention on the Protection and Promotion of the Diversity of Cultural Expression was held from 18-20 June 2007 at UNESCO Headquarters, Paris. India was elected as one of the Vice Chairpersons, and would remain so till June 2009. India announced contribution of 1% of its regular contribution to the UNESCO budget to the International Fund for Cultural Diversity. India was also elected as Member of the Intergovernmental Committee.

### **First Ordinary Session of Intergovernmental Committee on Cultural Diversity**

The 1<sup>st</sup> Ordinary Session of the Intergovernmental Committee on Cultural Diversity was held in Ottawa, Canada from 15-18 December 2007. India played an important role in bridging the divide between developed and developing countries and was elected as one of the Vice Chairpersons. We insisted successfully that Article XVI of the Convention which calls upon developed countries to facilitate cultural exchanges with developing countries by granting preferential treatment to artists and other cultural professionals and practitioners, as well as cultural goods and services from developing countries should be respected.

### **First Extraordinary Session of Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage**

This Extraordinary Session was held in Chengdu (Peoples Republic of China) from 23-27 May 2007. The Committee discussed the selection criteria for inscription of ICH in need of urgent safeguarding and the Representative List of the ICH. The creation of an emblem for the Convention was also discussed. India insisted successfully that grass root NGOs with expertise in ICH could participate as observers at the next session.

### **Second Ordinary Session of Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage**

The Second Ordinary Session of the Intergovernmental Committee for the Safeguarding of ICH was held in Tokyo, Japan from 3-7 September 2007. India was elected as a Member of the Working Group to create an emblem of the Convention as well as a Member of a Working Group to discuss and elaborate the Draft Operational Directives for the inscription of ICH on the List of the Convention. Another significant result was the decision to incorporate 90 proclaimed Masterpieces of Humanity, including India's Masterpieces, into the Representative List.

### **31st Session of the World Heritage Committee**

The 31<sup>st</sup> Session of the World Heritage Committee was held in Christchurch, New Zealand from 23 June to 2<sup>nd</sup> July 2007. From India's perspective, the major achievement was the inscription by acclamation of the historic Red Fort on the World Heritage List. Another major achievement was the successful culmination of our efforts for States Parties to submit two cultural



nominations at the future sessions rather *than* one cultural and one natural as had been the earlier practice. We also successfully insisted that States Parties to the Convention should discuss the inequitable geographical representation of the Committee at its next session. We also expressed our continued support for the preservation of African heritage and the decision to establish a Pacific World Heritage Fund. India's contribution to the deliberations was greatly appreciated.

### **16<sup>th</sup> Session of the General Assembly of States Parties to the World Heritage Convention**

The 16<sup>th</sup> Session was held in Paris on 24-25 October 2007. As a result of pressure exerted by India and other developing countries in the World Heritage Committee, the Assembly discussed for the first time the need for establishing the principle of equitable geographical distribution in future membership of the Committee. A draft decision tabled by India and Japan received wide support. It was decided that a Working Group would be established which would examine possible alternatives to the current election system and make recommendations to the World Heritage Committee and to the 17<sup>th</sup> session of the General Assembly of States Parties at its next session in 2009.

### **Communication and Information**

#### **51<sup>st</sup> meeting of the Bureau of the Intergovernmental Council of the IPDC**

India participated as an Observer in the 51<sup>st</sup> meeting of the Bureau of the Intergovernmental Council of the IPDC. Several

projects, including for the Asia Pacific region, were approved.

### **Amendment moved by Indian National Commission during the General Conference**

The Indian National Commission had proposed an amendment to the Draft Programme and Budget under the biennial sectoral priority to foster "free, independent and pluralistic communication and universal access to information" and calling upon UNESCO to play a more proactive role at WIPO discussions on the Treaty for Protection of Rights of Broadcasting Organizations. This was in line with our principled position to ensure that the objectives of promotion of freedom of expression and access to information and knowledge are not hindered. The amendment was accepted without debate.

### **Sharjah Prize for Arab Culture-2007**

At a ceremony held on 6<sup>th</sup> December, 07 at UNESCO Headquarters, Sharjah Prize for Arab Culture 2007 was presented by DG UNESCO to Mr. Shah Abdus Salam from India and Mr. Aladine Lolah of Syria. It was for the first time that an Indian national received the Sharjah Prize for Arab Culture. The nomination of Mr. Salam was forwarded



by the Indian National Commission for UNESCO. The Prize was established in 1998 and aims to reward the efforts of a national of an Arab Member State or a national of any other country, who has contributed through artistic, Intellectual or promotional work to the development and diffusion of Arab culture in the world. The Prize consists of a citation and a sum of US \$ 50,000/-.

## **Auroville Foundation**

Auroville was founded by the 'Mother', a disciple of Sri Aurobindo, on the 28<sup>th</sup> day of February, 1968 as an international cultural township on the outskirts of Puducherry in Villupuram District of Tamil Nadu where 1880 people from 41 countries including India live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity.

UNESCO by a resolution passed in 1968 had invited its Member States and international non-governmental organizations to participate in the development of Auroville as an international cultural township designed to bring together the values of different cultures with integrated living standards which correspond to man's physical and spiritual needs, which is well explained as per the 4 point charter of Auroville.

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

As per Section 10(3) of the Auroville Foundation Act, the Foundation consists of (a) Governing Board; (b) Residents Assembly; and (c) Auroville International Advisory Council. The Governing Board of the Auroville Foundation, comprising 9 members, was reconstituted on 6<sup>th</sup> September, 2004 for a period of 4 years. The International Advisory Council of Auroville was reconstituted on 28<sup>th</sup> October, 2004 also for a period of 4 years from the date of notification.



According to the provisions of the Auroville Foundation Act, the Government of India provides grants to the Foundation for meeting the expenditure on the establishment, maintenance and development of Auroville under Plan & Non-Plan grants. Under non-plan, an amount of Rs. 74.00 lakhs has been allocated for the year 2007-08.

For the Eleventh Plan Period, a Budget Estimate of Rs.55.00 crore has been proposed by the Auroville Foundation and for the year 2007-08, an amount of Rs. 367.00 lakhs has been allocated to the Foundation. In addition to the construction activities on Sri Aurobindo International Institute for Educational Research (SAIIER) and Bharat Niwas, the Foundation has undertaken construction work on 'Swagtam' Guest House and up-gradation of Sri Aurobindo Auditorium during this year. Moreover, the Foundation has planned to celebrate 40<sup>th</sup> Anniversary celebration of the establishment of Auroville on a great scale. A major boost to the development of the city is proposed during the Eleventh Five Year Plan, through proper housing and infrastructure facilities in an environmentally friendly atmosphere.

## **International Cooperation Cell**

### **International Cooperation**

The International Cooperation Cell coordinates the work relating to bilateral and international collaboration in the Education sector and the formulation, implementation and monitoring of Educational Exchange Programmes (EEPs) with various countries with a view to giving a more focused attention to such bilateral

collaboration. EEPs with Mongolia, Armenia, Israel, Guyana, Australia, Hungary, Myanmar, Syria, Tanzania, Uzbekistan, New Zealand, Portugal, France, Brazil, Thailand, Rwanda, Mexico, Afghanistan, Croatia, Ecuador, Sri Lanka, Saudi Arabia, China and South Africa have been signed earlier. EEPs / MoUs with France, Ethiopia, Vietnam and Oman have been signed during the year. In addition a MOU on Higher Education between India, Brazil and South Africa and a MOU on joint operation of the India-UK Higher Education leadership programme were also signed this year. Proposals for EEPs with about 30 countries including USA, Malaysia, Yemen, Libya and Kazakhstan are at various stages of negotiations. In addition MOUs for mutual recognition and equivalence of degrees, diplomas and other educational qualifications with several countries like Armenia, Ukraine, Russia, China and Czechoslovakia are also under consideration. The following meetings of the Joint Working Groups under EEP/MOU were held during the current year.

1. 1<sup>st</sup> JWG on Education between India and Brazil held in New Delhi from 29<sup>th</sup> May to 1<sup>st</sup> June 2007.
2. 1<sup>st</sup> JWG meeting between India and Sri Lanka at Sri Lanka from 11-13 December 2007.
3. 1<sup>st</sup> JWG meeting between India and Thailand was held at Thailand from 24-26 December, 2007.
4. 1<sup>st</sup> JWG meeting between India and France was held at New Delhi on 16<sup>th</sup> January, 2008.
5. 1<sup>st</sup> JWG meeting between India and New Zealand was held at Vellington from 30-31 January, 2008.

In addition, following important meetings were also held during the year.

- i. A meeting on Academic Exchange between India and Japan was held

on 21.8.2007.

- ii. IBSA Education Working Group meeting was held in July 2007. Foreign dignitaries from various countries visited India.

Nine Japanese volunteers for teaching Japanese Language under the JOCV programme were assigned in Indian Institutions viz Madras University, Banaras Hindu University, T.M. University (Bhagalpur), Delhi Public Schools, EFL University (Hyderabad), Vishva Bharati University (Kolkata), University of Pune, Madurai Kamaraj University and Delhi University.

The IC Cell also coordinates the Cooperation with SAARC, Commonwealth, ASEAN and the Mekong Ganga Cooperation Project as well as other bilateral/ multilateral cooperation programmes in the Education Sector.

### Visit of Foreign Delegations

Visits by foreign delegations to India at the ministerial level with the objective of strengthening bilateral relations between India and other countries are coordinated by the IC Cell. Ministerial level delegations from Belarus, Switzerland, Norway, Japan, Indonesia, Zanzibar, New Zealand, Hungary, France and Cote d'Ivoire have already visited India and have had fruitful exchange of views for further cooperation. Other important dignitaries from Finland, Brazil, Cambodia and Vietnam also visited India in the recent past.

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

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

# ***Annexures***



## Annexure I

### Statement 1 : Total Number of Recognised Institutions in India 2005-06 (Provisional)

S. No.	States/UTs	Primary/ Junior Basic School	Middle/ Senior Basic Schools	High Schools/ Hr. Secondary/ Intermediate/ Pre-Degree/ Jr. Colleges	Degree and above level		Universities Deemed Uni. Institution of National Importance#
					Colleges for General Education	Colleges for Professional Education	
1	Andhra Pradesh	62159	17290	19247	1603	810	21
2	Arunachal Pradesh	1380	528	223	10	5	2
3	Assam	30499	9716	5527	348	28	7
4	Bihar	38161	12328	3091	743	57	13
5	Chattisgarh	30870	9488	4000	213	29	8
6	Goa	1001	72	426	23	18	1
7	Gujarat	16385	22623	7654	518	295	17
8	Haryana	12152	2168	5317	168	146	8
9	Himachal Pradesh	11261	2457	2196	95	48	5
10	Jammu & Kashmir	13369	5202	1498	65	149	6
11	Jharkhand	16186	6232	1162	113	26	7
12	Karnataka	27017	27512	11730	930	539	23
13	Kerala	6817	3044	3775	189	183	10
14	Madhya Pradesh	94890	35133	8504	760	159	17
15	Maharashtra	41615	26270	17547	1208	613	41
16	Manipur	2552	831	705	58	9	2
17	Meghalaya	5851	1759	655	54	4	1
18	Mizoram	1688	1121	560	26	4	1
19	Nagaland	1520	481	391	37	4	1
20	Orissa	46370	17012	7418	700	144	11
21	Punjab	13291	2481	4043	232	152	8
22	Rajasthan	56573	28955	11199	751	200	20
23	Sikkim	733	205	162	3	6	1
24	Tamil Nadu	34208	8017	9582	490	699	35
25	Tripura	1863	1004	667	14	6	1
26	Uttar Pradesh	134455	40021	13809	1637	331	33
27	Uttarakhand	14847	4067	2025	86	28	9
28	West Bengal	49986	1229	8640	374	179	20
29	A&N Islands	213	60	97	3	3	0
30	Chandigarh	25	9	121	12	10	3
31	D&N Haveli	127	91	30	0	1	0
32	Daman & Diu	53	24	28	1	2	0
33	Delhi	2617	645	1750	68	66	17
34	Lakshadweep	21	5	12	0	0	0
35	Puducherry	327	119	241	17	38	1
	TOTAL	771082	288199	154032	11549	4991	350

\*Source: University Grants Commission # Includes Engg., Medical, Teacher Tr. & Polytechnics Institutions

## Statement 2 : Enrolment by Stages 2005-06 as on 30-09-2005 (Provisional)

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Prty (Classes VI-VIII)			Sec/Hr. Sec/Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	3742698	3649224	7391922	1948417	1782601	3731018	1823587	1464748	3288335	698647	389248	1087895
2	Arunachal Pradesh	105636	89954	195590	35075	28996	64071	24792	17761	42553	5555	3487	9042
3	Assam	1591771	1549506	3141277	733067	648262	1381329	468812	347233	816045	93740	53816	147556
4	Bihar	6186536	4338785	10525321	1511950	872535	2384485	672339	319617	991956	470898	149734	620631
5	Chattisgarh	1621220	1492179	3113399	658223	537181	1195404	421974	289019	710993	118303	67010	185313
6	Goa	54901	49611	104512	38157	33413	71570	30478	29994	60472	11124	12879	24003
7	Gujarat	3703914	2853108	6557022	1446384	1045247	2491631	1055979	703948	1759927	404416	296750	701166
8	Haryana	1066744	930747	1997491	633189	526647	1159836	496781	375925	872706	166828	121900	288728
9	Himachal Pradesh	346208	314752	660960	216202	194658	410860	211174	185163	396337	55704	48408	104112
10	Jammu & Kashmir	602094	532434	1134528	270245	209091	479336	204414	159019	363433	47350	40317	87667
11	Jharkhand	2088601	1739141	3827742	578850	407533	986383	256395	157994	414389	138113	83625	221738
12	Karnataka	2967111	2790668	5757779	1502794	1383496	2886290	1110421	988157	2098578	416772	321171	737943
13	Kerala	1299638	1245685	2545323	834439	766858	1601297	578047	560039	1138086	125626	161742	287368
14	Madhya Pradesh	5942435	5331636	11274071	2364654	1888615	4253269	1393005	801994	2194999	716540	330112	1046652
15	Maharashtra	5963688	5423916	11387604	2760422	2510577	5270999	2496097	2270421	4766518	1184057	701339	1885397
16	Manipur	186689	173366	360055	74725	66966	141691	52127	47715	99842	10418	6395	16813
17	Meghalaya	258636	249569	508205	75386	78303	153689	40276	40431	80707	14654	15413	30067
18	Mizoram	83558	78744	162302	37790	36542	74332	18012	17609	35621	4315	4062	8377
19	Nagaland	117337	107378	224715	47291	44980	92271	27669	25306	52975	8587	6871	15458
20	Orissa	2242738	2101055	4343793	845081	714304	1559385	478837	388405	867242	335129	82690	417819
21	Punjab	999490	872672	1872162	570997	492615	1063612	468512	393545	862057	117320	129873	247193
22	Rajasthan	5048860	4363014	9411874	2086556	1273973	3360529	1318621	605577	1924198	230625	139141	369766
23	Sikkim	46010	44677	90687	15109	16874	31983	9277	9496	18773	5109	3670	8779
24	Tamil Nadu	3294507	3083812	6378319	1893095	1740521	3633616	1523999	1484273	3008272	365117	353221	718338
25	Tripura	261833	238451	500284	101065	96121	197186	66855	55913	122768	14229	10440	24669
26	Uttar Pradesh	13566790	11619762	25186552	4271364	3000583	7271947	3851575	2220141	6071716	1021358	654231	1675589
27	Uttarakhand	616818	579692	1196510	290784	270098	560882	280732	231038	511770	78901	70508	149409
28	West Bengal	4711612	4219030	8930642	1977846	1646373	3624219	1477263	1057571	2534834	491792	277582	769374
29	A&N Islands	19303	18298	37601	12049	10720	22769	9803	9224	19027	1451	1655	3106
30	Chandigarh	28094	23308	51402	14356	12480	26836	14857	14223	29080	26562	25179	51741
31	D&N Haveli	19043	16872	35915	7555	4954	12509	4644	2942	7586	780	60	840
32	Daman & Diu	8649	7555	16204	4742	4036	8778	3401	2989	6390	491	296	787
33	Delhi	937711	849100	1786811	466898	419362	886260	353620	337487	691107	240438	163667	404105
34	Lakshadweep	3867	3607	7474	2318	2036	4354	2237	2055	4292	0	0	0
35	Puducherry	54480	51589	106069	34737	31684	66421	31060	31544	62604	15901	13667	29568
	<b>TOTAL</b>	<b>69789220</b>	<b>61032897</b>	<b>130822117</b>	<b>28361812</b>	<b>22799235</b>	<b>51161047</b>	<b>21277672</b>	<b>15648516</b>	<b>36926188</b>	<b>7636849.97</b>	<b>4740159.25</b>	<b>12377009.22</b>

**Statement 3 : Gross Enrolment Ratio in Classes I-V and VI-VIII & IX-XII of Schools for Genral Education (All Students) as on 30-09-2005**

S.No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes IX-XII (14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	94.39	95.35	94.87	75.49	72.26	73.91	86.94	86.30	86.63
2	Arunachal Pradesh	138.99	124.94	132.16	87.69	74.35	81.10	121.30	107.16	114.39
3	Assam	94.41	95.12	94.76	71.31	66.08	68.76	85.66	84.21	84.95
4	Bihar	99.21	74.36	87.20	41.28	26.48	34.27	77.77	57.08	67.84
5	Chattisgarh	123.95	116.30	120.16	84.93	71.53	78.34	109.43	99.77	104.66
6	Goa	109.80	105.56	107.74	100.41	95.47	98.04	105.75	101.25	103.58
7	Gujarat	127.24	110.63	119.44	81.12	66.45	74.24	109.72	93.89	102.29
8	Haryana	78.21	81.29	79.61	74.93	74.70	74.83	76.95	78.78	77.79
9	Himachal Pradesh	108.53	109.29	108.89	109.19	106.37	107.84	108.78	108.15	108.48
10	Jammu & Kashmir	103.10	97.69	100.49	70.01	57.60	64.00	89.93	81.67	85.94
11	Jharkhand	112.90	97.21	105.19	52.05	39.07	45.77	90.06	75.80	83.09
12	Karnataka	107.35	104.99	106.19	86.07	83.14	84.64	99.11	96.58	97.87
13	Kerala	93.70	94.01	93.85	100.29	95.50	97.94	96.17	94.57	95.39
14	Madhya Pradesh	146.65	140.49	143.67	97.51	85.26	91.67	128.26	120.14	124.35
15	Maharashtra	111.68	109.62	110.69	84.01	84.11	84.05	101.14	100.02	100.60
16	Manipur	160.94	154.79	157.92	100.98	94.32	97.72	137.59	131.33	134.52
17	Meghalaya	163.69	161.01	162.37	83.76	88.98	86.34	134.69	134.93	134.81
18	Mizoram	170.53	167.54	169.06	118.09	117.88	117.99	149.81	147.80	148.83
19	Nagaland	89.57	88.01	88.82	59.11	61.62	60.31	78.02	78.13	78.08
20	Orissa	109.99	108.30	109.17	66.75	58.79	62.85	93.43	89.23	91.38
21	Punjab	74.92	80.58	77.46	66.16	69.19	67.53	71.48	76.06	73.54
22	Rajasthan	124.69	118.40	121.69	87.27	59.45	74.12	110.80	96.72	104.11
23	Sikkim	153.37	148.92	151.15	68.68	80.35	74.38	117.54	120.69	119.10
24	Tamil Nadu	120.59	119.53	120.07	108.49	105.04	106.81	115.87	113.86	114.89
25	Tripura	147.10	139.45	143.35	82.84	82.15	82.50	120.97	116.17	118.62
26	Uttar Pradesh	114.20	106.61	110.57	58.74	46.56	53.02	93.14	84.30	88.94
27	Uttarakhand	118.39	121.53	119.89	89.47	90.33	89.88	107.28	109.51	108.35
28	West Bengal	106.38	98.28	102.39	70.97	62.22	66.71	92.70	84.53	88.70
29	A&N Islands	101.59	101.66	101.62	100.41	107.20	103.50	101.14	103.64	102.32
30	Chandigarh	63.85	56.85	60.47	46.31	52.00	48.79	56.60	55.06	55.88
31	D&N Haveli	146.48	140.60	143.66	94.44	70.77	83.39	126.66	114.87	121.06
32	Daman & Diu	144.15	125.92	135.03	118.55	134.53	125.40	133.91	128.79	131.48
33	Delhi	112.84	117.77	115.13	90.66	97.30	93.68	104.35	110.11	107.01
34	Lakshadweep	64.45	60.12	62.28	57.95	67.87	62.20	61.85	62.70	62.25
35	Puducherry	143.37	125.83	134.26	112.05	102.21	107.13	129.30	115.66	122.33
	<b>TOTAL</b>	<b>111.67</b>	<b>104.86</b>	<b>108.39</b>	<b>73.84</b>	<b>64.90</b>	<b>69.57</b>	<b>97.27</b>	<b>89.82</b>	<b>93.69</b>





**Statement 5 : Gross Enrolment Ratio (SC Students) in the age group (6-11) and (11-14) 2005-06 (Provisional) as on 30.09.2005**

S.No.	States/UTs	Enrolment Ratio SC (I-V)			Enrolment Ratio SC (VI-VIII)			Enrolment Ratio SC (IX-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	103.20	104.42	103.80	80.33	76.47	78.46	94.10	93.50	93.81
2	Arunachal Pradesh	-	-	-	-	-	-	-	-	-
3	Assam	144.08	144.07	144.07	117.61	109.96	113.83	133.71	130.57	132.17
4	Bihar	101.70	70.60	86.82	38.76	22.97	31.50	80.30	55.21	68.45
5	Chattisgarh	150.45	144.66	147.61	101.73	87.98	95.00	132.34	123.66	128.09
6	Goa	112.60	104.80	108.70	62.10	50.50	56.30	87.35	77.65	82.50
7	Gujarat	159.28	156.04	157.75	105.29	90.43	98.33	138.09	130.44	134.50
8	Haryana	105.08	111.06	107.85	73.86	71.24	72.67	93.30	96.29	94.67
9	Himachal Pradesh	120.15	121.05	120.59	111.01	109.70	110.39	116.66	116.76	116.71
10	Jammu & Kashmir	116.40	109.46	113.11	78.80	71.53	75.29	100.21	92.79	96.66
11	Jharkhand	122.08	98.75	110.61	54.21	31.45	43.40	97.84	75.75	87.11
12	Karnataka	118.48	113.25	115.91	91.20	82.94	87.21	108.05	101.94	105.06
13	Kerala	109.20	106.28	107.76	106.51	99.02	102.82	108.17	103.49	105.86
14	Madhya Pradesh	161.57	156.94	159.35	107.93	96.68	102.70	141.56	135.21	138.55
15	Maharashtra	152.10	145.05	148.66	112.76	112.78	112.77	136.98	133.01	135.06
16	Manipur	152.53	139.30	145.92	142.05	134.25	138.15	148.34	137.28	142.81
17	Meghalaya	-	-	-	-	-	-	-	-	-
18	Mizoram	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-
20	Orissa	143.56	136.66	140.19	65.28	50.32	57.78	114.18	103.18	108.76
21	Punjab	107.67	114.10	110.64	79.14	81.24	80.10	96.82	101.65	99.05
22	Rajasthan	130.55	123.75	127.33	84.43	52.42	69.41	114.15	98.65	106.84
23	Sikkim	162.10	157.95	160.03	86.80	92.70	89.75	137.00	136.20	136.60
24	Tamil Nadu	121.12	122.48	121.78	119.24	116.33	117.81	120.40	120.08	120.24
25	Tripura	159.38	155.01	157.23	89.17	108.28	98.51	128.91	134.85	131.82
26	Uttar Pradesh	136.20	90.63	114.41	68.53	29.97	50.68	111.76	69.57	91.82
27	Uttarakhand	146.53	158.27	152.17	121.46	111.50	116.70	137.27	141.04	139.08
28	West Bengal	117.41	110.24	113.88	65.80	52.75	59.46	97.60	88.51	93.15
29	A&N Islands	-	-	-	-	-	-	-	-	-
30	Chandigarh	51.77	42.43	47.10	40.87	44.90	42.70	47.41	43.31	45.43
31	D&N Haveli	-	-	-	-	-	-	-	-	-
32	Daman & Diu	-	-	-	-	-	-	-	-	-
33	Delhi	76.11	76.59	76.32	49.44	60.20	54.41	66.08	70.24	67.97
34	Lakshadweep	-	-	-	-	-	-	-	-	-
35	Puducherry	138.60	119.66	128.50	107.00	102.75	104.88	124.02	112.41	118.00
	<b>TOTAL</b>	<b>126.66</b>	<b>110.26</b>	<b>118.76</b>	<b>79.50</b>	<b>63.43</b>	<b>71.89</b>	<b>109.12</b>	<b>93.19</b>	<b>101.50</b>

## Statement 6 : Enrolment by Stages (Scheduled Tribes) 2005-06 (Provisional) as on 30th September, 2005

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)		Middle/Upper Pry. (Classes VI-VIII)		Sec/Hr. Sec/Pre-Degree (Classes IX-XII)		Higher Education					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh	398875	369849	768724	158266	116796	275062	557141	486645	1043786	26153	10736	36889
2	Arunachal Pradesh	75346	65223	140569	23940	20460	44400	99286	85683	184969	3720	2464	6184
3	Assam	227411	219493	446904	131141	111535	242676	358552	331028	689580	12467	7312	19779
4	Bihar	63920	98667	162587	12317	7376	19693	76237	106043	182280	0	0	0
5	Chattisgarh	509384	468863	978247	185638	146954	332592	695022	615817	1310839	661	216	877
6	Goa	2803	2438	5241	1981	1861	3842	4784	4299	9083	282	174	456
7	Gujarat	488009	549612	1037621	185588	150551	336139	673597	700163	1373760	31712	20524	52236
8	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
9	Himachal Pradesh	18766	17855	36621	11833	10583	22416	30599	28438	59037	2772	2505	5277
10	Jammu & Kashmir	78292	67030	145322	27850	18083	45933	106142	85113	191255	0	0	0
11	Jharkhand	640043	494948	1134991	168022	127970	295992	808065	622918	1430983	17282	11388	28670
12	Karnataka	237498	228909	466407	110037	94644	204681	347535	323553	671088	9117	4565	13682
13	Kerala	20616	19249	39865	9878	8792	18670	30494	28041	58535	774	1212	1986
14	Madhya Pradesh	1427423	1295888	2723311	452145	352373	804518	1879568	1648261	3527829	415	96	511
15	Maharashtra	646949	588394	1235343	299455	272351	571806	946404	860745	1807149	0	0	0
16	Manipur	67632	59488	127120	20089	16918	37007	87721	76406	164127	2380	2072	4421
17	Meghalaya	206772	200834	407606	60108	63046	123154	266880	263880	530760	12033	13072	25105
18	Mizoram	83145	78391	161536	37471	36258	73729	120616	114649	235265	4076	3801	7877
19	Nagaland	240772	213898	454670	44393	41000	85393	285165	254898	540063	0	0	0
20	Orissa	506560	434352	940912	173593	119371	292964	680153	553723	1233876	0	0	0
21	Punjab	0	0	0	0	0	0	0	0	0	0	0	0
22	Rajasthan	742492	618871	1361363	249252	138298	387550	991744	757169	1748913	29074	8892	37966
23	Sikkim	17334	17066	34400	5269	6357	11626	22603	23423	46026	111	112	223
24	Tamil Nadu	58177	46881	105058	20630	17586	38216	78807	64467	143274	1128	810	1938
25	Tripura	111268	96520	207788	34176	28240	62416	145444	124760	270204	2247	1235	3482
26	Uttar Pradesh	20339	13139	33478	8885	3562	12447	29224	16701	45925	1968	1115	3083
27	Uttarakhand	22754	22132	44886	12842	12313	25155	35596	34445	70041	0	0	0
28	West Bengal	367612	307842	675454	104652	70296	174948	472264	378138	850402	10354	5878	16232
29	A&N Islands	1618	1418	3036	771	630	1401	2389	2048	4437	81	83	164
30	Chandigarh	0	0	0	0	0	0	0	0	0	279	235	514
31	D&N Haveli	13890	12558	26448	5425	3290	8715	19315	15848	35163	0	0	0
32	Daman & Diu	1075	945	2020	570	479	1049	1645	1424	3069	46	26	72
33	Delhi	3644	2922	6566	1537	1180	2717	5181	4102	9283	2363	879	3242
34	Lakshadweep	3839	3581	7420	2303	2025	4328	6142	5606	11748	0	0	0
35	Puducherry	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>7304258</b>	<b>6617256</b>	<b>13921514</b>	<b>2560057</b>	<b>2001178</b>	<b>4561235</b>	<b>9864315</b>	<b>8618434</b>	<b>18482749</b>	<b>171495</b>	<b>99402</b>	<b>270686</b>

## Statement 7 : Gross Enrolment Ratio (ST Students) in the age group (6-11) and (11-14) 2005-06 (Provisional) as on 30.09.2005

S.No.	States/UTs	Enrolment Ratio SC (I-V)			Enrolment Ratio SC (VI-VIII)			Enrolment Ratio SC (IX-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	101.75	100.50	101.15	78.35	69.52	74.34	93.79	90.79	92.37
2	Arunachal Pradesh	147.74	130.45	139.18	92.08	78.69	85.38	128.94	112.74	120.89
3	Assam	91.70	96.27	93.89	97.87	89.23	93.70	93.86	93.78	93.82
4	Bihar	103.10	170.12	135.49	34.21	25.43	30.30	77.79	121.89	98.53
5	Chattisgarh	130.28	122.42	126.39	77.35	62.80	70.17	110.15	99.81	105.04
6	Goa	-	-	-	-	-	-	-	-	-
7	Gujarat	104.95	126.35	115.29	69.51	61.45	65.65	92.02	102.97	97.29
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	144.35	137.35	140.85	147.91	132.29	140.10	145.71	135.42	140.56
10	Jammu & Kashmir	105.80	95.76	100.92	61.89	44.10	53.41	89.19	76.68	83.15
11	Jharkhand	138.54	106.90	122.70	56.57	45.06	50.95	106.46	83.39	95.02
12	Karnataka	109.95	113.89	111.85	86.64	79.53	83.20	101.32	101.11	101.22
13	Kerala	121.27	120.31	120.80	98.78	97.69	98.26	112.94	112.16	112.57
14	Madhya Pradesh	165.21	155.94	160.67	93.23	75.78	84.69	139.33	127.18	133.38
15	Maharashtra	134.78	119.35	126.96	92.42	92.01	92.23	117.71	109.09	113.44
16	Manipur	153.71	141.64	147.81	77.27	67.67	72.56	125.32	114.04	119.80
17	Meghalaya	148.76	146.59	147.68	76.09	81.88	78.94	122.42	123.31	122.86
18	Mizoram	176.90	170.42	173.69	120.87	120.86	120.87	154.64	150.85	152.77
19	Nagaland	91.26	87.80	89.59	60.81	61.19	61.00	148.52	143.20	145.96
20	Orissa	96.12	87.57	91.98	61.56	45.05	53.56	84.07	72.76	78.59
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	115.12	102.63	109.08	87.15	54.88	72.04	106.52	88.56	97.92
23	Sikkim	288.90	284.43	286.67	105.38	127.14	116.26	205.48	212.94	209.21
24	Tamil Nadu	181.80	161.66	172.23	108.58	97.70	103.29	154.52	137.16	146.20
25	Tripura	161.26	146.24	153.92	81.37	72.41	77.06	131.03	118.82	125.09
26	Uttar Pradesh	169.49	119.45	145.56	74.04	35.62	56.58	121.77	79.53	102.06
27	Uttarakhand	133.85	138.33	136.02	128.42	136.81	132.39	131.84	137.78	134.69
28	West Bengal	120.13	98.98	109.47	62.67	47.50	55.54	99.84	82.38	91.24
29	A&N Islands	80.90	141.80	101.20	77.10	63.00	70.05	79.63	102.40	88.74
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	154.33	139.53	146.93	90.42	65.80	79.23	128.77	113.20	121.25
32	Daman & Diu	107.50	94.50	101.00	-	-	-	-	-	-
33	Delhi	-	-	-	-	-	-	-	-	-
34	Lakshadweep	63.98	59.68	61.83	57.58	67.50	61.83	61.42	62.29	61.83
35	Puducherry	-	-	-	-	-	-	-	-	-
	<b>TOTAL</b>	<b>125.47</b>	<b>118.20</b>	<b>121.91</b>	<b>78.92</b>	<b>66.64</b>	<b>73.01</b>	<b>110.09</b>	<b>101.36</b>	<b>105.84</b>

## Statement 8 : Dropout rates in Classes (I-V), (I-VIII) and (I-X) for the year 2005-06

S.No.	States/UTs	Classes I-V		Total	Classes I-VIII		Total	Classes I-X		Total
		Boys	Girls		Boys	Girls		Boys	Girls	
1	2			5	6	7	8	9	10	11
1	Andhra Pradesh	24.64	24.87	24.75	57.81	60.40	59.07	62.24	65.20	63.67
2	Arunachal Pradesh	37.10	39.13	38.02	54.05	54.19	54.11	69.01	71.78	70.25
3	Assam	54.54	50.44	52.64	72.60	74.60	73.48	76.97	76.26	76.66
4	Bihar	47.37	45.25	46.55	72.30	75.00	73.37	80.73	84.61	82.26
5	Chattisgarh*	30.32	29.58	29.97	-	-	-	-	-	-
6	Goa	-4.46	5.52	0.37	1.99	8.08	4.95	44.36	41.22	42.84
7	Gujarat	39.62	17.81	31.58	42.57	51.45	46.41	58.57	62.59	60.27
8	Haryana	7.27	3.14	5.40	7.80	13.79	10.63	41.21	43.77	42.37
9	Himachal Pradesh	10.03	11.40	10.69	8.70	13.02	10.82	25.68	32.47	29.00
10	J&K	16.34	5.31	11.58	44.13	28.45	38.14	65.61	61.31	63.88
11	Jharkhand*	48.55	52.22	50.18	-	-	-	-	-	-
12	Karnataka	16.65	14.25	15.50	44.34	45.37	44.83	61.58	60.04	60.86
13	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	7.44	2.42	4.98
14	Madhya Pradesh	1.70	-1.39	0.29	40.64	41.19	40.88	60.52	68.68	64.02
15	Maharashtra	14.46	14.91	14.67	38.82	39.25	39.03	53.46	53.93	53.68
16	Manipur	29.84	32.36	31.06	36.34	35.56	35.97	44.42	39.09	41.91
17	Meghalaya	42.81	41.95	42.38	65.96	62.06	64.02	78.66	77.53	78.09
18	Mizoram	33.91	28.96	31.58	66.20	63.40	64.86	75.64	71.59	73.73
19	Nagaland	37.38	39.53	38.43	37.45	38.77	38.10	65.99	66.91	66.43
20	Orissa	41.66	27.44	35.66	64.83	59.49	62.63	67.87	60.85	65.03
21	Punjab	25.71	21.33	23.66	31.42	34.71	32.98	45.82	46.25	46.02
22	Rajasthan	57.20	45.94	52.84	55.72	64.64	59.47	71.36	81.80	75.73
23	Sikkim	22.66	12.71	17.84	65.95	60.30	63.17	83.79	81.37	82.63
24	Tamil Nadu	0.00	0.00	0.00	20.84	23.45	22.11	43.60	41.20	42.45
25	Tripura	28.94	28.56	28.76	56.83	54.82	55.88	74.50	75.31	74.89
26	Uttar Pradesh	20.15	-7.42	9.76	42.99	38.53	41.25	39.05	47.36	42.26
27	Uttarakhand	23.44	31.40	27.42	-	-	-	-	-	-
28	West Bengal	37.58	42.94	40.18	61.16	63.88	62.45	72.82	77.68	75.12
29	A&N Islands	11.27	11.83	11.54	10.55	14.46	12.44	34.19	32.19	33.24
30	Chandigarh	4.06	10.24	6.93	60.41	55.17	58.06	49.59	46.21	47.98
31	D&N Haveli	19.81	29.76	24.44	30.94	51.10	40.24	53.24	66.80	59.39
32	Daman & Diu	0.58	4.75	2.56	3.15	11.87	7.34	33.03	36.86	34.87
33	Delhi	0.98	9.48	5.10	12.54	20.22	16.34	46.37	46.15	46.26
34	Lakshadweep	8.39	11.95	10.08	5.89	9.42	7.57	23.99	18.10	21.17
35	Puducherry	0.00	0.00	0.00	0.00	0.00	0.00	17.52	9.55	13.69
	INDIA	29.52	22.50	26.45	49.64	50.36	49.95	60.41	63.44	61.74

\* Dropout rates are shown combined with the respective parent state  
Note : Zero indicates that there is no Drop-Out.

**Statement 9 : Dropout Rates of SC Students in Classes (I-V), (I-VIII) and (I-X) for the year 2005-06**

S.No.	States/UTs	Classes I-V		Classes I-VIII		Classes I-X		Total
		Boys	Girls	Boys	Girls	Boys	Girls	
1	2							
1	Andhra Pradesh	25.12	25.86	62.63	66.47	68.41	72.20	70.24
2	Arunachal Pradesh	22.58	42.31	29.63	46.15	39.39	42.31	40.68
3	Assam	58.81	52.28	70.38	70.50	73.78	70.14	72.15
4	Bihar	55.52	55.84	79.86	80.43	89.65	92.05	90.52
5	Chattisgarh*	25.00	24.77	-	-	-	-	-
6	Goa	4.02	17.02	49.32	56.15	80.00	73.46	76.85
7	Gujarat	24.14	25.82	36.40	54.47	58.34	69.12	63.25
8	Haryana	7.32	7.80	27.50	37.33	60.96	69.28	64.85
9	Himachal Pradesh	14.82	16.08	23.95	29.29	47.64	53.00	50.28
10	J&K	-	-	12.03	23.99	56.72	54.66	55.79
11	Jharkhand*	46.66	51.88	48.83	48.83	-	-	-
12	Karnataka	16.87	22.13	19.47	19.47	46.68	54.08	50.26
13	Kerala	-5.35	-1.89	-3.66	-3.66	-12.32	-3.87	-8.17
14	Madhya Pradesh	-0.23	-3.79	-1.85	-1.85	36.67	51.51	62.13
15	Maharashtra	12.82	15.41	14.07	14.07	41.05	28.83	35.16
16	Manipur	32.89	21.26	27.26	27.26	-15.76	-8.54	-12.28
17	Meghalaya	49.73	39.74	45.19	45.19	65.21	69.14	67.16
18	Mizoram	5.26	0.00	2.66	2.66	-	-	-
19	Nagaland	-	-	-	-	-	-	-
20	Orissa	51.21	42.97	47.87	47.87	67.18	68.02	67.55
21	Punjab	32.02	31.29	31.67	31.67	50.65	50.87	50.75
22	Rajasthan	52.34	52.41	52.37	52.37	59.43	71.28	64.34
23	Sikkim	14.58	5.17	10.02	10.02	72.50	59.44	66.69
24	Tamil Nadu	1.59	-47.72	-17.42	-17.42	25.65	11.84	19.49
25	Tripura	14.13	10.54	12.39	12.39	50.42	19.20	35.23
26	Uttar Pradesh	49.27	55.12	51.35	51.35	50.51	66.93	56.70
27	Uttarakhand	36.44	40.32	38.37	38.37	-	-	-
28	West Bengal	43.43	50.95	47.05	47.05	70.18	73.69	71.77
29	A&N Islands	-	-	-	-	-	-	-
30	Chandigarh	-9.79	-6.77	-8.38	-8.38	52.31	50.49	51.46
31	D&N Haveli	9.46	18.46	13.67	13.67	6.06	25.42	15.20
32	Daman & Diu	-9.52	-3.57	-6.72	-6.72	-29.85	1.72	-15.20
33	Delhi	19.44	16.84	18.27	18.27	41.98	48.91	45.77
34	Lakshadweep	-	-	-	-	-	-	-
35	Puducherry	-2.13	-4.00	-3.04	-3.04	-18.81	-15.32	-17.04
	INDIA	37.03	35.36	36.31	36.31	54.60	58.37	56.24
						68.42	73.42	70.57

\* Dropout rates are shown combined with the respective parent state.  
Note : Zero indicates that there is no Drop-Out.

## Statement 10 : Dropout Rates of ST Students in Classes (I-V), (I-VIII) and (I-X) for the year 2005-06

S.No.	States/UTs	Classes I-V		Total	Classes I-VIII		Total	Classes I-X		Total
		Boys	Girls		Boys	Girls		Boys	Girls	
1	2			5			8			11
1	Andhra Pradesh	47.46	52.13	49.73	76.17	81.17	78.51	80.05	83.88	81.76
2	Arunachal Pradesh	45.59	45.63	45.61	58.19	57.77	58.00	73.10	76.09	74.47
3	Assam	60.98	52.05	57.12	74.53	77.42	75.73	79.09	75.93	77.77
4	Bihar	49.71	44.77	48.00	75.08	72.66	74.15	87.49	89.35	88.27
5	Chattisgarh*	34.91	33.06	34.04	-	-	-	-	-	-
6	Goa	-	-	-	-	-	-	-	-	-
7	Gujarat	40.56	40.91	40.72	61.76	68.18	64.70	72.39	73.30	72.79
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	-4.55	-2.66	-3.61	-2.75	5.73	1.46	24.22	32.32	28.21
10	J&K	-	-	-	40.05	33.45	37.55	63.59	58.66	61.48
11	Jharkhand*	57.00	62.68	59.55	-	-	-	-	-	-
12	Karnataka	10.49	9.37	9.95	38.34	48.94	43.46	64.99	68.27	66.50
13	Kerala	-2.18	5.81	1.78	9.44	14.02	11.64	53.75	48.26	51.10
14	Madhya Pradesh	-18.73	-26.44	-22.21	44.05	44.24	44.13	74.41	78.84	76.25
15	Maharashtra	28.32	27.67	28.01	47.03	46.40	46.73	61.30	59.35	60.40
16	Manipur	46.77	56.79	51.58	56.27	62.69	59.51	71.50	71.27	71.40
17	Meghalaya	45.66	41.07	43.39	68.86	65.08	66.98	81.65	80.57	81.11
18	Mizoram	35.45	36.57	36.00	65.78	62.27	64.12	75.63	71.65	73.75
19	Nagaland	37.65	37.16	37.42	34.28	29.45	32.03	64.17	64.25	64.21
20	Orissa	71.01	70.92	70.97	81.86	78.96	80.74	82.44	81.71	82.15
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	52.52	56.42	54.23	55.73	65.18	59.51	78.65	87.03	81.91
23	Sikkim	3.28	3.55	3.42	36.93	13.75	25.90	71.72	62.91	67.52
24	Tamil Nadu	25.47	39.52	32.34	52.50	50.32	51.51	75.90	64.30	71.78
25	Tripura	37.76	44.88	41.13	68.88	71.53	70.13	83.80	84.28	84.03
26	Uttar Pradesh	68.05	72.03	69.62	28.77	30.83	29.65	49.77	60.35	54.18
27	Uttarakhand	26.63	32.12	29.47	-	-	-	-	-	-
28	West Bengal	57.75	55.76	56.91	80.91	74.61	78.83	87.90	83.63	86.64
29	A&N Islands	18.38	25.79	22.24	34.20	34.81	34.47	29.35	27.75	28.57
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	23.58	35.30	29.03	38.64	60.75	48.80	59.93	75.13	66.81
32	Daman & Diu	-8.77	0.00	-4.60	30.27	38.50	33.97	58.11	68.13	62.71
33	Delhi	-	-	-	1.74	22.69	11.52	29.02	34.10	31.48
34	Lakshadweep	7.18	11.35	9.15	5.82	8.86	7.26	17.60	15.36	16.49
35	Puducherry	-	-	-	-	-	-	-	-	-
	INDIA	41.10	40.03	40.61	62.71	62.74	62.72	76.90	77.49	77.14

\* Dropout rates are shown combined with the respective parent state.

Note : Zero indicates that there is no Drop-Out.

**Statement 11 : Number of Teacher 2005-06 (Provisional) as on 30.09.2005**

S.No.	States/UTs	I-V Primary		VI-VIII Middle/Upper Primary		IX-XII Sec./Hr. Sec.		Total		
		Male	Female	Male	Female	Male	Female			
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	91079	75711	166790	62034	44181	106215	117596	69271	186867
2	Arunachal Pradesh	2511	1279	3790	3239	1135	3494	2923	900	3823
3	Assam	51550	28522	80072	52622	16391	69013	57713	21241	78954
4	Bihar	60187	15516	75703	44949	13084	58033	22268	3456	25724
5	Chattisgarh	55843	24816	80659	21594	8339	29933	19027	8844	27871
6	Goa	433	2799	3232	635	1513	2148	2294	2775	5069
7	Gujarat	15790	21397	37188	86606	100163	186768	53229	18855	72084
8	Haryana	25381	25240	50621	6539	4636	11175	39097	29088	68185
9	Himachal Pradesh	15266	15682	30948	8572	4845	13417	18926	12979	31905
10	Jammu & Kashmir	22881	15805	38686	18773	14000	32773	17898	11621	29519
11	Jharkhand	25144	7620	32764	22077	9542	31619	9170	5308	14478
12	Karnataka	28172	23884	52056	80415	104151	184566	51466	32570	84036
13	Kerala	10897	30854	41751	14544	31937	46481	33689	78189	111878
14	Madhya Pradesh	165262	65391	230653	91575	37870	129445	57425	35814	93239
15	Maharashtra	75683	81910	157593	113523	89523	203046	194567	89934	284501
16	Manipur	4833	3034	7867	5113	3560	8673	7039	4927	11966
17	Meghalaya	7300	6445	13745	3994	3413	7407	3512	2692	6204
18	Mizoram	2651	2559	5210	5073	2910	7983	3145	1403	4548
19	Nagaland	4985	2963	7948	3902	2361	6263	4919	3595	8514
20	Orissa	65177	36022	101199	25712	8573	34285	48485	13454	61939
21	Punjab	13856	23172	37028	6175	6735	12910	28800	37711	66511
22	Rajasthan	86697	35040	121737	134354	56854	191208	92244	34497	126741
23	Sikkim	2663	2725	5388	766	411	1177	967	510	1477
24	Tamil Nadu	53190	62378	115568	19371	72785	92156	89754	136988	226742
25	Tripura	6027	6180	12207	6701	1738	8439	11804	5509	17313
26	Uttar Pradesh	294956	117124	412080	130778	35566	166344	161100	30953	192053
27	Uttarakhand	21682	24733	46415	11880	6835	18715	24473	9963	34436
28	West Bengal	109243	40521	149764	8137	2758	10895	92522	37896	130418
29	A&N Islands	383	508	891	337	389	726	1326	1366	2692
30	Chandigarh	46	185	231	11	25	36	655	2374	3029
31	D&N Haveli	268	285	553	174	114	288	169	147	316
32	Daman & Diu	80	387	467	122	137	259	174	124	298
33	Delhi	6728	20703	27431	1823	5403	7226	20248	40901	61149
34	Lakshadweep	182	101	283	76	37	113	281	138	419
35	Puducherry	707	2146	2853	624	910	1534	2629	3416	6045
	TOTAL	1311943	802240	2114183	905334	592661	1497995	1291534	789409	2080943



## Department of Higher Education\*

Statement showing details of the grants released to Rs. 1.00 lakh and above to NGO/Voluntary Organisation during the year 2006-07

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
1	01-06-2006	9-72/2005 EHV	BENGAL FINE ARTS COLLEG, A/C.NO.01100050008 SBI	244000
AGRA	07-11-2006	3-8/2006 D-1(L)	Kendriya Hindi SHIK.MANDAL A/C.NO.193 CAN. BANK	10000000
AGRA	09-02-2007	21-18/2006 TS-4	BALWANT RURAL ENGG. INSTTE.01090091002 SBI	332000
AGRA	07-08-2006	3-8/2006 D-1(L)	Kendriya Hindi Sansthan,A/C NO.193 CAN.BANK	7000000
AGRA	08-02-2007	3-8/2006 D-1(L)	Kendriya Hindi SHIK.MANDAL A/C.NO.193 CAN. BANK	10000000
AGRA	11-08-2006	3-7/2006 D-1(L)	Kendriya Hindi Sansthan,A/C NO.193 CAN.BANK	15000000
AGRA	07-11-2006	3-7/2006 D(L)	Kendriya Hindi SHIK.MANDAL A/C.NO.193 CAN.BANK	17400000
AGRA	11-05-2006	3-8/2006 D-1(L)	Kendriya Hindi SHISHAN MANDAL, 193 CAN.BANK	13500000
AGRA	23-02-2007	3-7/2006 D-1(L)	Kendriya Hindi SHIK.MANDAL A/C.NO.193 CAN. BANK	18600000
AGRA	11-05-2006	3-7/2006 D-1(L)	Kendriya Hindi SHIKHAN MANDAL,193 CAN.BANK	19500000
AGRA	09-02-2007	21-18/2006 TS-4	GOVT.LEATHER INSTT. 1927 CAN. BANK	320000
AGRA	08-02-2007	5-3/2006 D-1(L)	KENdriya Hindi SHIK.MANDAL A/C.NO.193 CAN.BANK	1500000
ALAPPUZHA	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE, CA- 1089 SB OF TRAVANCORE	321000
ALAPPUZHA(ALLEPPY)	17-01-2007	21-33/2006 TS-4	CARMEL POLY.COLLEGE, 450 IOB	537000
ALIGARH	22-11-2006	2-32/2006 PN-2	ALIGARH HISTORIA.SOCIETY, 10612179057 SBI	125000
ALIGARH	15-06-2006	2-10/2005 PN-2	CPECA MUSLIMS OF INDIA, (A.M.U.)10612179411SBI	250000
ALLAHABAD	24-01-2007	9-59/2005 EHV	GHUNGRU PRASHIKSHAN SANSTHAN,14583 BANK OF INDIA	135000
ALLAHABAD	29-06-2006	18-9/2006 TS-1	IIT,13530 CAN.BANK	11575000
ALLAHABAD	30-06-2006	18-8/2006 TS-1	IIIT,A/C.NO.13530 CAN.BANK	30000000
ALLAHABAD	12-05-2006	9-59/2005 EHV	GUNGRU PRASHIKSHAN SANS (GPS) 14583 BANK OF INDIA	135000
ALLAHABAD	21-02-2007	16-6/2006-TSVII	MOTILAL Nehru Engg. College13326 CAN BANK	20000000
ALLAHABAD	26-02-2007	18AUG06 TS-1	IIIT, 13530 CAN. BANK	60000000
ALLAHABAD	28-08-2006	18-8/2006 TS-1	IIIT, 13530 CAN. BANK	30000000
ALLAHABAD	01-09-2006	18-9/2006 TS-1	IIIT, 13530 CAN. BANK	11575000
ALLAHABAD	09-02-2007	18-9/2006 TS-1	IIIT, 13530 CAN. BANK	11600000
ALLAHABAD	23-03-2007	18-9/2006 TS-1	IIIT, 13530 CAN. BANK	11550000
ALLAHABAD	26-03-2007	18-8/2006 TS-1	IIIT, 13530 CAN. BANK	30000000
ALLAHABAD	28-11-2006	2-38/2006 PN-2	INDIAN ACADEMY OF SOCIAL SCIENCE,10175615046 SBI	375000
ALMORA	17-01-2007	21-19/2006 TS-4	GOVT.POLY. A/C.NO. 71 CAN.BANK	441000
ALMORA	17-01-2007	21-19/2006 TS-4	GOVT.RURAL POLY. 8859 ALMORA URBAN CO-OP BANK	483000
AMRITSAR	17-01-2007	21-16/2006 TS-4	SB SINGH POLY.&PHARMACY COLLEGE,9500 PNB	905000
ANAND	28-02-2007	21-27/2006 TS-4	B&B INSTTE.OF TECH. A/C. NO.0110050030 SBI	551000
ANUPPUR	11-01-2007	7-36/2005 SCH-1	KALYANIKA KENDRIYA SHIK. NIKETAN,0100003025 SBI	3348762
ANUPPUR	22-05-2006	7-36/2005 SCH-1	KK SHIKSHA NIKETAN,A/C.NO 01000030225 SBI	3348761
AURANGABAD	15-06-2006	16-64/2005 BP	M SAHITYA PARISHAD,A/C. NO.52005001435 SB OF HYD.	160000
AUROVILLE	16-03-2007	27-10/2006 UU	Auroville Foundation,25976 CAN. BANK	5000000
AUROVILLE	01-03-2007	27-14/2006 UU	AUroville Foundation,25975 CAN.BANK	4500000
AUROVILLE	27-02-2007	27-10/2006 UU	AUROVILLE Foundation,A/C. NO.25976 CAN.BANK	3000000
AUROVILLE	07-02-2007	7-5/2007 U-3	Auroville Foundation, 25976 CAN. BANK	4000000
AUROVILLE	02-01-2007	27-10/2006 UU	AUROVILLE Foundation, A/C NO.25976 CAN. BANK	11900000
AUROVILLE,VILLUPURAM	19-07-2006	27-10/2006 UU	Auroville Foundation,A/C.NO. 25976 CAN.BANK	8175000
AZAMGARH	09-02-2007	21-18/2006 TS-4	GOVT.POLY.10188 SANYUKT KHESTRYA GRAMIN BANK	671000
BADAUN	09-02-2007	21-18/2006 TS-4	GOVT.POLY.01100022017 SBI	212000
BAGALKOT	14-03-2007	21-32/2006 TS-4	SRV RURAL POLY. 17827 SYN.BANK	330000
BAGALKOT	14-03-2007	21-32/2006 TS-4	CVC RURAL POLY. A/C. NO. 01000050026CA SBI	305000
BALAGHAT	28-02-2007	21-28/2006 TS-4	GOVT.POLY.COLLEGE, 6207 PNB	345000
BANGALORE	16-06-2006	8-1/2006 TS-1	IIS,A/C.NO.29399CAN.BANK	207500000
BANGALORE	30-11-2006	8-1/2006 TS-1	IIS, SB-29399 CAN. BANK	207500000
BANGALORE	10-01-2007	8-2/2006 TS-1	IIS, SB-29399 CAN.BANK	152500000
BANGALORE	10-11-2006	8-2/2006 TS-1	IIS, A/C.NO.SB-29399 CAN. BANK	547500000
BANGALORE	30-11-2006	31-2/2006 TS-1	IIS, 29399 CAN. BANK	1349000
BANGALORE	14-03-2007	21-32/2006 , TS-4	ACHARYA PATASHALA POLY. 31500 SYN. BANK	562000
BANGALORE	20-02-2007	11-1/2006 TS-7	IIS, 29399 CAN. BANK	2100000
BANGALORE	26-02-2007	8-1/2006 TS-1	IIS, SB-29399 CAN. BANK	197500000
BANGALORE	26-02-2007	8-2/2006 TS-1	IIS, SB-29399 CAN.BANK	30000000
BANGALORE	11-08-2006	8-1/2006 TS-1	IIS, A/C.NO.SB-29399 CAN. BANK	207500000
BARABANKI	09-02-2007	21-18/2006 TS-4	GOVT.POLY.01190004353 SBI	338000
BASTAR	28-02-2007	21-29/2006 TS-4	GOVT.GIRL,S poly,ca-51250 CAN. BANK	346000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
BATHINDA	17-01-2007	21-16/2006 TS-4	GOVT.POLY.01100050120 SB OF PATIALA	678000
BEHRAICH	09-02-2007	21-18/2006 TS-4	GOVT.POLY.2986 ALLAHAB. BANK	223000
BELLARY	14-03-2007	21-32/2006 TS-4	TMAE SOCIETY POLY.CA-915 BANK OF MAHARASHTRA	221000
BHOPAL	23-05-2006	9-14/2005 EHV	HR DIWAKAR SHIK.SAMITI, 030104500600116 IDBI BAN	337000
BHAGPAT	09-02-2007	21-18/2006 TS-4	DJ POLY.A/C.NO.2401 CAN. BANK	504000
BHARATPUR	15-02-2007	9-55/2005 EHV	MITRA MANDLI TARUN SAMAJ SAMITI,3885 BANK OF INDIA	350000
BHARATPUR	09-05-2006	9-55/2005 EHV	MITRA MANDALI TRUN SAMJ SAMITI,3885 BANK OF INDIA	350000
BHAVNAGAR	01-03-2007	7-8/2007 U-3	LOK BHARATI, A/C. NO. 56025002709 SB OF SAUR	1500000
BHOPAL	15-11-2006	8-4/2006 TS-4	NITTT&R,22427 CAN.BANK	11250000
BHOPAL	05-05-2006	9-77/2004 EHV	MANAV SANSADHAN VIKAS SAMITI,1240 CAN.BANK	487500
BHOPAL	13-02-2007	16-6/2006 TS-7	MAUlama Azad NATIONAL INSTT.OF TECH.22692 C.B.	41200000
BHOPAL	01-06-2006	9-15/2005 EHV	NAI KIRAN MAHILA PARISAD 050245 SBI	500000
BHOPAL	15-11-2006	8-5/2006 TS-4	NITTT&R,22427 CAN.BANK	6750000
BHOPAL	07-03-2007	8-4/2006 TS-4	NITTT&R, 22427 CAN.BANK	11250000
BHOPAL	25-08-2006	8-4/2006 TS-4	NITTT&R,22427 CAN.BANK	11250000
BHOPAL	01-06-2006	8-4/2006 TS-4	NITTT&R,A/C.NO.22427 CAN. BANK	11250000
BHOPAL	16-06-2006	8-5/2006 TS-4	NITTT&R, 22427 CAN.BANK	6750000
BHOPAL	07-06-2006	9-21/2005 EHV	MANAV SANSADHAN VIKAS SAMITI,1240 CAN.BANK	450000
BHOPAL	13-03-2007	9-14/2005 EHV	HR DIWAKAR SHIK.SAMITI, 030104500600116 IDBI	337000
BHOPAL	30-11-2006	8-5/2006 TS-4	NITTT&R, 22427 CAN. BANK	10000000
BHOPAL	23-02-2007	8-5/2006 TS-4	NITTT&R, 22427 CAN.BANK	3500000
BHUBANESWAR	25-07-2006	9-17/2005 EHV	SOCIETY FOR NATURE EDU. & HEALTH,20809 CAN.BANK	891000
BICHOLIM	17-01-2007	21-26/2006 TS-4	GOVT.POLY.PLA UNDER HEAD 1601.00.03.800.60SUB TREA	439000
BIDAR	14-03-2007	21-32/2006 TS-4	NITTT POLY.C&I-757 SB OF MYSORE	651000
BIJAPUR	14-03-2007	21-32/2006 TS-4	GOVT.POLY.25325 CAN.BANK	149000
BILASPUR	28-02-2007	21-29/2006 TS-4	GOVT.POLY.3815 BILASPUR RAIPUR KSHETRI.GRAM.BANK	244000
BIRBHUM	09-03-2007	21-40/2006 TS-4	SREE RK SILPA VIDYAPITH, 7302/33 ALLAHABAD BANK	263000
BOMBAY	29-11-2006	1-2/2006 TS-1	IIT, 4787 CAN. BANK	240000000
BOMBAY	23-02-2007	1-1/2006 TS-1	IIT, A/C.NO.4787 CAN.BANK	178000000
BOMBAY	27-07-2006	1-1/2006 TS-1	IIT, A/C.NO.4787 CAN.BANK	182000000
BOMBAY	30-11-2006	31-2/2006 TS-1	IIT, 4787 CAN. BANK	3687000
BOMBAY	27-07-2006	1-1/2006 TS-1	IIT, 4787 CAN. BANK	182000000
BOMBAY	21-06-2006	1-1/2006 TS-1	IIT,A/C.NO.4787 CAN.BANK	182000000
BOMBAY	02-02-2007	1-2/2006 TS-1	IIT,A/C.NO.4787 CAN.BANK	124500000
BOMBAY	21-06-2006	1-2/2006 TS-1	IIT,A/C.NO.4787 CAN.BANK	100000000
BUDGAM	09-02-2007	21-15/2006 TS-4	KITE POLY. CA-6104 CAN. BANK	700000
BULDANA	09-03-2007	21-30/2006 TS-4	GOVT.POLY.16410 CBI	340000
BUMBAI	11-08-2006	13-10/2006 TS-4	Board of Apprenticeship Training, 27762 CAN.BANK	1465750
BURDWAN	09-03-2007	21-40/2006 TS-4	BENGAL INSTTE.OF TECH.A/C NO.17795 BC CO-OP BANK	200000
BURDWAN	09-03-2007	21-40/2006 TS-4	MBC INSTTE.OF ENGG.&TECH. 39386 BURD.CENTRAL CO-O	637000
CACORA	17-01-2007	21-26/2006 TS-4	GOVT.POLY.CURCH0.PLA UND HEAD-1601.00.04.800.98SUB	531000
CALCUTTA	12-02-2007	12-15/2006 TS-4	Board of Practical Training, 13001 CAN.BANK	1500000
CALCUTTA	04-08-2006	12-14/2006 TS-4	Board of Practical Training, A/C.NO.13002 CAN.BAN	2500000
CALCUTTA	11-08-2006	12-11/2006 TS-4	Board of Practical Training, 13001 CAN.BANK	1586400
CALCUTTA	26-03-2007	12-15/2006 TS-4	BOARD of Apprenticeship Training,13001 CAN.BANK	2000000
CALCUTTA	16-11-2006	12-14/2006 TS-4	Board of Practical Training, 13002 CAN. BANK	10000000
CALCUTTA	26-06-2006	12-15/2006 TS-4	Board of Practical Training, A/C.NO.13001 CAN.BANK	1000000
CALCUTTA	12-02-2007	12-11/2006 TS-4	Board of Practical Training, A/C.NO.13001 CAN.BA	1664000
CALCUTTA	26-03-2007	12-11/2006 TS-4	Board of Practical Training, 13001 CAN. BANK	2499850
CALCUTTA	12-02-2007	12-14/2006 TS-4	Board of Practical Training, 13002 CAN. BANK	9500000
CALCUTTA	19-06-2006	12-11/2006 TS-4	Board of Practical Training, A/C.NO.13001 CAN.BA	1750000
CALICUT	30-11-2006	16-6/2006 TS-7	NIT,CA-369 CAN.BANK	59400000
CALICUT	13-07-2006	5-2/2006 TS-5	IIM,A/C.NO.50002 CAN.BANK	17075000
CALICUT	03-08-2006	2-20/2006 PN-2	St.JOSEPH COLLEGE, 502619 SB OF TRAVANCORE	150000
CALICUT	12-02-2007	5-2/2006 TS-5	IIM, 50002 CAN. BANK	17075000
CALICUT	22-02-2007	5-1/2006 TS-5	IIM, 50002 CAN. BANK	50000000
CHAMAULI	17-01-2007	21-19/2006 TS-4	GOVT.POLY.01100005640 SBI	481000
CHAMPAWAT	17-01-2007	21-19/2006 TS-4	GOVT.POLY.01100034048 SBI	214000
CHAMRAJANAGAR	14-03-2007	21-32/2006 TS-4	GOVT.POLY. 25885 CAN.BANK	195000
CHANDIGARH	20-02-2007	7-3/2006 TS-4	NITTT&R,1654 CAN.BANK	12203000
CHANDIGARH	23-05-2006	9-10/2005 EHV	CENTRE FOR EDU.&VOLUNTAR ACTION,35661 P&S BANK	212500
CHANDIGARH	05-02-2007	18-13/2002 SKT-2	DAV COLLEGE, 802813 SBI	175000
CHANDIGARH	23-05-2006	9-70/2005 EHV	CENTRE FOR EDU.&VOLUNTAR ACTION, 35661 P&S BANK	220000
CHANDIGARH	26-12-2006	2-39/2006 PN-2	CRR&I DEVELOP.55049-348238 SB OF PATIALA	150000
CHANDIGARH	02-08-2006	7-3/2006 TS-4	NITTT&R,A/C.NO.1654 CAN. BANK	16336000
CHANDIGARH	06-06-2006	7-3/2006 TS-4	NITTT&R,A/C.NO.1654 CAN. BANK	8167000
CHANDIGARH	15-12-2006	7-2/2006 TS-4	NITTT&R, 1654 CAN. BANK	10000000
CHANDIGARH	15-12-2006	7-3/2006 TS-4	NITTT&R, 1654 CAN. BANK	12300000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
CHANDIGARH	15-02-2007	9-10/2005-EHV	CENTRE FOR EDUCATION & VOLUNTRY ACTION-35661-P&SB	212500
CHANDIGARH	13-06-2006	7-2/2006 TS-4	NITTT&R,A/C.NO.1654 CAN. BANK	7500000
CHANDIGARH	26-03-2007	7-2/2006 TS-4	NITTT&R, 1654 CAN. BANK	21000000
CHANDIGARH	27-02-2007	9-70/2005 EHV	CENTRE FOR EDU.&VOLUNTA. ACTON,35661 PUN.&SINDH BA	220000
CHANDIGARH	23-02-2007	7-2/2006 TS-4	NITTT&R, 1654 CAN. BANK	14000000
CHANDIGARH	17-01-2007	21-16/2006 TS-4	GOVT.POLY.FOR WOMEN,A/C NO.01100048673 SBI	412000
CHANDRAPUR	09-03-2007	21-30/2006 TS-4	GOVT.POLY.01100050398SBI	508000
CHENNAI	11-08-2006	15-12/2006 TS-4	Board of Apprenticeship Training,1280 CAN.BANK	1416000
CHENNAI	11-08-2006	15-13/2006 TS-4	Board of Apprenticeship Training, 2092 CAN.BANK	13250000
CHENNAI	19-05-2006	15-12/2006 TS-4	Board of Apprenticeship Training,1280 CAN.BANK	1450000
CHENNAI	11-08-2006	15-15/2006 TS-4	Board of Apprenticeship Training,2092 CAN.BANK	26250000
CHENNAI	12-06-2006	6-7/2006 TS-4	NITTT&R,A/C.NO.193 CAN. BANK	7500000
CHENNAI	11-08-2006	15-16/2006 TS-4	BAT,A/C.NO.1280 CAN.BANK	1750000
CHENNAI	02-08-2006	6-6/2006 TS-4	NITTT&R, A/C.NO.193 CAN. BANK	11000000
CHENNAI	12-02-2007	15-15/2006 TS-4	Board of Apprenticeship Training, 2092 CAN. BANK	26250000
CHENNAI	23-02-2007	6-7/2006 TS-4	NITTT&R,A/C.NO.193 CAN. BANK	6000000
CHENNAI	23-02-2007	15-15/2006 TS-4	Board of Apprenticeship Training, 2092 CAN.BANK	147000000
CHENNAI	09-03-2007	21-34/2006 TS-4	AMK TECHNOLOGICAL POLY. COLLEG,01100070499 SBI	787000
CHENNAI	27-04-2006	9-200/2004 EHV	ANNA UNIV.01000055631 SBI	500000
CHENNAI	12-02-2007	15-13/2006 TS-4	Board of Apprenticeship Training, 2092 CAN.BANK	13250000
CHENNAI	12-02-2007	15-12/2006 TS-4	Board of Apprenticeship Training, 1280 CAN.BANK	1484000
CHENNAI	12-02-2007	15-16/2006 TS-4	Board of Apprenticeship Training, 1280 CAN. BANK	1250000
CHENNAI	01-06-2006	6-6/2006 TS-4	NITTT&R,A/C.NO.193 CAN. BANK	6632000
CHENNAI	18-05-2006	15-15/2006 TS-4	Board of Apprenticeship Training,2092 CAN.BANK	26250000
CHENNAI	15-12-2006	6-6/2006 TS-4	NITTT&R, 193 CAN. BANK	12000000
CHENNAI	08-03-2007	6-6/2006 TS-4	NITTT&R,A/C.NO.193 CAN. BANK	10161000
CHENNAI	23-11-2006	15-12/2006 TS-4	Board of Apprenticeship Training, 1280 CAN.BANK	1450000
CHENNAI	23-11-2006	15-16/2006 TS-4	Board of Apprenticeship Training, 1280 CAN.BANK	2250000
CHENNAI	09-03-2007	21-34/2006 TS-4	MK POLY.COLLEG, 11959 INDIAN BANK	380000
CHENNAI	28-08-2006	6-7/2006 TS-4	NITTT&R, 193 CAN.BANK	6000000
CHENNAI	27-11-2006	15-13/2006 TS-4	Board of Apprenticeship Training,2092 CAN. BANK	13250000
CHENNAI	15-12-2006	6-7/2006 TS-4	NITTT&R, 193 CAN.BANK	10000000
CHENNAI	14-03-2007	21-34/2006 TS-4	THAI MOOGAM.POLY.COLLEG 10828 CAN.BANK	200000
CHENNAI	26-03-2007	15-12/2006 TS-4	BAT, 1280 CAN. BANK	3500000
CHENNAI	18-05-2006	15-13/2006 TS-4	Board of Apprenticeship Training,2092 CAN.BANK	13250000
CHENNAI	11-05-2006	17-27/2001 IC	IIT,10620824305 SBI	2500000
CHENNAI	18-05-2006	15-16/2006 TS-4	Board of Apprenticeship Training,1280 CAN.BANK	1750000
CHENNAI	27-11-2006	15-15/2006 TS4	Board of Apprenticeship Training, 2092 CAN. BANK	26250000
CHENNAI	26-03-2007	15-16/2006 TS-4	BAT, 1280 CAN. BANK	5175000
CHENNAI	26-03-2007	15-13/2006 TS-4	BAT, 2092 CAN. BANK	7000000
CHITTOOR	29-11-2006	17-76/2001 SCH-1	CHILDREN ASSO.RESIDENCE EDU.SEVA SAMITI,5695 UCO	535600
COCHIN	11-05-2006	17-29/2002 IC	COCHIN UNIV.OF SCIENCE & TECH.260942 SB OF TRAV	1149950
COIMBATORE	09-03-2007	21-34/2006 TS-4	AC POLY. 061394 TN MERCANTILE BANK	321000
COIMBATORE	09-03-2007	21-34/2006 TS-4	SRI RK MISSION VIDYALAYA POLY.COLLG,01100040177SBI	216000
COIMBATORE	09-03-2007	21-34/2006 TS-4	NANJAPPA INSTT.OF RURAL DEVELOP&TECH.37929 C.B.	280000
COIMBATORE	09-03-2007	21-34/2006 TS-4	GRG POLY.COLLEG FOR WOMEN,01100040038 SBI	296000
COIMBATORE	09-03-2007	21-34/2006 TS-4	GOVT.POLY.COLLEGE, CD-33 IOB	662000
COIMBATORE	14-03-2007	21-34/2006 TS-4	NACHIMUTHU POLY.COOLLEG, 3755 SYN. BANK	568000
COIMBATORE	09-03-2007	21-34/2006 TS-4	VLBJ POLY.COLLEGE, 1062 INDIAN OVERSEAS BANK	238000
CUDDAPH	15-06-2006	16-99/2005 BP	RURAL COMMUNITY DEVELOP ORGANISATION,159 CAN.BANK	128000
CUTTACK	17-01-2007	21-36/2006 TS-4	BIJU PATTANAIK FILM AND INSTTE OF ORISSA,8236AB	216000
CUTTACK	31-05-2006	16-17/2006 BP	TRIBAL LIFE SOCIETY OF ORISSA, 3975 INDIAN BANK	160000
DAHOD	28-02-2007	21-27/2006 TS-4	GOVT.POLY. 8443 SBI	737000
DAVANGERE	14-03-2007	21-32/2006 TS-4	SRI T JAGADGURU POLY, CA-224 SYN.BANK	261000
DEHRADUN	17-01-2007	21-19/2006 TS-4	GOVT.WOMEN POLY. A/C. NO.01190005563 SBI	360000
DEHRADUN	17-01-2007	21-19/2006 TS-4	GOVT.POLY.1556000100111757 PNB	523000
DELHI	23-11-2006	2-1/2006 TS-1	IIT, 52707 CAN. BANK	175000000
DELHI	25-07-2006	2-1/2006 TS-1	IIT,A/C.NO.52707 CAN.BANK	175000000
DELHI	13-03-2007	2-1/2006 TS-1	IIT, 52707 CAN. BANK	175000000
DELHI	14-03-2007	2-2/2007 PN-2	HIMALAYAN BUDDHIST CULTU RAL ASSO.18583 SYN. BANK	240250
DELHI	12-05-2006	9-64/2005 EHV	PANCHAM,A/C.NO.12310 SYN .BANK	234000
DELHI	28-02-2007	2-22/2006 PN-2	INDIAN HISTORY CONGRESS, UNIV.OF DELHI,1676 SYN.BA	137500
DELHI	11-05-2006	17-27/2001 IC	IIT,A/C.NO.65319 SBI	2500000
DELHI	30-11-2006	31-2/2006 TS-1	IIT, 52707 CAN. BANK	11042000
DELHI	28-03-2007	2-13/2007 PN-2	C.B.S.E.(COBSE) A/C. NO. 91262010017064 SY.B	325000
DELHI	16-01-2007	2-91/2005 PN-2	ALL INDIA TRIBAL STUDENTS ASSO.C/I-50561 SBI	150000
DELHI	20-06-2006	2-1/2006 TS-1	IIT,A/C.NO.52707CAN.BANK	175000000
DELHI	22-03-2007	8-25/2006-U.1	U.G.C.17339 CAN BANK	980000000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
DELHI	01-12-2006	9-64/2005 EHV	PANCHAM, 12310 SYN.BANK	234000
DELHI	18-12-2006	28-1/2006 TS-1	IIT, 10773572600 SBI	220000000
DELHI	02-02-2007	2-2/2006 TS-1	IIT,A/C.NO.52707 CAN.BANK	99500000
DELHI	20-06-2006	2-2/2006 TS-1	IIT,A/C.NO.52707 CAN.BANK	60000000
DELHI	28-11-2006	2-2/2006 TS-1	IIT, 52707 CAN. BANK	70000000
DEOGHAR	26-02-2007	9-7/2005-EHV	RAMAKRISHNA MISSION VIDYAPITH 01190015349 SBI	150000
DHANBAD	16-06-2006	3-5/2006 TS-2	INDIAN School of Mines,A/C. NO.4997 CAN.BANK	40000000
DHANBAD	20-11-2006	3-5/2006 TS-2	Indian School of Mines,4957 CAN. BANK	39000000
DHANBAD	09-03-2007	21-39/2006 TS-4	MINING INSTTE.4492 ALLAHA BAD BANK	491000
DHANBAD	16-06-2006	3-6/2006 TS-2	ISM(DHANBAD)4997 CAN. BANK	25000000
DHANBAD	14-03-2007	3-5/2006 TS-2	Indian School of Mines,A/C. NO.4997 CAN. BANK	39148000
DHANBAD	26-03-2007	3-5/2006 TS-2	Indian School of Mines,4997 CAN. BANK	10352000
DHANBAD	08-09-2006	3-6/2006 TS-2	Indian School of Mines,4997 CAN.BANK	25000000
DHANBAD	29-03-2007	3-6/2006 TS-2	Indian School of Mines, 4997 CAN.BANK	70000000
DHANBAD	03-08-2006	3-5/2006 TS-2	Indian School of Mines, A/C. NO.4997 CAN.BANK	38000000
DHANBAD	21-08-2006	3-6/2006 TS-2	Indian School of Mines,A/C. NO.4997 CAN.BANK	50000000
DHULE	09-03-2007	21-30/2006 TS-4	GOVT.POLY.01100005494 SBI	286000
DINDIGUL	09-03-2007	21-34/2006 TS-4	RS POLY.COLLEGE, A/C. NO. 01100060039 SBI	424000
DUMANA,JAMMU(TAWI)	09-02-2007	21-15/2006 TS-4	INSTTE.OF ENGG.&COMPUTER SCIENCES,CA-1869 CAN.BANK	632000
DURG	08-03-2007	18-4/2006 TS-4	GOVT.POLY. 1594 UCO BANK	600000
DURGAPUR	30-11-2006	16-6/2006 TS-7	NIT, SB-5494/10 CAN.BANK	40000000
EAST NIMAR	28-02-2007	21-28/2006 TS-4	MJ PHULE POLY. COLLEGE,EC 118 PNB	503000
ERNAKULAM	17-01-2007	21-33/2006 TS-4	GOVT.WOMEN POLY.COLLEGE 01000060018 SBI	293000
ERNAKULAM	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE, 127-CA SB OF TRAVANCORE	107000
ERNAKULAM	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE,CA-RH/ 110252 SB OF TRAVAN.	216000
ERODE	09-03-2007	21-34/2006 TS-4	ANNAI JKK S AMMAL POLY. COLLEGE,5422 CAN.BANK	699000
ERODE	09-03-2007	21-34/2006 TS-4	SAKTHI POLY.COLLEGE, 820 CAN. BANK	257000
FATEHPUR	09-02-2007	21-18/2006 TS-4	GOVT.POLY.01100040097 SBI	620000
FEROZEPUR	14-03-2007	21-16/2006 TS-4	GOVT.POLY. CA-842 BANK OF MAHARASHTRA	1400000
GADCHIROLI	09-03-2007	21-30/2006 TS-4	GOVT.POLY. 9063 BANK OF INDIA	459000
GAGAN VIHAR	01-11-2006	9-4/2005 EHV	INSTTE.OF PEACE RESEARCH AND ACTION,948 UCO BANK	250000
GHAZIPUR	09-02-2007	21-18/2006 TS-4	GOVT.POLY.01190029639 SBI	200000
GORAKHPUR	09-02-2007	21-18/2006 TS-4	GOVT.POLY.SB.11008 UBI	176000
GURUDASPUR	17-01-2007	21-16/2006 TS-4	SAI POLY.01100035142 STATE BANK OF INDIA	223000
GUWAHATI	24-07-2006	6-4/2006 TS-1	IIT,A/C.NO.5095 CAN.BANK	41400000
GUWAHATI	21-06-2006	6-2/2006 TS-1	IIT,A/C.NO.5095 CAN.BANK	120000000
GUWAHATI	29-03-2007	6-2/2006 TS-1	IIT, 5095 CAN. BANK	100000000
GUWAHATI	13-06-2006	6-4/2006 TS-1	IIT,A/C.NO.5095 CAN.BANK	41400000
GUWAHATI	22-02-2007	6-4/2006 TS-1	IIT, A/C.NO.5095 CAN. BANK	73500000
GUWAHATI	09-11-2006	6-4/2006 TS-1	IIT,A/C.NO.5095 CAN.BANK	41400000
GUWAHATI	30-11-2006	31-2/2006 TS-1	IIT, 5095 CAN. BANK	101000
GUWAHATI	10-07-2006	17-18/2006 IC	IIT, A/C.NO.2403CAN.BANK	150000
GUWAHATI	07-02-2007	6-2/2006 TS-1	IIT, 5095 CAN. BANK	75000000
GUWAHATI	29-09-2006	6-2/2006 TS-1	I.T.5095 CAN.BANK	270000000
GWALIOR	08-03-2007	18-4/2006 TS-4	GOVT.WOMEN POLY. 10563 BANK OF INDIA	200000
GWALIOR	27-02-2007	19-1/2006 TS-1	IIIT&MANAGEMENT,A/C.NO. 94522091000001BANK OF I	30000000
GWALIOR	18-12-2006	19-2/2006 TS-1	ABV-IIITM GWALIOR, 16425 BANK OF INDIA	20000000
GWALIOR	28-02-2007	21-28/2006 TS-4	GOVT.POLY.COLLEGE, A/C. NO 01100050175 SBI	645000
GWALIOR	26-07-2006	19-2/2006 TS-1	ABV-IIITM GWALIOR,A/C.NO. 16425 BANK OF INDIA	11575000
GWALIOR	26-03-2007	19-2/2006 TS-1	ABV-IIITM,9452209100000 01 BANK OF INDIA	17725000
GWALIOR	18-12-2006	19-1/2006 TS-1	ABV-IIIT&M, 16425 BANK OF INDIA	30000000
HAMIRPUR	30-11-2006	16-6/2006 TS-7	NIT,CA-01000-063245 SBI	45000000
HARDOI	01-06-2006	16-15/2006 BP	BARTIYA GRAMIN VIKAS SAMITI,01100017422 SBI	120000
HAVERI	14-03-2007	21-32/2006 TS-4	KLE SOCIETY CB KOLLI POLY CSB-142 MG BANK	920000
HISSAR	15-01-2007	18-4/2006 TS-4	GOVT.POLY. 290 CAN.BANK	1100000
HISSAR	17-01-2007	21-12/2006 TS-4	GOVT.POLY.9557 PNB	276000
HOWRAH	09-03-2007	21-40/2006 TS-4	ENGG.INSTTE.FOR JUNIOR EXECU.401710100022520 BANK	226000
HOWRAH	09-03-2007	21-40/2006 TS-4	RK MISSION SHILPAMANDIR 36366 UBI	571000
HYDERABAD	22-02-2007	8-8/2006 U-5	NCRI,55024470539 SB OF PATIALA	3100000
HYDERABAD	27-02-2007	8-8/2006 U-5(PART)	NCRI,55024470539 SB OF PATIALA	900000
HYDERABAD	30-05-2006	11-2/2006 D-3(L)	CIEFL,A/C.NO.983 CAN.BANK	9000000
HYDERABAD	06-11-2006	11-2/2006 D-3(L)	CIEFL, 983 CAN. BANK	1600000
HYDERABAD	20-10-2006	11-2/2006 D-3(L)	CIEFL, A/C.NO.983CAN.BANK	7385680
HYDERABAD	15-03-2007	11-2/2006 D-3(L)	CIEFL, 983 CAN. BANK	10614320
HYDERABAD	03-10-2006	9-30/2005 EHV	INSTTE.OF HUMAN STUDY, A/C.NO.6000 ANDHRA BANK	321000
HYDERABAD	03-01-2007	11-2/2006 D-3(L)	CIE&FL, 983 CAN.BANK	9000000
IDUKKI	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE,100032 (3/01)SB OF TRAVAN.	139000
IMPHAL	31-05-2006	16-42/2006 BP	MULTIPU.DEVELOP.ORGANIS. A/C.NO.11767 IOB	160000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
INDORE	29-11-2006	6-6/2006 TS-5	IIM, A/C.NO.843 CAN. BANK	51500000
INDORE	29-03-2007	20-26/2006 TS-5	IIM, 843 CAN. BANK	56547000
INDORE	27-06-2006	6-9/2006 TS-5	IIM, A/C.NO.843 CAN.BANK	12050000
INDORE	29-11-2006	6-9/2006 TS-5	IIM, 843 CAN. BANK	24100000
INDORE	22-02-2007	6-6/2006 TS-5	IIM, 843 CAN. BANK	38500000
INDORE	28-07-2006	6-6/2006 TS-5	IIM, A/C.NO.843 CAN.BANK	55000000
ITANAGAR	15-12-2006	11-7/2006 TS-4	NERIST,01000060128 SBI	27500000
ITANAGAR	15-12-2006	11-6/2006 TS-4	N.E.R.I.S.T.01000060128 SBI	5000000
ITANAGAR	14-12-2006	11-6/2006 TS-4	N.E.R.I.S.T. 01000060128 SBI	15000000
ITANAGAR	06-06-2006	11-7/2006 TS-4	NERIST,01000060128 SBI	27500000
ITANAGAR	28-02-2007	11-7/2006 TS-4	NERIST,01000060128 SBI	27500000
ITANAGAR	06-06-2006	11-6/2006 TS-4	N.E.R.I.S.T.01000060128 SBI	12419000
ITANAGAR	24-07-2006	11-6/2006 TS-4	N.E.R.I.S.T.01000060128 SBI	17500000
JABALPUR	27-12-2006	14-2/2006 TS-1	IIT, 14954 CAN.BANK	23700000
JABALPUR	09-02-2007	14-2/2006 TS-1	IIT, 14954 CAN. BANK	30000000
JABALPUR	25-10-2006	14-2/2006 TS-1	IIT,A/C.NO.14954CAN.BANK	26300000
JAIPUR	11-05-2006	9-33/2005 EHV	SANSKAR JYOTI, A/C. NO. 6288 UCO BANK	219500
JAJPUR	15-02-2007	9-57/2004 EHV	NATURAL INSTTE.FOR SOCIA WELFARE,3692 IOB	116000
JALANDHAR	23-03-2007	2-43/2006 PN-2	AIFOF UNIV.&COLLEG TEACHE ORGANI,AIFUCTO-72818 UBI	250000
JALANDHAR	17-01-2007	21-16/2006 TS-4	GOVT.POLY.FOR WOMEN,A/C NO.216/2 INDIAN BANK	392000
JALNA	09-03-2007	21-30/2006 TS-4	GOVT.POLY.SSBC&I-21 SB OF HYDERABAD	195000
JAMMU	24-01-2007	9-57/2005 EHV	SAMOOH THEATRE, 61245 CAN.BANK	135000
JAMMU	09-02-2007	21-15/2006 TS-4	GOVT.POLY.FOR WOMEN,A/C. NO.6776 J&K BANK LTD.	406000
JAMMU	09-02-2007	21-15/2006 TS-4	KCSVO WOMEN POLY. 1683 J&K BANK LTD	462000
JAMMU	09-02-2007	21-15/20076 TS-4	NATIONAL POLY. CA-1870 CAN. BANK	699000
JAMMU	28-02-2007	18-4/2006 TS-4	GOVT.POLY.01100060499 SBI	400000
JODHPUR	15-01-2007	18-4/2006 TS-4	GOVT.RESIDENTL.WOMEN POLY.COLLEG,63412 CAN.B.	200000
KACHCHH	28-02-2007	21-27/2006 TS-4	TOLANI FOUNDA.GANDHIDHA POLY.81726 DENA BANK	275000
KALAHANDI	03-01-2007	9-44/2004 EHV	SHREE RK ASHRAMA, A/C. NO.01100050409 SBI	140000
KANCHIPURAM	09-03-2007	21-34/2006 TS-4	BHAKTAVATSALAM POLY. COLLEG,01100060054 SBI	456000
KANCHIPURAM	09-03-2007	21-34/2006 TS-4	MEENAKSHI AMMAL POLY. COLLEG,CD-76 IOB	699000
KANPUR	30-11-2006	31-2/2006 TS-1	IIT, S-20016 CAN. BANK	4559000
KANPUR	11-05-2006	17-27/2001 IC	IIT,A/C.NO.20016 CAN.BANK	2500000
KANPUR	21-06-2006	3-2/2006 TS-1	IIT,A/C.NO.20016CAN.BANK	11000000
KANPUR	09-02-2007	21-18/2006 TS-4	SHRI RDRD TRIPATHI MAHIL POLY.A/C.100 UCO BANK	319000
KANPUR	19-02-2007	11-2/2006 TS-7	IIT, 010426002126 SBI	1000000
KANPUR	07-08-2006	14-8/2006 TS-4	Board of Apprenticeship Training,000005265 CAN.BAN	15000000
KANPUR	04-08-2006	14-9/2006 TS-4	Board of Apprenticeship Training,QACA-000005265CB	2500000
KANPUR	20-02-2007	14-7/2006 TS-4	Board of Apprenticeship Training,QACA 000005265CB	5250000
KANPUR	16-11-2006	14-6/2006 TS-4	Board of Apprenticeship Training,QACA 000005265 CB	1750000
KANPUR	20-02-2007	14-9/2006 TS-4	BAT, QACA 000005265 CAN. BANK	1250000
KANPUR	20-02-2007	14-6/2006 TS-4	BAT, QACA 000005265 CAN. BANK	1750000
KANPUR	20-02-2007	14-8/2006 TS-4	Board of Apprenticeship Training,QACA000005265 CB	10000000
KANPUR	04-08-2006	14-7/2006 TS-4	Board of Apprenticeship Training,QACA 000005265 CB	10500000
KANPUR	13-03-2007	3-1/2006 TS-1	IIT, SB-20016 CAN.BANK	17000000
KANPUR	14-02-2007	3-2/2006 TS-1	IIT,SB-20016 CAN. BANK	11600000
KANPUR	23-11-2006	3-1/2006 TS-1	IIT, SB-20016 CAN. BANK	17000000
KANPUR	23-11-2006	3-2/2006 TS-1	IIT, SB-20016 CAN. BANK	16000000
KANPUR	27-06-2006	17-115/2005 IC	IIT,A/C.NO.20016 CAN. BANK	225000
KANPUR	15-06-2006	3-1/2006 TS-1	IIT,A/C.NO.20016 CAN.BANK	17000000
KANPUR	09-02-2007	21-18/2006 TS-4	GOVT.LEATHER INSTTE. 199 PNB	211000
KANPUR	28-11-2006	14-7/2006 TS-4	Board of Apprenticeship Training,QACA000005265 CB	5250000
KANPUR	15-06-2006	3-1/2006 TS-1	IIT, A/C.NO.20016 CAN.BANK	17000000
KANPUR	16-11-2006	14-9/2006 TS-4	BAT ,QACA 000005265 CAN. BANK	1250000
KANPUR	04-08-2006	14-6/2006 TS--4	Board of Apprenticeship Training,QACA-000005265 CB	3500000
KANPUR	16-11-2006	14-8/2006 TS-4	Board of Apprenticeship Training,QACA 000005265 CB	5000000
KARIMNAGAR	09-03-2007	21-31/2006 TS-4	DR.BR AMBED.GMR POLY. FOR WOMEN,C&I-17SB HYD.	452000
KARWAR	26-06-2006	9-225/2004 EHV	RAJAYOGA EDU.AND RESEAR FOUNDATI,01100050113 SBI	250000
KARWAR,YELLAPUR	29-11-2006	9-45/2004 EHV	RAJAYOGA EDU. &RESEARCH FOUNDA.01100050113 SBI	575548
KASARGOD	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE, A/C.NO. 19 SB OF TRAVANCORE	606000
KEONJHAR	01-11-2006	9-113/2004 EHV	HOLY HOME,30016814067 STATE BANK OF INDIA	125000
KHAMMAM	09-03-2007	21-31/2006 TS-4	GMR POLY.01100050494 SBI	555000
KHARAGPUR	21-06-2006	4-1/2006 TS-1	IIT, CA-4413 CAN. BANK	17500000
KHARAGPUR	28-09-2006	4-2/2006 TS-1	IIT,A/C.NO.C.A.4413 CAN.BANK	30000000
KHARAGPUR	21-06-2006	4-2/2006 TS-1	IIT,A/C.NO.4413CAN.BANK	15000000
KHARAGPUR	11-05-2006	17-27/2001 IC	IIT,A/C.NO. SB-24 SYN.BANK	2500000
KHARAGPUR	27-06-2006	17-178/2005 IC	IIT,A/C.NO.SB-24SYN.BANK	525000
KHARAGPUR	21-06-2006	4-1/2006 TS-1	IIT, A/C.NO.4413 CAN.BANK	17500000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
KHARAGPUR	02-02-2007	4-2/2006 TS-1	I.I.T.A/C.NO.CA-4413 CAN. BANK	12500000
KHARAGPUR	13-03-2007	4-1/2006 TS-1	IIT, 4413 CAN. BANK	17500000
KHARAGPUR	21-06-2006	4-1/2006 TS-1	IIT, A/C.NO.CA-4413 CAN BANK	17500000
KHARAGPUR	30-11-2006	31-2/2006 TS-1	IIT, 4413 CAN. BANK	13453000
KILAKARAI	09-03-2007	21-34/2006 TS-4	MOHAMED SATHAK POLY. 611601900923 ICICI BANK	315000
KODERMA	09-03-2007	21-39/2006 TS-4	MINING INSTTE. A/C. NO. 01190008309 SBI	142000
KOKRAJHAR	22-03-2007	24-2/2005 TS-4	OSD(CIT) 11029621016 SBI	15000000
KOKRAJHAR	22-03-2007	24-2/2005 TS-4	CIT, 11029621016 SBI	5000000
KOKRAJHAR	28-12-2006	24-2/2005 TS-4	OSD(CIT),01100051136 SBI	30000000
KOLAR	14-03-2007	21-32/2006 TS-4	GOVT.POLY. CA-344 CAN. BANK	205000
KOLHAPUR, VIDYANAGAR	08-03-2007	18-4/2006 TS-4	GOVT.POLY. 28862 BANK OF INDIA	800000
KOLKATA	07-06-2006	12-14/2006 TS-4	Board of PRactical Training, 13002 CAN.BANK	3000000
KOLKATA	24-01-2007	9-6/2005 EHV	VIVEKANANDA NIDHI, A/C. NO.3891 UTI BANK LTD.	333500
KOLKATA	10-07-2006	9-3/2006 TS-4	NITTT&R,01100015483 SBI	5000000
KOLKATA	15-09-2006	9-3/2006 TS-4	NITTT&R,01100015483 SBI	9000000
KOLKATA	23-06-2006	22-16/2006 TS-1	IISER,30041921985 SBI	32500000
KOLKATA	19-07-2006	9-28/2005 EHV	NANDIKAR,A/C.NO.111831 ALLAHABAD BANK	250000
KOLKATA	21-11-2006	9-3/2006 TS-4	N.ITTT&R,01100015483 SBI	3000000
KOLKATA	10-08-2006	9-2/2006 TS-4	NITTT&R,01100015483 SBI	8300000
KOLKATA	15-06-2006	12-12/2006 TS-4	Board of Practical Training, A/C.NO.13002 CAN.BAN	3500000
KOLKATA	26-03-2007	7-2/2006 TS-4	NITTT&R,01100015483 SBI	16000000
KOLKATA	21-11-2006	9-2/2006 TS4	NITTT&R,01100015483 SBI	8300000
KOLKATA	23-02-2007	9-2/2006 TS-4	NITTT&R,01100015483 SBI	8325000
KOLKATA	27-11-2006	12-12/2006 TS-4	Board of Practical Training, 13002 CAN.BANK	3500000
KOLKATA	03-01-2007	9-61/2004 EHV	SHYAMBAZAR BLIND OPERA, 8757 CAN. BANK	191494
KOLKATA	21-03-2007	18-4/2006 TS-4	BIRLA INSTT.OF TECH.99295 UNITED BANK OF INDIA	200000
KOLKATA	16-11-2006	12-15/2006 TS-4	Board of Practical Training, 13001 CAN.BANK	1500000
KOLKATA	11-08-2006	12-12/2006 TS-4	Board of Practical Training, 13002 CAN.BANK	3500000
KOLKATA	29-03-2007	9-3/2006 TS-4	NITTT&R,01100015483 SBI	1665000
KOLKATA	16-11-2006	12-11/2006 TS-4	Board of Practical Training, 13001 CAN. BANK	2000000
KOLKATA	28-12-2006	22-33/2006 TS-1	IIS,11530 IOB	20000000
KOLKATA	20-11-2006	2-56/2005 PN-2	IC AND WA OF INDIA,009300 -21-00094297PNB	150000
KOLKATA	12-02-2007	12-12/2006 TS-4	Board of Practical Training, 13002 CAN. BANK	3500000
KOLKATA	23-02-2007	9-3/2006 TS-4	NITTT&R,01100015483 SBI	3000000
KOLLAM	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE, 948 SYN. BANK	247000
KOLLAM	17-01-2007	21-33/2006 TS-4	SREE NARAYANA POLY.COLLE C-1714 SB OF TRAVANCORE	698000
KOPPAL	14-03-2007	21-32/2006 TS-4	DR.G S M RURAL POLY. A/C NO.01100060083 SB OF HYD	229000
KORBA,BALCONAGAR	28-02-2007	21-29/2006 TS-4	GOVT.POLY.01100050086 SBI	467000
KOTTAYAM	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE,11564 CAN. BANK	200000
KOTTAYAM,NATTAKOM	21-03-2007	18-4/2006 TS-4	GOVT.POLY. COLLEGE,57000 CAN. BANK	1200000
KOZHIKODE	23-02-2007	2-10/2007 PN-2	FAROOK COLLEGE, A/C. NO. 67028807641 SB OF TRAV	150000
KOZHIKODE	29-03-2007	20-26/2006 TS-5	IIM, 50002 CAN. BANK	62196000
KOZHIKODE(KALICUT)	17-01-2007	21-33/2006 TS-4	GOVT.WOMEN POLY.COLLEGE, 01010/060236 SBI	508000
KOZHIKODE,CALICUT	27-11-2006	5-1/2006 TS-5	IIM, 50002 CAN. BANK	50000000
KOZHIKODE,	04-12-2006	5-2/2006 TS-5	IIM, A/C.NO.50002 CAN.BANK	34150000
KUNNAMANGALAM				
KURUKSHETRA	30-11-2006	16-6/2006 TS-7	NIT, SB-10370 CAN.BANK	30000000
LAKHIMPUR KHERI	09-02-2007	21-18/2006 TS-4	GOVT. POLY.13552 BANK OF BARODA	332000
LATEHAR	09-03-2007	21-39/2006 TS-4	GOVT.POLY.2719 PALAMU KSHETRIYA GRAM.BANK	662000
LATUR	09-03-2007	21-30/2006 TS-4	GOVT.RESIDEN.WOMEN POLY. 3588 BANK OF INDIA	480000
LAWSPET	15-01-2007	18-4//2006 TS-4	WOMEN POLY. COLLEGE, 12833 INDIAN BANK	700000
LEHRAGAGA, SANGRUR ,DT.	17-01-2007	21-16/2006 TS-4	BH SINGH BHATHAL INSTT.OF ENGG.&TECH.01000050113	439000
LUCKNOW	05-09-2006	4-1/2006 TS-5	IIM,25555 CAN.BANK	30000000
LUCKNOW	07-11-2006	4-2/2006 TS-5	I.I.M. 25555 CAN. BANK	40700000
LUCKNOW	13-07-2006	4-2/2006 TS-5	IIM,A/C.NO.25555 CAN.BANK	25350000
LUCKNOW	09-02-2007	21-18/2006 TS-4	GOVT.GIRL POLY.150423 ALLAHABAD BANK	112000
LUCKNOW	29-03-2007	20-26/2006 TS-5	IIM, 25555 CAN. BANK	53357000
LUCKNOW	27-09-2006	9-208/2004 EHV	NEW PUBLIC SCHOOL SAMITI 01100051021 SBI	150000
LUCKNOW	12-02-2007	4-1/2006 TS-5	IIM, 25555 CAN. BANK	30000000
LUCKNOW	31-01-2007	4-2/2006 TS-5	IIM, 25555 CAN.BANK	35350000
LUCKNOW	03-07-2006	9-11/2004 EHV	RANGYATRA,1968 CAN.BANK	162500
LUCKNOW ROAD DELHI	06-09-2006	9-13/2005 EHV	SPIC MACAY,01100053050 SBI	1500000
LUDHIANA	17-01-2007	21-16/2006 TS-4	GN DEV POLY. A/C.NO.A-455 PUNJAB &SIND BANK	459000
LUDHIANA	29-05-2006	16-76/2005 BP	GURU ANGAD DEV SEWA SAMITI,631901010695 ICICI BA	120000
LUDHIANA	17-01-2007	21-16/2006 TS-4	GOVT.POLY.COLLEGE FOR GIRLS,01190011148 SBI	207000
LUDHIANA	17-01-2007	21-16/2006 TS-4	GOVT.INSTT.OF TEXTIL CHEM &KNITTI.TECH.0341000172	391000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
MADRAS	14-06-2006	5-1/2006 TS-1	IIT,A/C.NO.4927 CAN.BANK	170600000
MADRAS	13-02-2007	5-1/2006 TS-1	IIT, A/C.NO.4927 CAN.BANK	170700000
MADRAS	29-11-2006	5-1/2006 TS-1	IIT, 2927 CAN.BANK	170600000
MADRAS	29-09-2006	5-2/2006 TS-1	I.I.T. 4927 CAN.BANK	300000000
MADRAS	02-02-2007	5-2/2006 TS-1	IIT,A/C.NO.4927 CAN.BANK	150000000
MADRAS	21-06-2006	5-2/2006 TS-1	IIT,A/C.NO.4927 CAN.BANK	80000000
MADRAS	30-11-2006	31-2/2006 TS-1	IIT, 4927 CAN. BANK	23722000
MADRAS	27-07-2006	5-1/2006 TS-1	IIT, A/C.NO.4927 CAN.BANK	170600000
MADURAI	09-03-2007	21-34/2006 TS-4	RS POLY. 12052 BANK OF BARODA	157000
MAHOBA	09-02-2007	21-18/2006 TS-4	GOVT.POLY.A/C.NO. 67 KSHETRIYA GRAM. BANK	1039000
MALAPURAM	17-01-2007	21-33/2006 TS-4	GOVT.WOMEN POLY.COLLEGE, CA-424 CAN. BANK	1360000
MALAPURAM	17-01-2007	21-33/2006 TS-4	SS MEMORIAL POLY.COLLEGE 01000070200 SBI	340000
MANGALORE	21-03-2007	18-4/2006 TS-4	GOVT.POLY.FOR WOMEN, 8792 VIJAYA BANK	700000
MATHURA	09-02-2007	21-18/2006 TS-4	SHRI AD KHANDELWAL WOMEN POLY.AMP-003 CBI	290000
MATHURA	09-02-2007	21-18/2006 TS-4	PMV POLY.A/C.NO.41 IOB	308000
MEERUT	09-02-2007	21-18/2006 TS-4	DN POLY.70012 SBI	398000
MIRZAPUR	09-02-2007	21-18/2006 TS-4	GOVT.POLY. 11101 CAN.BANK	520000
MOGA	17-01-2007	21-16/2006 TS-4	BI SINGH POLY.CA-276 OBC	566000
MOGA	17-01-2007	21-16/2006 TS-4	GOVT.POLY.A/C.NO. 4324 BANK OF INDIA	420000
MORADABAD	28-02-2007	18-4/2006 TS-4	GOVT.WOMEN POLY. A/C.NO. 1456 SYN. BANK	200000
MORENA	28-02-2007	21-28/2006 TS-4	GOVT.POLY.COLLEG, A/C.NO. 01100051319 SBI	353000
MUMBAI	19-06-2006	13-10/2006 TS-4	Board of Apprenticeship Training,27762 CAN.BANK	1500000
MUMBAI	09-03-2007	21-30/2006 TS-4	KJSOMAIYA POLY. 5199 BANK OF INDIA	281000
MUMBAI	04-08-2006	13-11/2006 TS-4	Board of Apprenticeship Training, 1078 CAN.BANK	10625000
MUMBAI	19-09-2006	1-4/2006 TS-6	NITIE, 4915 CAN. BANK	15000000
MUMBAI	26-03-2007	13-12/2006 TS-4	BAT, 1078 CAN. BANK	7000000
MUMBAI	12-01-2007	1-5/2006 TS-6	NIIE(NITIE), 4915 CAN.BANK	30000000
MUMBAI	12-02-2007	13-10/2006 TS-4	BOARD OF APPRENTIC.TRAIN 27762 CAN. BANK	1534000
MUMBAI	19-06-2006	13-11/2006 TS-4	BOARD OF APPRENTICSHIP TRAING.1078 CAN.BANK	10625000
MUMBAI	12-02-2007	13-11/2006 TS-4	BOARD OF APPRENTIC.TRAIN 1078 CB	1250000
MUMBAI	15-06-2006	13-12/2006 TS-4	Board of Apprenticeship Training, 1078 CAN.BANK	5000000
MUMBAI	11-05-2006	17-27/2001 IC	IIT,A/C.NO.4787 CAN.BANK	2500000
MUMBAI	09-03-2007	21-30/2006 TS-4	SOPHIA SHRI BKS MEMORIA POLY.11168 CBI	271000
MUMBAI	04-08-2006	13-12/2006 TS-4	Board of Apprenticeship Training, 1078 CAN.BANK	5000000
MUMBAI	16-11-2006	13-10/2006 TS-4	Board of Apprenticeship Training,27762 CAN.BANK	1500000
MUMBAI	09-03-2007	21-30/2006 TS-4	MHS SIDDIK POLY.05310100001551DEVELOVP.CREDIT BANK	397000
MUMBAI	09-03-2007	21-30/2006 TS-4	AGNEL TECH.COLLEGE,60687 CAN. BANK	459000
MUMBAI	16-11-2006	13-12/2006 TS-4	Board of Apprenticeship Training, 1078 CAN. BANK	5000000
MUMBAI	30-08-2006	1-5/2006 TS-6	NITIE,A/C.NO.4915 CAN.BANK	25716000
MUMBAI	16-11-2006	13-11/2006 TS-4	Board of Apprenticeship Training, 1078 CAN.BANK	20000000
MUMBAI	19-06-2006	13-9/2006 TS-4	Board of Apprenticeship Training,27762 CAN.BANK	1625000
MUMBAI	22-02-2007	1-4/2006 TS-6	NIIE(NITIE) 4915 CAN.BANK	30000000
MUMBAI	17-05-2006	1-5/2006 TS-6	NITIE,A/C.NO.4915CAN.BANK	25716000
MUMBAI	09-03-2007	21-30/2006 TS-4	PV POLY.A/C.NO.808 UBI	632000
MUMBAI	29-03-2007	1-5/2006M TS-6	NIIE(NITIE) 4915 CAN.BANK	60000000
MUMBAI	27-02-2007	1-5/2006 TS-6	NIIE(NITIE) 4915 CAN. BANK	21432000
MUMBAI	12-02-2007	13-12/2006 TS-4	Board of Apprenticeship Training, 1078 CAN.BANK	5000000
MUMBAI	12-06-2006	1-4/2006 TS-6	NITIE,A/C.NO.4915 CAN.BANK	15000000
MUMBAI	05-02-2007	2-8/2007 PN-2	SASL KALA PRABODHINI, 2112 SHAHIR SAHAKARI BANK	250000
MUMBAI	23-02-2007	13-11/2006 TS-4	Board of Apprenticeship Training, 1078 CAN.BANK	10000000
MYSORE	14-03-2007	21-32/2006 TS-4	DDB POLY.CD-89 BANK OF INDIA	284000
MYSORE	03-01-2007	9-65/2005 EHV	RK INSTTE.OF MORAL AND SPIRIT.EDU.01190009588 SB	500000
MYSORE	08-08-2006	9-81/2004 EHV	RER FOUNDATION, A/C. NO. 01100050091 SB OF MYSOR	475000
MYSORE	11-05-2006	9-65/2005 EHV	R.K.INSTTE.OF MORAL&SPIRI EDU.01190009588 SB OF MY	500000
MYSORE	14-03-2007	21-32/2006 TS-4	JSS POLY.FOR WOMEN, A/C. NO.61 SYN. BANK	930000
NAGAPATTINAM	09-03-2007	21-34/2006 TS-4	VD POLY. A/C.NO.109 CAN.BANK	352000
NAGAPATTINAM	14-03-2007	21-34/2006 TS-4	SS POLY.COLLEGE, 2766 ING VYSYA BANK LTD.	200000
NAGAPATTINAM	09-03-2007	21-34/2006 TS-4	ADJD POLY.COLLEGE, 1896 SYN. BANK	592000
NAGPUR	30-11-2006	16-6/2006 TS-7	Visvesvaraya NIT,CA-11812 CAN.BANK	50000000
NAGPUR	09-03-2007	21-30/2006 TS-4	WOMEN TECH.EDU.&RESEAR. INSTTE.27459 BANK OF BAROD	574000
NAGPUR	27-02-2007	9-12/2005 EHV	BHARTIYA ADIM JATI SEVAK SANGH, 29457 BANK OF BARO	135000
NAGPUR	09-03-2007	21-30/2006 TS-4	GOVT.POLY.20557 BANK OF MAHARASHTRA	526000
NALGONDA	09-03-2007	21-31/2006 TS-4	GOVT.POLY. 146 SB OF HYD	403000
NAMAKKAI	09-03-2007	21-34/2006 TS-4	KS RANGASAMY INSTTE. OF TECH.35292 LAKSH.VIKAS B	646000
NAMAKKAL	09-03-2007	21-34/2006 TS-4	SSM INSTTE.OF TEXTILE TECH &POLY.12631 CAN.BANK	1398000
NAMMAKKAL	09-03-2007	21-34/2006 TS-4	MUTHAYAMMAL POLY.COLLE 6239 UCO BANK	695000
NANDED	09-03-2007	21-30/2006 TS-4	GOVT.POLY.01000005188 SBI	379000
NANITAL	17-01-2007	21-19/2006 TS-4	GOVT.POLY.01000/050042 SBI	160000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
NASHIK	09-03-2007	21-30/2006 TS-4	INSTTE.OF PHARMACY,7438 SYN.BANK	138000
NASIK	09-03-2007	21-30/2006 TS-4	GOVT.POLY.9843 BANK OF INDIA	364000
NEEMUCH	28-02-2007	21-28/2006 TS-4	GOVT.POLY.COLLEG,A/C.NO. 01000050489 SB OF INDOR	359000
NEW DELHI	19-07-2006	8-28/2006 U-1	U.G.C. A/C.NO.17339 CAN. BANK	307400000
NEW DELHI	06-09-2006	7-10/2006 MC	NCMEI, A/C.NO.12493 CAN. BANK	4750000
NEW DELHI	11-09-2006	8-22/2006 U-1	U.G.C. A/C. NO.17339 C.B.	1868575000
NEW DELHI	21-09-2006	7-21/2006 UT-2	KVS,A/C.NO. 32877 CAN. BANK	400000000
NEW DELHI	25-08-2006	3-13/2006 TS-6	SChool of Planning & Architecture,31936 CAN.BANK	10000000
NEW DELHI	19-09-2006	18-6/2005 SKT-2	Rashtriya Sanskrit Sansthan 01100033322 SBI	1125000
NEW DELHI	11-09-2006	12-8/2005 BP	National Book Trust, 21620 CAN.BANK	79000000
NEW DELHI	08-09-2006	7-13/2006 U-5	I.C.S.S.R.50001 CAN.BANK	60000000
NEW DELHI	01-09-2006	8-25/2006 U-1	UGC,A/C.NO.17339 CAN.BANK	980100000
NEW DELHI	01-08-2006	3-8/2006 U-3	I.C.H.R.A/C.NO.001UCO BANK	12500000
NEW DELHI	01-09-2006	21-23/2006 TS-3	A.I.C.T.E. 01100032289 SB OF PATIALA	310000000
NEW DELHI	01-08-2006	3-9/2006 U-3	I.C.H.R.A/C.NO. 001 UCO BANK	8800000
NEW DELHI	01-09-2006	21-25/2006 TS-3	A.I.C.T.E.01100032289 SB OF PATIALA	50000000
NEW DELHI	25-09-2006	7-22/2006 UT-2	K.V.S.A/C.NO.32877CAN.BANK	528750000
NEW DELHI	15-09-2006	7-12/2006 U-5	I.C.S.S.R. 50001 CAN.BANK	46375000
NEW DELHI	20-11-2006	2-5/2006 PN-2	SAKSHI(CIE&C)52810051962SCB	107415
NEW DELHI	29-08-2006	1-12/2006 D-3(L)	NCPULA,C/N.O.233024 SYN. BANK	26050000
NEW DELHI	18-08-2006	20-12/2006 UTI	NVS, 55113199850 SB OF PATIALA	388200000
NEW DELHI	14-06-2006	18-4/2005 SKT-2	Rashtriya Sanskrit Sansthan,01100033322 SBI	1485120
NEW DELHI	17-08-2006	12-7/2006 SKT.-1	Rashtriya Sanskrit Sansthan, 01100033322 SBI	9164000
NEW DELHI	06-10-2006	17-5/2006 U-3	ASSO. OF INDIAN UNIV.A/C. NO. 975 CAN. BANK	625000
NEW DELHI	06-10-2006	17-4/2006 U-3	ASSO. OF INDIAN UNIV. A/C NO.975 CAN.BANK	1250000
NEW DELHI	17-08-2006	21-24/2006 TS-3	A.I.C.T.E. 01100032289 SB OF PATIALA	575000000
NEW DELHI	11-08-2006	21-2/2006 U-3	DR.ZAKIR HUSAIN MEMORIL COLLEG TRUST,33027 SBI	1125000
NEW DELHI	23-05-2006	9-58/2005 EHV	SRI AUROBINOD EDU.SOCITY, A/C.NO.2298 UCO BANK	500000
NEW DELHI	08-08-2006	7-24/2006 UT-2	KVS,A/C.NO.32877CAN.BANK	58750000
NEW DELHI	22-08-2006	16-10/2006 DL	NIOS,90442010056510 SYN. BANK	12000000
NEW DELHI	06-06-2006	21-1/2006 U-3	DR.ZAKIR HUSAIN MEMORIA COLLG.TRUST,33027 SBI	3622565
NEW DELHI	26-06-2006	7-21/2006 UT-2	KVS,32877 CAN.BANK	700000000
NEW DELHI	07-06-2006	12-8/2005 BP	NBT,A/C.NO.21620 CAN.BANK	56000000
NEW DELHI	01-09-2006	20-14/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850 SB OF PA	162500000
NEW DELHI	19-06-2006	9-54/2005 EHV	WORLD ASSO.FOR VALUE EDU.9031-201-0085856SYN. BANK	246000
NEW DELHI	24-08-2006	20-1/2006 SCH-3	Central Tibetan Schools Administration,12623 C.B.	2225000
NEW DELHI	27-07-2006	8-23/2006 U-1	U.G.C.A/C.NO.17339 CAN. BANK	1325575000
NEW DELHI	22-08-2006	12-6/2006 SKT-1	Rashtriya Sanskrit Sansthan, 01100033322 SBI	96000000
NEW DELHI	26-10-2006	3-9/2006 U-3	I.C.H.R. 001 UCO BANK	2353000
NEW DELHI	21-07-2006	1-8/2006 PN-2	N.I.E.P.A,25536 CAN.BANK	6750000
NEW DELHI	26-09-2006	9-10/2006 D-3(L)	NCPSL,57019376801 SB OF TRAVANCORE	3500000
NEW DELHI	26-10-2006	3-8/2006 U-3	I.C.H.R. 001 UCO BANK	12500000
NEW DELHI	10-07-2006	7-22/2006 UT-2	KVS,A/C.NO.32877CAN.BANK	358184907
NEW DELHI	20-07-2006	8-27/2006 U-1	U.G.C. A/C.NO.17339 CAN. BANK	18425000
NEW DELHI	21-07-2006	3-13/2006 TS-6	School of Planning & Architecture,31936CAN.BANK	10000000
NEW DELHI	21-07-2006	3-14/2006 TS-6	School of Planning & Architecture,31936CAN.BANK	30000000
NEW DELHI	28-06-2006	20-2/2006 SCH-3	CTS(ADMN.)A/C.NO.12623 CAN.BANK	51000000
NEW DELHI	21-07-2006	7-21/2006 UT-2	KVS,A/C.NO.32877 CAN.BANK	91500000
NEW DELHI	03-10-2006	12-7/2006 SKT-1	Rashtriya Sanskrit Sansthan, 01100033322 SBI	50000000
NEW DELHI	06-11-2006	12-8/2005 BP	National Book Trust,21620 CAN. BANK	10000000
NEW DELHI	16-06-2006	17-4/2006 U-3	AIU, A/C.NO.975 CAN.BANK	1250000
NEW DELHI	20-06-2006	17-5/2006 U-3	AIU, A/C.NO.975 CAN.BANK	625000
NEW DELHI	13-07-2006	8-26/2006 U-1	UGC,A/C.NO.17339 CAN.BANK	2326175000
NEW DELHI	09-11-2006	20-2/2006 SCH-3	Central Tibetan Schools Administration,12623 C.B.	35812500
NEW DELHI	15-11-2006	20-14/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850 SB OF PA	162500000
NEW DELHI	13-07-2006	20-11/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850 SB OF P	499000000
NEW DELHI	02-11-2006	7-12/2006 U-5(Pt)	I.C.S.S.R. 50001 CAN.BANK	9750000
NEW DELHI	13-07-2006	9-146/2004 EHV	SAFDAR HASHMI MEMORIAL TRUST,704483 PNB	140000
NEW DELHI	15-11-2006	20-12/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850 SB OF PA	365400000
NEW DELHI	27-09-2006	8-23/2006 U-1	U.G.C. 17339 CAN.BANK	1325575000
NEW DELHI	26-06-2006	2-15/2006 SCH-4	NCERT,101378811331 SBI	61500000
NEW DELHI	26-09-2006	15-4/2006 DL	IGNO UNIV.33860 CAN.BANK	20000000
NEW DELHI	26-09-2006	15-4/2006 DL	IGNO UNIV.33860 CAN.BANK	270000000
NEW DELHI	26-07-2006	1-9/2006 PN-2	N.I.E.P.A. A/C.NO.25536 CAN BANK	12500000
NEW DELHI	04-07-2006	20-1/2006 SCH-3	CTS(ADMN.) A/C.NO.12623 CAN.BANK	10000000
NEW DELHI	11-10-2006	7-21/2006 UT-2	K.V.S.A/C.NO.32877CAN.BANK	1212340000
NEW DELHI	26-09-2006	15-4/2006 DL	IGNO UNIV.33860 CAN.BANK	30000000
NEW DELHI	06-10-2006	7-22/2006 UT-2	K.V.S. A/C.NO.32877 CAN.BANK	170565093



CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
NEW DELHI	26-09-2006	15-4/2006 DL	IGNO UNIV.33860 CAN.BANK	18000000
NEW DELHI	27-09-2006	8-26/2006 U-1	U.G.C. 17339 CAN.BANK	2326175000
NEW DELHI	27-09-2006	9-85/2005 EHV	SANKALP,16997 ANDH.BANK	1250000
NEW DELHI	28-09-2006	4-6/2006 U-3	ICPR, 16377 CAN.BANK	6250000
NEW DELHI	03-07-2006	9-45/2005 EHV	INDION INTERNATIONL RURL. CULTURAL CENTRE,5094 CB	250000
NEW DELHI	20-06-2006	1-12/2006 TS-2	AICTE,01100032289 SB OF PATIALA	195000000
NEW DELHI	03-10-2006	9-62/2005 EHV	SOCIO -SERVICE ART GROUP, A/C.NO.131 UCO BANK	500000
NEW DELHI	29-06-2006	2-17/2006 SCH-4	N.C.E.R.T.10137881331 SBI	7500000
NEW DELHI	10-07-2006	9-20/2004 MC(P)	NIEPA,A/C.NO.25536 CAN. BANK	1000000
NEW DELHI	30-03-2007	20-12/2006 UT-1	Navodya Vidyalyaya Samiti, 55113199850 SB OF PA	130000000
NEW DELHI	22-02-2007	8-4/2006 U-3	CENTRE FOR STUDIES IN CIVIIZATIO.55113195028 SB P	4000000
NEW DELHI	29-03-2007	1-12/2006 D-3(L)	NCPUL, 233024 SYN. BANK	30000000
NEW DELHI	01-06-2006	21-24/2006 TS-3	AICTE,01100032289 SB OF PATIALA	425000000
NEW DELHI	01-06-2006	21-23/2006 TS-3	AICTE.01100032289 SB OF PATIALA	200000000
NEW DELHI	29-03-2007	9-20/2004 MC(P)	NUEPA, 25536 CAN. BANK	248000
NEW DELHI	30-03-2007	16-10/2006 DL/SCH-6	NIOS, 90442010056510 SYN.BANK	1000000
NEW DELHI	31-05-2006	4-6/2006 U-3	ICPR,A/C.NO.16377CAN.BANK	4550000
NEW DELHI	31-05-2006	4-5/2006 U-3	ICPR,A/C.NO.16377CAN.BANK	4700000
NEW DELHI	06-06-2006	21-25/2006 TS-3	AICTE,01100032289 SB OF PATIALA	30000000
NEW DELHI	25-05-2006	7-10/2006 MC	NCMEI,A/C.NO.12493 CAN. BANK	4000000
NEW DELHI	06-06-2006	7-12/2006 U-5(PART)	ICSSR,A/C.NO.50001 CAN. BANK	4875000
NEW DELHI	17-05-2006	1-12/2006 D-3(L)	NCPUL,233024 SYN. BANK	35000000
NEW DELHI	19-05-2006	20-11/2006 UT-1	NVS,01100032277 SBI	963500000
NEW DELHI	18-05-2006	20-12/2006 UT-1	NVS,01100032277 SB OF PATIALA	387500000
NEW DELHI	30-03-2007	1-12/2006 D3(L)	NCPUL, 233024 SYN. BANK	5100000
NEW DELHI	17-05-2006	20-2/2006 SCH-3	CTS(ADMN,]12623 CAN.BANK	25500000
NEW DELHI	16-05-2006	8-28/2006 U-1	U.G.C. A/C.NO.17339 CAN. BANK	307400000
NEW DELHI	16-05-2006	8-27/2006 U-1	U.G.C.,A/C.NO.17339 CAN. BANK	18425000
NEW DELHI	30-03-2007	20-11/2006 UT-1	Navodya Vidyalyaya Samiti, 55113199850 SB OF PAT	31000000
NEW DELHI	17-05-2006	3-8/2006 U-3	ICHR,A/C.NO.001 UCO BANK	10859000
NEW DELHI	26-02-2007	4-5/2006 U-3	I.C.P.R. 16377 CAN. BANK	10000000
NEW DELHI	26-02-2007	1-12/2006 TS-2	A.I.C.T.E.55113199952 SB OF PATIALA	180000000
NEW DELHI	22-05-2006	17-34/2006 IC	ACCII,52050210412 SB OF HYDERABAD	150000
NEW DELHI	28-03-2007	18-2/2006 SKT-2	CENTRE FOR MEDIA STUDIES, 604510100012779 BANK IND	300000
NEW DELHI	08-11-2006	16-10/2006 DL/SCH-6	NIOS, 90442010056510 SYN. BANK	18375000
NEW DELHI	15-02-2007	21-17/2006 TS-3	A.I.C.T.E. 55113199952 SB OF PATIALA	400000000
NEW DELHI	09-02-2007	7-13/2006 U-5	ICSSR, 50001 CAN. BANK	60000000
NEW DELHI	08-02-2007	15-4/2006 DL	IGNO UNIV. 33860 CAN.BANK	10000000
NEW DELHI	27-02-2007	7-12/2006 U-5	I.C.S.S.R. 50001 CAN.BANK	4875000
NEW DELHI	26-03-2007	18-28/2003 SKT-2	Rashtriya Sanskrit Sansthan, 10469781338 SBI	1500000
NEW DELHI	22-02-2007	1-12/2006 D-3(L)	NCPUL, 233024 SYN. BANK	33450000
NEW DELHI	12-05-2006	12-6/2006 SKT-1	Rashtriya Sanskrit Sansthan, 01100033322 SBI	64550000
NEW DELHI	21-03-2007	18-54/2006 SKT-2	Rashtriya Sanskrit Sansthan,10469781338 SBI	300000
NEW DELHI	29-05-2006	16-28/2006 BP	SUR NIRMAN EDUL.&CULTUL. SOCIETY,26376 SBI	192000
NEW DELHI	21-03-2007	18-34/2006 SKT-2	SHRI L B SHASTRI RASHTRA SKT.VIYAPEETH, SB26356 CB	221040
NEW DELHI	22-11-2006	8-4/2006 U-3	CSC,M 55113195028 SB OF PATIALA	4000000
NEW DELHI	23-03-2007	18-42/2006 SKT-2	Rashtriya Sanskrit Sansthan,10469781338 SBI	455860
NEW DELHI	20-02-2007	17-4/2006 U-3	AIU, A/C. NO.975 CAN.BANK	2500000
NEW DELHI	28-02-2007	8-27/2006 U-1	UGC, A/C.NO.17339CAN.BANK	18425000
NEW DELHI	06-02-2007	7-6/2007 U-3	AMERICAN INSTTE.OF INDIAN STUDIES,C&I 8135 SBI	1500000
NEW DELHI	27-02-2007	12-9/2006 U-4	SHASTRI INDO-CANADIAN INSTTE.9532 IOB	11700000
NEW DELHI	28-03-2007	2-16/2006 SCH-4	N.C.E.R.T. 10137881331 SBI	147575000
NEW DELHI	19-03-2007	1-9/2006 PN-2	NATIONAL UNIV.OF EDUL.PIG. AND ADMN.25536 CAN.BANK	12407350
NEW DELHI	08-01-2007	03-9/2006 U-3	I.C.H.R. A/C.NO. 001 UCO BANK	7500000
NEW DELHI	24-04-2006	8-26/2006 U-1	UGC,A/C.NO.17339CAN.BANK	2326175000
NEW DELHI	24-04-2006	7-21/2006 UT-2	KVS,A/C.NO.32877 CAN.BANK	1615000000
NEW DELHI	19-03-2007	12-6/2006 SKT-1	Rashtriya Sanskrit Sansthan 10469781338 SBI	52350000
NEW DELHI	23-03-2007	16-10/2006 DL/SCH-6	NIONAL INSTTE.OFOPEN SCH (NIOS)90442010056510 SYN	10125000
NEW DELHI	27-02-2007	3-9/2006 U-3	I.C.H.R. A/C.NO. 001 UCO BANK	1400000
NEW DELHI	28-02-2007	3-8/2006 U-3	I.C.H.R. A/C.NO.001 UCO BANK	14138000
NEW DELHI	17-05-2006	7-24/2006 UT-2	KVS,32877 CAN.BANK	58750000
NEW DELHI	29-03-2007	8-25/2006 U-1	U.G.C. 17339 CAN. BANK	437000000
NEW DELHI	30-03-2007	7-21/2006 UT-2	K.V.S. 32877 CAN.BANK	2660000
NEW DELHI	15-05-2006	7-13/2006 U-5	ICSSR, 50001 CAN.BANK	60000000
NEW DELHI	28-03-2007	8-26/2006 U-1	U.G.C. 17339 CAN. BANK	637000000
NEW DELHI	28-03-2007	8-23/2006 U-1	U.G.C. 17339 CAN.BANK	363000000
NEW DELHI	29-03-2007	21-29/2006 TS-3	A.I.C.T.E. 55113199952 SB OF PATIALA	346000000
NEW DELHI	29-03-2007	21-29/2006 TS-3	A.I.C.T.E. 55113199952 SB OF PATIALA	46300000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
NEW DELHI	29-03-2007	1-12/2006 TS-2	A.I.C.T.E.55113199952 SB OF PATIALA	10000000
NEW DELHI	29-03-2007	9-20/2004 MC(P)	NUEPA, 25536 CAN. BANK	700000
NEW DELHI	11-05-2006	9-62/2005 EHV	SOCIO-SERVICE ART GROUP, A/C.NO.131 UCO BANK	500000
NEW DELHI	15-05-2006	7-12/2006 U-5	ICSSR,50001 CAN.BANK	46375000
NEW DELHI	12-03-2007	12-7/2006 SKT-1	Rashtriya Sanskrit Sansthan 10469781338 SBI	37424000
NEW DELHI	21-03-2007	5-1/2006 SKT-2	Rashtriya Sanskrit Sansthan,10469781338 SBI	25032000
NEW DELHI	17-05-2006	9-20/2004 MC(P)	N.I.E.P.A, 25536 CAN.BANK	1000000
NEW DELHI	18-05-2006	3-9/2006 U-3	ICHR,A/C.NO.001 UCO BANK	7747000
NEW DELHI	19-05-2006	20-1/2006 SCH-3	Central Tibetan Schools Administration,12623 C.B.	10000000
NEW DELHI	30-03-2007	20-14/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850 SB OF PA	4000000
NEW DELHI	27-04-2006	9-85/2005 EHV	SANKALP,16997 ANDHRA BANK	1250000
NEW DELHI	25-04-2006	8-22/2006 U-1	U.G.C.A/C.NO.17339CAN.BANK	1868575000
NEW DELHI	25-04-2006	8-25/2006 U-1	U.G.C.A/C.NO.17339CAN.BANK	980100000
NEW DELHI	28-02-2007	1-8/2006 PN-2	NATIONAL UNIV.OF EDUL.PLG. AND ADMN.25536 CAN.BAN	6562650
NEW DELHI	13-03-2007	18-55/2006 SKT-2	Rashtriya Sanskrit Sansthan 01100033322 SBI	243750
NEW DELHI	21-12-2006	3-9/2006 U-3	I.C.H.R. A/C.NO.001 UCO BANK	1400000
NEW DELHI	13-03-2007	5-1/2006 SKT-2	Rashtriya Sanskrit Sansthan 10469781338 SBI	14400000
NEW DELHI	12-03-2007	7-10/2006 MC	NCMEI, 12493 CAN. BANK	2156000
NEW DELHI	28-02-2007	3-9/2006 U-3	I.C.H.R.A/C.NO.001 UCO BANK	6297000
NEW DELHI	29-03-2007	21-29/2006 TS-3	A.I.C.T.E. 55113199952 SB OF PATIALA	218200000
NEW DELHI	30-03-2007	7-21/2006 UT-2	K.V.S. 32877 CAN. BANK	133600000
NEW DELHI	19-03-2007	20-2/2006 SCH-3	CTS(ADMN.) 12623 CAN. BANK	16187500
NEW DELHI	06-03-2007	20-1/2006 SCH-3	CTS(ADMN.)12623 CAN. BANK	10250000
NEW DELHI	14-03-2007	21-1/2006 U-3	DR.ZAKIR HUSAIN MEMORIA COLLEG TRUST,11309 CAN.BAN	4920450
NEW DELHI	16-05-2006	12-7/2006 SKT-1	Rashtriya Sanskrit Sansthan, 01100033322 SBI	31912000
NEW DELHI	24-04-2006	8-23/2006 U-1	UGC,A/C.NO.17339CAN.BANK	1325575000
NEW DELHI	14-11-2006	2-17/2006 SCH-4	N.C.E.R.T.10137881331 SBI	10836000
NEW DELHI	13-06-2006	17-36/2006 IC	FEDERATION OF INDIAN PUBLISH.1256 CAN.BANK	150000
NEW DELHI	28-12-2006	15-4/2006 DL	IGNO UNIV.33860 CAN.BANK	90000000
NEW DELHI	21-12-2006	7-13/2006 U-5	I.C.S.S.R. 50001 CAN.BANK	60000000
NEW DELHI	28-12-2006	1-12/2006 TS-2	A.I.C.T.E.01100032289 SB OF PATIALA	345000000
NEW DELHI	14-09-2006	2-16/2006 SCH-4	N.C.E.R.T.10137881331 SBI	150000000
NEW DELHI	18-12-2006	4-5/2006 U-3	ICPR, 16377 CAN. BANK	5300000
NEW DELHI	28-12-2006	7-10/2006 MC	NCMEI, 12493 CAN. BANK	3500000
NEW DELHI	04-05-2006	1-9/2006 P N-2	N.I.E.P.A. 25536 CAN.BANK	12500000
NEW DELHI	28-12-2006	15-4/2006 DL	IGNO UNIV. 33860 CAN.BANK	10000000
NEW DELHI	27-12-2006	12-7/2006 SKT-1	Rashtriya Sanskrit Sansthan, 01100033322 SBI	50000000
NEW DELHI	28-12-2006	15-4/2006 DL	IGNO UNIV. 33860 CAN.BANK	10000000
NEW DELHI	02-01-2007	2-15/2006 SCH-4	N.C.E.R.T.10137881331 SBI	75678798
NEW DELHI	08-01-2007	4-6/2006 U-3	ICPR, 16377 CAN. BANK	6500000
NEW DELHI	05-05-2006	7-22/2006 UT-2	KVSA/C.NO.32877CAN.BANK	528750000
NEW DELHI	22-03-2007	12-8/2006 BP	National Book Trust, 21620 CAN. BANK	39304000
NEW DELHI	09-01-2007	9-42/2006 EHV	SAFDAR HASHMI MEMORIAL TRUST,704483 PNB	296000
NEW DELHI	08-02-2007	9-10/2006 D-3(L)	NCPSL,57019376801 SB OF TRAVANCORE	3500000
NEW DELHI	12-01-2007	7-21/2006 UT-2	K.V.S. 32877 CAN. BANK	1015000000
NEW DELHI	22-02-2007	3-13/2006 TS-6	school of Planning & Architecture,31936can.bank	20000000
NEW DELHI	04-05-2006	1-8/2006 PN-2	N.I.E.P.A.25536 CAN.BANK	6750000
NEW DELHI	18-10-2006	21-2/2006 U-3	DR.ZAKIR HUSSAIN MEMORI COLLEG TRUST,11309 C.B.	1125000
NEW DELHI	28-11-2006	8-27/2006 U-1	U.G.C. 17339 CAN. BANK	18425000
NEW DELHI	28-11-2006	20-11/2006 UT-1	Navodya Vidyalaya SamitiA/C NO.55113199850 SB OF P	1462500000
NEW DELHI	30-11-2006	21-24/2006 TS-3	A.I.C.T.E. 55113199952 SB OF PATIALA	600000000
NEW DELHI	30-11-2006	21-23/2006 TS-3	A.I.C.T.E. 55113199952 SB OF PATIALA	345000000
NEW DELHI	30-03-2007	20011-6/2006 DL(Pt)	c.B.S.E. 60071 SYN. Bank	45000000
NEW DELHI	22-11-2006	1-12/2006 D-3 (L)	NCPUL, 233024 SYN. BANK	31500000
NEW DELHI	24-11-2006	2-24/2006 PN-2	INDIAN PHILOSOPHICAL CONGRESS,18951 CAN.BANK	500000
NEW DELHI	05-12-2006	21-25/2006 TS-3	A.I.C.T.E.55113199952 SB OF PATIALA	40000000
NEW DELHI	28-12-2006	15-4/2006 DL	IGNO UNIV.33860 CAN.BANK	90000000
NEW DELHI	12-12-2006	16-95/2006 BP	BENGAL ASSO.58220 UBI	225000
NEW DELHI	15-01-2007	7-22/2006 UT-2	K.V.S. 32877 CAN. BANK	528750000
NEW DELHI	13-12-2006	7-21/2006 UT-2	K.V.S. 32877 CAN.BANK	600000000
NEW DELHI	12-10-2006	18-38/2006 SKT-2	RSS, 01100033322 SBI	1500000
NEW DELHI	07-12-2006	20-1/2006 SCH-3	CTS(ADMN.) 12623 CAN.BANK	10250000
NEW DELHI	20-12-2006	7-24/2006 UT-2	K.V.S. 32877 CAN. BANK	58750000
NEW DELHI	21-12-2006	12-6/2006 SKT-1	Rashtriya Sanskrit Sansthan, 01100033322 SBI	50000000
NEW DELHI	28-12-2006	8-25/2006 U-1	UGC, 17339 CAN. BANK	543200000
NEW DELHI	28-12-2006	8-28/2006 U-1	U.G.C. 17339 CAN. BANK	104000000
NEW DELHI	28-12-2006	8-22/2006 U-1	U.G.C. 17339 CAN. BANK	1868575000
NEW DELHI	01-12-2006	12-9/2006 U-4	SHASTRI INDO-CANADIAN INSTTE.9532 IOB	5993545

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
NEW DELHI	22-02-2007	15-4/2006 DL	IGNO UNIV.33860 CAN.BANK	130500000
NEW DELHI	15-01-2007	20-2/2006 SCH-3	CTS(ADMN.) 12623 CAN.BANK	27500000
NEW DELHI	02-02-2007	1-9/2006 PN-2	NUEPA, 25536 CAN. BANK	11000000
NEW DELHI	24-01-2007	18-1/2006 SKT-2	Rashtriya Sanskrit Sansthan 01100033322 SBI	308000
NEW DELHI	05-02-2007	7-24/2006 UT-2	K.V.S. 32877 CAN. BANK	58750000
NEW DELHI	20-02-2007	2-15/2006 SCH-4	N.C.E.R.T.10137881331 SBI	158336000
NEW DELHI	21-02-2007	20-11/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850 SB OF PA	1462500000
NEW DELHI	22-02-2007	7-12/2006 U-5	I.C.S.S.R.50001 CAN.BANK	92750000
NEW DELHI	13-03-2007	9-56/2006 EHV	BENGAL ASSO. 58220 UBI	958000
NEW DELHI	05-02-2007	20-12/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850 SB OF PA	380400000
NEW DELHI	22-02-2007	15-4/2006 DL	IGNO UNIV. 33860 CAN.BANK	90000000
NEW DELHI	02-02-2007	1-8/2006 PN-2	NATIONAL UNIV.OF EDUL.PLG. &ADMN.25536 CAN.BANK	6750000
NEW DELHI	18-01-2007	18-17/2002 SKT-2	Rashtriya Sanskrit Sansthan, 01100033322 SBI	300000
NEW DELHI	06-09-2006	9-20/2004 MC(P)	NIEPA, 25536 CAN. BANK	800000
NEW DELHI	15-02-2007	3-14/2006 TS-6	School of Planning & Architecture, 31936CAN.BANK	30000000
NEW DELHI	26-02-2007	15-4/2006 DL	IGNO UNIV. 33860 CAN.BANK	20000000
NEW DELHI	23-03-2007	18-6/2005 SKT-2	Rashtriya Sanskrit Sansthan 10469781338 SBI	274100
NEW DELHI	28-02-2007	21-17/2006 TS-3	A.I.C.T.E. 55113199952 SB OF PATIALA	10000000
NEW DELHI	28-02-2007	4-6/2006 U-3	ICPR, 16377 CAN.BANK	7700000
NEW DELHI	23-03-2007	18-35/2004 SKT-2	Rashtriya Sanskrit Sansthan 10469781338 SBI	250000
NEW DELHI	28-02-2007	8-22/2006 U-1	U.G.C. 17339 CAN. BANK	1868575000
NEW DELHI	13-02-2007	9-9/2005 EHV	THE POETRY SOCIETY,5483 CAN. BANK	247000
NEW DELHI	02-02-2007	8-26/2006 U-1	U.G.C. 17339 CAN. BANK	2326175000
NEW DELHI	16-01-2007	20-1/2006 SCH-3	CTS(ADMN)12623 CAN.BANK	2275000
NEW DELHI	09-01-2007	12-8/2005 BP	National Book Trust,21620 CAN. BANK	20000000
NEW DELHI	06-06-2006	2-16/2006 SCH-4	NCERT,10137881331 SBI	150000000
NEW DELHI	15-01-2007	18-34/2004 SKT-2	Rashtriya Sanskrit Sansthan, 01100033322 SBI	1500000
NEW DELHI	24-01-2007	2-16/2006 SCH-4	N.C.E.R.T. 10137881331 SBI	142725000
NEW DELHI	26-03-2007	1-12/2006 TS-2	A.I.C.T.E.55113199952 S B OF PATIALA	8792000
NEW DELHI	02-02-2007	8-23/2006 U-1	U.G.C. 17339 CAN.BANK	1325575000
NEW DELHI	02-02-2007	20-14/2006 UT-1	Navodya Vidyalaya Samiti, 55113199850SB PATIA	162500000
NEW DELHI	01-02-2007	21-17/2006 TS-3	AICTE,55113199952 SB OF PATIALA	115000000
NEW DELHI	17-01-2007	21-13/2006 TS-4	KASTURBA POLY.FOR WOMEN 22028 SBI	175000
NEW DELHI	17-01-2007	21-13/2006 TS-4	MS INSTT.OF PHARMACY &TECH.SB-169 IOB	191000
NEW DELHI	17-01-2007	21-13/2006 TS-4	FR.AGNEL POLY.SB-03 CATH. SYRIAM BANK LTD.	461000
NEW DELHI	13-06-2006	20-14/2006 UT-1	NVS,55113199850 SB OF PATIALA	162500000
NEW DELHI	31-05-2006	8-4/2006 U-3	CSC(PHISPC)55113195028 SB OF PATIALA	4000000
NEW DELHI	12-03-2007	2-17/2006 SCH-4	N.C.E.R.T. 10137881331 SBI	16664000
NEW DELHI	17-01-2007	21-13/2006 TS-4	ADITYA INSTT.OF TECH. A/C. NO.4268 CAN. BANK	700000
new delhi	22-02-2007	17-5/2005-U.3	Association of indian university 975 can bank	1250000
NEWN DELHI	26-03-2007	1-12/2006 TS-2	A.I.C.T.E. 55113199952 SB OF PATIALA	174800000
NILGIRIS	09-03-2007	21-34/2006 TS-4	NPA CENTENARY POLY.COLLE 8890 VIJAYA BANK	212000
NILGIRIS	09-03-2007	21-34/2006 TS-4	GOVT.POLY.COLLEG,157272 CAN.BANK	440000
NIRJULI,JITANAGAR	26-03-2007	11-6/2006 TS-4	NERIST, 01000060128 SBI	41000000
NIRJULI,JITANAGAR	24-07-2006	11-7/2006 TS-4	N.E.R.I.S.T.01000060128 SBI	27500000
NIT FARIDABAD	28-04-2006	14-66/2004 IE	National ASSO.BLIND,11435 BANK OF BARODA	1280183
NOIDA	30-11-2006	9-12/2006 TS-7	EDUL. CONSULTANTS INDIA LTD.	4200000
NOIDA	19-05-2006	9-67/2005 EHV	BRECHTIAN MIRROR,A/C.NO. 3190 CAN.BANK	250000
PALAH(PHAGWARA)				
KAPURTHA	17-01-2007	21-16/2006 TS-4	NATIONAL INSTT.FOR IRD &TRANSFER OF TECH.42375P&SB	698000
PALAKKAD	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE, 1682 CAN. BANK	290000
PALAKKAD	17-01-2007	21-33/2006 TS-4	INSTTE.OF PRINTING TECH.& GOVT.POLY.COLLEG,738CB	252000
PALANPUR	28-02-2007	21-27/2006 TS-4	GOVT.POLY. PLA-843 SBI	432000
PANAJI	17-01-2007	21-26/2006 TS-4	GOVT.POLY.PLA UNDER HEAD 1601.00.03.800.40TREA.OFF	421000
PARBHANI	29-05-2006	16-36/2006 BP	NDS SANSTHA,01100007982 SBI	120000
PATNA	09-03-2007	21-38/2006 TS-4	GOVT.WOMEN POLY. 7028 ALLAHABAD BANK	321000
PERAMBALUR	09-03-2007	21-34/2006 TS-4	TR INSTTE.OF POLY.COLLEG, 01170/079617 SBI	697000
PRATAPGARH	09-02-2007	21-18/2006 TS-4	GOVT.POLY. 438 SBI	334000
PUNE	27-09-2006	22-16/2006 TS-1	ISER(IISER)30042605732 SBI	50000000
PUNE	17-08-2006	9-150/2003 EHV	KS MADHAV YOGA MANDIR SAMITI, 1267 CAN.BANK	500000
PUNE	03-07-2006	9-222/2004 EHV	DYAN-DEEP JANKALYAN FOUN 28680 BANK OF MAHARASH.	250000
RAIGAD	09-03-2007	21-30/2006 TS-4	INSTT.OF PETROCHEMICAL ENGG.01100005048 SBI	166000
RAIPUR	28-02-2007	21-29/2006 TS-4	GIRL POLY.2864 CBI	556000
RAIPUR	08-03-2007	18-4/2006 TS-4	GOVT.WOMEN POLY. 005327 CENTRAL BANK OF INDIA	600000
RAJNADGAON	28-02-2007	21-29/2006 TS-4	GOVT.WOMEN POLY. A/C.NO. 01100050073 SB OF INDORE	334000
RANCHI	28-02-2007	2-8/2006 TS-6	NIFFT, 4958 CAN. BANK	5325000
RANCHI	25-08-2006	2-7/2006 TS-6	National Instt. Of Foundry & Forge Tech.4958 CAN.B	10000000
RANCHI	08-01-2007	2-7/2006 TS-6	National Instt. Of Foundry & Forge Tech.4958 CAN.B	16000000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
RANCHI	08-01-2007	2-8/2006 TS-6	NIF&FT, 4958 CAN. BANK	10000000
RANCHI	25-08-2006	2-8/2006 TS-6	National Instt. Of Foundry & Forge Tech.4958 CAN.B	20000000
RANCHI	19-06-2006	2-8/2006 TS-6	NIF&FT,A/C.NO.4958 CAN. BANK	11775000
RANCHI	21-02-2007	16-6/2006 TS-7	NIFFT, 4958 CAN. BANK	20000000
RANCHI	28-02-2007	2-7/2006 TS-6	NIFFT, 4958 CAN. BANK	4250000
RANCHI	19-06-2006	2-7/2006 TS-6	NIF&FT,A/C.NO.4958 CAN. BANK	9750000
RATNAGIRI	09-03-2007	21-30/2006 TS-4	GOVT.POLY.01100005453 SBI	407000
RK PURAM, NEW DELHI	22-11-2006	1-12/2006 D-3(L)	NCPUL, 233024 SYN. BANK	4900000
ROHTAK	17-01-2007	21-12/2006 TS-4	CHHOTU RAM POLY. A/C.NO. 3753 CBI	670000
ROHTAK	17-01-2007	21-12/2006 TS-4	VAISH TECH.INSTTE. A/C. NO.54404 UBI	283000
ROORKEE	14-06-2006	7-1/2006 TS-1	IIT,A/C.NO.13467CAN.BANK	130000000
ROORKEE	28-02-2007	18-4/2006 TS-4	KL POLY. 2039 UNION BANK OF INDIA	2800000
ROORKEE	13-03-2007	7-1/2006 TS-1	IIT, 13467 CAN. BANK	130000000
ROORKEE	20-06-2006	7-2/2006 TS-1	IIT,A/C.NO.13467CAN.BANK	50000000
ROORKEE	07-02-2007	7-2/2006 TS-1	IIT, 13467 CAN. BANK	100000000
ROORKEE	26-07-2006	7-1/2006 TS-1	IIT,13467 CAN.BANK	130000000
ROORKEE	30-11-2006	31-2/2006 TS-1	IIT, 13467 CAN.BANK	1787000
ROORKEE	29-11-2006	7-2/2006 TS-1	IIT, 13467 CAN. BANK	200000000
ROORKEE	22-11-2006	7-1/2006 TS-1	IIT, 13467 CAN. BANK	130000000
ROORKEE,HARIDWAR	17-01-2007	21-19/2006 TS-4	KL POLY. 2002 UBI	316000
ROURKELA	21-02-2007	16-6/2006 TS-7	NIT, 12546 CAN. BANK	20000000
RS PURA,JAMMU	09-02-2007	21-15/2006 TS-4	NATIONAL INSTTE.OF TECH & SCIENC,CA-107 CAN.BANK	700000
RUDRI,DHAMTARI	28-02-2007	21-29/2006 TS-4	BR PAWAR GOVT.POLY.A/C. NO.01100050349 SBI	222000
RUPNAGAR	17-01-2007	21-16/2006 TS-4	GOVT.POLY.COLLEGE FOR GIRLS,CA/C-878 UCO BANK	166000
SAGAR	28-02-2007	21-28/2006 TS-4	GOVT.POLY.COLLEG, 120 CBI	337000
SAGAR	28-02-2007	21-28/2006 TS-4	SR GOVT.WOMEN POLY. COLLEG,01100050157 SBI	429000
SAHARSA	09-03-2007	21-38/2006 TS-4	GOVT.POLY.5649 PNB	842000
SAHARSA	21-03-2007	18-4/2006 TS-4	GOVT.POLY. 7989 PNB	200000
SALCETE	17-01-2007	21-26/2006 TS-4	AGNEL POLY.5470 CORPOR. BANK	492000
SANGLI	09-03-2007	21-30/2006 TS-4	GOVT.POLY.01000005027 SBI	638000
SANGLI	09-03-2007	21-30/2006 TS-4	WALCHAND COLLEG OF ENGG. A/C.NO.01 BANK OF INDIA	847000
SANGRUR	27-02-2007	10-5/2006 TS-4	Sant Longowal Instt. Of Engg. & Tech.540 CBI	15000000
SANGRUR	14-02-2007	10-6/2006 TS-4	SANT LONGOWAL INSTT. OF ENGG.&TECH.540 CBI	30000000
SANGRUR	28-02-2007	18-4/2006 TS-4	Sant Longowal Instt. Of Engg. & Tech.540 CENTRAL B	1200000
SANGRUR	26-06-2006	10--5/2006 TS-4	Sant Longowal Instt. Of Engg. & Tech.540 CBI	7500000
SANGRUR	28-08-2006	10-6/2006 TS-4	sant Longowal Instt. Of Engg. & Tech. 450 CBI	30000000
SANGRUR	30-06-2006	10-6/2006 TS-4	Sant Longowal Instt. Of Engg. & Tech. 540 CBI	13700000
SANGRUR	26-09-2006	10-5/2006 TS-4	SANT LONGOWAL INSTT.OF ENGG.&TECH.540 CBI	7500000
SANRUR	22-03-2007	10-6/2006 TS-4	Sant Longowal Instt. Of Engg. & Tech. 540 CBI	26300000
SHAHJAHANPUR	09-02-2007	21-18/2006 TS-4	GOVT.POLY.2587 OBC	360000
SHAHPUR,GORAKHPUR	09-02-2007	21-18/2006 TS-4	GOVT.GIRL POLY.29844 PNB	361000
SHIMLA	28-09-2006	6-6/2006 U-3	Indian Institute of Advance Studies, CA-437 CAN.BA	5000000
SHIMLA	21-03-2007	6-7/2006 U-3	Indian Institute of Advance Studies, 437 CAN. BA	7763662
SHIMLA	19-02-2007	6-6/2006-U.3	Indian Institute of Advance Studies, Shimla43	5000000
SHIMLA	26-07-2006	6-7/2006 U-3	Indian Institute of Advance Studies, Shimla,437C.B	10000000
SHIMLA	21-12-2006	6-7/2006 U-3	Indian Institute of Advance Studies, CA-437 CAN.BA	10000000
SHIMLA	26-03-2007	6-6/2006 U-3	Indian Institute of Advance Studies, Shimla,437 CB	4456000
SHIMLA	28-09-2006	6-7/2006 U-3	Indian Institute of Advance Studies, CA-437 CAN.BA	10000000
SHIMLA	12-06-2006	6-6/2006 U-3	Indian Institute of Advance Studies, CA-437 CAN.BA	5000000
SHIMOGA	14-03-2007	21-32/2006 TS-4	SANJAY MEMORIAL POLY. 38751 SYN.BANK	391000
SILCHAR	21-02-2007	16-6/2006 TS-7	NIT, CODE NO.7061 SBI	20000000
SINDHUDURG	09-03-2007	21-30/2006 TS-4	GOVT.POLY. 21900 BANK OF MAHARASHTRA	338000
SIRMOUR	16-06-2006	16-38/2006 BP	NAVJYOTI EDUL.SOCIETY,A/C. NO.14 HP STATE CO-OP BA	160000
SIRSA	15-01-2007	18-4/2006 TS-4	GOVT.POLY. 2293 BANK OF BARODA	500000
SIRSA	17-01-2007	21-12/2006 TS-4	GOVT.POLY.FOR WOMEN,A/C. NO.000430 BANK OF BARODA	230000
SIRSA	17-01-2007	21-12/2006 TS-4	GOVT.POLY.282 BANK OF BARODA	107000
SITAPUR	09-02-2007	21-18/2006 TS-4	JLN POLY. 15064 UCO BANK	346000
SIVAGANGAI	09-03-2007	21-34/2006 TS-4	SK AMMAN POLY.COLLEG,CA- 325 CAN.BANK	551000
SIVAGANGAI	09-03-2007	21-34/2006 TS-4	SA POLY.COLLEG, CA-393 INDIAN BANK	358000
SIVAKASI	15-01-2007	18-4/2006 TS-4	ARASAN GANESAN POLY. COLLEG,20276 CAN.BANK	700000
SIVAKASI,	09-03-2007	21-34/2006 TS-4	ARASAN GANESAN POLY. COLLEG,SB-20222 CAN.BANK	428000
VIRUDHUNAGAR				
SOLAPUR	09-03-2007	21-30/2006 TS-4	GOVT.POLY.SB-51111 ALLAH. BANK	223000
SONEPAT	15-01-2007	18-4/2006 TS-4	BPS MAHILA POLY. 14367 PNB	300000
SONEPAT	17-01-2007	21-12/2006 TS-4	BPS MAHILA POLY. A/C.NO. 10668 PNB	438000
SRINAGAR	09-02-2007	21-15/2006 TS-4	KASHMIR GOVT.POLY.2279/ 21 J&K BANK LTD.	1234000
SRINAGAR	28-02-2007	18-4/2006 TS-4	KASHMIR GOVT.POLY. 8548 J&K BANK	1000000
SRINAGAR,GARHWAL	17-01-2007	21-19/2006 TS-4	GOVT.POLY. CA/14 PNB	510000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
SRINAGAR,KASHMIR	09-02-2007	21-15/2006 TS-4	GOVT.POLY.FOR WOMEN,433 /SHRI GOPI RAM IN J&K BANK	187000
SRINAGAR,KASHMIR	09-02-2007	21-15/2006 TS-4	MASTERPRO INSTTE.OF TECH CA-1785 CAN.BANK	700000
SULTANPUR	09-02-2007	21-18/2006 TS-4	SANJAY GANDHI POLY. A/C. NO.01050060218 SBI	161000
SURAT	30-11-2006	16-6/2006 TS-7	SV NIT,SB-20448 CAN. BANK	82200000
SURAT	21-03-2007	18-4/2006 TS-4	DR.S&SS GANDHI COLLEG OF ENGG.&TECH.1190021304SBI	600000
SURAT	28-02-2007	21-27/2006 TS-4	DR.S&S S GHANDHY COLLEG OF ENGG.&TECH,20514 C.B.	383000
SURENDRANAGAR	28-02-2007	21-27/2006 TS-4	CU SHAH POLY. A/C. NO. 01100050009 SBI	192000
SURGUJA	28-02-2007	21-29/2006 TS-4	GOVT.POLY. 3767 CBI	563000
TALAB TILLO	05-05-2006	9-57/2005 EHV	SAMOOH THEATRE,61245 CAN. BANK	135000
THANE	09-03-2007	21-30/2006 TS-4	GOVT.POLY.01100055937 SBI	389000
THANE	09-03-2007	21-30/2006 TS-4	KMK PHARMACY POLY. A/C. NO.13960 INDIAN BANK	376000
THENI	09-03-2007	21-34/2006 TS-4	T MUTHU POLY.COLLEG, CA- 5524 LAKSHMI VILAS BANK	624000
THIRUVANANTHAPURAM	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE, 102 CAN.BANK	238000
THIRUVANNTHAPURAM	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE, 171 INDIAN BANK	105000
THOUBAL	11-05-2006	9-56/2005 EHV	AEASTERN SOCIAL WELFARE ASSO.01100050711 SBI	111500
THRISSUR	17-01-2007	21-33/2006 TS-4	GOVT.WOMEN POLY.COLLEG, CA-49/96-97 SB OF TRAVAN	315000
THRISSUR	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE,A/C.NO. CA-7 SB OF TRAVANCORE	142000
TIRUCHIRAPALLI	30-11-2006	16-6/2006 TS-7	NIT, SB-36127 CAN.BANK	30000000
TIRUNELVELI	09-03-2007	21-34/2006 TS-4	MSPVNL POLY.COLLEG, A/C. NO.141432 TN MERCA.BANK P	421000
TRICHY	19-05-2006	9-199/2004 EHV	CAUVERY COLLEGE FOR WOMEN,01000030303 SBI	118500
TUGHLAKABAD	25-08-2006	8-4/2006 U-3	CSC,55113195028 SB OF PATIALA	4000000
TUMKUR	14-03-2007	21-32/2006 TS-4	MES POLY.01100050264 SB OF MYSORE	700000
TUMKUR	14-03-2007	21-32/2006 TS-4	GOVT.POLY. 1127 CAN.BANK	299000
UDAIPUR	09-02-2007	21-17/2006 TS-4	VIDYA BHAWAN POLY.COLLE, 25321 BANK OF RAJ.LTD.	225000
UJJAIN	16-01-2007	6-5/2006 SKT-2	MS RASHTRIYA VED VIDYA PRATHISHTHAN,8083 CAN.BA	8500000
UJJAIN	10-11-2006	6-5/2006 SKT-2	MS RASHTRIYA VEDA VIDYA PRATHISH.8083 CAN.BANK	8500000
UNNAO	09-02-2007	21-18/2006 TS-4	GOVT.POLY.01100030565 SBI	690000
UTTAR KANADA	14-03-2007	21-32/2006 TS-4	GOVT.POLY.01190005651 SB OF MYSORE	251000
UTTAR KANADA	14-03-2007	21-32/2006 TS-4	RN SHETTY RURAL POLY. 73 SYN. BANK	464000
UTTAR KANADA	14-03-2007	21-32/2006 TS-4	RN SHETTY POLY. A/C.NO.19 CAN.BANK	454000
VADODARA	23-06-2006	9-10/2006 D-3(L)	N.C.P.S.L.,57019376801 SB OF TRAVANCORE	3000000
VAITHIKUPPAM	29-01-2007	9-42/2005 EHV	SRI AUROBINDO CENTREFOR ADVANC.RESEAR.TRUT.13529S	150000
VASCO-DA-GAMA	17-01-2007	21-26/2006 TS-4	INSTTE.OF SHIPBUILDING TECH. 3752 DENA BANK	321000
VELLORE	09-03-2007	21-34/2006 TS-4	RAJAGOPAL POLY.COLLEG, 11017 CAN. BANK	109000
VELLORE	09-03-2007	21-34/2006 TS-4	TPEVR GOVT.POLY.COLLEG, 01100060137 SBI	489000
VIDYANAGAR	09-03-2007	21-30/2006 TS-4	GOVT.POLY.16627 UCO BANK	240000
VILLUPURAM	08-09-2006	27-14/2006 UU	Auroville Foundation,25975 CAN.BANK	30000000
VIRUDHUNAGAR	09-03-2007	21-34/2006 TS-4	VSV NADAR POLY.COLLEGE, 240706 TN MERCAN.BANK LT	192000
VIRUDHUNAGAR	09-03-2007	21-34/2006 TS-4	RAMU-SEETHA POLY.COLLEG, A/C.NO.24 PANDIAN GRAM B	317000
VIRUDHUNAGAR	09-03-2007	21-34/2006 TS-4	PAC RAMASAMY RAJA POLY. COLLEG,CA-1575 INDIAN BANK	564000
VISAKHAPATNAM	09-03-2007	21-31/2006 TS-4	GOVT.INSTT.OF POST-DIPLO. COURS IN ENGG.&TEC205CB	183000
VIZIANAGARAM	09-02-2007	21-31/2006 TS-4	GOVT.POLY.01000005136 SBI	194000
VIZIANAGARAM	09-03-2007	21-31/2006 TS-4	MRAGR GOVT.POLY. 681/4 CAN. BANK	167000
WARANGAL	30-11-2006	16-6/2006 TS-7	NIT, CA-520 CAN. BANK	50000000
WARDHA	09-03-2007	21-30/2006 TS-4	GOVT.POLY.01170065597 SBI	699000
WARDHA	09-03-2007	21-30/2006 TS-4	AST SANSTHAN, 1531 CAN. BANK	313000
WAYANAD	17-01-2007	21-33/2006 TS-4	GOVT.POLY.COLLEGE,A/C.NO. 133 VIJAYA BANK	159000
YAMUNANAGAR	17-01-2007	21-12/2006 TS-4	SJ PARKASH POLY. A/C.NO. 11029 OBC	149000

## Annexure III

### Department of School Education and Literacy\*

Statement showing details of the grants released to Rs. 1.00 lakh and above to NGO/Voluntary Organisation during the year 2006-07

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
BIHARSHARIF	08-01-2007	5-1/2006 AE-8	JSS, 20734 CAN. BANK	1500000
AGARTALA	19-06-2006	5-1/2006 AE-8	JSS, 6463 CAN. BANK	1000000
AGARTALA	08-12-2006	20-1/2000 AE-8/AE-3	TRIPURA STATE LITERACY MISSION ATHO.5752 CAN.B.	2840000
AGARTALA	17-07-2006	50-44/2006 AE-6	SRC(BGV SAMITI) 36755 BANK OF INDIA	1500000
AGARTALA	02-11-2006	20-4/2000 AE-8/AE-3	TRIPURA(SLMA) SB-A/C.NO. CAN. BANK	1667000
AGARTALA	12-01-2007	2-1/2006 EE-8	SSA RAJYA MISSION,SB/GOV 11504 TRIPURA GRAM.BANK	1203000
AGARTALA	08-01-2007	2-1/2006 EE-8	SSA RAJYA MISSION, 6017 CAN. BANK	339912000
AGARTALA	07-07-2006	2-1/2006 EE-8	SPD(SSA RAJYA MISSION) A/C.NO.6017 CAN.BANK	190684000
AGARTALA	07-07-2006	2-1/2006 EE-8	SPD(SSA RAJYA MISSION, SB/GOVT.11504 TRIP.GRAM.BANK	1202000
AHMEDABAD	23-03-2007	50-5/2007 AE-6	SRC FOR AE,01100065886 SBI	150000
AHMEDABAD	13-12-2006	50-44/2006 AE-6	SRC(AE),01100065886 SBI	904401
AHMEDABAD	13-03-2007	50-4/2007 AE-6	SRC FOR AE,01100065886 SBI	508861
AHMEDABAD	17-07-2006	50-44/2006 AE-6	SRC FOR AE,01100065886 SBI	1500000
AHMEDABAD	10-07-2006	7-8/2006 PN-5	MAHILA SAMAKHYA ,A/C. NO.31314 CAN.BANK	10000000
AHMEDABAD	08-03-2007	50-44/2006 AE-6	SRCAE,01100065886 SBI	295509
AHMEDABAD	23-02-2007	50-44/2006 AE-6	SRC FOR AE,01100065886 SBI	1004491
AHMEDABAD	09-03-2007	5-1/2006 AE-8	JSS, 60721 SBI	934264
AIZWAL	25-01-2007	5-1/2006 AE-8	JSS,10717892968 SBI	869170
AIZWAL	22-03-2007	43-3/97 AE-3	SLMA, 01100050319 SBI	8910000
AIZWAL	19-06-2006	3-1/2006 EE-8	MIZORAM SSA RAJYA MISSI. 30030173622 SBI	1574000
AIZWAL	18-01-2007	3-1/2006 EE-8	MIZORAM SSA RAJYA MISSI. 30030173622 SBI	171202000
AIZWAL	18-01-2007	3-1/2006 EE-8	SPD(MIZORAM(SSA RAJYA MISSION)30030173622BANK OF INDIA	1573000
AIZWAL	19-06-2006	3-1/2006 EE-8	SPD(MIZORAM SSA RAJYA MISSION)13519 VIJAYA BANK	169820000
AJMER	08-01-2007	43-2/99 AE-6/D-2(AE)	SLMA, 15170 CAN. BANK	4000000
AJMER	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 7932 CAN. BANK	1569345
AJMER	19-06-2006	5-1/2006 AE-8	JSS, 7932 CAN.BANK	1200000
ALAPPUZHA	08-01-2007	5-1/2006 AE-8	JSS, 1018 CAN.BANK	1095924
ALAPPUZHA	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.1018 CAN.BANK	1000000
ALIGARH	12-10-2006	4-2/2006 AE-8(Pt.-1)	GRAMIN EVAM SHAHRI WELF SANSTHAN,06672010008520 OBC	1500000
ALLAHABAD	31-10-2006	4-2/2006 AE-8(Pt->-1)	Pt.K TRIPATHI SMARAK SAMITI,60371 SBI	1500000
ALLAHABAD	19-12-2006	21-6/2002 AE-4	DG VIKAS SANSTHAN, 8079 CAN. BANK	625000
ALLAHABAD	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 13108 CAN. BANK	1500000
ALLAHABAD	31-10-2006	4-2/2006 AE-8(Pt-1)	BHARTIYA MAHILA GRAMOD SANSTHAN,CD-36018 UBI	1500000
ALLAHABAD	09-03-2007	5-1/2006 AE-8	JSS, 13104 CAN. BANK	1499896
ALLAHABAD	31-10-2006	4-2/2006 AE-8	SVNP SANSTHAN, A/C. NO. 6282201066764 ICICI BANK	1500000
ALLAHABAD	19-06-2006	5-1/2006 AE-8	JSS, 13108 CAN. BANK	1000000
ALLAHABAD	19-06-2006	5-1/2006 AE-8	JSS, 13104 CAN. BANK	1000000
ALMORA	14-07-2006	43-3/2006 AE-4	ZSS, S B-17866 ALMORA URBAN CO-OP BANK	883900
ALMORA	12-10-2006	4-2/2006 AE-8	JAN JAGRITI MAHILA KALYA SAMITI,30094875719 SBI	1500000
ALTO-PARVARI	19-06-2006	5-1/2006 AE-8	JSS, 34098 CAN. BANK	1000000
AMBEDKAR NAGAR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.9203 CAN.BANK	1000000
AMBEDKARNAGAR	08-01-2007	5-1/2006 AE-8	JSS, 9203 CAN. BANK	1500000
AMETHI	19-06-2006	5-1/2006 AE-8	JSS,20621 BANK OF BARODA	1000000
AMETHI	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 20621 BANK OF BAROD	1499989
ANANTAPUR	08-01-2007	5-1/2006 AE-8	JSS, 54105 CAN. BANK	1486517
ANANTAPUR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.54105CAN.BANK	1000000
ANANTNAG	08-12-2006	7-6/2002 AE-5	ZSS, SB/01100040006 SBI	5000000
ANGUL	12-10-2006	4-2/2006 AE-8(Pt-1)	ARANYAK,0110005032601 STATE BANK OF INDIA	1500000
ANGUL	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 3850 CAN. BANK	1500000
ANGUL	19-06-2006	5-1/2006 AE-8	JSS, 3850 CAN. BANK	1000000
ANJAR,KUTCH	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.5836 BANK OF BRODA	1000000
ARWAL	15-02-2007	5-1/2006 AE-8	JSS, 6432 CAN. BANK	1166716
ARWAL	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.6432 CAN.BANK	1000000
AURANGABAD	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.2346CAN.BANK	1200000
AURANGABAD	17-07-2006	50-44/2006 AE-6	SRC(MAHARASH.STATE INST OF AE)01100005072 SBI	1500000
AURANGABAD	08-01-2007	5-1/2006 AE-8	JSS, 2346 CAN. BANK	1800000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
AURANGABAD	23-02-2007	50-44/2006 AE-6	SRC(MSIAE)01100005072 SBI	2490272
AURANGABAD	23-03-2007	50-5/2007 AE-6	SRC(MSIAE) 01100005072 SBI	2500000
AURANGABAD	13-03-2007	50-4/2007 AE-6	SRC(MAHARASH.SIAE) 1716 SBI	580772
BAGALKOT	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 51832 CAN. BANK	1072852
BAGALKOT	12-03-2007	20-21/2005 AE-4/AE-1	ZSS, 46928 SYN. BANK	5000000
BAGALKOT	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.51832CAN.BANK	1000000
BAGESHWAR	19-06-2006	5-1/2006 AE-8	JSS,01190050100 SBI	1000000
BAGESHWAR	28-06-2006	43-15/2006 AE-4	ZSS,2006787 NATIONAL BANK LTD.	465000
BAGESHWAR	15-02-2007	5-1/2006 AE-8	JSS, 1083440792-3 SBI	705963
BAHRAICH	08-01-2007	5-1/2006 AE-8	JSS, 15642 BANK OF BARODA	1475337
BAHRAICH	19-06-2006	5-1/2006 AE-8	JSS, 15642 BANK OF BAROD	1000000
BALAGHAT	03-01-2007	14-23/2002 AE-3	SLMA,2965001800000069 PNB	7500000
BANASKANTHA,				
PALANPUR	13-03-2007	20-2/2006 AE-1	ZSS, 25096 BANK OF BAROD	7000000
BANDA	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.4951 BANK OF BARODA	1000000
BANDA	08-01-2007	5-1/2006 AE-8	JSS, 4951 BANK OF BARODA	1498344
BANDA	19-05-2006	25-16/2005 D-2(AE)/AE-4	ZSS,A/C.NO.19231 SBI	1441000
BANGALORE	25-09-2006	20-9/2001 AE-4/AE-1	SLM AUTHO.OF KARNATAKA 5674 PNB	10000000
BANGALORE	06-10-2006	15-1/2006 EE-15	SARVA SHIKSHA SAMITI, A/C.NO.053764 CAN.BANK	1500000000
BANGALORE	06-10-2006	15-1/2006 EE-15	SARVA SHIKSHA SAMITI, A/C.NO.55960 CAN.BANK	30000000
BANGALORE	12-03-2007	20-13/2005 AE-4/AE-1	ZSS, 52549 CAN. BANK	2500000
BANGALORE	15-02-2007	5-1/2006 AE-8	JSS, 27217 CAN. BANK	1136192
BANGALORE	06-02-2007	15-1/2006 EE-15	SPD(SARVA SHIK.SAMITI) 053764 CAN. BANK	1417100000
BANGALORE	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.27217CAN.BANK	1400000
BANGALORE	23-05-2006	15-1/2006 EE-15	SARVA SHIKSHA SAMITI,A/C NO.053764 CAN.BANK	2416705000
BANGALORE	06-02-2007	15-1/2006 EE-15	SPD(SARVA SHIK. SAMITI) 55960 CAN. BANK	13400000
BANGALORE	15-01-2007	7-6/2006 PN-5	MAHILA SAMAKHYA KARNA. 29308 CAN. BANK	15000000
BANGALORE	18-09-2006	7-6/2006 PN-5	MAHILA SAMAKHYA, A/C. NO.29308 CAN.BANK	10000000
BANGALORE	23-05-2006	15-1/2006 EE-15	SARVA SHIKSHA SAMITI,A/C NO.55960 CAN.BANK	43493500
BANGALORE	29-05-2006	20-3/99 AE4/AE-1	KARNATAKA STATE LITERCY MISSION AUTHO.5674 PNB	11478000
BANGALORE	12-03-2007	20-10/2005 AE-4/AE-1	ZSS, 22712 CORPO.BANK	3500000
BANGALORE	23-06-2006	7-6//2006 PN-5	MAHILA SAMAKHYA(KARNA) 29308 CAN.BANK	15000000
BANGALORE	26-04-2006	20-11/2001 AE-4/AE-1	STATE LITERCY MISSION AUTHO. 5674 PNB	5000000
BANGALORE	01-06-2006	20-12/99 AE-4/AE-1	SLM AUTHO.OF KARNATAKA A/C.NO.5674 PNB	8654000
BANGALORE RURAL	08-12-2006	20-8/2001 AE-4/AE-1	SLMA, 5674 PNB	5000000
BANGALORE URBAN	08-12-2006	20-10/2001 AE-4/AE-1	SLMA, 6574 PNB	6458000
BARABANKI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.CA 245 OBC	1000000
BARABANKI	08-01-2007	5-1/2006 AE-8	JSS, CA-245 OBC	1185440
BARABANKI	14-07-2006	25-9/2005 AE-4	ZSS,A/C.NO.50982 ALLAHA. BANK	3946000
BARAN,JAIPUR	16-10-2006	19-17/2001 AE-1/D-2(AE)	SLMA, 15170 CAN. BANK	3594000
BAREILLY	05-05-2006	25-14/2005 D-2(AE)/AE-4	Z.S.S.,A/C.NO.50158 BANK OF BARODA	3284000
BARODA	31-10-2006	4-2/2006 AE-8(Pt-1)	SHREE HARSIDDH EDU. TRUT 527002010001243 UBI	1500000
BARWANI	26-03-2007	14-33/2002 AE-3	SLMA,2965001800000069 PNB	4500000
BASTER	14-09-2006	13-3/2002 AE-3	ZSS, 13566 UNION BANK OF INDIA	4600000
BASTI	08-01-2007	5-1/2006 A4E-8(Pt-1)	JSS, 459 CAN. BANK	1499934
BASTI	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.459 CAN.BANK	1000000
BAWNGKAWN	19-06-2006	5-1/2006 AE-8	JSS, 10717892968 SBI	1000000
BEED	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 10969461955 SBI	1015760
BEED	19-06-2006	5-1/2006 AE-8	JSS, 01100005562 SBI	1000000
BELGAUM	12-03-2007	20-11/2005 AE-4/AE-1	ZSS, 374102050000003 UBI	7500000
BELLARY	12-03-2007	20-22/2005 AE-4/AE-1	ZSS, 122402 TUNGABHADR BANK	7000000
BEMINA,JAMMU	28-12-2006	17-3/2006 EE-11	SPD(UJALA SOCIETY)15819 J&K BANK LTD.	1329524000
BEMINA,JAMMU	28-12-2006	17-3/2006 EE-11	UJALA SOCIETY, 15946 J&K BANK LTD.	1740000
BHADOHI	19-06-2006	5-1/2006 AE-8	JSS, 36057 SBI	1000000
BHADRAK	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.8031 PNB	1000000
BHADRAK	15-02-2007	5-1/2006 AE-8	JSS, 080311 PNB	1274331
BHARUCH	19-06-2006	5-1/2006 AE-8	JSS, 5255 CAN. BANK	1000000
BHIND	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 01100050828 SBI	1500000
BHIND	02-02-2007	14-9/2002 AE-3	SLMA,2965001800000069 PNB	6000000
BHIND	19-06-2006	5-1/2006 AE-8	JSS,01100050828 SBI	1000000
BHLM TAL,NAINITAL	08-01-2007	5-1/2006 AE-8	JSS, 158 NAINITAL BANK LTD.	1399720
BHOPAL	16-01-2007	21-7(MP11)2006 EE-8	ASSA(RGSM) A/C.NO.8292 CAN. BANK	97500000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
BHOPAL	09-01-2007	6-13/2005 EE-13	UTTHAM,30050632335 SBI	1860000
BHOPAL	28-11-2006	14-5/2002 AE-3	SLMA,2965001800000069 PNB	15000000
BHOPAL	02-02-2007	49-4/2006 EE-17	RAJIV GANDHI SHIK.MISSIO. 11006 CAN.BANK	150000000
BHOPAL	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 1834 CAN.BANK	1500000
BHOPAL	02-02-2007	49-4/2006 EE-17	RAJIV GANDHI SHIK.MISSIO. 7765 CAN. BANK	2500000000
BHOPAL	23-02-2007	50-44/2006 AE-6	SRC, STY-52 BHOPAL CO-OP. CENTRAL BANK	2492565
BHOPAL	31-10-2006	4-2/2006 AE-8	VVSES KALYAN SAMITI,SA-13191 DENA BANK	1500000
BHOPAL	31-10-2006	4-2/2006 AE-8	MAHASHAKTI SEWA SAMITI, SB-6215 BANK OF INDIA	1500000
BHOPAL	13-03-2007	50-4/2007 AE-6	SRC,STY-52 BHOPAL CO-OP. CENTRAL BANK	349800
BHOPAL	02-03-2007	18-2/2006 AE-4	CAREER COLLEGE CAMPUS, SB/7842 SYN.BANK	2100000
BHOPAL	29-05-2006	49-4/2006 EE-17(2)	RAJIV GANDHI SHIKSHA MISSION,7765 CAN.BANK	4928022000
BHOPAL	31-10-2006	4-2/2006 AE-8(Pt.-1)	CENTRE FOR MEDIA RESEAR. 30090199061 SBI	1500000
BHOPAL	12-10-2006	4-2/2006 (Pt.-1)AE-8	PANCHAL EDU. SOCIETY,A/C NO.451702011001270 UBI	1500000
BHOPAL	13-10-2006	18-2/2006 AE-4	CAREER SOCIETY, SB/7842 SYN.BANK	2100000
BHOPAL	14-07-2006	6-13/2005 EE-13	UTTHAN,30050632335 SBI	1797500
BHOPAL	29-05-2006	49-4/2006 EE-17(2)	RAJIV GANDHI SHIK.MISSION A/C.NO.11006 CAN.BANK	259946000
BHOPAL	02-11-2006	49-4/2006 EE-17	RGS MISSION, A/C.NO.11006 CAN.BANK	250000000
BHOPAL	23-03-2007	50-5/2007 AE-6	SRC, STY-52 BHOPAL CO-OP CENTRAL BANK	300000
BHOPAL	02-11-2006	49-4/2006 EE-17	RGS MISSION,7765CAN. BANK	3000000000
BHOPAL	17-07-2006	50-44/2006 AE-6	SRC(ABHIVYAKTI) A/C.NO. STY-52 BHOP.CO-OP CEN.BANK	1500000
BHOPAL	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.1834CAN.BANK	1000000
BHOPAL	03-01-2007	14-24/2002 AE-3	SLMA,2965001800000069 PNB	15000000
BHRUCH	15-02-2007	5-1/2006 AE-8	JSS, 5255 CAN. BANK	1500000
BHUBANESWAR	29-12-2006	12-7/2006 EE-3	ORISSA PRIM.EDU.PROGRM ATHORITY,22180 CAN.BANK	300000000
BHUBANESWAR	13-06-2006	12-6/2006 EE-3	ORISSA PRIMARY EDU.PROG. AUTHORITY,22180CAN.BANK	2306847000
BHUBANESWAR	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.22225CAN.BANK	1000000
BHUBANESWAR	13-06-2006	12-6/2006 EE-3	ORISSA PRIMARY EDU.PROG AUTHORITY,22900 CAN.BANK	194248000
BHUBANESWAR	11-10-2006	6-23/2003 EE-13	CHHATRA VIKAS PARISHAD, 2881 CAN. BANK	123229
BHUBANESWAR	03-08-2006	12-7/2006 EE-3	ORISSA PRIMARY PROGRAM AUTHO.22180 CAN.BANK	360114000
BHUBANESWAR	29-12-2006	12-6/2006 EE-3	ORISSA PRIM.EDU.PROGRM. AUTHO. 22179 CAN.BANK	1750000000
BHUBANESWAR	29-12-2006	12-6/2006 EE-3	ORISSA PRIM.EDU.PROGRA. AUTHO.22900 CAN.BANK	150000000
BHUBANESWAR	17-07-2006	50-44/2006 AE-6	SRC FOR AE,01100060690 SBI	1500000
BHUBANESWAR	08-01-2007	5-1/2006 AE-8	JSS, 22225 CAN. BANK	1176533
BIDAR	12-03-2007	20-5/2005 AE-4/AE-1	ZSS, 1214 CAN. BANK	1800000
BIHARSHARIF	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.20734CAN.BANK	1000000
BIJNOR	19-05-2006	43-6/2006 AE-4	Z.S.S. A/C.NO.34484 PNB	5221000
BIKANER	01-12-2006	7-10/2003 D-2(AE)	SLMA, 15170 CAN. BANK	4000000
BIKANER	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.7220 CAN.BANK	1000000
BIKANER	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 334001 CAN. BANK	985349
BOKARO	16-03-2007	5-1/2006 AE-8	JSS, 22132 CAN. BANK	553091
BOKARO	19-06-2006	5-1/2006 AE-8	JSS, 22132 CAN. BANK	1000000
BUNDI	16-11-2006	7-5/2002 D-2(AE)	SLMA, 15170 CAN. BANK	5665000
CACHAR	19-06-2006	5-1/2006 AE-8	JSS,01100050578 SBI	1000000
CACHAR	26-03-2007	5-1/2006 AE-8	JSS, 11033002271 SBI	1379789
CALICUT	15-02-2007	5-1/2006 AE-8	JSS, 27296 CAN. BANK	1456315
CALICUT	19-06-2006	5-1/2006 AE-8	JSS, 27296 CAN.BANK	1000000
CEP IN MYSORE, BANGALORE	25-11-2006	20-16/99AE-4/AE-1	KARNATAKA SLMA, 5674PNB	1000000
CEP IN UDUPI ,BANGALORE	25-11-2006	20-1/2000 AE-4/AE-1	KARNATAKA SLMA, 5674 PNB	4000000
CEP-IN-ALWAR,JAIPUR	01-11-2006	7-9/2002 D-2(AE)	SLMA, 15170 CAN.BANK	7633000
CEP-IN-JHUNJHUNU, JAIPUR	01-11-2006	7-12/2002 D-2(AE)	SLMA, 15170 CAN. BANK	4183000
CHAMARAJANAGAR	12-03-2007	20-20/2005 AE-4/AE-1	ZSS, 27564 CAN. BANK	2200000
CHAMARAJANAGAR	08-12-2006	20-15/2001 AE-4/AE-1	SLMA, 5674 PNB	3000000
CHAMOLI	22-03-2007	21-4/2006 AE-4	SLMA, 01100215043 SBI	5247000
CHAMOLI	12-03-2007	43-20/2006 AE-4	ZSS, SB- 4086 ALAKNANDA GRAM.BANK	1000000
CHAMPAWAT	29-03-2007	7-11/2005 D-2(AE)/AE-4	SLMA, 01100215043 SBI	2530500
CHAMPAWAT	14-07-2006	43-18/2006 AE-4	ZSS, S.I.-1583 PITHO.DISST. GRAM. BANK	735000
CHANDEL	12-03-2007	15-7/2006 AE-3	DISTT.LITERCY SOCIETY,A/C NO.10329732030 SBI	1000000
CHANDHIGARH	09-02-2007	20-1/2006 EE-8	HARYANA PRATHMIK SHIK. PARIYOJ.PARISHAD,0351000147390HDFC13300000	
CHANDIGARH	26-09-2006	20-/2006 EE-8	HARYANA PRATHA.SHIK.PAR PARISHAD,35374CAN.BANK	750000000
CHANDIGARH	13-03-2007	50-4/2007 AE-6	RRCA&CE,(PUNB.UNIV) A/C. 01100000016 SBI	385128
CHANDIGARH	08-03-2007	50-44//2006 AE-6	RRCACE,01100000016 SBI	539257
CHANDIGARH	23-02-2007	50-44/2006 AE-6	RRCAC EDU.(PUNJAB UNIV.) 01100000016 SBI	760743



CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
CHANDIGARH	10-11-2006	14-3/2006 EE-3	SSA AUTHORITY, A/C. NO. DDSB-000035851 CAN.BANK	50000000
CHANDIGARH	09-02-2007	20-1/2006 EE-8	SPD(HARYANA PSP PARISH. 35374 CAN. BANK	50000000
CHANDIGARH	28-04-2006	6-2/2006 AE-5	CHANDIGARH LITER.COUNCIL 01100050020 SBI	5940000
CHANDIGARH	13-12-2006	50-44/2006 AE-6	SRC FOR ADULT&CONTINU. EDU.PUNJ.UNIV.01100000016 SBI	660743
CHANDIGARH	17-07-2006	50-44/2006 AE-6	RRC FOR ADUL&CONTIN.EDU. 01100000016 SBI	1500000
CHANDIGARH	01-06-2006	20-1/2006 EE-8	SPD(HARYANA PSP PARISH.) 0351000147390 HDFC BANK	18195000
CHANDIGARH	16-01-2007	21-7(HAR21)2006 EE-8	HARYANA PRATHA.SHIK. PARIYOJ.PARISHAD,36341CB	3656000
CHANDIGARH	04-01-2007	6-2/2006 AE-5	CHANDIGARH LITERACY COUNCIL,01100050020 SBI	5940000
CHANDIGARH	23-03-2007	50-5/2007 AE-6	RRC ACE, 01100000016 SBI	250000
CHANDIGARH	08-01-2007	5-1/2006 AE-8	JSS, 18612 CAN. BANK	1730103
CHANDIGARH	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.18612 CAN.BANK	1200000
CHANDIGARH	01-06-2006	20-1/2006 EE-8	HARYANA PRATH.SHIK.PARI. PARISHAD,35374CAN.BANK	1283217000
CHANDIGARH	19-06-2006	14-3/2006 EE-3	SSA AUTHORITY,DDSB000035851 CAN.BANK	787992000
CHANDIGARH	12-10-2006	5-3/2002 AE-5	SLMA, 0095000100603697 PNB	3000000
CHANDIGARH ADMN.	19-02-2007	22-1/2006 EE-8	CHANDIGARH SSA MISSION, CA/01/000145 CORPO.BANK	30000000
CHATRA	03-05-2006	5-1/2006 AE-1	ZSS,SB/11283 BANK OF INDIA	2404000
CHENNAI	26-03-2007	28-1/2006 EE-16	TN STATE MISSION OF EDU. FOR ALL,260101002903 C.B.	100000000
CHENNAI	04-01-2007	21-21/2006 EE-8	TN STATE MISSION OF EDU. FOR ALL,2604101005475 C.B.	51130000
CHENNAI	23-03-2007	21-7(TN17)2006 EE-8	TN STATE MISSION OF EDU. FOR ALL,2604101005475 CB	19500000
CHENNAI	21-06-2006	43-35/97 AE-6/D-2(AE)	SLM ATHORITY, 27699 CAN. BANK	2595000
CHENNAI	08-01-2007	5-1/2006 AE-8	JSS, 26760 CAN. BANK	2085348
CHENNAI	21-06-2006	43-34/97 AE-6/D-2(AE)	SLM AUTHORITY,27699 C.B.	4000000
CHENNAI	23-02-2007	50-44/2006 AE-6	SRC, 14168 CAN. BANK	1926233
CHENNAI	14-06-2006	28-1/2006 EE-16	SPD(SSA)TN STATE MISSION OF EDU.FOR ALL,2903 CAN.B.	2547753000
CHENNAI	13-12-2006	50-44/2006 AE-6	SRC, 14168 CAN. BANK	1426233
CHENNAI	03-01-2007	28-1/2006 EE-16	TN STATE MISSION OF EDU. FOR ALL,260101002903 C.B.	100000000
CHENNAI	17-07-2006	50-44/2006 AE-6	SRC,A/C.NO.14168CAN.BANK	2500000
CHENNAI	18-05-2006	20-8/2002 D-2(AE)	STATE LITERCY MISSION AUTHO.27699 CAN.BANK	10767000
CHENNAI	14-06-2006	28-1/2006 EE-16	TN STATE MISSION OF EDU. FOR ALL,4309 CAN.BANK	85212000
CHENNAI	13-03-2007	50-4/2007 AE-6	SRC,14168 CAN.BANK	769910
CHENNAI	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.26760CAN.BANK	1400000
CHENNAI	15-05-2006	20-10/2002 D-II(AE)	STATE LITERCY MISSION AUTHO.27699 CAN.BANK	15213000
CHHATTARPUR	22-03-2007	6-17/2005 AE-8	JSS, 2574 CAN. BANK	875000
CHHATTARPUR	02-01-2007	14-19/2002 AE-3	SLMA,2965001800000069 PNB	7500000
CHHINDWARA	09-01-2007	14-6/2002 AE-3	SLMA,2965001800000069 PNB	4500000
CHITRADURGA	12-03-2007	20-8/2005 AE-4/AE-1	ZSS, 631 INDIAN BANK	2400000
CHITRADURGA				
,BANGALORE	23-10-2006	20-15/99 AE-4/AE-1	SLMA, 5674 PANJ.NATIONAL BANK	5404000
CHITRAKOOT	19-06-2006	5-1/2006 AE-8	JSS, 1531 ALLAHABAD BANK	1000000
CHITRAKOOT	08-01-2007	5-1/2006 AE-8	JSS, 1531 ALLAHABAD BANK	948572
CHITTOORGARH,	19-09-2006	7-8/2002 D-2/(AE)	SLMA, 15170 CAN.BANK	5000000
CHURACHANDPUR	12-03-2007	15-6/2006 AE-3	DISTT. LITERACY SOCIETY, 15813 UBI	1200000
CHURU	16-11-2006	7-11/2002 D-2(AE)	SLMA, 15170 CAN. BANK	5241000
COIMATORE	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, LDSB-000021902 CAN. BANK	1800000
COIMBATORE	28-12-2006	20-4/2002 D-2(AE)	SLMA, 27699 CAN. BANK	12500000
COIMBATORE	19-06-2006	5-1/2006 AE-8	JSS, LDSB-000021902 CAN. BANK	1200000
COIMBATORE	30-11-2006	20-4/2002 D-2(AE)	SLMA, 27699 CAN. BANK	20000000
CUDDALORE	02-03-2007	27-10/2005 D-2(AE)	ARIVOLI IYAKKAM, A/C.NO. 10477775493 SBI	2500000
CUTTACK	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 4843 CAN. BANK	1800000
CUTTACK	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.4843CAN.BANK	1200000
CUTTACK	12-10-2006	4-2/2006 AE-8	NIAHRD, 10150426226 SBI	1500000
DAHOD	13-03-2007	20-3/2006 AE-1	ZSS, 13596 BANK OF BARO	6000000
DAKSHIN DINAJPUR	21-11-2006	21-1/2002 AE-3	WBSLMA, 12386 CAN. BANK	8703000
DAMOH	09-01-2007	14-28/2002 AE-3	SLMA,2965001800000069 PNB	4500000
DANTEWADA	28-12-2006	13-1/2005 AE-3	ZSS, 01100050532 SBI	5000000
DARBHANGA	28-12-2006	43-21/2006 AE-4	ZSS, 01100050607 SBI	8000000
DATIA	19-06-2006	5-1/2006 AE-8	JSS,53020000649 SB OF INDORE	1000000
DATIA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 53020000649 SB OF INDORE	1459477
DAVANGERE	20-03-2007	20-17/99 AE-4/AE-1	STATE LITERACY MISSION ATHO.5674 PNB	4915556
DEHRADUN	19-06-2006	5-1/2006 AE-8	JSS, 13034 CAN.BANK	1000000
DEHRADUN	14-02-2007	10-4/2006 EE-14	SPD(USKLS PARISHAD) A/C. NO. 12885 CAN. BANK	326000000
DEHRADUN	14-02-2007	10-5/2006 EE-14	SPD(USKLS PARISHAD)A/C. NO. 13678 CAN. BANK	14000000
DEHRADUN	23-02-2007	50-44/2006 AE-6	SRC FOR AE,01100047659 SBI	851961
DEHRADUN	08-03-2007	50-44/2006 AE-6	SRC FOR AE,01100047659 SBI	448039
DEHRADUN	13-03-2007	50-4/2007 AE-6	SRC FOR AE,01100047659 SBI	336000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
DEHRADUN	08-01-2007	5-1/2006 AE-8	JSS, 13034 CAN. BANK	844150
DEHRADUN	16-01-2007	21-7(UA20)/2006 EE-8	UTTARANCHAL (SKLSP)A/C. NO. 13862 CAN. BANK	6375000
DEHRADUN	23-03-2007	50-5/2007 AE-6	SRCAE,01100047659 SBI	350000
DEHRADUN	26-03-2007	21-66/2005 AE-4	Rrural LITIGATION & ENTITL KENDRA,10587407285 SBI	1500000
DEHRADUN	17-07-2006	50-44/2006 AE-6	SRC FOR AE,01100047659 SBI	1500000
DEHRADUN	17-08-2006	7-3/2006 PN-5	MAHILA SAMAKHYA, A/C. NO. 12886 CAN.BANK	5000000
DEHRADUN	23-03-2007	21-7(UA20)/2006 EE-8	SPD(USKLSP) 13862 CAN. BANK	11625000
DEHRADUN	13-12-2006	50-44/2006 AE-6	SRC FOR ADULT EDU. A/C. NO.01100047659 SBI	751961
DEHRADUN	20-02-2007	21-66/2005 AE-4	RURAL LITIGATION AND ENTITL.KENDRA,10587407285 SBI	1500000
DEHRADUN	14-07-2006	43-12/2006 AE-4	ZSS, 153201 VS 00000034 PNB	1637000
DEHRADUN	04-09-2006	7-1/2001 D-2(AE)/AE-4	SLMA,01100215043 SBI	400000
DEHRADUN	09-05-2006	10-5/2006 EE-14	UTTARANCHAL SKLS ARISHD 13678 CAN.BANK	12300000
DEHRADUN	15-05-2006	7-3/2006 PN-5	MAHILA SAMAKHYA,12886 CAN.BANK	5000000
DEHRADUN	09-05-2006	10-4/2006 EE-14	UTTARANCHAL SKL SHIKSHA PARISHAD,12885 CAN.BANK	841100000
DEHRADUN	19-03-2007	50-59/2007 AE-6	SRC FOR AE,01100047659 SBI	500000
DELHI	19-06-2006	6-3/2003 EE-13	JAN JAGARITI EDUL.SOCITY, A/C.NO.20256 SBI	211250
DELHI	19-06-2006	5-1/2006 AE-8	JSS,10790 CAN.BANK	1000000
DELHI	26-03-2007	5-1/2006 EE-8	EXECUTIVE COMMI.(UEEM) 31773 CAN. BANK	13000000
DELHI	07-07-2006	5-1/2006 EE-8	UNIVERSALISATION OF ELEME EDU.MISSION,31773 C.B.	293024000
DEOGHAR	28-02-2007	7-17/97 AE-5/AE-1	ZSS, 12972 BANK OF INDIA	4000000
DEORIA	08-01-2007	5-1/2006 AE-8	JSS, 31479 ALLAHABAD BANK	1178484
DEORIA	19-06-2006	5-1/2006 AE-8	JSS, 31479 ALLAHABAD BANK	1000000
DEVANGERE	09-03-2007	5-1/2006 AE-8	JSS, 10611379716 SBI	1091000
DEWAS	09-01-2007	14-44/2002 AE-3	SLMA,2965001800000069 PNB	5000000
DHANBAD	16-03-2007	5-1/2006 AE-8	JSS, 6731 ALLAHABAD BANK	1475522
DHANBAD	19-06-2006	5-1/2006 AE-8	JSS, 6731 ALLAHABAD	1000000
DHAR	03-01-2007	14-40/2002 AE-3	SLMA,2965001800000069 PNB	10000000
DHAR	19-06-2006	5-1/2006 AE-8	JSS, 530348952238 SB OF INDORE	1000000
DHAR	08-01-2007	5-1/2006 AE-8	JSS, 53034895238 SBI	1399114
DHARAMAPURI	04-01-2007	7-2/2006 D-2(AE)	SLMA, 27699 CAN.BANK	4000000
DHARWAR	22-03-2007	20-11/2001 AE-4/AE-1	SLMA, 5674 PNB	10000000
DHENKANAL	19-06-2006	5-1/2006 AE-8	JSS, 3038 DHENKANAL GRAMYA BANK	1000000
DHENKANAL	16-03-2007	5-1/2006 AE-8	JSS, 3038 DHENKANAL GRAMIN BANK	1359000
DHOLPUR	19-06-2006	5-1/2006 AE-8	JSS,51064934528 SB OF BIKANER &JAIPUR	1000000
DHOLPUR	08-01-2007	5-1/2006 AE-8	JSS, 51064934528 SB OF BIKANER	1451669
DIMAPUR	25-01-2007	5-1/2006 AE-8	JSS,10433037581 SBI	1392700
DIMAPUR	19-06-2006	5-1/2006 AE-8	JSS, 10433037581 SBI	1000000
DINDIGUL	15-05-2006	27-9/2005 D-2/AE	ARIVOLI IYAKKAM,A/C. NO. 19027 INDIAN BANK	1787600
DINDIGUL	17-10-2006	7-3/2006 AE-4	GANDHIGRAM RURAL INSTT. (DEEMD UNIV.)2639 CAN.BANK	250000
DINDIGUL	27-03-2007	7-3/2006 AE-4	GANDHIGRAM RURAL INSTT. (DEEMED UNIV.)2639 C.B.	200000
DINDORI	09-01-2007	14-34/2002 AE-3	SLMA,2965001800000069 PNB	2500000
DIPHU	12-03-2007	12-1/2007 AE-3	KA ZILLA SAKSHARTA ABHI SAMITEE,1100747896-6 SBI	5000000
DIPHU	15-06-2006	12-2/2003 AE-3	KA ZILLA SAKSHA.ABHIYAN SAMITI,01000050679 SBI	7658000
DMO,PAURI GARHWAL	18-07-2006	43-17/2006 AE-4	ZSS, 990 ALLAHABAD BANK	512000
DORANDA,RANCHI	25-10-2006	15-4/2006 EE-11	JHARKHAND EDU.PROJECT COUNCIL,14604 CAN.BANK	327320000
ELURU,WEST GODAVARI	22-03-2007	6-17/2005 AE-8	JSS, 1512 CAN.BANK	875000
ERNAKULAM	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.16734 BANK OF INDIA	1000000
ERNAKULAM	15-02-2007	5-1/2006 AE-8	JSS,856410100016734 BANK OF INDIA	768557
ETAH	05-12-2006	21-1/2006 AE-4	SUMAN TECHNICAL INSTTE. 849 ZILLA SAHKARI BANK LTD.	300000
ETAWAH	19-05-2006	43-8/2006 AE-4	ZSS,A/C.NO.58/6285 CBI	1050000
ETAWAH	12-10-2006	4-2/2006 AE-8(Pt-1)	MUNNA SAMRITI SANSTHAN, 3270 CBI	1500000
FAIZABAD	08-01-2007	5-1/2006 AE-8	JSS, 51592 CAN. BANK	1498250
FAIZABAD	19-06-2006	5-1/2006 AE-8	JSS, 51592 CAN. BANK	1000000
FARRUKHABAD	19-06-2006	5-1/2006 AE-8	JSS, 13123 BANK OF BARODA	1000000
FATEHPUR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.30486 PNB	1000000
FATEHPUR	15-02-2007	5-1/2006 AE-8	JSS, 30486 PNB	1433641
FAVOUR,				
THIRUVANTHAPURAM	23-11-2006	15-9/2005 AE-6	KERALA (SLMA) A/C. NO. 57026981605 SB OF TRAVAN	14720000
GADAG	12-03-2007	20-12/2005 AE-4/AE-1	ZSS, 20311 CAN. BANK	2400000
GAJAPATI	17-08-2006	6-39/2003 EE-13	GAJAPATI SAMAJ KALYAN SAMITI,4620 UBI	290800
GANDHINAGAR	29-05-2006	51-8/2006 EE-17	GUJ.COUNCIL OF PRIMARY EDU. 2347 CAN.BANK	700472000
GANDHINAGAR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.8249 UBI	1000000
GANDHINAGAR	23-03-2007	21-7(GU05)/2006 EE-8	SSA MISSION, 2789 CAN. BANK	12750000
GANDHINAGAR	27-10-2006	51-8/2006 EE-17	GUJ.COUNCIL OF PRIMARY EDU. 2347 CAN.BANK	750000000
GANDHINAGAR	31-10-2006	44-7/2006 EE-9	GCERT,01460100006241 BANK OF BARODA	325597

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
GANDHINAGAR	27-10-2006	51-8/2006 EE-17	GUJ.COUNCIL OF PRIMARY EDU.2347 CAN.BANK	30225000
GANGANAGAR	09-01-2007	7-6/2003 D-2(AE)	SLMA, 15170 CAN. BANK	15000000
GANGTOK	22-03-2007	14-4/2006 EE-16	SSA MISSION, 310 CAN.BANK	40214000
GAUTAM BUDH NAGAR	30-05-2006	20-1/2006 AE-4	SLMA. SR/AC-8799 PNB	13424250
GAUTAM BUDH NAGAR	19-06-2006	5-1/2006 AE-8	JSS, 8180 IOB	10000000
GAYA	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.27822CAN.BANK	10000000
GAYA	09-03-2007	5-1/2006 AE-8	JSS, 27822 CAN. BANK	1497163
GHAZIABAD	19-06-2006	5-1/2006 AE-8	JSS, 58-28961 CAN. BANK	10000000
GHAZIABAD	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 28961 CAN. BANK	1495484
GONDA	08-01-2007	5-1/2006 AE-8	JSS, 01100007613 SBI	1499164
GONDA	19-06-2006	5-1/2006 AE-8	JSS, 01100007613 SBI	10000000
GONDIA	19-06-2006	5-1/2006 AE-8	JSS, 30060359793 SBI	10000000
GONDIA	09-03-2007	5-1/2006 AE-8(Pt.-1)	JSS, 1100050044 SBI	1284478
GORAKHPUR	22-03-2007	6-17/2005 AE-8	JSS, 4171 UNION BANK OF INDIA	875000
GUMLA	03-07-2006	5-5/2005 AE-1	BIDI ARGANA ZSS, 62551 BANK OF INDIA	4775000
GUNA	15-02-2007	5-1/2006 AE-8	JSS, 473001 CAN. BANK	1369499
GUNA	29-12-2006	14-43/2002 AE-3	SLMA,2965001800000069 PNB	10000000
GUNA	19-06-2006	5-1/2006 AE-8	JSS,410601010032135 UBI	10000000
GUNTUR	09-03-2007	5-1/2006 AE-8	JSS, 6256 CAN. BANK	1757016
GUNTUR	19-06-2006	5-1/2006 AE-8	JSS, 6256 CAN. BANK	1148734
GURDASPUR	24-04-2006	5-3/2005 AE-5	ZSS,A/C.NO.13300CAN.BANK	2046000
GUWAHATI	11-01-2007	7-2/2006 PN-5	ASSAM MAHILA SAMATA SOCIETY, 5127 CAN.BANK	13300000
GUWAHATI	17-07-2006	50-44/2006 AE-6	SRC, A/C.NO.5594 CAN.BANK	1500000
GUWAHATI	12-10-2006	7-2/2006 PN(5)	ASSAM MAHILA SAMATA SOCIETY, 5127 CAN.BANK	9000000
GUWAHATI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.35224 ASSAM CO-OP.APEX BANK LTD.	10000000
GUWAHATI	25-04-2006	7-2/2006 PN-5	ASSAM MAHILA SAMATA SOCIETY,5127 CAN.BANK	5000000
GUWAHATI	21-06-2006	7-2/2006 PN(5)	ASSAM MAHILA SAMATA SOCIETY,5127 CAN.BANK	8000000
GUWAHATI	23-03-2007	1-5/2006 EE-14	AXOM SARBA SIKSHA ABHI MISSION,8010 CAN. BANK	1500000000
GUWAHATI	23-03-2007	1-4/2006 EE-14	AXOM SARBA SIKSH. ABHIY. MISSION,8010 CAN.BANK	4637000
GUWAHATI	23-02-2007	50-44/2006 AE-6	SRC, 5594 CAN. BANK	1281479
GUWAHATI	13-03-2007	50-4/2007 AE-6	SRC, 5594 CAN. BANK	270341
GUWAHATI	25-05-2006	1-4/2006 EE-14	AXOM SSA MISSION,A/C.NO. 8010 CAN.BANK	4637000
GUWAHATI	19-02-2007	16-1/2005 AE-4	GYAN VIGYAN SAMITI,A/C. NO.10104837720 SB OF EVEN	443193
GUWAHATI	15-06-2006	1-5/2006 EE-14	AXOM SSA MISSION, A/C.NO. 8010 CAN.BANK	3637198000
GUWAHATI	29-01-2007	5-1/2006 AE-8(Pt.-1)	JSS, 3978 CAN. BANK	1382289
GUWAHATI	13-12-2006	50-44/2006 AE-6	SRC, 5594 CAN.BANK	1181479
GWALIOR	16-03-2007	5-1/2006 AE-8	JSS, 20098 CAN. BANK	1200931
GWALIOR	03-01-2007	14-13/2002 AE-3	SLMA,2965001800000069 PNB	80000000
GWALIOR	19-06-2006	5-1/2006 AE-8	JSS, 20098 CAN.BANK	10000000
GWALIOR	06-09-2006	18-3/2006 AE-4	ALAKH SOCIAL&PUBLIC WELF ARE ORGA.4189 MYDP	250000
HANUMANGARH	04-01-2007	7-1/2004 D-2(AE)	SLMA, 15170 CAN. BANK	7500000
HARDA	03-01-2007	14-25/2002 AE-3	SLMA,2965001800000069 PNB	2000000
HARDOI	15-02-2007	5-1/2006 AE-8	JSS, 13065 BANK OF BARODA	1470608
HARDOI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.13065 BANK OF BARODA	10000000
HARIDWAR	08-03-2007	43-19/2006 AE-4	ZSS, 01100006938 SBI	3000000
HARIDWAR	08-06-2006	20-2/2006 AE-4	SLMA,01100215043 SBI	16264500
HARIHAR,DAVANGERE	19-06-2006	5-1/2006 AE-8	JSS, 10611379716 SBI	10000000
HATHRAS	29-11-2006	43-9/2006 AE-4	ZSS,0200000101956420 PNB	1484000
HAZARIBAG	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.CA-1037 CAN. BANK	10000000
HAZARIBAGH	08-01-2007	5-1/2006 AE-8	JSS, CA-1037 CAN.BANK	1334527
HOOGLY	03-01-2007	43-12/99 AE-6/AE-3	WB(SLMA)12386 CAN.BANK	10000000
HOSHANGABAD	09-03-2007	5-1/2006 AE-8	JSS, 2685 CAN. BANK	15000000
HOSHANGABAD	19-06-2006	5-1/2006 AE-8	JSS, 2685 CAN.BANK	10000000
HOSHIARPUR	26-03-2007	6-6/2006 AE-5	SLMA,0100070812 SBI	10000000
HOSHNGABAD	09-01-2007	14-37/2002 AE-3	SLMA,2965001800000069 PNB	50000000
HOWRAH	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.4222 IOB	10000000
HOWRAH	08-01-2007	5-1/2006 AE-8	JSS, 4222 IOB	1421477
HYDERABAD	22-12-2006	10-2/2006 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	20000000
HYDERABAD	19-06-2006	5-1/2006 AE-8	JSS,2332 CAN.BANK	1400000
HYDERABAD	28-06-2006	10-5/2003 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	25000000
HYDERABAD	25-10-2006	7-7/2006 PN-5	AP MAHILA SAMATHA SOCIETY,24222 CAN.BANK	10000000
HYDERABAD	23-06-2006	10-1/2004 AE-6/AE-3	AP STATE LITERCY MISSION AUTHO,56209 CAN.BANK	5236000
HYDERABAD	23-06-2006	43-69/97 AE-6/AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	1372460
HYDERABAD	16-01-2007	21-7(AP01)2006 EE-8	SSA, 57922 CAN. BANK	223031000
HYDERABAD	22-06-2006	10-4/2003 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	15000000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
HYDERABAD	31-01-2007	7-7/2006 PN-5	AP MAHILA SAMATHA SOCIETY,24222 CAN. BANK	6200000
HYDERABAD	15-02-2007	5-1/2006 AE-8	JSS, 1887 CANA BANK	1800000
HYDERABAD	29-03-2007	12-3/2006 EE-16/EE-14	AP PRADHAMIKA VIDYA PARISHAD,56224 CAN.BANK	300000000
HYDERABAD	21-08-2006	12-3/2006 EE-16	AP PRADHAMIKA VIDYA PARISHAD,56224 CAN.BANK	396942000
HYDERABAD	13-03-2007	50-4/2007 AE-6	SRCAECE,239891 ANDHRA BANK	613987
HYDERABAD	23-06-2006	10-2/2003 AE-3	AP STATE LITERACY MISSION AUTHO.56209 CAN.BANK	8327076
HYDERABAD	23-03-2007	21-7(AP01)/2006 EE-8	SPD(SSA) 57922 CAN.BANK	30468750
HYDERABAD	23-03-2007	50-5/2007 AE-6	SRCAECE, 239891 ANDHRA BANK	2500000
HYDERABAD	21-08-2006	12-3/2006 EE-16	AP PRADHAMIKA VIDYA PARISHAD,56224 CAN.BANK	3622777000
HYDERABAD	17-07-2006	50-44/2006 AE-6	SRC FOR AE & CONTIN.EDU. (SPACE)239891 ANDH.BANK	2500000
HYDERABAD	16-05-2006	13-2/2000 D-2(AE-3)	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	16064000
HYDERABAD	09-06-2006	10-1/2002 AE-3	A.P.STATE LITERCY MISSION ATHO.56209 CAN.BANK	7722175
HYDERABAD	30-05-2006	10-3/2003 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	7115590
HYDERABAD	30-05-2006	43-72/97 AE-6/AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	9280941
HYDERABAD	23-05-2006	10-10/2003 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	13566000
HYDERABAD	25-05-2006	43-73/97 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	5167942
HYDERABAD	29-05-2006	10-11/2003 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	6210000
HYDERABAD	25-05-2006	10-13/2003 AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	7430000
HYDERABAD	29-05-2006	17-3/2001 AE-8/AE-3	AP STATE LITERCY MISSION AUTHO.56209 CAN.BANK	15900000
HYDERABAD	23-02-2007	50-59/2005 AE-6	SRCAECE, 239891 ANDHRA BANK	2614600
HYDERABAD	05-06-2006	10-7/2003 AE-3	A.P.STATE LITERCY MISSION ATHOU.56209 CAN.BANK	12814000
HYDERABAD	15-02-2007	5-1/2006 AE-8	JSS, 2332 CAN. BANK	1902710
HYDERABAD	24-07-2006	7-7/2006 PN-5	AP MAHILA SAMATHA SOCIETY ,24222 CAN.BANK	15000000
HYDERABAD	14-06-2006	12-3/2006 EE-16	SPD(APP VIDYA PARISHAD) A/C.NO.56224 CAN.BANK	263405000
HYDERABAD	14-06-2006	12-3/2006 EE-16	SPD(APP VIDYA PARISHAD), A/C.NO.56224 CAN.BANK	41432000
HYDERABAD	29-11-2006	17-2/2001 AE-8/AE-3	AP(SLMA) 56209 CAN. BANK	5000000
HYDERABAD	19-06-2006	5-1/2006 AE-8	JSS, 1887 CAN. BANK	1200000
IDUKKI	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 25329 CAN. BANK	1479892
IDUKKI	19-06-2006	5-1/2006 AE-8	JSS, 25329 CAN.BANK	1000000
IMPHAL	07-07-2006	21-5(MANI)/2006 EE-8	SPD(DIRETT.OF SCHOOL EDU) 8674 UBI	3398000
IMPHAL	26-06-2006	2-5/2006 EE-14	SSA STATE MISSION AUTHO. CA/761 UBI	924000
IMPHAL	29-03-2007	6-17/2005 AE-8	JSS, 01100076761 SBI	1000000
IMPHAL EAST	12-03-2007	15-3/2006 AE-3	DISTT. LITERACY SOCIETY, 12956 VIJAYA BANK	1180000
INDIRA NAGAR,				
DEHRADUN	15-11-2006	7-3/2006 PN-5	MAHILA SAMAKHYA, 12886 CAN. BANK	10000000
INDORE	23-03-2007	50-5/2007 AE-6	SRCAE,01190006940 SB OF INDORE	2500000
INDORE	08-01-2007	5-1/2006 AE-8	JSS, 3125 CAN. BANK	1798750
INDORE	13-03-2007	50-4/2007-AE.6	STATE RESOURCE CENTER 01190006940 SB INDORE	653318
INDORE	23-02-2007	50-44/2006 AE-6	SRC FOR AE,01190006940 SB OF INDORE	1677151
INDORE	31-10-2006	4-2/2006 AE-8	SANKALP SEWA SAMITI, SB/ GEN/561 BANK OF MAHARAS	1500000
INDORE	13-12-2006	50-44/2006 AE-6	SRC(ADULT EDU.)BG MAHILA SANGH,01190006940SB INDORE	1177151
INDORE	08-03-2007	50-44/2006 AE-6	SRC FOR AE,(BGMS) A/C.NO. 01190006940 SB OF INDORE	322849
INDORE	19-06-2006	5-1/2006 AE-8	JSS, A/C. NO.3125 CAN.BANK	1200000
INDORE	17-07-2006	50-44/2006 AE-6	SRC FOR AE,01190006940 SB OF INDORE	2500000
ITANAGAR	16-03-2007	5-1/2006 AE-8	JSS, 9134 VIJAYA BANK	1280585
ITANAGAR	07-07-2006	16-3/2006 EE-11	SSA MISSION AUTHORITY, 01100050204 SBI	407610000
ITANAGAR	07-07-2006	16-3/2006 EE-11	SSA MISSION AUTHO.A/C.NO. 01100050204 SBI	3382000
ITANAGAR	29-11-2006	11-10/2006 AE-3	AP(SLMA) 723236785 A/C. NO. INDIAN BANK	500000
ITANAGAR	15-03-2007	16-3/2006 EE-11	SSA MISSION AUTHO.A/C.NO.01100050204 SBI	3382000
ITANAGAR	15-03-2007	16-3/2006 EE-11	SSA MISSION AUTHO.A/C. NO.01100050204 SBI	300000000
JABALPUR	03-01-2007	14-16/2002 AE-3	SLMA,2965001800000069 PNB	12500000
JAIPUR	23-02-2007	9-5/2006 EE-16	RAJ.COUNCIL FOR ELEMENT. EDU.18186 CAN. BANK	57791338
JAIPUR	23-05-2006	9-6/2006 EE-16	RAJ.COUNCIL FOR PRIMARY EDU.17785 CAN.BANK	244232000
JAIPUR	25-09-2006	7-1/2003 D-2(AE)	SLMA, 15170 CAN.BANK	20000000
JAIPUR	17-07-2006	50-44/2006 AE-6	SRC(RAJ.AE ASSO.)28647 SB OF BIKANER	2500000
JAIPUR	23-03-2007	50-5/2007 AE-6	SRC(RAJ.AE ASSO.)28647 SB OF BIKANER	350000
JAIPUR	16-03-2007	5-1/2006 AE-8	JSS, 2311 CAN. BANK	1734449
JAIPUR	23-02-2007	50-44/2006 AE-6	RAJ.ADULT EDU. ASSO. A/C NO.28647 SB OF BIKANER	3204259
JAIPUR	11-09-2006	9-5/2006 EE-16	RAJ.COUNCIL FOR PRIMARY EDU.302015003CAN.BANK	9385000
JAIPUR	21-06-2006	7-6/2002 D-2(AE)	SLM AUTHO.15170 CAN.BANK	2675000
JAIPUR	14-06-2006	9-5/2006 EE-16	RAJ.COUNCIL FOR PRIMARY EDU.18186 CAN.BANK	211880486
JAIPUR	21-06-2006	8-2/2001 D-2(AE)	SLM AUTHORITY, 15170 CAN. BANK	6157000
JAIPUR	20-11-2006	9-5/2006 EE-16	RAJ.COUNCIL OF ELEMEN.EDU 18186 CAN. BANK	300000000
JAIPUR	26-03-2007	9-6/2006 EE-16	RAJ.COUNCIL OF ELEMENTAR EDU. 17785 CAN. BANK	74754000
JAIPUR	16-01-2007	21-7(RJ16)/2006 EE-8	RAJ.COUNCIL OF PRIMARY EDU.18018 SB OF BIKANER&JAIPUR	168938000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
JAIPUR	28-03-2007	9-5/2006 EE-16	RAJ.COUNCIL FOR PRIMARY EDU. 18186 CAN. BANK	30000000
JAIPUR	28-12-2006	7-1/2003 D-2(AE)	SLMA, 15170 CAN. BANK	15000000
JAIPUR	19-06-2006	5-1/2006 AE-8	JSS, 959 CAN.BANK	1200000
JAIPUR	14-06-2006	9-5/2006 EE-16	RAJ.COUNCIL FOR PRIMARY EDU. 18186 CAN.BANK	4001926514
JAIPUR	13-03-2007	50-4/2007 AE-6	SRC(RAJ.AE ASSO.)28647 SB OF BIKANER	804637
JALGAON	22-03-2007	6-17/2005 AE-8	JSS,01100005354 SBI	875000
JALORE,JAIPUR	01-12-2006	7-18/2002 D-2(AE)	SLMA, 15170 CAN. BANK	7000000
JALPAIGURI	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 7027 UBI	1489836
JALPAIGURI	12-12-2006	21-3/2003 AE-3	WEST BENGAL(SLMA)12386 CAN. BANK	12000000
JALPAIGURI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.7027 UBI	1000000
JAMMU	16-03-2007	5-1/2006 AE-8	JSS, 60816 CAN. BANK	1534833
JAMMU	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.60816CAN.BANK	1200000
JAMSHEDPUR	08-01-2007	5-1/2006 AE-8	JSS, 754 CAN. BANK	1443307
JAMSHEDPUR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.754 CAN.BANK	1200000
JAUNPUR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.1260 GOMTI GRAM.BANK	1000000
JAUNPUR	15-02-2007	5-1/2006 AE-8	JSS, 1260 GOMTI GRAM. BANK	1500000
JHABUA	09-01-2007	14-8/2002 AE-3	SLMA,296500180000069 PNB	6000000
JODHPUR	08-01-2007	5-1/2006 AE-8	JSS, 63108 CAN. BANK	1723813
JODHPUR	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.63108CAN.BANK	1200000
JORHAT	25-01-2007	5-1/2006 AE-8	JSS, 11624 CAN. BANK	242600
JORHAT	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.11624CAN.BANK	1000000
JOWAI	05-12-2006	2-2/2001/AE-3	JAINTIA HILLS DISTT.LITERC COUNCIL,01100050074 SBI	1470000
JYOTIBA PHULE NAGAR	18-07-2006	25-13/2005 AE-4	ZSS, 7308 ALLAHABAD BANK	2460000
KAKINADA	19-06-2006	5-1/2006 AE---8	JSS, 50530 CAN. BANK	1000000
KAKINADA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 50530 CAN. BANK	1500000
KALOL	15-02-2007	5-1/2006 AE-8	JSS, 8249 UNION BANK OF INDIA	944609
KANGLATONGBI	19-06-2006	5-1/2006 AE-8	JSS,01100050118 SBI	1000000
KANGLATONGBI	25-01-2007	5-1/2006 AE-8	JSS, 01100050118 SBI	1468500
KANPUR	19-06-2006	5-1/2006 AE-8	JSS, 8120 CAN.BANK	1200000
KANPUR	08-01-2007	5-1/2006 AE-8	JSS, 8120 CAN. BANK	1800000
KANYAKUMARI,CHENNAI	09-10-2006	43-37/97 D-2(AE)	SLMA,27699 CAN. BANK	2838000
KARAUJI,JAIPUR	01-11-2006	7-4/2003 D-2(AE)	SLMA, 15170 CAN. BANK	8391500
KARUR	03-08-2006	19-7/2001 AE-1/D-2(AE)	SLMA, 27699 CAN.BANK	1923988
KARWAR	08-01-2007	5-1/2006 AE-8	JSS, 27503 CAN. BANK	1500000
KARWAR,	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.27503 CAN.BANK	1000000
UTTAR KANNADA				
KATHGODAM	14-12-2006	20-6/2003 NFE-2/EE-13	BAREILLY DIOCESAN SERVIC CENTRE,20627 CAN.BANK	114030
KATI HAR	19-02-2007	6-12/2004 EE-13	APRAJITA, 5914 CBI	172500
KATNI	09-01-2007	14-41/2002 AE-3	SLMA,296500180000069 PNB	5000000
KAVARATI	30-08-2006	8-1/2006 EE-15	SPDJT OF LAKSHADWEEP, 10578 SYN.BANK	8747500
KEONJHAR	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 817 PNB	1500000
KEONJHAR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.817 PNB	1000000
KHANDWA	05-01-2007	14-18/2002 AE-3	SLMA,2965001800000069 PUNJAB NATIONAL BANK	7500000
KHARGONE	03-01-2007	14-30/2002 AE-3	SLMA,2965001800000069 PNB	8000000
KISHANGANJ	06-06-2006	5-19/2005 AE-1/AE-4	ZSS,01100060394 SBI	1516000
KOHIMA	15-06-2006	12-5/2006 EE-14	SSA STATE MISSION AUTHO. 01100051014 SBI	231520000
KOLAR	12-03-2007	20-7/2005 AE-4/AE-1	ZSS, 182010029108 SYN. BANK	4500000
KOLAR,BANGALORE	16-11-2006	20-11/2000 AE-4/AE-1	KARNATAKA SLMA, 5674 PUNB.NATIONAL BANK	7058000
KOLKATA	13-06-2006	13-9/2006 EE-3	SPD(PRRPSUS)A/C.NO.1980 CAN.BANK	1204100000
KOLKATA	12-10-2006	4-2/2006 AE-8	CRE&AD SOCIETY, 28796 CAN. BANK	1500000
KOLKATA	13-12-2006	50-44/2006 AE-6	SRC FOR ADULT EDU.A/C. NO.01000050197 SBI	1496760
KOLKATA	26-10-2006	3-4/2001 AE-3	WB SLMA, 12386 CAN.BANK	20000000
KOLKATA	14-11-2006	13-9/2006 EE-3	PBSSM, 1980 CAN.BANK	1652580000
KOLKATA	23-05-2006	21-1/2003 AE-3	WEST BENGAL STATE LITERC. MISSION AUTHO,12386 C.B.	29269000
KOLKATA	14-07-2006	43-7/97 AE-6/AE-3	WB STATE LITERACY MISSIO AUTHO.12386 CAN.BANK	31061000
KOLKATA	19-09-2006	13-9/2006 EE-3	PRRPSUS,A/C.NO. 1980 C.B.	1500000000
KOLKATA	17-07-2006	50-44/2006 AE-6	SRC FOR AE,01000050197 SBI	2500000
KOLKATA	31-01-2007	21-7(WB21)/2006 EE-8	PASCHIM BANGA SARVA SHIK.MISSION,23529 CAN.BANK	7969000
KOLKATA	18-10-2006	6-4/2002 EE-13	INDION MIME THEATER,A/C. NO.SB-6629 BANK OF INDIA	300000
KOLKATA	30-03-2007	50-5/2007 AE-6	SRC FOR AE,01000050197 SBI	446358
KOLKATA	13-03-2007	50-4/2007 AE-6	SRC FOR AE,01000050197 SBI	627139
KOLKATA	23-02-2007	50-55/2006 AE-6	SRC(ADULT EDU.) a/c. no. 01000050197 SBI	1996760
KOLKATA	21-12-2006	50-55/2005 AE-6	SRC FOR ADULT EDU. A/C.NO 01000050197 SBI	3500000
KOLKATA	30-11-2006	21-2/2003 AE-3	WB SLMA, 12386 CAN.BANK	8324000
KOLKATA	19-02-2007	21-43/2006 EE-8	PASCHIM BANGA SARVA SHIK.MISSION,23529 C.B.	27825000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
KOLKATA	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.21398CAN.BANK	1200000
KOLKATA	08-02-2007	13-9/2006 EE-3	PBSSM, 1980 CAN. BANK	1750000000
KOLLAM	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 8251 CBI	1490794
KOLLAM	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.8251 CBI	1000000
KOPPAL	08-01-2007	20-2/2000 AE-4/AE-1	SLMA, 5674 PNB	4000000
KOPPAL	12-03-2007	20-19/2005-AE.4	ZILLASAKSHARATA SAMITI 20181 TUNGBABHADRA GRAMIN BANK	5000000
KORAPUT	16-03-2007	5-1/2006 AE-8	JSS, 4885 IOB	950548
KORAPUT	19-06-2006	5-1/2006 AE-8	JSS, 4885 IOB	1000000
KOTA	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.2355 CAN.BANK	1200000
KOTA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 2355 CAN. BANK	1791612
KOTTAYAM	19-06-2006	5-1/2006 AE-8	JSS, CA-1422 CAN. BANK	1000000
KOTTAYAM	16-03-2007	5-1/2006 AE-8	JSS, CA-1422 CAN. BANK	1389295
KRISHNAGIRI	02-03-2007	25-1/2006 D-2(AE)	ARIVOLI IYAKKAM,11709 INDIAN BANK	2000000
KUNDRAKUDI, SIVAGANGA	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.62275CAN.BANK	1000000
KURU KUMEY	19-03-2007	11-1/2006 AE-3	ZSS,01100050218 SBI	277000
KUSHINAGAR	23-11-2006	43-22/2006 AE-4	ZSS, 1467 PNB	5796000
KUTCH	15-02-2007	5-1/2006 AE-8	JSS, 5836 BANK OF BARODA	1062242
LAKHIMPUR KHEERI	22-03-2007	6-17/2005 AE-8	JSS, 20019378 BANK OF BARODA	875000
LAKHISARAI	20-09-2006	2-4/2006 AE-4	ZSS, 11377 BIHAR KEHETR GRAM. BANK	6700000
LATEHAR	14-02-2007	6-4/2003 AE-1	ZSS, 2876 CBI	5000000
LOHARDAGA	28-02-2007	5-11/2005 AE-1	ZSS, 1147 PNB	1000000
LUCKNOW	30-05-2006	9-8/2006 EE-14	UP SABHI KE LIYE SHIKSHA PRISHAD,22825 CAN.BANK	12665400000
LUCKNOW	08-01-2007	5-1/2006 AE-8	JSS, 15350 CAN. BANK	1798067
LUCKNOW	19-06-2006	5-1/2006 AE-8	JSS, 15350 CAN. BANK	1200000
LUCKNOW	26-06-2006	22-6/2001 AE-4	NEW PUBLIC SCHOOL SAMITI, 01100051021 SBI	234438
LUCKNOW	11-08-2006	7-5/2006 PN-5	MAHILA SAMAKHYA, A/C.NO. 1001 UBI	20000000
LUCKNOW	30-08-2006	21-65/2005 AE-4	NEW PUBLIC SCHOOL SAMITI D.1100051021 SBI	1117000
LUCKNOW	13-03-2007	50-4/2007 AE-6	SRC,SRC-CT,(CA-1823) CAN. BANK	609552
LUCKNOW	01-09-2006	21-2/2006 AE-4	NEW PUBLIC SCHOOL SAMITI D.1100051021 SBI	711000
LUCKNOW	15-05-2006	7-5/2006 PN-5	MAHILA SAMAKHYA, 1001 UNION BANK OF INDIA	15000000
LUCKNOW	16-01-2007	21-7(UP19)/2006 EE-8	SPD(UP EDU.FOR ALL PROJECT, 27801 CAN. BANK	160875000
LUCKNOW	21-02-2007	21-65/2005 AE-4	NEW PUBLIC SCHOOL SAMITI 1100051021 SBI	1000000
LUCKNOW	30-03-2007	21-2/2006 AE-4	NEW PUBLIC SCHOOL SAMITI 1100051021 SBI	600000
LUCKNOW	08-03-2007	5045/2006 AE-6	SRC, SRC-C.T.(CA-1823) CAN. BANK	2500000
LUCKNOW	29-11-2006	7-5/2006 PN-5	MAHILA SAMAKHYA, 1001 UBI	25000000
LUDHIANA	08-01-2007	5-1/2006 AE-8	JSS,0520-855589-001 INDUSIND BANK	1356322
LUDHIANA	19-06-2006	5-1/2006 AE-8	JSS,0520-855589-001 PUNB. IN INDUSIND BANK	1000000
MADURAI	19-06-2006	5-1/2006 AE-8	JSS, 27412 CAN.BANK	1200000
MAHARAJGANJ	14-07-2006	25-12/2005 AE-4	ZSS, 0110001678 SBI	5289000
MALDA	08-12-2006	21-1/2005 AE-3	\WEST BENGAL(SLMA)12386 CAN. BANK	20000000
MANDLA	05-01-2007	14-22/2002 AE-3	SLMA,2965001800000069 PNB	4000000
MANDSAUR	09-01-2007	14-7/2002 AE-3	SLMA,2965001800000069 PNB	5000000
MANDYA	12-03-2007	20-6/2005 AE-4/AE-1	ZSS, 54008775898 SB OF MYSORE	4500000
MAUNATHBHANJAN	19-06-2006	5-1/2006 AE-8	JSS, 11426 CAN.BANK	1000000
MAUNATHBHANJAN	08-01-2007	5-1/2006 AE-8	JSS, 11426 CAN. BANK	1466682
MAYUR BHANJ	31-08-2006	22-1/2006 AE-4	HARAPARBATI CLUB, 5452 BANK OF INDIA	250000
MIRZAPUR	19-06-2006	5-1/2006 AE-8	JSS, 32844 CAN. BANK	1000000
MIRZAPUR	08-01-2007	5-1/2006 AE-8	JSS, 32844 CAN. BANK	1500000
MOHALI	08-01-2007	5-1/2006 AE-8	JSS, 486 CAN. BANK	1482105
MORENA	19-06-2006	5-1/2006 AE-8	JSS,10526565925 SBI	1000000
MORENA	02-01-2007	14-27/2002 AE-3	SLMA,2965001800000069 PNB	8000000
MORENA	08-01-2007	5-1/2006 AE-8	JSS, 10526565925 SBI	1499576
MUMBAI	31-01-2007	21-79MH12/2006-EE.8	SPD,Maharashtra Prathmik shikshan parishad-54324 Can Bank	10969000
MUMBAI	11-09-2006	6-2/2004 EE-13	MUMBAI EDU INITIATIVE ,003201001904 ICICI BANK	2199600
MUMBAI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.15592CAN.BANK	1400000
MUMBAI	09-02-2007	4-6/2006 EE-8	MPSP, 53675 CAN.BANK	2000000000
MUMBAI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.56895CAN.BANK	1400000
MUMBAI	08-01-2007	5-1/2006 AE-8(Pt.-2)	JSS, 15592 CAN. BANK	2086926
MUMBAI	03-07-2006	4-6/2006 EE-8	MAHRAHS.PRATHAMIK SHIK PARISHAD,53675 CAN.BANK	3130486000
MUMBAI	09-02-2007	4-6/2006 EE-8	MPSP,54037 CAN. BANK	50000000
MUMBAI	13-11-2006	6-2/2004 EE-13	MUMBAI EDU. INSTTE. A/C. NO.003201001904 ICICI BANK	13253000
MUMBAI	03-07-2006	4-6/2006 EE-8	MAHARAHS.PRATHAMIK SHIK.PARISHAD,54037 C.B.	35370000
MUMBAI	22-02-2007	6-2/2004 EE-13	MUMBAI EDU. INITIATIVE, 003201001904 ICICI BANK	16409272
MUMBAI	08-01-2007	5-1/2006 AE-8	JSS, 56895 CAN. BANK	2020759

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
MUMBAI	11-09-2006	6-2/2004 EE-13	MUMBAI EDU.INITIATIVE, 003201001904 ICICI BANK	2340000
MURSHIDABAD	09-01-2007	3-3/2001 AE-3	WBSLMA,12386 CAN.BANK	30000000
MUSSOORIE	30-08-2006	4-1/2006 EE-13	NIAR, 01100013517 SBI	8591330
MUSSOORIE	19-02-2007	4-1/2006 EE-13	NIAR,01100013517 SBI	9038000
MYSORE	17-07-2006	50-7/2006 AE-6	KARNATAKA STATE A.E. COUNCIL, 7990 CAN.BANK	1615246
MYSORE	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 12904 CAN. BANK	1777923
MYSORE	19-06-2006	5-1/2006 AE-8	JSS, 12904 CAN. BANK	1200000
MYSORE	17-07-2006	50-44/2006 AE-6	SRC(KARNATA.STATE AE COUN.)7990 CAN.BANK	1500000
MYSORE	23-02-2007	50-44/2006 AE-6	SRCKSAE COUNCIL, 7990 C.B.	2489480
MYSORE	12-03-2007	20-9/2005 AE-4/AE-1	ZSS, 6427 CAUVERI GRAMEENA BANK	4000000
MYSORE	19-03-2007	50-59/2006 AE-6	SRC(KARNA.STATE AE COUNL 7990 CAN. BANK	500000
MYSORE	23-03-2007	50-5/2007 AE-6	SRC(KARNATAKA STATE AE COUNCIL,7990 CAN.BANK	250000
MYSORE	13-03-2007	50-4/2007 AE-6	SRC(KARNATAKA STATE AE COUNCIL, 7990 CAN. BANK	384656
NAGAPATTINAM,				
CHENNAI	23-10-2006	20-6/2002 D-2(AE)	SLMA, 27699 CAN. BANK	7500000
NAHARLAGUN	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.9134 VIJAYA BANK	1000000
NAINITAL	14-07-2006	43-1/2006 AE-4	ZSS, 14440 BANK OF BAROD	621880
NAINITAL	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.158-I NAINITAL BANK LTD.	1000000
NAINITAL,DEHRADUN	24-06-2006	7-1/2005 D-2(AE)	SLMA, 01100215043 SBI	7000000
NANDURBAR	19-06-2006	5-1/2006 AE-8	JSS,1100005625 SBI	1000000
NANDURBAR	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 1100005625 SBI	1500000
NARENDRAPUR	16-03-2007	5-1/2006AE-8	JSS,Narendrapur 21398can bank	1676412
NARSINGPUR	09-01-2007	14-10/2002 AE-3	SLMA,2965001800000069 PNB	4000000
NASHIK	08-01-2007	5-1/2006 AE-8	JSS, 2560 CAN. BANK	1500000
NASHIK	19-06-2006	5-1/2006 AE-8	JSS, 2560 CAN. BANK	1000000
NAVRANGPURA,				
AHMEDABAD	19-06-2006	5-1/2006 AE-8	JSS, 10298781341 SBI	1200000
NEEMUCH	03-01-2007	14-36/2002 AE-3	SLMA,2965001800000069 PNB	3000000
NEW DELHI	20-02-2007	9-11/2006 AE-4	SPRINDALES EDU.SOCIETY, 10656 BANK OF INDIA	261000
NEW DELHI	19-12-2006	9-6/2002 AE-4	ANUBHAV(SAKSHI) A/C. NO. 52810051962 SCB	135000
NEW DELHI	17-07-2006	50-44/2006 AE-6	SRC(JAMIA MILLIA ISLAMIA) 354194 IND.BANK	1500000
NEW DELHI	30-03-2007	50-5/2007 AE-6	NDC,OLPE(IAE ASSO.) A/C. NO.354194 INDIAN BANK	275666
NEW DELHI	17-01-2007	1-23/2006 EE-12	National Bal Bhawan,19047 CAN. BANK	13499273
NEW DELHI	15-02-2007	1-50/2006 EE-13	EDULCONSULTANTS INDIA LTD.03702002100024041 PNB	12075000
NEW DELHI	01-02-2007	4-2/2006 AE-8	VIDYA JYOTHI ASSO.FOR RD 4916 PUNB.&SIND BANK	1500000
NEW DELHI	27-10-2006	6-10/2005 EE-17	IGNOU,2257000100200490 PUNJ.NATIONAL BANK	3170300
NEW DELHI	26-07-2006	1-23/2006 EE-12	National Bal Bhawan,SB-19047 CAN.BANK	13500000
NEW DELHI	19-12-2006	13-5/2006 EE-17	N.C.E.R.T.10137881331 SBI	7354587
NEW DELHI	03-08-2006	1-24/2006 EE-12	National Bal Bhawan,A/C.NO. SB-19047 CAN.BANK	6525000
NEW DELHI	13-03-2007	50-4/2007 AE-6	SRC(JMI) 354194 INDIAN BANK	277831
NEW DELHI	23-02-2007	50-44/2006 AE-6	SRC(JMI) 354194 INDIAN BANK	2500000
NEW DELHI	14-07-2006	1-24/2006 EE-12	National Bal Bhawan,A/C.NO. SB-19047 CAN.BANK	6525000
NEW DELHI	23-11-2006	6-26/2004 EE-13	SMART, 4917 CAN.BANK	525000
NEW DELHI	23-02-2007	9-6/2006 AE-4	VOICE, 35750 PNB	350000
NEW DELHI	15-02-2007	5-1/2006 AE-8	JSS, 10790 CAN. BANK	1500000
NEW DELHI	17-01-2007	1-24/2006 EE-12	National Bal Bhawan,19047 CAN. BANK	6522081
NEW DELHI	03-05-2006	1-23/2006 EE-12	National Bal Bhawan, SB-19047 CAN.BANK	13500000
NEW DELHI	13-02-2007	29-1/2003 AE-4	SMART,202652 CAN.BANK	400000
NEW DELHI	05-10-2006	1-24/2006 EE-12	National Bal Bhawan, 19047 CAN.BANK	6525000
NEW DELHI	05-10-2006	1-23/2006 EE-12	National Bal Bhawan, 19047 CAN.BANK	13500000
NILAMBUR	22-03-2007	6-17/2005 AE-8	JSS, 212320 CAN. BANK	875000
NISANTGANJ,LUCKNOW	02-11-2006	9-8/2006 EE-14	UP SABHI KE LIYE SHIKSHA PARISHAD,22825CAN.BANK	50000000
NISHANTGANJ				
,LUCKNOW	02-11-2006	9-8/2006 EE-14	UP SABHI KE LIYE SHIKHA PRISHAD,22825CAN.BANK	7500000000
NOIDA	01-02-2007	3-1/2006 EE-11	EDULCONSULTANTS INDIA LTD.03702002100024041 PNB	11275000
NOIDA	09-03-2007	5-1/2006 AE-8	JSS, 8180 IOB	1177057
NOIDA	01-02-2007	4-2/2006 AE-8	UDYAN SHARMA FOUNDATIO TRUST,600401010023523 VIJAYA BANK	1500000
NUAPADA	31-10-2006	4-2/2006 AE-8(Pt.-1)	HOLY HOME,30016814067 SBI	1500000
ONGOLE	09-03-2007	5-1/2006 AE-8	JSS, 536 CAN. BANK	1496942
ONGOLE	19-06-2006	5-1/2006 AE-8	JSS, 536 CAN.BANK	1000000
P.MEDINIPUR	19-06-2006	5-1/2006 AE-8	JSS,01100051211 SBI	1000000
PALAMU(DALTONGANJ)	14-02-2007	5-4/2005 AE-1	ZSS, 18117 PNB	4000000
PANAJI	14-07-2006	1-1/2006 EE-8	SSA SOCIETY,37983 C.B.	42412000
PANAJI	12-02-2007	1-1/2006 EE-8	SSA SOCIETY, 37983 CAN. BANK	30000000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
PANIPAT	19-06-2006	5-1/2006 AE-8	JSS,10255020078 SBI	1000000
PANIPAT	20-03-2007	29-1/2004 AE-4	SHAHED VIRANDER SMARA SAMITI,01172691 PNB	800000
PANIPAT	08-01-2007	5-1/2006 AE-8	JSS, 10255020078 SBI	1229712
PANNA	09-01-2007	14-45/2002 AE-3	SLMA,2965001800000069 PNB	3500000
PASCHIM MIDNAPORE	08-01-2007	5-1/2006 AE-8	JSS, 11161750833 SBI	1500000
PATNA	28-06-2006	14-7/2006 EE-11	BIHAR SHIK.PARIYOJNA PARISHAD,6612 CAN.BANK	277239000
PATNA	31-10-2006	4-2/2006 AE-8(Pt-1)	CHANKYA VIHAR SEVA SANS 7400/220/35199 SYN.BANK	1500000
PATNA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, CA-454 CAN. BANK	1378482
PATNA	13-03-2007	50-4/2007 AE-6	SRC(DEEPAYATAN) 11052 BANK OF BARODA	706428
PATNA	23-02-2007	50-44/2006 AE-6	SRC(DEEPAYATAN) 11052 BANK OF BARODA	1990960
PATNA	13-12-2006	50-44/2006 AE-6	SRC(DEEPAYATAN) 11052 BANK OF BARODA	1490960
PATNA	31-01-2007	21-3/2006 AE-1	ADRI,10748960513 SBI	150000
PATNA	02-01-2007	14-7/2006 EE-11	SPD(BIHAR SHIK.PARIYOJ. PARISAD,5608 CAN.BANK	5000000000
PATNA	05-03-2007	21-2/2006 AE-1	ADRI,10748960513 SBI	953000
PATNA	25-07-2006	14-7/2006 EE-11	BIHAR SHIKSHA PARIYOJNA PARISHAD,5608 CAN.BANK	3500000000
PATNA	16-01-2007	21-7(BH12) 2006 EE-8	SPD(BIHAR EDU.PROJECT CO BEP-KGBV-2491000100101699 PNB	34388250
PATNA	23-02-2007	50-44/2006 AE-6	SRC(ADRI)1191 BANK OF BARODA	1984666
PATNA	23-03-2007	50-5/2007 AE-6	SRC(DEEPAYATAN) 11052 BANK OF BARODA	350000
PATNA	13-12-2006	50-44/2006 AE-6	SRC(ADRI) 1191 BANK OF BARODA	1484666
PATNA	17-01-2007	14-7/2006 EE-11	SPD(BIHAR SHIKS.PARIYOJ. PARISHAD, 6612 CAN.BANK	277200000
PATNA	05-10-2006	7-4/2006 PN-5	BIHAR MAHILA SAMAKHYA, A/C.NO.2636 IOB	20000000
PATNA	13-03-2007	50-4/2007 AE-6	SRC(ADRI) 1191 BANK OF BARODA	371578
PATNA	23-03-2007	50-5/2007 AE-6	SRC(ADRI) 1191 BANK OF BARODA	350000
PATNA	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.CA-454 CAN.BANK	1000000
PATNA	17-07-2006	50-44/2006 AE-6	SRC(ADRI) 1191 BANK OF BARODA	2500000
PATNA	19-05-2006	7-4/2006 PN-5	BIHAR MAHILA SAMAKHYA SOCIETY,2636 IOB	10000000
PATNA	24-10-2006	14-7/2006 EE-11	BIHAR SHIK.PARIYOJNA PARISHAD,5608 CAN.BANK	1710432301
PATNA	24-10-2006	14-7/2006 EE-11	BIHAR SHIK.PARIYOJNA PARISHAD,5608 CAN.BANK	9567699
PATNA	20-02-2007	10-2/2005 AE-4	ADRI,A/C.NO.1191 SB OF BARODA	1560000
PATNA	16-01-2007	21-7(BH12)2006 EE-8	BIHAR EDU.PROJECT COUNCI BEP-KGBV-2491000100101699 PNB	198656000
PATNA	17-07-2006	50-44/2006 AE-6	SRC(DEEPAYATAN) 11052 BANK OF BARODA	2500000
PILIBHEET	05-05-2006	25-4/2005 D-2(AE)AE-4	ZSS,A/C.NO.10701 BANK OF BARODA	1487000
PILIBHIT	08-01-2007	5-1/2006 AE-8	JSS, 8212 CAN. BANK	1500000
PILIBHIT	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.8212CAN.BANK	1000000
PIMPRI	22-12-2006	5-6/2005 AE-5	SAKSHARATA ABHIYAN SAMI TI,01100050506 SBI	600000
PITHORAGARH	14-07-2006	43-13/2006 AE-4	ZSS, SB-110212 PITHORAGA DISTT.GRAM.BANK	573000
PORT BLAIR	10-07-2006	4-1/2006 EE-15	UT MISSION AUTHO.SSA,A/C. NO.16026 CAN.BANK	41962000
PRATAPGARH	14-07-2006	43-10/2006 AE-4	ZSS,A/C.NO.1643 BARODA ESTT.UP GRAM.BANK	3400000
PRATAPGARH	19-06-2006	5-1/2006 AE-8	JSS,01190050006 SBI	1000000
PUDUKKOTTAI,CHENNAI	27-09-2006	7-1/2006 D-2(AE)	SLMA, 27699 CAN.BANK	5000000
PULWAMA	07-02-2007	7-10/2002 AE-5	ZSS, SG-2199 J&K BANK LTD.	3000000
PUNE	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 14335 CAN. BANK	1784719
PUNE	13-03-2007	50-4/2007 AE-6	SRC(RSD,SGS) 14395 CAN. BANK	193705
PUNE	04-12-2006	6-5/2006 AE-5	MAHARASHTRA RAJYA SAKS PARISHAD,01100/005299 SBI	7000000
PUNE	23-03-2007	50-5/2007 AE-6	SRC(RSD,SGS) 14395 CAN. BANK	350000
PUNE	19-06-2006	5-1/2006 AE-8	JSS, 14335 CAN.BANK	1200000
PUNE	17-07-2006	50-44/2006 AE-6	SRC,A/C.NO.14395CAN.BANK	2500000
PUNE	13-12-2006	50-44/2006 AE-6	SRC(RSD,SGS) 14395 CAN. BANK	411691
PUNE	04-05-2006	16-6/2004 AE-6/AE-5	MAHA.RAJYA SAKSHARATA PARISH.01100/005299 SBI	10930500
PUNE	23-06-2006	16-6/2002 AE-6/AE-5	MAHARASH.RAJYA SAKSHA. PARISAD,01100/005299 SBI	13390000
PUNE	26-09-2006	43-64/97 AE-6/AE-5	MAHARAS.RAJYA SAKSHRTA PARISHAD,01100/005299 SBI	5000000
PUNE	23-02-2007	50-44/2006 AE-6	SRC(RSD,SGS) 14395 CAN. BANK	911691
PUNE	13-06-2006	43-1/1999 AE-6/AE-5	MAHARASH.RAJYA SAKSHA PARISHAD,01100/005299SBI	7162000
PUNE	07-07-2006	43-58/97 AE-6/AE-5	MAHARASTRA RAJYA SAKSH PARISHAD,01100/005299SBI	4000000
PUNE	08-03-2007	50-44/2006 AE-6	SRC9RSD,SGS) 14395 CAN. BANK	1088309
PURBA MEDINIPUR	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.358 IOB	1000000
PURBA MEDINIPUR	08-01-2007	5-1/2006 AE-8	JSS, 358 IOB	1500000
PURI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.11605CAN.BANK	1000000
PURI	09-03-2007	5-1/2006 AE-8	JSS, 11605 CAN. BANK	1500000
PURULIA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 10438 CAN. BANK	1483159
PURULIA	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.10438CAN.BANK	1000000
RAE BARELI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.636 CAN.BANK	1000000
RAE BARELI	15-02-2007	5-1/2006 AE-8	JSS, 636 CAN. BANK	1310754
RAE BARELI	19-05-2006	25-5/2005 D-2(AE)/AE-4	Z.S.S. A/C.NO.1037CAN.BANK	2375000
RAICHUR	19-06-2006	5-1/2006 AE-8	JSS, 29534 CAN. BANK	1000000



CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
RAICHUR	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 29534 CAN. BANK	1323259
RAIGAD	08-01-2007	5-1/2006 AE-8	JSS, 5064 CENTRAL BANK OF INDIA	852703
RAIGAD	19-06-2006	5-1/2006 AE-8	JSS, 5064 CENTRAL BANK OF INDIA	1000000
RAIPUR	06-12-2006	50-6/2006 EE-17	RAJIV GANDHI SHIKSHA MISSION,19537 CAN.BANK	2000000000
RAIPUR	16-06-2006	50-6/2006 EE-17	RAJIV GANDHI SHIK.MISSION 049104000136518 IDBI BANK	29346000
RAIPUR	19-06-2006	5-1/2006 AE-8	JSS, 2327 CAN. BANK	1000000
RAIPUR	16-06-2006	50-6/2006 EE-17	RAJIV GANDHI SHIK.MISSION 049104000136518 IDBI BANK	22825000
RAIPUR	25-05-2006	13-4/2006 AE-3	STATE LITERCY MISSION AUTHO.2278 CAN.BANK	15000000
RAIPUR	16-01-2007	21-7(CH04)/2006 EE-8	RAJIV GANDHI SHIK.MISSIO 20407 CAN. BANK	47344000
RAIPUR	02-01-2007	13-9/2006 AE-3	SLMA, 2278 CAN. BANK	11000000
RAIPUR	28-11-2006	13-7/2006 AE-3	SLMA, 2278 CAN. BANK	5000000
RAIPUR	09-03-2007	5-1/2006 AE-8	JSS, 2327 CAN. BANK	1345447
RAIPUR	11-12-2006	50-58/2006 AE-6	SRC(JANDARSHAN MEDIA CENTRE)337111 CBI	1000000
RAIPUR	16-06-2006	50-6/2006 EE-17	RAJIV GANDHI SHIK.MISSIO. 19537 CAN.BANK	1297646000
RAIPUR	16-06-2006	50-6/2006 EE-17	RAJIV GANDHI SHIK.MISSIO. 19537 CAN.BANK	1668403000
RAIPUR	21-09-2006	19-2/2002 AE-1/AE-3	SLMA, 2278 CAN.BANK	750000
RAIPUR	15-05-2006	13-5/2006 AE-3	STATE LITERCY MISSION AUTHO. 2278 CAN.BANK	15464000
RAIPUR	18-08-2006	6-23/2005 EE-13	RUPANTAR,17413 CAN.BANK	607500
RAISEN	09-01-2007	14-29/2002 AE-3	SLMA,2965001800000069 PNB	4500000
RAJNANDGAON	31-10-2006	4-2/2006 AE-8 (Pt-1)	LAKSHYA YUVA PARISHAD, 10688551177 SBI	1500000
RAJOURI	24-04-2006	5-2/2005 AE-5	ZSS,G-6/40624 J&K BANK	1695000
RANCHI	01-02-2007	15-4/2006 EE-11	JHARKHAND EDU. PROJECT COUNCIL,14604 CAN.BANK	1500000000
RANCHI	23-02-2007	50-44/2006 AE-6	SRC(ADRI) 15268CAN.BANK	1099677
RANCHI	16-01-2007	21-7(JH09)2006 EE-8	JHAKHAND EDU.PROJECT COUNCIL,15760 CAN.BANK	39000000
RANCHI	01-02-2007	15-4/2006 EE-11	JHARKHAND EDU.PROJECT COUNCIL,15269 CAN.BANK	1500000000
RANCHI	08-03-2007	50-44/2006 AE-6	SRC(ADRI)15268 CAN.BANK	900323
RANCHI	03-01-2007	7-9/2006 PN-5/EE-7	JHARKHAND MAHILA SAMAK SOCIETY,16636 CAN.BANK	10000000
RANCHI	23-03-2007	50-5/2007 AE-6	SRC(ADRI) 15268 CAN. BANK	250000
RANCHI	29-06-2006	15-4/2006 EE-11	JHARKHAND EDU.PROJECT COUNCIL,12269 CAN.BANK	2283000000
RANCHI	13-12-2006	50-44/2006 AE-6	SRC(ADRI) 15268 CAN. BANK	599667
RANCHI	16-03-2007	5-1/2006 AE-8	JSS, 854875 ALLAHABAD BANK	620213
RANCHI	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.854875 ALLAHA BANK	1000000
RANCHI	17-07-2006	50-44/2006 AE-6	ASRC(ADRI)15268CAN.BANK	2500000
RATLAM	08-01-2007	5-1/2006 AE-8	JSS, 2263 CAN. BANK	1422670
RATLAM	26-03-2007	14-35/2002 AE-3	SLMA, 2965001800000069 PNB	5000000
RATLAM	19-06-2006	5-1/2006 AE-8	JSS, 2263 CAN.BANK	1000000
REWA	29-12-2006	14-4/2002 AE-3	SLMA,2965001800000069 PNB	10000000
ROHTAK	17-07-2006	50-44/2006 AE-6	SRC(SEARCH) A/C.NO.S/B 306 ROH.CEN.CO-OP BANK	15000000
ROHTAK	13-03-2007	50-4/2007 AE-6	SRC(SEARCH) S/B-306 ROHT CENTAL CO-OP.BANK	380000
ROHTAK	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.13022 CAN.BANK	1000000
ROHTAK	23-03-2007	50-5/2007 AE-6	SRC(SEARCH) S/B 306 ROH CENTRAL CO-OP.BANK	1500000
ROHTAK	08-01-2007	5-1/2006 AE-8	JSS, 13022 CAN. BANK	1499975
ROHTAK	23-02-2007	50-44/2006 AE-6	SRC(SEARCH)S/B 306 ROHT CENTRAL CO-OP.BANK	2041590
ROURKELA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 21321 CAN. BANK	1477202
ROURKELA	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.21321CAN.BANK	726471
RUDRAPRAYAG	22-12-2006	43-16/2006 AE-4	ZSS, 01100012509 SBI	7000000
RUDRAPUR	22-06-2006	43-2/2006 AE-4	ZSS,2105/8617 UDHAMSING NAGAR DISTT.CO-OP BANK	3290000
RUPNAGAR	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.486 CAN.BANK	1000000
SAGAR	22-03-2007	6-17/2005 AE-8	JSS, 6273 CENTRAL BANK	875000
SAIFABAD,HYDERABAD	06-11-2006	10-8/2003 AE-3	AP SLMA, 56209 CAN.BANK	3000000
SAMASTIPUR	20-07-2006	4-75/98 NFE-3/EE-13	JP SARAISA SEVA ASHRAM, A/C.NO.164 BANK OF INDIA	718712
SANT KABIR NAGAR	04-05-2006	25-6/2005 D-2(AE)AE-4	Z.S.S.,01190044690 SBI	1560000
SANT RAVI DAS NAGAR	08-01-2007	5-1/2006 AE-8	JSS, 36057 SBI	1472125
SARGUJA	26-03-2007	13-4/2004 AE-3	SLMA, 2278 CAN.BANK	10000000
SATNA	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.0355 CAN.BANK	1000000
SATNA	03-01-2007	14-15/2002 AE-3	SLMA,2965001800000069 PNB	10000000
SATNA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 355 CAN. BANK	946621
SEHORE	02-01-2007	14-38/2002 AE-3	SLMA,2965001800000069 PNB	8000000
SEHORE	19-06-2006	5-1/2006 AE-8	JSS,000100512152 PNB	1000000
SEHORE	30-03-2007	5-1/2006 AE-8	JSS, 100512152 PNB	1400000
SEONI	09-01-2007	14-14/2002 AE-3	SLMA,2965001800000069 PNB	4500000
SHAHANJAHANPUR	22-03-2007	6-17/2005 AE-8	JSS, 3508 CAN. BANK	875000
SHAHDOL	09-01-2007	14-32/2002 AE-3	SLMA,2965001800000069 PNB	7000000
SHAHJAHANPUR	10-08-2006	25-7/2005 AE-4	ZSS,08851 SAHANJAPUR DISST.GRAM.BANK	6696000
SHAJAPUR	26-03-2007	14-17/2002 AE-4	SLMA,2965001800000069 PNB	5000000

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
SHOEPUK	09-01-2007	14-21/2002 AE-3	SLMA,2965001800000069 PNB	2500000
SHILLONG	23-02-2007	50-44/2006 AE-6	SRC(NE HILL UNIV.) 8612 IOB	1300000
SHILLONG	16-03-2007	21-5/2006 EE-8	SSA STATE MISSION AUTHO. 9640 CAN. BANK	594000
SHILLONG	20-03-2007	16-5/2003 AE-3	DISTT.LITERCY SOCIETY EAST KHASI HILLS,10407609664 SBI	4000000
SHILLONG	10-07-2006	11-7/2006 EE-3	SSA STATE MISSION AUTHO. A/C.NO.8529 CAN.BANK	179400000
SHILLONG	23-03-2007	50-5/2007 AE-6	SRC(NE HILL UNIV.) 8612 IOB	506121
SHILLONG	23-03-2007	50-5/2007 AE-6	SRC(NORTH EASTN HILL UNIV )8612 IOB	250000
SHILLONG	17-07-2006	50-44/2006 AE-6	SRC,A/C.NO.8612 IOB	1500000
SHILLONG	22-01-2007	11-7/2006 EE-3	SSA STATE MISSION AUTHO. 8529 CAN. BANK	250000000
SHILLONG	13-12-2006	50-44/2006 AE-6	SRC(NE HILL UNIV. 8612 IOB	1200000
SHIMLA	19-06-2006	19-1/2006 EE-8	HP PRIMARY EDU.SOCIETY, S.B.A./C.NO.4288 CAN.BANK	319550000
SHIMLA	17-07-2006	50-44/2006 AE-6	SRC(RGVKS SADAN) 1296 HP STATE CO-OP BANK LTD.	1500000
SHIMLA	19-06-2006	19-1/2006 EE-8	HP PRIMARY EDU.COCITY, A/C.NO.4288 CAN.BANK	2762000
SHIMLA	22-11-2006	19-1/2006 EE-8	HP PRIMARY EDU.SOCITETY, SB.A/C.NO.4288 CAN.BANK	300000000
SHIMLA	08-03-2007	50-44/2006 AE-6	SRC(RGVK) 1296 STATE CO-OP.BANK LTD.	796956
SHIMLA	23-02-2007	50-44/2006 AE-6	SRC(RGVK) 1296 STATE CO OP.BANK LTD.	503044
SHIMLA	22-11-2006	19-1/2006 EE-8	HP PRIMARY EDU.SOCIETY, SB.A/C.NO.4288 CAN.BANK	2763000
SHIMLA	13-12-2006	50-44/2006 AE-6	SRC(RAJYA GYAN VIGYAN KENDRA)1296 STAT.CO-OP BANK LTD.	403044
SHIMLA	13-03-2007	50-4/2007 AE-6	SRC(RGV KENDRA) 1296 STA CO-OP.BANK LTD.	363564
SHIMLA	23-03-2007	50-5/2007 AE-6	SRC(RGVK) 1296 STATE CO-OP. BANK LTD.	200000
SHIMOGA	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.35068CAN.BANK	1000000
SHIMOGA	08-01-2007	5-1/2006 AE-8	JSS, 35068 CAN.BANK	1497781
SHIVPURI	05-01-2007	14-31/2002 AE-3	SLMA,2965001800000069 PNB	7000000
SIDDHARTH NAGAR	07-06-2006	25-11/2005 D-2(AE)/AE-4	ZSS,01100060027 SBI	4075000
SIDDHARTH NAGAR	22-03-2007	6-17/2005 AE-8	JSS, 6423 PNB	875000
SIDHI	16-03-2007	5-1/2006 AE-8	JSS, 11104652889 SBI	1459343
SIDHI	31-10-2006	4-2/2006(Pt.-1)/AE-8	SWA&REG,391702010010895 UBI	1500000
SIDHI	19-06-2006	5-1/2006 AE-8	JSS, 01190022038 SBI	1000000
SILVASSA	28-03-2007	5-2/2006 EE-15	SPD(SSA) SB-20349 DENA BANK	100000000
SINDHUDURG	19-06-2006	5-1/2006 AE-8	JSS, 5600 BANK OF INDIA	1000000
SINDHUUDURG	08-01-2007	5-1/2006 AE-8	JSS, 5600 BANK OF INDIA	1246947
SIRSA	19-06-2006	5-1/2006 AE-8	JSS, 71532 CAN. BANK	1000000
SIRSA	15-02-2007	5-1/2006 AE-8	JSS, 71532 CAN. BANK	1286661
SITAPUR	22-03-2007	6-17/2005 AE-8	JSS, 201711714 UBI	875000
SIVAGANGA	09-03-2007	5-1/2006 AE-8	JSS, 62275 CAN. BANK	1276111
SIVAKASI	19-06-2006	5-1/2006 AE-8	JSS, 20343 CAN. BANK	1000000
SIVAKASI	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 20343 CAN. BANK	1499394
SONEPAT	19-06-2006	5-1/2006 AE-8	JSS, 16419 CAN.BANK	1000000
SONEPAT	08-01-2007	5-1/2006 AE-8	JSS, 16419 CAN. BANK	1500000
SONEPUR(SARAN)	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 01100050022 SBI	1500000
SONEUR(SARAN)	19-06-2006	5-1/2006 AE-8	JSS,01100050022 SBI	1000000
SOUTH 24 PARAGANA	11-01-2007	43-11/98 AE-3	WBSLMA,12386 CAN.BANK	200000000
SRINAGAR	17-07-2006	50-44/2006 AE-6	SRC,UNIV.OF KASHMIR,4340 J&K BANK LTD.	1500000
SRINAGAR	08-07-2006	17-3/2006 EE-11	SPD(UJALA SOCIETY)A/C.NO. 15819 J&K BANK LTD.	875333000
SRINAGAR	08-07-2006	17-3/2006 EE-11	SPD(UJALA SOCIETY)A/C. NO. 15946 J&K BANK LTD.	1740000
SRINAGAR	23-02-2007	50-44/2006 AE-6	SRC(UNIV.OF KASHMIR) 4340 J&K BANK LTD.	2147484
SRINAGAR	05-03-2007	7-9/2002 AE-5	ZSS, 01190005888 SBI	4000000
SULTANPUR	20-09-2006	25-10/2005 AE-4	ZSS, 42149 BANK OF BARODA	3673000
SULTANPUR	19-06-2006	5-1/2006 AE-8	JSS, 35186 BANK OF BARODA	1000000
SULTANPUR	08-01-2007	5-1/2006 AE-8	JSS, 35186 BANK OF BARODA	1500000
SULTANPUR,AZAMGARH	31-10-2006	4-2/2006 AE-8(Pt.-1)	SHRI SHIVAJI INTER COLLEG SAMITI, 16326 DISTT CO-OP.BANK LTD.	1500000
SUPAUL	02-05-2006	5-13/2005 AE-1/AE-4	ZSS,A/C.NO.2929 BANK OF INDIA	2300000
SURAT	19-06-2006	5-1/2006 AE-8	JSS, 19327 CAN.N\BANK	1200000
SURAT	08-01-2007	5-1/2006 AE-8	JSS, 19327 CAN. BANK	1800000
TEHRI GARHWAL	09-08-2006	43-4/2006 AE-4	ZSS,6751 ZILA SAHAKARI BANK	1400000
TEHRI GARHWAL	22-03-2007	6-17/2005 AE-8	JSS, 10118 CAN. BANK	875000
THANE	16-01-2007	16-3/2000 D-3(AE)/AE-5	ZILLA SAKSHARTA ABHIYAN SAMITI,30131125202 SBI	10000000
THANJAVUR,CHENNAI	18-10-2006	20-9/2002 D-2(AE)	SLMA, 27699 CAN. BANK	10000000
THIRUVANA,				
TRIVANDRUM	24-04-2006	7-1/2006 PN-5	KERALA MAHILA SAMAKHYA SOCITY,20066 SB OF TRAVAN	1000000
THIRUVANANTHAPURAM	19-03-2007	50-59/2006 AE-6	SRC, 11942 SB OF TRAVAN	500000
THIRUVANANTHAPURAM	13-03-2007	50-4/2007 AE-6	SRC, 11942 SB OF TRAVAN	650385
THIRUVANANTHAPURAM	30-05-2006	11-4/2006 EE-14	PRIMARY EDU.DEVELOPMENT SOCIETY OF KERALA,76205 CAN.BANK	438200000
THIRUVANANTHAPURAM	13-12-2006	50-44/2006 AE-6	SRC, 11942 SB OF TRAVAN.	1194084

CITY	SANC. DATE	SANCTION NO.	GRANTEE	AMOUNT
THIRUVANANTHAPURAM	23-02-2007	50-44/2006 AE-6	SRC, SB A/C.NO.11942 SB OF TRAVANCORE	1294084
THIRUVANATHAPURAM	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.23293CAN.BANK	1200000
THIRUVANATHAPURAM	17-07-2006	50-44/2006 AE-6	SRC, 11942 S B OF TRAVANC	1500000
THIRUVANATHAPURAM,	03-01-2007	7-1/2006 PN-5	KERALA MAHILA SAMAKHYA SOCIETY,20066 SB OF TRAVANCORE	10000000
TRIVAN				
THIRUVANTHAPURAM	08-12-2006	7-1/2001 D-2(AE)/AE-6	KERALA STATE LITERCY MIS. AUTHO.57026981605 SB TRAVANCORE	1000000
THIRUVANTHAPURAM	30-03-2007	50-5/2007 AE-6	SRC, 11942 SB OF TRAVAN	138148
THIRUVANTHAPURAM	28-03-2007	11-4/2006 EE-14/EE-16	PRIMARY EDU.DEVELOP.SOCI OF KERALA,76205 CAN.BANK	200000000
THIRUVANTHAPURAM	16-03-2007	5-1/2006 AE-8	JSS, 23293 CAN. BANK	1458539
THIRUVARUR	21-07-2006	20-11/2002 D-2(AE)	SLMA,27699 CAN.BANK	5170000
THOUBAL	20-11-2006	15-8/2006 AE-3	DIST.LITEACY SOCIETY, 12295 UBI	1444000
THRISSUR	08-01-2007	5-1/2006 AE-8	JSS, 131779 CAN. BANK	1356312
THRISSUR	19-06-2006	5-1/2006 AE-8	JSS, A/C.NO.131779 CAN. BANK	1000000
TIKAMGARH	26-03-2007	14-26/2002 AE-3	SLMA,2965001800000069 PNB	5000000
TIRUCHIRAPALLE	19-06-2006	5-1/2006 AE-8	JSS, 29558 CAN.BANK	1000000
TIRUCHIRAPPALLI	28-12-2006	19-9/2001 AE-1/D-2(AE)	SLMA, 27699 CAN. BANK	2000000
TIRUCHIRAPPALLI	09-03-2007	5-1/2006 AE-8	JSS, 29558 CAN. BANK	1232015
TIRUPATI	19-06-2006	5-1/2006 AE-8	JSS, 24180 ANDHRA BANK	1000000
TIRUVARUR	08-01-2007	5-1/2006 AE-8	JSS, 31699 INDIAN BANK	704896
TIRUVARUR	19-06-2006	5-1/2006 AE-8	JSS, 31699 INDIAN BANK	1000000
TRIVANDURAM	10-07-2006	7-1/2006 PN-5	KERALA MAHILA SAMAKHYA SOCIETY,20066 SB OF TRAVAN	10000000
TUMKUL	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.60672CAN.BANK	1000000
TUMKUR	08-01-2007	5-1/2006 AE-8	JSS, 60672 CAN.BANK	937103
TUMKUR	12-03-2007	20-14/2005 AE-4/AE-1	ZSS, 01100050110 SB OF MYSORE	1500000
UDHAMSINGH NAGAR	22-06-2006	7-13/2005 AE-4	SLMA,01100215043 SBI	13658000
UJJAIN	05-01-2007	14-3/2002 AE-3	SLMA,2965001800000069 PNB	7500000
UJJAIN	19-06-2006	5-1/2006 AE-8	JSS, 12156 CAN.BANK	1000000
UJJAIN	09-03-2007	5-1/2006 AE-8	JSS, 12156 CAN. BANK	1262266
UMARIA	09-01-2007	14-39/2002 AE-3	SLMA,2965001800000069 PNB	3000000
UNNAO	08-01-2007	5-1/2006 AE-8	JSS, 55076532166 SB OF PATIALA	1500000
UNNAO	15-05-2006	25-19/2005 D-2(AE)AE-4ZSS,A/C.N.01481705 PNB		2581000
UNNAO	19-06-2006	5-1/2006 AE-8	JSS,55076532166 SB OF PATIALA	1000000
URAJ,JALAUN	12-10-2006	4-2/2006 AE-8	BHARAT GRAMODYOG VIKAS SAMITI,CA-1002BANK OF BARODA	1500000
UTTAR KANNADA	22-03-2007	20-12/99 AE-4/AE-1	SLMA, A/C.NO.5674 PNB	7500000
VADODARA	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.12292CAN.BANK	1200000
VADODARA	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 12292 CAN. BANK	1634476
VARANASI	19-06-2006	5-1/2006 AE-8	JSS, 10131 CAN.BANK	1000000
VARANASI	08-01-2007	5-1/2006 AE-8(Pt-1)	JSS, 10131 CAN. BANK	1491863
VARANASI	08-01-2007	5-1/2006 AE-8	JSS, 12517 CAN. BANK	1500000
VARANASI	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.12517CAN.BANK	1000000
VELLORE,CHENNAI	25-09-2006	1-7/2000 D-3(AE)/D-2(AE)	SLMA, 27699 CAN.BANK	3136041
VELUR	22-03-2007	6-17/2005 AE-8	JSS, 7720 CAN. BANK	875000
VIDISHA	09-01-2007	14-20/2002 AE-3	SLMA,2965001800000069 PNB	5000000
VIDYANAGAR, AITO-PARVARI	15-02-2007	5-1/2006 AE-8 (Pt.-2)	JSS, 34098 CAN. BANK	1319172
VIJAYAWADA	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.12702CAN.BANK	1200000
VIJAYAWADA	08-01-2007	5-1/2006 AE-8	JSS, 12702 CAN. BANK	1795095
VISAKHAPATNAM	16-03-2007	5-1/2006 AE-8	JSS, 3396 CAN. BANK	1800000
VISAKHAPATNAM	19-06-2006	5-1/2006 AE-8	JSS, 3396 CAN. BANK	1191858
VIZIANAGRAM, HYDERABAD	04-12-2006	10-9/2003 AE-3	AP SLMA, 56209 CAN.BANK	5000000
WANGJING	25-01-2007	5-1/2006 AE-8	JSS, 10661 IOB	1478245
WANGJING	19-06-2006	5-1/2006 AE-8	JSS,A/C.NO.10661 IOB	1000000
WASHIM	19-06-2006	5-1/2006 AE-8	JSS, 01100050335 SBI	1000000
WASHIM	08-06-2006	16-3/2002 AE-6/AE-5	ZS ABHIYAN SAMITI,A/C.NO. 01100050506 SBI	2673840
WASHIM	15-02-2007	5-1/2006 AE-8	JSS, 1100050335 SBI	1361774
WASHIM	31-10-2006	4-2/2006 AE-8(Pt-1)	MAHILA UTKARSHA PRATIS. 01100050502 SBI	1500000
WEST DISTT.GYALSHING	20-11-2006	19-4/2002 AE-3	SSA STATES MISSION AUTHO 40151 CBI	1200000
WEST GARO HILLS	26-03-2007	16-4/2003 AE-3	DISTT.LITERACY COUNCIL, 0100050139 SBI	4000000
WILLIAMNAGAR	20-03-2007	16-1/2004 AE-3	DISTT.LITERACY COUNCIL, 200/95MEGHA.CO-OP APEX BANK LTD.	1500000
YELLAMANCHALI	23-08-2006	20-29/2002 NFE-2/EE-13	BHAGAVATULA CHARITABLE TRUST,14832 CAN.BANK	7608610
YELLAMANCHALI	02-01-2007	20-29/2002 NFE-2/EE-13	BHAGAVATULA CHARITALBL TRUST,14832 CAN.BANK	8045500
YINKIONG	12-03-2007	11-2/2007 AE-3	UPPER SIANG ZSS, A/C. NO. 01100050084 SBI	120000
ZIRO	19-03-2007	11-2/2006 AE-3	ZSS, 01100050217 SBI	385000

## Annexure IV

### Statement of grants : Rs. 1.00 Lakh and above sanction to various VHOs by CHD in 2007-08

Sl.No.	Name of the Organization	Amount of grant sanctioned
<b>ASSAM</b>		
1.	Assam Rashtrabhasha Prachar Samiti, Guwahati	25,59,600/-
2.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, North Lakhimpur, Assam	5,48,040/-
<b>MANIPUR</b>		
3.	Manipur Hindi Prachar Sabha, Akampat	1,44,600/-
4.	Manipur Rashtrabhasha Prachar Samiti, Imphal	3,81,600/-
<b>MEGHALAYA</b>		
5.	Meghalaya Rashtrabhasha Prachar Samiti, Shillong	6,39,150/-
<b>MIZORAM</b>		
6.	Mizoram Hindi Prachar Sabha, Aizwal	5,54,550/-
<b>KARNATAKA</b>		
7.	Mysore Hindi Prachar Parishad, Bangalore	41,02,762/-
8.	Karnataka Hindi Prachar Samiti, Jayanagar, Bangalore	21,02,700/-
9.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	24,75,300/-
10.	Dakshin Bharat Hindi Prachar Sabha, (Karnataka), Dharwar	58,78,800/-
11.	Sri Jaya Bharati Hindi Vidyalaya, Bangalore	1,20,375/-
12.	Manas Education Society, Tumker	1,32,150/-
13.	Adarsh Hindi Vidyalaya, Bangalore	1,26,300/-
14.	Hindi Shaikshanik Sewa Samiti, Bijapur	1,89,120/-
15.	Janata Shikshan Samiti, Hubli	1,03,290/-
16.	Hindi Prachar Sangh, Mudhol	2,86,275/-
17.	Karnataka Hindi Prachar Samiti, Gulbarga	1,08,225/-
18.	Belgaon Vibhagiya Hindi Sewa Shikshan Samiti, Hubli	1,30,320/-
19.	Zilla Hindi Premi Mandal, Bellary	1,06,350/-
20.	Mumbai Hindi Vidyapeeth, Karnataka Branch	1,57,500/-
21.	Karnataka Hindi Sabha, Mandya	1,14,225/-
<b>MAHARASHTRA</b>		
22.	Mumbai Hindi Vidyapeeth, Mumbai	28,12,350/-
23.	Mumbai Prantiya Rashtrabhasha Prachar Sabha, Mumbai	5,87,850/-
24.	Mumbai Hindi Sabha, Mumbai	5,31,420/-
25.	Maharashtra Rashtrabhasha Sabha, Pune	8,02,425/-
26.	Rashtrabhasha Prachar Samiti, Vardha	7,11,570/-
27.	Vidharbha Rashtrabhasha Prachar Samiti, Nagpur	1,63,875/-
28.	Maharashtra Hindi Prachar Sabha, Aurangabad	4,23,000/-
29.	Maharashtra Rashtrabhasha Prachar Samiti, Pune	1,29,750/-
30.	Rashtra Bhasha Vikas Parishad, Pune	1,08,600/-

31	Akhil Bhartiya Rashtra Bhasha Vikas Samiti Mumbai	1,08,600/-
32	Dakshin Bharat Hindi Prachar Sabha, Goa Branch	4,65,000/-
33	Mumbai Hindi Vidyapeeth (Goa Branch)	1,91,700/-
<b>ANDHRA PRADESH</b>		
34.	Dakshin Bharat Hindi Prachar Sabha, Hyderabad, Andhra Pradesh	45,22,920/-
35	Hindi Prachar Sabha, Hyderabad	2,57,100/-
36.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	10,52,250/-
37.	Hindi Prachar Samiti ,Narayanpet	2,15,100/-
<b>JHARKHAND</b>		
38.	Hindi Vidyapeeth, Deoghar	4,22,888/-
<b>TAMILNADU</b>		
39.	Dakshin Bharat Hindi Prachar Sabha, Chennai, City Scheme	21,28,950/-
40	Dakshin Bharat Hindi Prachar Sabha, Chennai (for P.G. Centres)	39,10,360/-
41.	Dakshin Bharat Hindi Prachar Sabha,Trichy	48,67,800/-
42.	Dakshin Bharat Hindi Prachar Sabha, Chennai (National Research Library)	1,81,650/-
43	Dakshin Bharat Hindi Prachar Sabha ,Ooty Branch	3,78,900/-
<b>KERALA</b>		
44	Dakshin Bharat Hindi Prachar Sabha (Kerala), Ernakulam	23,49,675/-
45.	Kerala Hindi Prachar Sabha, Thiruvananthapuram	17,86,410/-
46	Gandhi Smarak Gram Sewa Kendram, Alpuza	1,64,100/-
47.	Hindi Vidyapeeth, Thiruvananthapuram	1,93,500/-
48.	Hindi Vidyapeeth, Payyanur	1,18,125/-
<b>DELHI</b>		
49.	Bhartiya Anuwad Parishad, New Delhi	3,07,500/-
50.	Nagari Lipi Parishad, New Delhi	3,34,500/-
<b>UTTAR PRADESH</b>		
51	Hindi Sahitya Sammelan, Prayag, Allahabad	5,00,000/-
<b>NAGALAND</b>		
52	Nagaland Bhasha Parishad, Kohima	1,09,500/-
<b>PONDICHERRY</b>		
53	Dakshin Bharat Hindi Prachar Sabha (Pondicherry Branch)	2,58,375/-
<b>LAKSHDWEEP</b>		
54	Dakshin Bharat Hindi Prachar Sabha, Lakshdweep Branch	1,32,750/-
<b>RAJASTHAN</b>		
55	Hindi Prachar Prasar Sansthan, Jaipur	1,20,975/-
<b>WEST BENGAL</b>		
56	Paschim Banga Rashtrabhasha Prachar Samiti, Kolkata	1,00,020/-
<b>TOTAL</b>		<b>5,22,96,988</b>

## Annexure V

### Statement showing Financial assistance of more than Rs. 1.00 Lakh to Vedic Institutions

Sl. No.	Name of the Organization	Amount of Grant Sanctioned
1.	Veda Parishat Pattabhipuram Guntur (A.P)	1,77,014/-
2.	Sarvaraya Educational Trust, Kakinada (A.P.)	2,49,839/-
3.	Vedvedanta Gurukula Mahavidyalaya, Madipadu, Guntur	7,26,328/-
4.	Sri Shardapeetha Vidyasabha, Dwarka (Gujarat)	5,23,599
5.	Bhartitya Chaturdham Veda Bhawan Nyas, Dwarka (Gujarat)	4,34,514
6.	Vidyaranya Vidyapeetha Trust Committee Hospet (Karnataka)	4,50,405
7.	Sri Manik Prabhu Veda Pathshala, Maniknagar Dist Bidar Karnataka	13,67,217/-
8.	Kamkoti Yajurveda Pathashala Brahmawam Madhom, TrussurKerala	1,69,595/-
9.	Tanthara Vidyapeetham Alwaye Kerala	4,30,000/-
10.	The Veda Raksha Samiti, Palghat Kerala	3,32,693/-
11.	Sri Sant Gyaneshwar Veda Vidya Pratisthab, Aurangabad Maharashtra	7,72,773/-
12.	Vedaacharya Ghaisas Pune (Mah.)	2,11,785/-
13.	Sachchidanand Veda Swadhyaya Pratishthan Dist. Parbhani (Maharashtra)	10,25,380/-
14.	Sri Swami Akhandanand Vedavedanga Sanskrit Mahavidyalaya. Nasik (Mah.)	9,15,840/-
15.	Acharya Vachaspati Shukla Sanskrit Vedavidyalaya. Guna (M.P)	7,26,212/-
16.	Gangadhar Veda Vidya Mandir, Ujjain (M.P.)	3,13,650/-
17.	Nabhimandal Veda Vidya Parmarthik Nyas, Ujjain (M.P.)	12,34,100/-
18.	Bhartiya Chaturdham Veda Bhawan Nyas, Puri (Orissa)	4,21,209/-
19.	Sri Garudadhwaaja Vasudeva Yagnavalkya Veda Pathashala Puri (Orissa)	9,67,639/-
20.	Shri Naitik Punaruthan Samiti Cuttack (Orissa)	1,45,495/-
21.	Sri Ramanadacharya Kanva Veda Pathashala, Puri (Orissa)	3,86,224/-
22.	Veda pathashala, Brahmipur, Gunjam (Orissa)	6,85,595/-
23.	Gurukula Vedapathashala, Puri (Orissa)	4,09,222/-
24.	Shri Guru Virajanand Smarak Samiti Trust, Jalandhar (Punjab)	2,59,050/-
25.	Sri Balram Veda Pathashala, Sri babaji ki kui, Jaipur	4,89,420/-
26.	Sri Jankinath Veda Vidyalaya, Rewasa, Sikar	4,22,267/-
27.	Shri Munikul bhrmcharya Ashram Veda Sansthan, Barundani, Bhilwara	15,75,196/-
28.	Shri veer Hanuman Rishkul Vedavidyalaya, Jaipur	3,53,298/-
29.	Sri Mahadeva Shishu Gunjan Veda Sansthan, Begu(Raj.)	4,93,975/-
30.	Tripura Rajya Veda Vidya Prasaran Samiti, Agartala (Tripura)	2,54,608/-
31.	Sri Ahobila Muth Samskrita Vidya Abhivardhnini Sabha, Chennai	5,94,000/-
32.	The Raja Veda Kavya Pathashala, Kumbakonam	20,89,791/-
33.	Shri Shiva Ram Trust, Chennai	3,68,052/-
34.	Kalavai Guruparampara Veda Vidya Trust, Chennai	2,57,235/-
35.	Sri Shukla Yajurveda Dharma Shastra Pathashala, Kanchipuram	4,35,353/-
36.	Sri Abhinava Vidyatheertha Bharti Veda Pathashala, Rajapalayam (T.N.)	5,05,418/-
37.	Acharya Ramesh Guruji Veda Pathashala, Karanwas, Buland Shahar (U.P.)	6,61,130/-
38.	Bhartiya Chaturdham Veda Bhawan Nyas, Prayag (U.P)	5,69,159/-
39.	Unnayana Sanstha Veda Pathashala, Varanasi	5,88,455/-
40.	Swami Narottamanand Giri Veda Vidyalaya, Jhusi, Allahabad	5,22,725/-
41.	Shri Pattabhiram Shasri Veda Mimansa Anusandhan Kendra, Varanasi	12,53,367/-
42.	Shri Dudheshwar Veda Vidyapitha, Ghziabad (U.P.)	5,32,180/-
43.	Shri Jayendra Saraswati Veda Pathshala, Chitrakoot(U.P.)	8,08,860/-
44.	Jagatguru Sankaracharya Swami Swarupanand Saraswati Nyas, Varanasi	15,58,881/-
45.	Acharya Shri Rameshguru Veda Pathashala, Vrandavan	4,09,770/-
46.	Sri Sitaramdas Omkarnath Sanskrita Shiksha Samsad, Kolkata	8,38,150/-
47.	Sri Sitaramdas Omkarnath Vedic Vidyapeeth, Ayodhyaya	2,47,274/-
48.	Sati Deb Vasha Siksha Niketan, Vishwakalyan Foundation, Navdeep(W.B.)	2,42,638/-
49.	Sri Sankara Gurukula Veda Pathashala, Hyderabad(A.P)	7,59,575/-
50.	Sir Veda Sanskrit Gurukula Pathashala, Srirangapattam (Karnataka)	2,90,305/-
	<b>TOTAL</b>	<b>3,04,56,460/-</b>

## Annexure VI

### Summary of important Audit observations made by the C&AG

Release of grant	Inadequate scrutiny by the Ministry resulted in excess release of grant of Rs.0.62 crore to the Government of Karnataka under 'Improvement in Science Education in Schools' scheme. Also Rs.2.01 crore remained to be recovered towards unutilized portion of the grant. On the matter being pointed out in audit, the Ministry recovered Rs.0.91 crore (October 2005). The balance Rs.1.72 crore including the excess release of Rs.0.62 crore is yet to be recovered.	Report No.2 of 2007)
------------------	---	----------------------

#### Aligarh Muslim University

Unauthorised expenditure	Aligarh Muslim University did not adhere to the conditions of financial sanction resulting in unauthorized expenditure of Rs.one crore on repairof roads.	(Report No. 3 of 2007)
--------------------------	---	------------------------

#### Indian Institute of Technology, Delhi

Loss of interest	The Indian Institute of Technology, Delhi suffered loss of interest of Rs.20.13 lakh due to belated claim of annual interest on its 37 investments involving Rs.114.45 crore under Time Deposit Scheme of the Post Office.	(Report No.3 of 2007)
------------------	--	-----------------------

#### National Council of Educational Research and Training

Delays in procurement process leading to excess expenditure	The National Council of Educational Research and Training did not take timely action to procure paper to meet its requirement for printing text books for the year 2005-06. This resulted in extra expenditure of Rs.1.04 crore.	(Report No.3 of 2007)
---	--	-----------------------

#### University Grants Commission

Irregular award of construction work	The University Grants Commission irregularly awarded consultancy work to Educational Consultants India Limited without obtaining administrative and financial sanction from the Ministry of Human Resource Development and No Objection Certificate from the Ministry of Urban Development resulting in extra liability of Rs.6.45 crore. UGC also irregularly paid interest free mobilisation advance of Rs. four crore to EdCIL. Even after lapse of 37 months from signing of agreement, the construction was yet to commence as of June, 2006	(Report No. 3 of 2007)
--------------------------------------	---	------------------------

#### Visva Bharati University

Security and Maintenance of Assets of the Visva Bharati University	The Visva Bharati University founded by Shri Rabindranath Tagore in December 1921 was declared an Institution of National Importance in 1951. It is a unique repository of the rich cultural and intellectual properties.	
--	---	--

The University has over the years acquired movable properties worth Rs.24.61 crore, but no physical verification of its assets was carried out by the University during last five years. Besides, the University possesses artifacts of antiquity, manuscripts and rare photographs of archaeological and historical importance and other objects of interest.

The Security systems of the University suffered from various lacunae. Theft of 53 items from the Rabindra Bhavan Visitors' Gallery, which included personalia of the great poet and his family apart from the Nobel medallion of the first Nobel Laureate of the country detected in June 2004 pointed towards the apathy of VB in the security matters.

There was no system of imparting training to the security personnel belonging to the general cadre of the University. The problem of manpower was being resolved by outsourcing. Fire fighting arrangements in the campus were grossly inadequate; the University has already lost properties worth Rs.25.18 lakh due to a fire that engulfed its Zoology Department in June, 2005.

The University is grossly lacking in its efforts towards conservation and restoration of its possession of artifacts-indoor as well as outdoor. This neglect has resulted in its invaluable treasures getting gradually lost to wear and tear and ravage of nature.

(Paragrah I)  
(Report No. 3 of 2007 (Performance Audit))



## List of Deemed Universities

S.No.	Name & Address	Contact
1.	Rashtriya Sanskrit Vidyapeeth, Tirupati-517507 Andhra Pradesh www.sansknet.org	E-mail: rsvp_registrar@yahoo.co.in Tel: 0877- 2287680 Fax: 0877- 2287680; 2287826
2.	Sri Sathya Sai University Prasanthinilayam, Anantapur Dist.- 515134 Andhra Pradesh www.sssu.edu.in	E-mail: registrar@sssu.edu.in Tel: 08555- 286191 Fax: 08555- 287239
3.	International Institute of Information Technology, Gachibowli, Hyderabad 500 019 Andhra Pradesh www.iiit.ac.in	E-mail: query@iiit.net Tel: 040- 23001967 Fax: 040- 23001413
4.	Gandhi Institute of Technology and Management (GITAM), Gandhi Nagar Campus, Rushikonda, 2790505 Visakhapatnam-530045 Andhra Pradesh www.gitam.edu	E-mail: gitam@gitam.org ; gitam@gitam.edu Tel: 0891-2790101; 2790202; 2790404; Fax: 2790399; 2790037; 2790036
5.	North Eastern Regional Institute of Science and Technology, Nirjuli, Itanagar 791109 Arunachal Pradesh www.nerist.ac.in	E-mail: registrar@nerist.ernet.in Tel:0360-2245094; 2257584; 2245095 Fax: 0360-2244307
6.	Bihar Yoga Bharati, Ganga Darshan Fort, Munger, Bihar -811201	E-mail: NA Tel: 06344-222480 Fax: 06344-220169
7.	Nava Nalanda Mahavihara, Nalanda- 803111 Bihar www.navanalanda.org	E-mail: nnmdirector@sify.com Tel: 06112-281672; 281697; 281820 Fax: 06112-281907
8.	Punjab Engineering College Sector -12, Chandigarh 160012 www.pec.ac.in	E-mail: registrar@pec.ac.in Tel: 0172-2753700 Fax: 0172-2745175
9.	Gujarat Vidyapith, PO Navjivan, Near Income Tax Office Ashram Road, Ahmedabad-38-014 Gujarat www.gujaratvidyapith.org	E-mail: registrar@gujaratvidyapith.org Tel: 079-27541392 Fax: 079- 27542547
10.	Sumandeep Vidyapeeth, P.O. Piparia, Tal. Vaghodia, Dist. Vadodara, Gujarat www.sumandeepuniversity.org	E-mail: registrar@gujaratvidyapith.org Tel: 079-27541392 Fax: 079- 27542547
11.	National Dairy Research Institute, Karnal-132001 Haryana www.ndri.res.in	E-mail: registrar.ndri@gmail.com Tel: 0184-2252800; 2259002 Fax: 0184- 22500042
12.	National Brain Research Centre, Nainwal More, NH-8, Manesar-122 050 Gurgaon Haryana www.nbrc.ac.in	E-mail: info@nbrc.ac.in Tel: 0124-2338920,22-26 Fax: 0124- 22338910; 2338928
13.	Maharishi Markandeshwar University, Mullana-Ambala - 133203 Haryana www.mmetmullana.com	E-mail: NA Tel: 01731-304100 Fax: NA

S.No.	Name & Address	Contact
14.	Birla Institute of Technology, Mesra, Ranchi-835215 Jharkhand www.bitmesraranchi.org	E-mail: registrarbitmesra@rediffmail.com Tel: 0651-2276052 Fax: 0651-2275401
15.	Indian School of Mines, Dhanbad-826004 Jharkhand www.ismdhanbad.ac.in	E-mail: rg@ismdhanbad.ac.in Tel: 0326-2205403 Fax: 0326-2202380; 2203042
16.	BLDE University, Bangaramma Sajjan Campus, Sholapur Road, Bijapur-586103 Karnataka www.bldeuniversity.org	E-mail: contact@bldea.org Tel: 08352-264030; 262541. Fax: 08352-262068
17.	Indian Institute of Science, Bangalore-560012 Karnataka www.iisc.ernet.in	E-mail: regr@admin.iisc.ernet.in Tel: 080-23600690 Fax: 080-23600936; 23600757
18.	Manipal Academy of Higher Education, Madhav Nagar, Manipal-576119 Karnataka www.manipal.edu	E-mail: info@manipal.edu Tel: 08252-29222615 Fax: 08252-2570062
19.	National Institute of Mental Health and Neuro Science, P.B. No. 2900 Hosur Road, Bangalore-560029 Karnataka www.nimhans.kar.nic.in	E-mail : registrar@nimhans.kar.nic.in Tel: 080-26564140; 26995001 Fax: 080-226564830; 26566811
20.	Swami Vivekananda Yoga Anusandhana Samsthana, No.9, Appajappa Agrahara, Chamarahpet, Bangalore -560018 Karnataka www.vyasa.org.in	E-mail: info@vyasal.org Tel: 26608645; 26612669 Fax: 080-26608645
21.	Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore-560064 Karnataka www.jncasr.ac.in	E-mail: vkrish@jncasr.ac.in Tel: 080-23622763; 22082752 Fax: 080-22082766
22.	International Institute of Information Technology, 26/C, Opp. INFOSYS (Gate I), Electronic City, Hosur Road Bangalore 560100 Karnataka www.iiitb.ac.in	E-mail: Tel: 080-2857627-35 Fax: 080-2857636
23.	K.L.E Academy of Higher Education and Research, JNMC Campus, Nehru Nagar, Belgaum-590 010 Karnataka www.kahe.edu.in	E-mail: registrar@kahe.edu.in Tel: 0831-2472777; 22493778 Fax: 0831-2493777
24.	Sri Devaraj Urs Academy of Higher Education and Research, B H Road, Tamaka, Kolar - 536101 Karnataka www.sdumc.ac.in	E-mail: sdumcrlj@bgl.vsnl.net.in Tel: 08152-243003; 243009 Fax: 08152-243008, 243006
25.	Yenepoya University Bibi Alab-i Road, Deralakatte, Mangalore, 575018 Karnataka www.yenepaya.com	E-mail: ymdccampus@satyam.net.in Tel: 0824-2704668, 2704679 Fax: NA
26.	Kerala Kalamandalam, Vallathol Nagar, Cheruthuruthy, Thrissur-679531 Kerala www.kalamandalam.org	E-Mail: info@kalamandalam.org Tel: 04884-262418; 262526 Fax: 04884-262019
27.	Lakshmbai National Institute of Physical Education, Shaktinagar, Gwalior-474002 Madhya Pradesh www.linpe.org	E-mail: vc@linpe.org, registrar_an@yahoo.com, Tel: 0751-2441373 Fax: 0751-2340553; 2340286
27.	Indian Institute of Information Technology and Management, Gwalior-474005 Madhya Pradesh www.iiitm.ac.in	E-mail: NA Tel: 0751-2449702 Fax: 0751-2460313

S.No.	Name & Address	Contact
28.	Bharati Vidyapeeth, Lal Bahadur Shastri Marg, Pune-411030 Maharashtra www.bharativedyapeeth.com	E-Mail: Bharati@vsnl.com; bharativedyapeeth@yahoo.com Tel: 020-24331317 Fax:020-24339121; 24321910
29.	Indira Gandhi Institute for Development Research, Gen. Vaidya Marg, Goregaon (E), Mumbai-400065 Maharashtra www.igidr.ac.in	E-mail: Tel: 022-28416501 Fax:022-28402752
30.	Institute of Armament Technology, Girinagar, Pune-411 025 Maharashtra www.indiaeducation.ernet.in	E-mail: Tel: 020-24389550 Fax:020-24389550
31.	Central Institute of Fisheries Education, PB No. 7392, Kakori Camp, Jaiprakash Road, Versova, Mumbai-400061 Maharashtra www.cife.bom.nic.in	E-mail: fishinst@bom3.vsnl.net.in Tel: 022-26363404 Fax:022-26361573; 26348223
32.	Deccan College Post-Graduate and Research Institute, Pune-411006 Maharashtra www.deccancollege.edu.	E-mail; dakshina@pn2.vsnl.net.in Tel: 020-26692982 Fax:020-26692104
33.	Tata Institute of Social Sciences, Deonar, Mumbai-400 088 Maharashtra www.tiss.edu	E-mail: sparasuraman@tiss.edu Tel: 022-25563290-96 Fax:022-25583063; 25582912
34.	International Institute of Population Sciences, Govandi Station Road, Deonar, Mumbai-400088 Maharashtra www.iipsindia.org	E-mail: director@iips.net Tel: 022-25573943 Fax:022-25563257
35.	Tilak Maharashtra Vidyapeeth, Gultekadi, Pune-411037 Maharashtra www.tilakvidyapeeth.org	E-mail: kulasachiv@tmv.ernet.in Tel: 020-24271856; 24261856 Fax:020-24271695
36.	Gokhale Institute of Politics & Economics, Pune-411004 Maharashtra www.gipe.ernet.in	E-mail: gipe@vsnl.com Tel: 020-25650287 Fax:020-25652579
37.	SYMBIOSIS International University, Symbiosis Vishwabhavan, Senapati Bapat Road, Pune-411004 Maharashtra www.siu.edu.in	E-mail: info@siu.edu.in Tel: 020-25673527 Fax:020-25673520
38.	Tata Institute of Fundamental Research, Homi Bhabha Road, Mumbai-400005 Maharashtra www.tifr.res.in	E-Mail: ast_reguniv@tifr.res.in Tel: 022-22782306 Fax:022-22804601
39.	Padmashree Dr. D.Y.Patil Vidyapeeth, Nerul, Navi Mumbai-400 706 Maharashtra www.dypatil.ac.in	E-mail: vijay@dypatil.com ; francis@dypatil.edu Tel: 022-27708112 Fax:022-27711368; 22709576
40.	Narsee Monjee Institute of Management Studies, V.L. Mehta Road, vile Parle (W), Mumbai - 400056 Maharashtra www.nmims.edu	E-mail: nmims@nmims.edu Tel: 022-26183688 Fax:022-26114512
41.	Dr.D.Y.Patil Vidyapeeth, Pimpri, Pune411018 Maharashtra www.dypatilvidyapeeth.org	E-mail: dypv@vsnl.net Tel: 020-27421250; 27420010; 27421567 Fax:020-27421449; 27420439

S.No.	Name & Address	Contact
42.	Pravara Institute of Medical Sciences, Loni, Distt. Ahmednagar - 413736 Maharashtra www.pravara.com	E-mail: contact@pmpmims.org Tel: 02422-272353; 273486 Fax : 02422-273442
43.	Datta Meghe Institute of Medical Sciences, Nagpur-440022 Maharashtra www.dmims.org	E-mail: infor@dmims.org Tel: 0712-3256552 Fax:0712-2245318
44.	Krishna Institute of Medical Sciences, Karad, Satara - 415110 Maharashtra www.kims.ac.in	E-mail: kctkims@scpl.net.in Tel: 02164-241555-58 Fax:02164-242170
45..	Homi Bhabha National Institute, Knowledge Management Group BARC Central Complex, Mumbai - 400085 Maharashtra www.hbni.ac.in	E-mail : chmn@dae.gov.in Tel: 022-25505333 Fax:022-25505151
46.	D. Y. Patil Medical College, 869, 'E' Kasba Bavada, Kolhapur-416006 Maharashtra www.dypataikolhapur.com	E-mail : kpr_dymedkop@sancharnet.in Tel: 0231-2601202; 2601595 Fax:0231-2601238
47.	MGM Institute of Health Sciences, MGM Campus, Sector-18, Kamothe, Navi Mumbai-400703 Maharashtra www.mgmuh.com	E-mail : mgmuniversity@yahoo.co.in Tel: 022-27822203; 27821659 Fax:022-27820520; 27824618
48.	Kalinga Institute of Industrial Technology, Bhubaneswar-751024 Orissa www.kiit.org	E-mail: scdesarkar@yahoo.co.in Tel: 0674-2725171 Fax:0674-27255453
49.	Siksha "O" Anusandhan, Khandagiri, Bhubaneswar - 751030 Orissa www.soauniversity.ac.in	E-mail: info@soauniversity.ac.in Tel: 0674-2350635, 2350791, 2350794, 2350802,2350826,2350642 Fax:0674-2350642
50.	Thapar Institute of Engineering & Technology, P.B. No.32, Patiala-147001 Punjab www.tiet.ac.in	E-mail: director@mail.tiet.ac.in Tel: 0175-2363007 Fax:0175-2364498; 2393005; 2393020
51.	Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, District Sangrur-148106 Punjab www.sliet.ac.in	E-mail: NA Tel: 01672-280072, 284782, 284815, 284816 Fax: 01672-280072;280057,280059
52.	Banasthali Vidyapith, Banasthali - 304022, Rajasthan www.banasthali.org	E-mail : saditya@banasthali.ac.in Tel: 01438-228373 Fax:01438-228365
53.	Birla Institute of Technology & Science, Pilani Campus, Pilani - 333031 Rajasthan www.bits-pilani.ac.in	E-mail: mmsanand@bits-pilani.ac.in Tel: 01596-242090 Fax:01569-244875; 244183
54.	Jain Vishva Bharati Institute, P B No. 6, Ladnun-341306 Rajasthan www.jvbi.ac.in	E-mail : Vice-chancellor@jvbi.ac.in Tel: 01581-222116; 222110 Fax: 01581-222116
55.	Janardan Rai Nagar Rajasthan Vidyapith, Airport Road, Pratap Nagar, Udaipur-313001 Rajasthan www.jnrviniversity.com	E-mail: lokeshbhat_vc@yahoo.co.in Tel: 0294-2492440 (0141-2811581, 2810455, 2811530) Fax:0294-5123063 (0141-2810467)

S.No.	Name & Address	Contact
56.	Institute of Advanced Studies in Education of Gandhi Vidya Mandir, Sardarshahr, Dist Churu-331401 Rajasthan www.iaseduniv.org	E-mail: iasduniv@sancharnet.in Tel: 01564-220025; 223520 Fax:01564-222682
57.	Mody Institute of Technology and Sciences, Laxmangarh Rajasthan www.mnit.ac.in	E-mail: director@mnit.ac.in Tel: 0141-2702954 Fax:0141-2702954
58.	The LNM Institute of information Technology, Rupa Ki Nangal, P.O. Sumel, Via kanota Dist. Jaipur-303012 Rajasthan www.lnmiit.ac.in	E-mail: info@lnmiit.org.in Tel: 0141-2174173 Fax:0141-5189216
59.	Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore-641043 Tamil Nadu www.avinashilingam.edu	E-Mail: devunity@giasmd01.vsnl.net.in Tel : 0422-2443219 Fax:0422-2438786
60.	Sri Ramchandra Medical College and Research Institute, 1,Ramachandra Nagar, Porur, Chennai-600116 Tamil Nadu www.srmc.edu	E-Mail: vcsrmc@hotmail.com Tel: 044-24768403 Fax:044-24767008
61.	Gandhigram Rural Institute PO.Gandhigram, Dindigul Distt -624302 Tamil Nadu www.ruraluniv.ac.in	E-mail: grice@vsnl.com Tel: 0451-2452305 Fax:0451-2454535
62.	Vinayaka Mission's Research Foundation, Sankari Mani Road, NH 47, Ariyanoor Salem - 636308 Tamil Nadu www.vinayakamission.com	E-mail: vmrf@vinayakamission.com vc@vinayakamission.com Tel: 0427-2477316 Fax:0427-2477903
63.	Sri Chandrasekharendra Saraswati Vishwa Mahavidyalaya, Enathur, Kanchipuram - 631561 Tamil Nadu www.kanchiuniv.ac.in	E-Mail: registrar@kanchiuniv.ac.in Tel: 04112-264301; 264308; 264293 Fax:04112-264285
64.	Shanmugha Arts, Science, Technology and Research Academy (SASTRA), Tirumalai Samudram, Thanjavur - 613402 Tamil Nadu www.sastra.edu	E-mail: sethuraman@sastra.edu, registrar@sastra.edu Tel: 04362-304101; 264101 Fax:04362-264120
65.	Vellore Institute of Technology, Vellore - 632014 Tamil Nadu www.vit.ac.in	E-mail vc@vit.ac.in Tel: 0416-2248701 Fax:0416-2243092; 2240411
66.	Sathyabama Institute of Science and Technology, Jappiar Nagar, Old Mamallapuram Road, Chennai-600119 Tamil Nadu www.sathyabamauin.ac.in	E-mail: sathyabama@sathyabama.ac.in; jprsaty@vsnl.com Tel: 044-24500813 Fax:044-24502344
67.	Bharath Institute of Higher Education & Research 173 Agharam Road, Selaiyur, Chennai - 600 073 Tamil Nadu www.bharathuniv.com	E-mail: contact@bharathuniv.com Tel: 044-22293887 Fax:044-22293886
68.	SRM Institute of Science & Technology, 3, Veerasamy Street, West Mambalam Chennai - 600033 Tamil Nadu www.srmuniv.ac.in	E-mail: dean@srmuniv.ac.in ; registrar@srmuniv.ac.in Tel: 044-27454255 Fax:044-27452343

S.No.	Name & Address	Contact
69.	Amrita Vishwa Vidyapeetham, Ettimadai P.O. Coimbatore-641 105 Tamil Nadu www.amrita.edu	E-mail: info@amrita.edu Tel: 0422- 2656422 Fax:0422-2656274
70.	Dr. M.G.R. Educational and Research Institute, E.V.R.Salai (NH4 Highway), Maduravoyal, Chennai-602195 Tamil Nadu www.drmdrdu.ac.in	E-mail: NA Tel: 044- 23783176; 23782186; 23782085 Fax:044-23783165
71.	Meenakshi Academy of Higher Education and Research, 12, Vembuliamman Koil Street, K K Nagar Chennai-600078 Tamil Nadu www.maher.ac.in	E-mail: info@maher.ac.in Tel: 044-23643952; 23643956 Fax:044-23643958
72.	Karunya Institute of Science and Technology, Karunya Nagar, Coimbatore-661 114 Tamil Nadu www.karunya.edu	E-mail: Kaint@vsnl.com Tel: 0422-2614310 Fax:0422-2615431
73.	Saveetha Institute of Medical and Technical Sciences 162, Poonamalle High Road, Chennai-600077 Tamil Nadu www.saveetha.com	E-Mail: saveethaq@vsnl.com Tel: 044-26801551 Fax:044-26800892
74.	Kalasalingam Academy of Research and Education, Anand Nagar, Krishnakoil, Virudhunagar Dist., Tamil Nadu www.akce.ac.in	E-mail: akce@md2.vsnl.net.in Tel: 0456-30289042 Fax:0456-30289322
75.	Chennai Mathematical Institute, H 1, SIPCOT, IT Park, Padur Post, Siruseri, Chennai-6603103 Tamil Nadu www.cmi.ac.in	E-mail: office@cmi.ac.in Tel: 044- 27470226 - 0229;32983441; 32983442 Fax:044-2747 0225.
76.	Periyar Maniammai Institute of Science and Technology (PRIST), Periar Nagar Vallam, Thanjavur- 613403 Tamil Nadu www.periyar.org	E-mail: mail@pmctech.edu ; principal@pmctech.edu Tel: 04362-264600; 266263 Fax: 04362-264660
77.	Academy of Maritime Education and Training (AMET), No.135, East Coast Road, Kanathur - 603112 (5107 H2, 2nd Avenue, 1st Floor, Anna Nagar Chennai - 600040) Tamil Nadu www.ametindia.com	E-Mail: amet@vsnl.com Tel: 044-26161180; 27472155; 27472157; 27472904 Fax:044-27472804
78.	Gurukula Kangri Vishwavidyalaya, Hardwar-249404 Uttarakhand www.gkvharidwar.org	E-Mail: NA Tel: 0133-416333/416811/35 Fax:0133-416366
79.	Forest Research Institute, PO New Forest Dehradun-248006 Uttarakhand www.icfre.org	E-mail: negiss@icfre.org Tel:0135 - 2755277 Fax:0135 - 2756865
80.	Swami Rama Vidyapeeth, Swami Rama Nagar, P.O. Doiwala, Dehradun - 248140 Uttarakhand	E-mail: NA Tel: NA Fax:NA
81.	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi-221007 Uttar Pradesh www.cihts.ac.in	E-mail: cihts@yahoo.com Tel: 0542-258242 Fax: 0542-2585150
82.	Dayalbagh Educational Institute, Dayalbagh, Agra-282005 Uttar Pradesh www.dei.ac.in	E-mail dei@nde.vsnl.net.in Tel: 0562-2801545 Fax:0562-2801226

S.No.	Name & Address	Contact
83.	Indian Institute of Information Technology, Nehru Science Centre, Kamla Nehru Road, Allahabad - 211 011 Uttar Pradesh www.iiita.ac.in	E-Mail: director@iiita.ac.in Tel: 0532-2430006; 2922222 Fax: 0532-2430006; 2431689
84.	Allahabad Agricultural Institute, P.O. Agricultural Institute, Allahabad-211007 Uttar Pradesh www.aaidu.org	E-mail: registrar@aaidu.org Tel: 0532-2684284 Fax:0532-2684593; 2684394
85.	Bhatkhande Music Institute, 1, Kaiserbagh, Lucknow-226001 Uttar Pradesh www.bhatkhandemusic.edu.in	E-mail: info@bhatkhandemusic.co.in Tel: 0522-222926; 210248 Fax:0522-222926
86.	Indian Veterinary Research Institute, Izzatnagar-243122 Uttar Pradesh www.ivri.nic.in	E-mail: dirivri@ivri.up.nic.in Tel: 0581-2300096 Fax:0581-2303284
87.	Motilal Nehru National Institute of Technology, Allahabad-211004 Uttar Pradesh www.mnrit.ac.in	E-mail: login_id@mnrit.ac.in Tel: 0532-2445103-07 Fax:0532-2445101; 2445077
88.	Jaypee Institute of Information Technology, Noida, Uttar Pradesh www.jiit.ac.in	E-mail: jp.gupta@jiit.ac.in Tel: 0120-2400980 Fax:0120-2400986
89.	Shobhit Institute of Engineering and Technology, NICE Campus, NH-58, Modipuram, Meerut - 250 110 Uttar Pradesh www.shobhituniversity.ac.in	E-mail: mail@shobhituniversity.ac.in Tel: 0121-2575091/92 Fax: 0121-2575724
90.	Santosh University, Ghaziabad, Uttar Pradesh	E-mail: NA Tel: NA Fax:NA
91.	Ramakrishna Mission Vivekananda Educational and Research Institute, Belur Math, Howrah-711202 West Bengal	E-mail: rkmveri@gmail.com E-mail; vidyamandira@vsnl.net Tel: Fax
92.	Indian Agricultural Research Institute, New Delhi-110012 www.iari.res.in	E-mail snagarajan@iari.res.in Tel: Fax
93.	Jamia Hammad, Hammad Nagar, New Delhi-110062 www.jamiahammad.edu	E-mail: inquiry@jamiahammad.edu Tel: 011-26059662 Fax:011-26059663
94.	School of Planning & Architecture, Indraprastha Estate, New Delhi-110002 www.indiawatch.org.in/spa	E-mail: spadir@vsnl.net Tel: 011-26059662 Fax:011-26059663
95.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, Katwaria Sarai, New Mehrauli Road, New Delhi-110016 www.slbsrsv.ac.in	E-Mail: vu_vidyapeetha@hotmail.com Tel: 011-26851253; 26564003 Fax:011-26520655
96.	National Museum, Institute of History of Arts, Conservation and Museology, New Delhi-110011 www.nationalmuseumofindia.org	E-Mail: Tel: 011-23018159 Fax:011-23019821; 23011901

S.No.	Name & Address	Contact
97.	TERI School of Advanced Study, Darbari Seth Block, Habitat Place, Lodi Road, New Delhi-110003 www.terischool.ac.in	E-mail: registrar@teri.res.in Tel: 011-24682100; 24682111 Extn. 2006 Fax:011-24682144; 24682145
98.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, New Delhi- 110058 www.sanskrit.nic.in	E-mail: vcrrks@vsnl.net Tel: 011-28523949 Fax:011-28521948
99.	Indian Institute of Foreign Trade, B-21, Qutub Institutional Area, New Delhi-110016 www.iift.edu	E-mail: dharmarajana@iift.ac.in Tel: 011-26857908; 26965051 Fax:011-26853956
100.	Indian Law Institute, Bhagwandas Road, New Delhi- 110001 www.ilidelhi.org	E-mail: ili@vsnl.net.in Tel: 011-23386321; 23387873 Fax:011-23782140
101.	National School of Drama, Bahawalpur House, Bhagwandas Road, New Delhi-110001 www.schoolofdramaindia.com	E-mail: nsdr@bol.net.in Tel: 011-23389402; 23382821 Fax:011-23384288
102.	National University of Education Planning and Administration (NEUPA) 17-B, Sri Aurobindo Marg, New Delhi-110016 www.nuepa.org	E-mail:pved@nuepa.org Tel: 011-26515472 Fax:011-26853041; 26865180



## Annexure VIII

### Autonomous Organization of Department of Higher Education

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
1. Universities & Higher Education	1. Apex Level Bodies [5]	1.	University Grants Commission, Bahadur Shah Zafar Marg, New Delhi - 110002. Website : www.ugc.ac.in	Dr. Sukhdeo Thorat Chairman TEL: 91-11-23239628 FAX: 91-11-23231797
		2.	Indian Council of Historical Research (ICHR), 35 - Ferozeshah Road, NEW DELHI - 110001. Website :www.ichrindia.org	Prof. Sabyasachi Bhattacharya Chairman Tel : 91-11-23386033 (O) 91-495-0370328 (R) Fax: 91-11-23383421 Email: chairmanichr@gmail.com
		3.	Indian Council of Social Science Research (ICSSR), Post Box No. 10528, Aruna Asaf Ali Marg, New Delhi - 110067. Website : www.icssr.org	Prof. Andre Beteille Chairman TEL: 91-11-26179679(O) 91-11-24645172(R) FAX: 91-11-26162516
		4.	Indian Council of Philosophical Research (ICPR), 36, Tughlakabad Institutional Area, Near Batra Hospital, Tughlakabad , NEW DELHI - 110062. Website : www.icpr.nic.in	Prof. K. Ramakrishna Rao Chairman TEL: 91-11-29051762/ 26057380 FAX: 91-11-29955129 E-mail : icpr@del2.vsnl.net.in
		5.	National Council of Rural Institutes. NIRD Campus, Rajendra Nagar, Hyderabad. Website: www.ncri-mhrd.org	Dr. B.H. Brij Kishore Chairman Te. : 91-40-3212813/ 23212120 Fax : 91-40-23212114
2. Central Universities [23]		6.	University of Delhi, DELHI-110 007. Website www.du.ac.in	Prof. Deepak Pental Vice-Chancellor TEL:91-11-27667011/7190 FAX:-11-27667049/27666350
		7.	Jawaharlal Nehru University, New Mehrauli Road, NEW DELHI-110067. Website - www.jnu.ac.in	Prof. B.B. Bhattacharya Vice-Chancellor TEL:91-11-26717500 FAX: 26717580/26717641
		8.	Aligarh Muslim University, ALIGARH-202 002 Website : www.amu.ac.in	Prof. P.K. Abdul Aziz Vice-Chancellor TEL: 91-571-2700994 FAX:571-2700528/ 2401815
		9.	Banaras Hindu University, VARANASI Varanasi - 221005 Website : www.bhu.ac.in	Prof. Panjab Singh Vice-Chancellor TEL: 91-542-2307220/2368339 FAX: 0542-2368174/2369951 E-mail : vc_bhu@sify.com

- |     |   |   |
|-----|---|---|
| 10. | Pondicherry University,<br>PUDUCHERRY-605014.<br>Website : www.pondiuni.org   | Prof. J.K.Tareen<br>Vice-Chancellor<br>TEL: 413-2655175/ 2655209<br>FAX: 413-2655265/2655734                                      |
| 11. | University of Hyderabad,<br>HYDERABAD-500134<br>Website : www.uohyd.ernet.in  | Dr. Seyed E. Hasnain<br>Vice-Chancellor<br>TEL: 91-40-23010121<br>FAX: 40-23010145/ 23011090                                      |
| 12. | North Eastern Hill University,<br>Lower Lachumere,<br>SHILLONG-793022.<br>Website: www.nehu.ac.in/  | Prof. Pramod Tandon<br>Vice-Chancellor<br>TEL: 364-2721003/ 2721004<br>FAX: 91-364-255000/2551153                                 |
| 13. | Indira Gandhi National Open<br>University (IGNOU),<br>IGNOU Complex, Maidan Garhi,<br>NEW DELHI-110068.<br>Website : www.ignou.ac.in  | Prof. R.V. Rajsekharan Pillai,<br>Vice-Chancellor<br>TEL: 11-29532707/ 29532484<br>FAX: 11-26862598/ 29535933                     |
| 14. | Assam University,<br>SILCHAR-788011<br>Website :www.assamuniversity.nic.in  | Prof. Tapodhir Bhattacharya<br>Vice-Chancellor<br>TEL: 91-3842-270801<br>FAX:91-3842-270802/06                                    |
| 15. | Tezpur University,<br>NAPAAM,<br>Dist. Sonitpur, Tezpur-784 025<br>Assam<br>Website: www.tezu.ernet.in  | Prof. Mihir K. Chaudhuri<br>Vice-Chancellor<br>TEL: 91-3712-267003<br>FAX:91-3712-267005/267006                                   |
| 16. | Visva Bharati<br>Shanti Niketan - 731235<br>West Bengal<br>Website : www.visva-bharati.ac.in/<br>Index.htm  | Prof. Rajat Kanta Roy<br>Vice-Chancellor<br>TEL: 91-3463-262451<br>FAX:91-3463-262672/261156                                      |
| 17. | Nagaland University,<br>Kohima-797001<br>Nagaland   | Prof. K. Kannan<br>Vice-Chancellor<br>TEL: 91-370-2290488<br>FAX: 370-2290349/ 2225223  |
| 18. | Jamia Millia Islamia,<br>Jamia Nagar,<br>New Delhi - 110023<br>Website : www.jmi.nic.in   | Prof. Mushirul Hasan<br>Vice-Chancellor<br>TEL: 11-26984650/ 269826153<br>FAX: 11-26840229/ 26821232<br>E- Mail : vc@jmi.ernet.in |
| 19. | Babasaheb Bhimrao<br>Ambedkar University,<br>Vidya Vihar, Rae Bareilly Road,<br>Lucknow - 226025.<br>Website: www.bbauindia.org   | Prof. B. Hanumaih<br>Acting Vice-Chancellor<br>TEL: 91-522-240820<br>FAX: 91-522-2440821  |
| 20. | Maulana Azad National<br>Urdu University<br>Gachibowli<br>Hyderabad-500032.<br>Website : www.manuu.ac.in  | Dr. A.M. Pathan<br>Vice-Chancellor<br>TEL: 91-40-23006601<br>FAX: 91-40-23006603  |
| 21. | Mahatma Gandhi Antarrashtriya<br>Hindi Vishwavidyalaya, Vardha ,<br>(Maharashtra) P.B.No.16,<br>Panchitteeta, Arvi Road,<br>Umri. Wardha – 442 001<br>Website: www.hindivishwa.nic.in | Dr. G. Gopinathan<br>Vice-Chancellor<br>TEL: 91-7152-230907<br>FAX: 91-7152-230903  |

		22. Manipur University Canchipur Imphal - 795003 Website: manipuruniv.ac.in	Prof. Amuba Singh Vice-Chancellor TEL : 91-385-2435143-45 FAX: 91-385-2435145
		23. Mizoram University P.B.No.190, Aizawl - 796012. Mizoram Website : www.mzu.edu.in	Prof. A.N. Rai TEL.: 91-389-2330650 FAX : 91-389-2330650,51
		24. University of Allahabad Allahabad, U.P Website : www.allduniv.edu	Prof. R.G. Harshe Vice-Chancellor TEL : 91-532-2461157 FAX: 532-2451157/ 2461089
		25. Rajiv Gandhi University Itanagar- 791112, Arunachal Pradesh Website :www.rgu.ac.in	Prof. K.C. Belliappa Vice-Chancellor Tel. 0360- 2277252 (O) FAX – 0360-2277317
		26. Sikkim University C/o Youth Hostel, 6th Mile, Tadong Gangtok – 737102, Sikkim	Prof. M.P. Lamba, Vice-Chancellor Tel : 03592-251462-63, 251436
		27. Tripura University Suryamaninagar Agartala -799130, Tripura	Prof. A. Saha, Vice-Chancellor Tel : 0381-237 4801 (O) arunodaysaha@rediffmail.com
		28. The English and Foreign Languages University, O.U. Campus, Hyderabad – 500 007 Website : www.ciefl.ac.in	Prof. Abhai Maurya, Vice-Chancellor Tel: 040-27098141 Fax: 040-27098402
	3. Others [2]	29. Indian Institute of Advanced Studies (IIAS), Rashtrapati Nivas, Shimla – 171 005. Website : www.iias.org	Dr. Bhalchandra Mungekar Chairman, Te. : 91-0177-23096767 Fax: 91-0177-23096622 E-Mail: b.mungekar@yojna.nic.in
		30. National Commission for Minority Educational Institutions, 1st Floor, Jeevan Tara Building, 5, Sansad Marg, Patel Chowk, New Delhi – 110 001 Website www.education.nic.in/ minority.asp	Justice M.S. A. Siddique, Chairman  Mr. R. Ranganath Secretary Tel: 91-11-23367759 Fax: 91-11-23343766
2. Technical Education	1. Apex level Bodies [2]	31. All India Council of Technical Education (AICTE), Indira Gandhi Sports Complex, Indraprastha Estate, ITO, New Delhi - 110 002. Website : www.aicte.ernet.in	Prof. R.A. Yadav Acting Chairman  Dr. K. Narayana Rao, Member Secretary TEL: 91-11-23392553 FAX: 91-11-23392557 Email : chairman@aicte.ernet.in
		32. Council of Architecture, India Habitat Centre, Core-6-A, 1st Floor, Lodhi Road, New Delhi - 110 003. Website: www.coa-india.org/ home/home.htm	Dr. P.R. Mehta President TEL: 91-11-24648415 FAX: 91-11-24647746 E-Mail : coa@ndf.vsnl.net.in

2. IITs [7]
33. Indian Institute of Technology (IIT),  
Hauz Khas, NEW DELHI - 110016  
Website : www.iitd.ernet.in  
Prof.Surendra Prasad  
Director.  
Tel. : 91-11-26867541  
FAX: 91-11-26857659  
director@admin.iitdelhi.ernet.in
34. Indian Institute of Technology (IIT),  
P.O. IIT, KANPUR - 208076.  
Website : www.iitk.ac.in  
Prof. S.G. Dhande  
Director  
TEL: 91-512-590763  
FAX:91-512-590260 , 590007  
director@admin.iitkanpur.ac.in
35. Indian Institute of Technology (IIT),  
Powai, MUMBAI - 400076.  
Website : www.iitb.ac.in  
Prof. Ashok Misra  
Director  
TEL: 91-22-5782545  
FAX: 91-22-5783480, 5783645  
:registrar@admin.iitb.ernet.in
36. Indian Institute of Technology (IIT),  
P.O. KHARAGPUR - 721302.  
Website : www.iitkgp.ac.in  
Dr. Damodar Acharya  
Director  
TEL: 91-3222-55386 or 82002  
FAX: 91-3222-55239 or 82000  
FAX 91-3222- 55303 or 82700  
E-mail : reg@hijli.iitkgp.ernet.in
37. Indian Institute of Technology (IIT),  
P.O. IIT, CHENNAI-600036.  
Website : www.iitm.ac.in  
Prof. M.S. Ananth  
Director  
TEL: 91-44-2351694  
FAX: 91-44-2350466  
nataraj@shiva.iitm.ernet.in
38. Indian Institute of Technology (IIT),  
North Guwahati,  
GUWAHATI - 781039.  
Website : www.iitg.ernet.in  
Prof. Gautam Barua  
Director  
TEL: 91-361-2690401  
FAX: 91-361-2692321
39. Indian Institute of Technology (IIT),  
ROORKEE - 247667  
Website : www.iitr.ernet.in  
Prof. S. C. Saxena  
Director  
TEL: 91-1332-285500  
FAX: 91-1332-273560  
Email: director@iitr.ernet.in
3. IIMs [6]
40. Indian Institute of Management,  
Vastapur, Ahmedabad - 380 015.  
Website : www.iimahd.ernet.in  
Prof. Bakul H. Dholakia  
Director  
TEL: 79-26308357, 26324848  
FAX: 79-26306896, 26308345  
E-mail : director@iimahd.ernet.in
41. Indian Institute of Management,  
Bannerghat Road,  
Bangalore - 560 076.  
Website : www.iimb.ernet.in  
Prof. Prakash .G. Apte  
Director  
TEL: 80-26583901, 26582450  
Fax: 91-80-265 84050  
E-mail : apte@iimbe.rnet.in
42. Indian Institute of Management,  
Joka,Diamond Harbour Road,  
Kolkata – 700 104  
Website: www.iimcal.ac.in  
Dr. Shekhar Chaudhury  
Director  
TEL33-24678310, 24678300-04  
FAX: 33-24678307, 24677851  
E-mail : director@iimcal.ac.in
43. Indian Institute of Management  
Kozhikode, Kunnamangalam P.O.,  
Kozhikode - 673 571, Kerala .  
Website : www.iimk.ac.in  
Dr. Krishna Kumar  
Director,  
TEL: 495-2803003(D)  
2803001-3009  
FAX: 495-2803010, 2803011  
E-mail : director@iimk.ac.in

## 4. NITs [20]

- |     |   |   |
|-----|---|---|
| 44. | Indian Institute of Management,<br>Indore, Pigdamber, Rau,<br>Madhya Pradesh – 453 331<br>Website : <a href="http://www.iimidr.ac.in">www.iimidr.ac.in</a>  | Dr. S.P. Prashar<br>Director<br>TEL: 91-731-4228501<br>FAX: 731-4228502, 4228800<br>E-mail : <a href="mailto:director@iimidr.ac.in">director@iimidr.ac.in</a>   |
| 45. | Indian Institute of Management,<br>Prabandh Nagar, Off. Sitapur<br>Road, Lucknow - 226 013.<br>Website : <a href="http://www.iiml.ac.in">www.iiml.ac.in</a> | Dr. Devi Singh<br>Director<br>TEL: 91-522-2734001, 2734002<br>FAX: 91-522-2734005,<br>2734025, 2734026<br>E-mail : <a href="mailto:dsingh@iiml.ac.in">dsingh@iiml.ac.in</a>                                       |
| 46. | National Institute of Technology,<br>CALICUT - 673601.<br>Website : <a href="http://www.nitc.ac.in">www.nitc.ac.in</a>                                      | Dr. G.R.C. Reddy<br>Director<br>TEL: 91-495-286100, 2287201<br>FAX:91-495-287250<br>E-Mail : <a href="mailto:nitc@nitc.ac.in">nitc@nitc.ac.in</a>   |
| 47. | S.V. National Institute of<br>Technology, SURAT - 395607,<br>(GUJARAT).<br>Website : <a href="http://www.svnit.ac.in">www.svnit.ac.in</a>                   | Dr. P.D. Porey<br>Director<br>TEL: 91-261-2227334, 2201505<br>FAX: 91-261-2227334<br>E-Mail : <a href="mailto:director@svnit.ac.in">director@svnit.ac.in</a>  |
| 48. | National Institute of Technology,<br>Hazaratbal, SRINAGAR - 190006,<br>J&K.<br>Website : <a href="http://www.nitsri.net">www.nitsri.net</a>                 | Shri A.K. Angurana,<br>Director (I/C)<br>TEL:91-194-2422032<br>Fax:91-194-2420475<br>E-Mail :   |
| 49. | Motilal Nehru National Institute<br>of Technology,<br>ALLAHABAD - 211004, (UP).<br>Website : <a href="http://www.mnnit.ac.in">www.mnnit.ac.in</a>           | Professor A.B. Samaddar<br>Director<br>TEL: 91-532-2445100, 2271101<br>FAX: 532-2445101, 2445077<br>E-Mail : <a href="mailto:director@mnnit.ac.in">director@mnnit.ac.in</a>                                       |
| 50. | National Institute of Technology,<br>DURGAPUR - 713209,<br>(WEST BENGAL).<br>Website : <a href="http://www.nitdgp.ac.in">www.nitdgp.ac.in</a>               | Dr. Swapan Bhattaharya<br>Director<br>TEL: 91-343-2546397<br>FAX: 343-2546753, 2547375<br>E-Mail : <a href="mailto:director@recdgp.nic.in">director@recdgp.nic.in</a>   |
| 51. | National Institute of Technology<br>JAMSHEDPUR-831014,<br>(JHARKHAND).<br>Website : <a href="http://www.nitjsr.ac.in">www.nitjsr.ac.in</a>                  | Dr. G. Panda<br>Director<br>TEL: 91-657-2373375<br>FAX: 657-2382246, 2407642<br><a href="mailto:director_nitjsr@indiatimes.com">director_nitjsr@indiatimes.com</a>  |
| 52. | Visvesvaraya National Institute of<br>Technology NAGPUR - 440001.<br>Website : <a href="http://www.vnitnagpur.ac.in">www.vnitnagpur.ac.in</a>               | Prof. S.S. Gokhale<br>Director<br>TEL: 91-712-2223969<br>FAX: 712-2223969, 2224599<br>Email : <a href="mailto:prin@vrce.ernet.net.in">prin@vrce.ernet.net.in</a>  |
| 53. | National Institute of Technology,<br>Srinivasanagar,<br>SURTHAKAL - 574157.<br>Website : <a href="http://www.nitk.ac.in">www.nitk.ac.in</a>                 | Prof. G.K. Shivkumar<br>Director (I/C)<br>TEL :91-824-2476318, 2474034<br>FAX: 91-824-2476090<br>E-Mail : <a href="mailto:shivkumar@nitk.ac.in">shivkumar@nitk.ac.in</a>  |
| 54. | National Institute of Technology,<br>WARANGAL - 506004, (AP)<br>Website : <a href="http://www.nitw.ac.in">www.nitw.ac.in</a>                                | Prof. Y.V. Rao<br>Director<br>TEL: 91-870-2459216<br>FAX: 870-2459547, 2459119<br>E-Mail : <a href="mailto:pri@recw.ernet.in">pri@recw.ernet.in</a><br><a href="mailto:wrao@recw.ernet.in">wrao@recw.ernet.in</a> |

55. Malaviya National Institute of Technology, JAIPUR - 302017. (Rajasthan)  
Website : www.mnit.ac.in  
Prof. R.P.Dahiya,  
Director  
E-Mail :sca@recjai.ac.in  
TEL: 91-141-2702954, 2702955  
FAX: 91-141-2702107
56. National Institute of Technology, ROURKELA - 769008, (ORISSA).  
Website : www.nitrkl.ac.in  
Prof. Sunil K Sarangi  
Director  
TEL: 91-661-2472050  
FAX: 661-2472926, 2462999  
Email :principal@rec.ori.nic.in
57. Maulana Azad National Institute of Technology, BHOPAL - 462007.  
Website : www.manit.ac.in  
Dr. K. S. Pandey  
Director  
TEL: 91-755-267900  
FAX: 91-755-2670562, 2670602, 2671175  
E-mail : sayann@vsnl.com  
reg@mact.ernet.in
58. National Institute of Technology, Tiruchirapalli- 620 015, (TAMIL NADU).  
Website: www.nitt.edu  
Dr. M.Chidambaram  
Director  
TEL: 91-431-2500370  
FAX: 431-2500133, 2500144  
E-mail : chidam@nitt.edu
59. National Institute of Technology, Kurukshetra - 132119, (HARYANA).  
Website: www.nitkr.org  
Dr. M. N. Bandyopadhyay  
Director  
TEL: 91-1744-238083, 238044,  
FAX: 91-1744-238050  
mbandyopadhyay@yahoo.com
60. National Institute of Technology, Silchar - 788010, (ASSAM)  
Website : www.nits.ac.in  
Prof. P.K. Banik  
Acting Director  
TEL: 91-3842-233179,  
FAX: 91-3842-233797  
E-mail:director@nits.ac.in  
pkbanik@rediffmail.com
61. National Institute of Technology, Hamirpur - 177001 , (HIMACHAL PRADESH).  
Website: www.nitham.ac.in  
Dr. I.K. Bhatt,  
Director  
TEL: 91-1972-222308  
FAX: 91-1972-223834, 222584  
rls@patna.recham.ernet.in
62. National Institute of Technology, Patna, BIHAR.  
Website: www.nitp.ac.in  
Dr. P.K. Sinha  
Director (IC)  
TEL: 0612-2670631  
FAX:0612-2670631  
E-mail : director@nitp.ac.in
63. Dr. B.R. Ambedkar National Institute of Technology, G.T. Road, Bye Pass, Jalandhar - 144004, PUNJAB.  
Website: www.nitj.ac.in  
Dr Moin Uddin  
Director  
TEL: 91-181-2690802  
FAX: 91-181-2690320, 2690932, 299166
64. National Institute of Technology Raipur, Chhattisgarh  
Website: www.gcetraipur.ac.in  
Dr. D.S. Bal  
Director (I/C)  
Tel: 91-771-2254200, 2253675  
FAX : 91-771-2254600
65. National Institute of Technology Agartalla, Tripura  
Website: www.tec.nic.in  
Dr. S.C. Saha  
Director (I/C)  
Tel : 381-2346630, 2346360,  
FAX : 91-381-2346630

5. IIITs [4]
66. ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), MITS Campus, Gwalior - 474 075.  
Website : www.iiitm.ac.in
- Prof. S. G. Dhande  
Acting Director  
TEL: 91-751-2449704, 2449705  
FAX: 751-2460313, 2461771
67. Indian Institute of Information Tehnology (IIIT)  
Nehru Science Centre,  
Kamla Nehru Road,  
Allahabad - 211 002  
Website : www.iiita.ac.in
- Dr.M.D.Tiwari  
Director  
Tel.91-532-2431684, 2552380  
Fax91-532-2430006, 2461389  
E-Mail: mdt@iiita.ac.in
68. Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), IT Bhavan, Jabalpur Engg. Campus, Ranjhi, Jabalpur – 482 011, Madhya Pradesh  
Website : www.iiitdm.in
- Prof. Sanjeev Bhargava  
Director  
Tel : 91-761-262273  
E-mail : bhargaviiitdm@iiitdm.in
69. Indian Institute of Information Tehnology, Design & Manufacturing (IIITDM), Kancheepuram, Temporarily at : Indian Institute of Technology (IIT), Chennai -600036  
Website : www.iiitdm.iitm.ac.in
- Prof. M. S. Ananth  
Acting Director  
TEL: 91-44-2351694  
FAX: 91-44-2350466  
nataraj@shiva.iitm.ernet.in
6. IISc. Bangalore [1] & IISERs [3]
70. Indian Institute of Science, BANGALORE - 560012.  
Website : www.iisc.ernet.in
- Prof. P. Balaram  
Director  
TEL: 80-23942222, 23600690  
FAX: 91-80-23600936  
E-Mail : dir@admin.iisc.ernet.in
71. Indian Institute of Science Education & Research (IISER), Pune, Temporarily at : National Chemical Laboratory, Dr. Homi Bhabha Road, Pune - 411008.  
Website : www.iiserpune.ac.in
- Dr. K.N.Ganesh  
Director  
TEL: 20-25902790, 25893238  
FAX:91-20-25902660
72. Indian Institute of Science Education & Research (IISER), Kolkata, Temporarily at : IIT Kharagpur Kolkata Campus, HC Block, Sector-III, Kolkata - 700106.  
Website : www.iiserkol.ac.in
- Prof. Sushanta Dattagupta  
Director  
TEL: 91-33-23379793  
FAX:91-33-23348091
73. Indian Institute of Science Education & Research (IISER), Mohali, Temporarily at : MGSIPA Complex, Sector-26, Chandigarh -160019.
- Prof. N Sathyamurthy  
Director  
TEL: 91-172-2790188  
FAX:91-172-2790188
7. NITTRs [4]
74. National Institute of Technical Teachers' Training & Research Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091.  
Website: www.nittrkol.ac.in
- Prof.P.K. Bhattacharya  
Director (I/C)  
TEL: 91-33-2337937, 23374125  
FAX: 91-33-23376331
75. National Institute of Technical Teachers' Training & Research, Southern Region, Taramani PO, Chennai- 600 113.  
Website : www.nittrc.ac.in
- Dr. G.B. Barki  
Director (I/C)  
TEL: 44-22542334, 22541126  
FAX: 91-44-22541126

8. Boards of Apprenticeship Training [4]
76. National Institute of Technical Teachers' Training & Research, Shamlu Hills, Bhopal - 462 002.  
Website : [www.tttibhopal.com](http://www.tttibhopal.com)
- Prof. K.K.Srivastava  
Director (I/C)  
TEL: 91-755-2661216  
FAX: 755-2661996, 2220173  
E-Mail : [ttti@vsnl.com](mailto:ttti@vsnl.com)  
[tttiwr@bom6.vsnl.net.in](mailto:tttiwr@bom6.vsnl.net.in)
77. National Institute of Technical Teachers' Training & Research, Sector 26, Chandigarh- 160 019.  
Website: [www.nitttrchd.ac.in](http://www.nitttrchd.ac.in)
- Dr. O.P. Bajpai  
Director  
TEL: 91-172-549369  
FAX: 91-172-549366
78. Board of Apprenticeship Training, Western Region, New Admn. Building, 2nd Floor, ATI Campus, Sion-Trombay Road, Sion, MUMBAI - 400 022.  
Website: [www.apprentice-engineer.com](http://www.apprentice-engineer.com)
- Shri P.N. Jumle  
Director  
TEL: 22-25283891, 25224852  
FAX: 91-22-25225923
79. Board of Practical Training (BOPT), Eastern Region, Block EA, Sector I (OPP. Labony Estate) PO Salt Lake City, Kolkata - 700 064.  
Website: [www.bopter.gov.in/html/ImpAuth.htm](http://www.bopter.gov.in/html/ImpAuth.htm)
- Mr. S. Meenakshi Sundaram  
Director  
TEL: 33-23370750, 23370751  
FAX: 91-33-23216814
80. Board of Apprenticeship Training (BOAT), Plot No.16, Block-1-A, Lakhapur, GT Road, Kanpur - 208024.  
Website [www.psscive.nic.in/act\\_region.htm](http://www.psscive.nic.in/act_region.htm)
- Mr. R.K.Tandon  
Director  
TEL: 512-2851310, 2584056  
FAX: 91-512-2581504
81. Board of Apprenticeship Training, (BOAT) CIT Campus, Taramani, Chennai - 600 113.  
Website: [www.boatsr.tn.nic.in](http://www.boatsr.tn.nic.in)
- Dr. A. Ayyakkannu  
Director  
TEL: 91-44-22541359  
FAX: 91-44-22541563
9. Others [7]
82. Indian School of Mines University, Dhanbad - 826004, BIHAR.  
Website : [www.ismdhanbad.ac.in](http://www.ismdhanbad.ac.in)
- Prof. T. Kumar  
Director  
TEL: 91-326-202381, 202486  
FAX: 91-326-203042, 202380
83. National Institute of Foundry and Forge Technology (NIFFT), P.O. Hatia, Ranchi - 834003, Bihar.  
Website : [www.nifft.ernet.in](http://www.nifft.ernet.in)
- Dr. M.K. Banerjee  
Director  
TEL: 91-651-2290859  
FAX: 651-2290860, 2291247  
E-Mail : [rch-nifft@sancharnet.in](mailto:rch-nifft@sancharnet.in)
84. National Institute of Industrial Engineering, Vihar Lake, PO- NITIE, MUMBAI - 400 087.  
Website : [www.nitie.edu](http://www.nitie.edu)
- Dr. S.D. Awale  
Director  
TEL: 91-22-28573371,  
FAX: 91-22-28573251  
E-Mail : [info@nitie.edu](mailto:info@nitie.edu)
85. School of Planning & Architecture, I.P. Estate, New Delhi - 110 002.  
Website : [www.spa.ernet.in](http://www.spa.ernet.in)
- Prof. Subir K.Saha  
Director (I/C)  
TEL: 91-11-23702395  
FAX: 11-23702381, 23702383  
E-Mail : [root@spa.ernet.in](mailto:root@spa.ernet.in)
86. Sant Longowal Institute of Engineering & Technology (SLIET), Village Longowal, Distt: Sangrur Punjab 148106  
Website: [www.sliet.org](http://www.sliet.org)
- Dr. (Mrs) S.K. Pandey  
Director  
TEL: 91-1672-280057  
FAX: 91-1672-284600



		87.	North Eastern Regional Institute of Science & Technology (NERIST), Nirjuli - 79110 (Itanagar), Arunachal Pradesh. Website:www.nerist.ac.in	Prof. Kalyan Kumar Director TEL: 91-360-2257584 FAX: 360-2244307, 2257872
3. Languages	1. Sanskrit & Vedic Institutions [4]	88.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, NEW DELHI. Website: www.sanskrit.nic.in	Prof. V. Kutumba Sastry Director TEL: 91-11-25541948 FAX: 91-11-2561258
		89.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel, New Mehrauli Road, NEW DELHI-110067. Website: www.slbsrsv.ac.in/home.asp	Dr. Vachaspati Upadhyaya Vice-Chancellor TEL: 91-11-26851253 FAX: 91-11-26851253
		90.	Rashtriya Sanskrit Vidyapeetha, TIRUPATI, (A.P.). Website: www.rsvidyapeetha.ac.in	Prof. D. Prahaladachar Vice-Chancellor TEL:91-8574-27937 FAX: 91-8574-27937
		91.	Maharshi Sandeepani Rashtriya Veda Vidya Pratishthan Ujjayini Development Authority, Administrative Building, Bharatpur, Ujjain - 456010.	Dr. Vachaspati Upadhyaya Secretary (I/C) TEL: 91-734-2511530 FAX: 91-734-2511530
	2. Institutions related to Hindi and other Indian Languages [3]	92.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, AGRA - 282005. Website : www.hindi.nic.in	Prof. Shambhunath Shaw, Director TEL: 91-562-2530684 FAX: 91-562-2530684
		93.	National Council for Promotion of Urdu Language, West Block No.1, R.K. Puram, New Delhi - 110 066. Website www.urducouncil.nic.in	Smt. Rashmi Choudhary Director TEL: 91-11-26103938 FAX: 91-11-26108159
		94.	National Council for Promotion of Sindhi Language, 5th Floor, Darpan Building, R.C.Dutt Road, Alkapuri, Vadodra - 390005. Website : www.ncpsl.org	Ms. Pushpa Lata Taneja Director (I/C) TEL: 91-265-2342246 91-11-26100758 FAX: 91-265-2357331
	4. Planning	95.	National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, NIE Camp, NEW DELHI - 110016. Website: www.nuepa.org	Prof. Ved Prakash Vice-Chancellor TEL: 91-11-26515472 FAX: 91-11-26853041 E-mail : pved@nuepa.org
		96.	Bharat Shiksha Kosh, Department of Higher Education, Ministry of HRD, Room No.535-C Wing, Shastri Bhavan, New Delhi 110001.	Secretary (HE) - Chairman Board of Governors, Additional Secretary - Member Secretary

- |                   |     |  |  |
|-------------------|-----|--|--|
| 5. UNESCO         | 97. | Auroville Foundation, Bharat Nivas,<br>P.O. Auroville, Distt. Villupuram,<br>AUROVILLE - 605101, Tamil Nadu.<br>Website: www.auroville.org | Dr. Karan Singh Chairman<br>Shri M. Ramaswamy, IAS<br>Secretary<br>TEL: 413-2622 222, 2622 414<br>FAX: 91-413-2623 496<br>avfoundation@auroville.org |
| 6. Book Promotion | 98. | National Book Trust of India,<br>A-15, Green Park,<br>NEW DELHI - 110016.<br>Website: www.nbtindia.org.in                                  | Shri P.K. Sharma<br>Chairman<br>TEL: 91-11-26518607<br>FAX: 91-11-26851795   |

#### ATTACHED OFFICES OF THE DEPARTMENT OF HIGHER EDUCATION

- |           |    |   |  |
|-----------|----|---|--|
| Languages | 1. | Central Institute of<br>Indian Languages,<br>Manasagangotri,<br>Mysore - 570 006<br>Website : www.ciil.org    | Prof. Uday Narayan Singh<br>Director,<br>TEL: 91 821 2515820<br>FAX: 91 821 2515032<br>E-mail: bhasha@sancharnet.in<br>or udaya@ciil.stpmysoft.net |
|           | 2. | Central Hindi Directorate,<br>R.K.Puram, New Delhi.<br>www.hindinideshalaya.nic.in                            | Ms.Pushpa Lata Taneja<br>Director,<br>Tel. 91-11-26100758<br>Fax 91-11-26100758  |
|           | 3. | Commission for Scientific and<br>Technical Terminology,<br>R.K.Puram, New Delhi.<br>Website : www.cstt.nic.in | Prof. Bijay Kumar<br>Chairman<br>Tel: 91-11-26102882<br>Fax: 91-11-26102854  |

#### PUBLIC SECTOR UNDERTAKING OF THE DEPARTMENT OF HIGHER EDUCATION

- |                           |    |  |  |
|---------------------------|----|--|--|
| Public Sector Undertaking | 1. | Educational Consultants of India<br>Limited (EdCIL)<br>Plot No. 18A, Sector - 16A,<br>NOIDA - 201301, (UP).<br>Website - www.edcil.co.in | Mrs. Anju Banerjee<br>Chairperson and<br>Managing Director<br>TEL: 91-120-2515366<br>FAX: 120-2512010, 2515372<br>Email : root@edcil.co.in |
|---------------------------|----|--|--|



