

# Annual Report 2008-09



Sarva Shiksha Abhiyan



Technical Education



Mid-Day Meal



Convocation-Higher Education



Women Empowerment



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



Inaugural function of 96th Indian Science Congress Association at North Eastern Hill University at Shillong in Meghalaya, India, Saturday, Jan. 3, 2009.



# Annual Report 2008-09

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

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## Abbreviations

ACCC	Association of Canadian Community Colleges	BPL	Below Poverty Line
ACCU	Asia-Pasific Cultural Centre for UNESCO	BRAOU	BR Ambedkar Open University
ACU	Association of Commonwealth Universities	CABE	Central Advisory Board of Education
AE	Adult Education	CAC	Central Apprenticeship Council
AEC	Adult Education Centre	CBR	Community-Based Rehabilitation
AICTE	All India Council for Technical Education	CBSE	Central Board of Secondary Education
AIE	Alternative and Innovative Education	CCA	Certificate Course in Computer Applications
AIEEE	All India Engineering Entrance Examination	CCE	Centre for Continuing Education
AIIS	American Institute of Indian Studies	CCE	Continuous Comprehensive Evaluation
AIMMP	Area Intensive and Madrasa Modernisation Programme	CCRT	Centre for Cultural Resources and Training
AISES	All India School Education Survey	CDC	Curriculum Development Centre
APEID	Asia-Pasific Programme for Educational Innovation for Development	CDPO	Community Development Project Officer
ASC	Acadmic Staff College	CE	Continuing Education
ASCI	Administrative Staff College of India	CEAC	Copyright Enforcement Advisory Council
ASIST	Assistance for Strengthening of Infrastructure for Science & Technology	CEC	Continuing Education Centres
AVRC	Audio-Visual Research Centre	CEEP	Cultural Educational Exchange Programme
BASE	Bangalore Association for Science Education	CEP	Computer Education Plan
BE	Budget Expenditure	CEP	Continuing Education Programme
BEP	Bihar Education Project	CEP	Cultural Exchange Programme
BGVS	Bharat Gyan Vigyan Samiti	CERPA	Centre for Research, Planning and Action
BITS	Birla Institute of Technology and Science	CES	Committee of Education Secretaries
BJVJ	Bharat Jan Vigyan Jatha	CGI	Consulate-General of India
BLRC	Block Level Resource Centres	CGPA	Cumulative Grade Point Average
BMS	Basic Minimum Services	CHD	Central Hindi Directorate
BOAT	Board of Apprenticeship Training	CIDA	Canadian International Development Agency
		CIEFL	Central Institute of English and Foreign Languages

CIET	Central Institute of Educational Technology	DFID	Department for International Development
CIILP	Canada-India Institute Industry Linkage	DIET	District Institute of Education and Training
CIIL	Central Institute of Indian Languages	DIU	District Implementation Unit
CIRE	Centre for Insurance Research and Education	DoNER	Development of North-Eastern Region
CISCE	Council for Indian School Certificate Education	DOS	Department of Space
CIVE	Central Institute of Vocational Education	DPC	District Programme Coordinator
CLASS	Computer Literacy And Studies in Schools	DPE	Diploma in Primary Education
CLP	Child Labour Project/Computer Literacy Programme	DPEP	District Primary Education Programme
CMCHC	Certificate in Maternal and Child Health Care	DPG	Directorate of Public Grievances
CNIC	Certificate in New Born and Infant Care	DPNER	Development Projects for North Eastern Region
COBSE	Council of Boards of Secondary Education	DRC	District Rehabilitation Centre
COL	Commonwealth of Learning	DRDA	District Rural Development Agency
CPCC	Commission Planning and Costing Committee	DRDO	Defence Research and Development Organisation
CPP	Centre for Public Policy	DRU	District Resource Unit
CPSC	Colombo Plan Staff College for Education	DS	Day School
CSIR	Centre for Scientific and Industrial Research	DTP	Desk Top Publishing
CSM	Centre Software Management	DWCRA	Development of Women and Children in Rural Areas
CSTT	Commission for Scientific and Technical Terminology	EAR	External Academic Relations
CTE	College of Teacher Education	EB	Educationally Backward
CTP	Computer Technician Programme	EBB	Educationally Backward Blocks
CTSA	Central Tibetan School Administration	EC	European Commission
CVC	Chief Vigilance Commission	ECCE	Early Childhood Care and Education
CVO	Chief Vigilance Officer	ECOWAS	Economic Organisation of West African States
DA	Dearness Allowance	Ed.CIL	Educational Consultants India Ltd.
DAE	Directorate of Adult Education	EEO	Education Extension Officer
DBT	Department of Bio-Technology	EEP	Education Exchange Programme
DEEP	District Elementary Education Plans	EFA	Education for All
		EGS	Education Guarantee Scheme
		EHV	Education in Human Values

ELTI	English Language Teaching Institute	IARCS	Indian Association for Research in Computing Sciences
EMDP	Entrepreneurship and Management Development Programme	IASE	Institute of Advanced Study in Education
EMIS	Educational Management Information System	IBE	International Bureau of Education
EMRC	Educational Media Research Centre	IBO	International Biology Olympiad
EOC	Equal Opportunity Cell	ICDS	Integrated Child Development Services
EP	Equivalency Programme	IchO	International Chemistry Olympiad
ERC	Expenditure Reforms Commission	ICHR	Indian Council of Historical Research
ERIC	Educational Research and Innovation Centre	ICMR	Indian Council of Medical Research
ESPS	External Scholarship Processing System	ICPD	International Conference on Population and Development
FG	Final Grant	ICPR	Indian Council of Philosophical Research
FIP	Federation of Indian Publishers	ICT	Information and Communication Technology
FPM	Fellowship Programme in Management	IDS	Institute of Development Studies
GATS	General Agreement on Trade in Services	IEA	Indian Educational Abstracts
GATT	General Agreement on Trade and Tariff	IEDC	Integrated Education for Disabled Children
GBS	Gross Budgetary Support	IETE	Institute of Electronics and Telecommunication Engineers
GER	Gross Enrolment Ratio	IGNOU	Indira Gandhi National Open University
GPF	General Provident Fund	IGP	Income Generating Programme
GVC	Generic Vocational Course	IIAS	Indian Institute of Advanced Study
HBCSE	Homi Bhabha Centre for Science Education	IIEP	International Institute of Educational Planning
HEPSN	Higher Education for Persons with Special Needs	IIP	Industry Institute Partnership
IIITM	Indian Institute of Information Technology and Management	IIT	Indian Institute of Technology
IIM	Indian Institute of Management	ILO	International Labour Organisation
IISER	Indian Institute of Science Education & Research	IMO	International Mathematical Olympiad
IITD&M	Indian Institute of Information & Technology (Design & Management)	INCCU	Indian National Commission for Cooperation with UNESCO
HRM	Human Resource (Development) Minister	INDLST	Indian National Digital Library for Science and Technology
IAMR	Institute of Applied Manpower Research	INFLIBNET	Information for Library Network
		IPhO	International Physics Olympiad

IPR	Intellectual Property Rights	NASSDOC	National Social Science Documentation Centre
IPRS	Indian Performing Right Society Limited	NBB	National Bal Bhawan
IRRO	Indian Reprographic Rights Organisation	NBHM	National Board of Higher Mathematics
ISBN	International Standard Book Numbering	NBT	National Book Trust
ISM	Indian School of Mines	NCAER	National Council of Applied Economic Research
ITCOS	International Training Centre in Open Schooling	NCC	National Cadet Corps
ITDOS	International Training Division in Open Schooling	NCCL	National Centre for Children's Literature
ITI	Industrial Training Institute	NCEC	Nodal Continuing Education Centre
JCVE	Joint Council of Vocational Education	NCERT	National Council of Educational Research and Training
JNV	Jawahar Navodaya Vidyalayas	NCHE	National Council of Higher Education
JRF	Junior Research Fellowship	NCOS	National Consortium for Open Schooling
JRY	Jawahar Rozgar Yojana	NCPSL	National Council for Promotion of Sindhi Language
JSN	Jana Shikshan Nilayam	NCPUL	National Council for Promotion of Urdu Language
JSS	Jan Shikshan Sansthan	NCRI	National Council of Rural Institutes
KGBV	Kasturba Gandhi Balika Vidyalaya	NCTE	National Council of Teacher Education
KHS	Kendriya Hindi Sansthan	NEHU	North Eastern Hill University
KHSM	Kendriya Hindi Shikshan Mandal	NELD	North East Language Development
KRS	Key Resource Person	NEP	North East Project
KVS	Kendriya Vidyalaya Sangathan	NER	North Eastern Region
LAN	Local Area Network	NERIST	North Eastern Regional Institute of Science and Technology
LEP	Life Enrichment Programme	NERLC	North Eastern Language Centre
LSC	Learner Support Centres	NET	National Eligibility Test
MDM	Mid-day-Meal	NFE	Non Formal Education
MHRD	Ministry of Human Resource Development	NFHS	National Family Health Survey
MoU	Memorandum of Understanding	NGO	Non Governmental Organisation
MS	Mahila Samakhya	NHRC	National Human Rights Commission
MSK	Mahila Shikshan Kendra	NIC	National Informatics Centre
NAB	National Accreditation Board	NICEE	National Information Centre on Earthquake Engineering
NACO	National AIDS Control Organisation		
NANCE	National Academic Network for Continuing Education		

NIFT	National Institute of Fashion Technology		Produces of Films and Television
NLCPR	Non Lapsable Central Pool of Resources	SCVE	State Council of Vocational Education
NLM	National Literacy Mission	SDAE	State Directorate of Adult Education
NPEGEL	National Programme for Education of Girls at Elementary Level	SEC	State Education Committee
NTSE	National Talent Search Examination	SH	Speech Handicap
OBCs	Other Backward Classes	SICI	Shastri Indo-Canadian Institute
ODL	Open and Distance Learning	SID	Society of Innovation and Department
PCT	Patents Cooperation Treaty	SIDA	Swedish International Development Agency
PoA	Programme of Action	SIET	State Institute of Educational Technology
PPL	Phonographic Performance Limited	SKP	Shiksha Karmi Project
PQL	Physical Quality of Life	SLET	State Level Eligibility Test
PTA	Parent Teacher Association	SLIET	Sant Longowal Institute of Engineering and Technology
PwD	Persons with Disability	SLM	Self Learning Material
QIP	Quality Improvement Programme	SLMA	State Literacy Mission Authority
R&D	Research & Development	SMC	Steering cum Monitoring Committee
RCCP	Radio-Cum-Cassette Players	SMDC	School Management & Development Committee
REC	Regional Engineering College	SOPT	Special Orientation Programme for Primary Teacher
RF	Radio Frequency	SPA	School of Planning and Architecture
RFLP	Rural Functional Literacy Project	SPoA	State Programme of Action
RIB	Regional Institute of Education	SRC	State Resource Centre
RPF	Revised Policy Formulations	SSA	Sarva Shiksha Abhiyan
RRC	Regional Resource Centre	ST	Scheduled Tribe
RSKB	Rajasthan Shiksha Karmi Board	STEI	Secondary Teacher Education Institute
SAARC	South Asian Association for Regional Cooperation	SUPW	Socially Useful Productive Work
SAIIR	Sri Aurobindo International Institute of Educational Research	TA	Travel Allowance
SAP	Special Assistance Programme	TC	Teachers Centre
SC	Scheduled Caste	TEPSE	Teachers Preparation in Special Education
SCERT	State Council of Educational Research and Training	TEQIP	Technical Education Quality Improvement Programme
SCHE	State Council of Higher Education		
SCRIPT	Society for Copyright Regulation of Indian		

TLC	Total Literacy Campaign	UPE	Universalisation of Primary Education
TLE	Teaching Learning Equipment	UT	Union Territory
TMA	Tutor Marked Assignment	VEC	Village Education Committee
TTTI	Technical Teacher Training Institutes	VHO	Voluntary Hindi Organisation
UCC	Universal Copyright Commission	VLSI	Very Large Scale Integration
UEE	Universalisation of Elementary Education	VDL	Video Distance Learning
UGC	University Grants Commission	VRC	Vocational Rehabilitation Centre
UNDP	United Nation Development Programme	VEP	Vocational Education Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisations	WCCUS	World Class Central Universities
UNFPA	United Nations Population Fund	WIPO	World Intellectual Property Organisation
UNICEF	United Nations Children's Fund	WTO	World Trade Organisation
		ZIET	Zonal Institute of Education and Training
		ZSS	Zilla Saksharta Samiti



# 1



## Overview

## Overview

The essence of human resource development is that education must play a significant and interventionist role in remedying imbalances in the socio-economic fabric of the country. Basic education has also greatly contributed to the quality of human life, particularly with regard to life expectancy, infant mortality, learning levels and nutritional status of children, etc. Several new initiatives have been taken by the Government placing emphasis on decentralization with the participation of people at the grass root level. Consequently, universal basic education has vastly contributed to social justice and equity, and participative economic growth.

Education for all programme, makes an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country and seeks to ensure access, retention and quality improvement. It reiterates the need to focus on girls' education to equalize educational opportunities and eliminate gender disparities. The international movement towards Education for All (EFA) encompasses six goals of early childhood care and education, universal elementary education, adult literacy, adolescent and life skill education, gender equality and all aspects of quality education. These goals are designed to enable children and young adults to realize their right to learn.

The Government of India is committed to the Education for All (EFA) goals, which encompass early childhood care and education, primary education, girls' education, as also adult education. Government of India implements a number of programmes for the achievement of the EFA goals, including, inter alia, Sarva Shiksha Abhiyan (SSA), Mid Day Meal Scheme (MDM) and National Literacy Mission (NLM).

Sarva Shiksha Abhiyan (SSA), which is a major flagship programme of the Government, addresses the national resolve of universalizing elementary education. Under SSA, special focus is on girls, children belonging to SC/ST communities, other weaker sections, minorities and urban deprived children.

Under Sarva Shiksha Abhiyan India has 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 years age cohort. More emphasis is being laid 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.

Mid Day Meal Scheme, has been enlarged to include upper primary schools and presently covers about 11.74 crore children studying at the primary and upper primary level in Government, Local Body and Government-aided schools and the Centres running under Education Guarantee Scheme and Alternative & Innovative Education for all areas across the country.

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 years for entry into higher education or work situations. Successful implementation for Sarva Shiksha Abhiyan for provision of universal elementary education to almost 100% of the relevant age group by 2010 is likely to create a surge in demand in the secondary schools. It is, therefore, essential to remain prepared to meet this rise in demand through advance action to provide universal access to quality secondary education preferably within a distance of 5 to 7 Kms. from any habitation. Not only universal

enrolment, but universal retention and satisfactory quality of learning should also be a priority.

To meet the growing demand for access to secondary education, some of the major initiatives proposed to be taken by the Central Government during XI Plan include launching the scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA), setting up of 6000 model schools, National Means cum Merit Scholarship scheme, etc.

The National Literacy Mission (NLM) was launched in May, 1988 with the objective of imparting functional literacy to adult illiterates in the 15-35 age group. The goal of the Mission is to achieve 80% literacy rate by the end of the 11th Plan period. The main schemes of the NLM are the schemes of Literacy Campaign and Operation Restoration which include the Total Literacy Campaign (TLC) for imparting basic literacy to the adult illiterates, followed by the Post Literacy Programme (PLP) for the reinforcement of the literacy skills of the new literates. The continuing Education Programme (CEP) provides opportunities for life long education to the community at large.

In Higher Education Sector, the Government has been making vigorous efforts to achieve the goals as per the priorities envisaged in the XI Plan. The major achievements in Higher Education during XI Plan in various areas are as follows :

**Expansion**

- Expansion of intake capacity of Central Educational Institutions (CEIs) by 54% was taken up, consequent on implementation of CEI (Reservation in Admission) Act, 2006.
- Six new IITs have been established for Rajasthan, Bihar, Guajarat, Orissa, Andhra Pradesh and Punjab.
- Two new IITs in Mandi (HP) and Indore (MP) will start during 2009-10.
- Indian Institute of Information & Technology (Design & Manufacturing) (IIITD&M) Kancheepuram, whose establishment was

approved by the Cabinet in 2004, commenced its academic session in 2007.

- 5 Indian Institutes of Science Education & Research (IISERs), 2 Schools of Planning & Architecture (SPAs) and 1 IIM have started functioning.
- 15 new Central Universities have been set up on 15.1.2009 in uncovered States which includes conversion of 3 State Universities into Central Universities.
- Indira Gandhi National Tribal University, Amarkantak (MP) was set up in 2008.
- A New Scheme for expansion and strengthening Polytechnic Education has been launched which includes establishment of 1000 new Polytechnics, strengthening of 500 existing Polytechnics, skill development through 1000 Community Polytechnics and Construction of 500 Women's Hostels in Polytechnics.

**Inclusive Education**

- Implementation of 27% reservation for OBC students for admissions in Central Education Institutions besides giving statutory backing to SC/ST reservation.
- Promotion of Women's Hostel Scheme through UGC.
- Scheme of Ploytechnics for Persons with Disabilities in 50 existing Polytechnics to benefit physically challenged persons.
- Women's Hostels in Polytechnics.
- Remedial Coaching Schemes for SC/ST/ Minorities through UGC.

**Quality Education**

- NET/SET Qualification has been made compulsory for appointment as Lecturer except for those with approved Ph.D. qualifications from approved Universities.

- Introduction of semester system, credit transfer, continuous internal assessment and regular updating of syllabi in Universities - all new CUs have already been covered.
- Scholarship scheme covering 41,000 boys and 41,000 girls was started based on the performance at Board Examination at Senior Secondary level.
- Age of superannuation of teachers in Higher and Technical Education raised to 65 years.
- A very progressive Pay Package, has been implemented for teachers of Universities and Colleges.
- Central Institute of Classical Tamil (CICT) has been set up at Chennai.
- Scheme for Development of Pali and Prakrit started under the aegis of Rastriya Sanskrit Sansthan.
- National Mission in Education through Information, Communication & Technology (ICT) was launched on 3.2.2009.
- Central Advisory Board of Education (CABE), the highest advisory body on education was reconstituted on 12th Decemeber, 2008 and its first meeting was held on 10th February, 2009.

There is a special emphasis on socio-economic development of North Eastern Region (NER) of the country. Sarva Shiksha Abhiyan is being implemented in NER States on a central : State funding pattern of 90:10 to give impetus to the development of elementary education. In addition to existing educational institutions, efforts are being made to establish various institutions like a World Class University, Indian Institute of Information Technology (IIIT), 66 new Polytechnics, new model colleges etc. for development of higher education in NER States.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a constituent body of United Nations, with a mandate to promote international peace and understanding through education, natural and social-sciences, culture and communications. India is among the founding members of UNESCO and has been playing an active role in promoting UNESCO's ideals and objectives. India is responsible for providing free office accommodation to UNESCO in New Delhi. At present, it is housed in a rented building. However, it has been decided to fund to construction of the building for the UNESCO office in New Delhi. Action has already been initiated in this regard.

# 2



**Administration**

## Organisational Set Up

The Ministry of Human Resource Development is under the overall charge of the Human Resource Development Minister who was assisted by two Ministers of State during 2008-09. The Ministry comprises 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 an Additional Secretary, 4 Joint Secretaries, 1 Economic Advisor and 1 Deputy Director General (Statistics). The Secretary, Department of School Education and Literacy is assisted by 4 Joint Secretaries and 1 Economic Advisor. In addition, there is one Additional Secretary & Financial Adviser who along with some other Ministries, is responsible for both the Departments. The Departments are organized into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the charge of an Additional Secretary or a Joint Secretary assisted by Divisional Heads at the level of Director/Deputy Secretary/Deputy Educational Advisors.

Establishment matters of both the Departments 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.

In addition to the establishment matters the Administration Division is also looking after the following matters:-

## Education Wings in Indian Missions Abroad

The Education Wings in Indian Missions abroad were established with a view to developing good

relations in the field of Science, Education and Culture with friendly countries. The administrative and financial matters of Education Wings abroad are being handled in the Establishment-I Section. At present, the Education Wing of Consulate General of India, New York and Permanent Delegation of India to UNESCO, Paris are functional. 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.

## 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 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 Training & 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, etc. 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 and Bilateral Technical Assistance Programmes respectively. During the year 2008-09 a total number of 5 Group - A level officers have been sent abroad for short-term training and a total number of 40 officers at the level of Group A, B and C have been deputed for various training courses being conducted by the Department of Personnel and Training (DOP&T).

### **HRM'S DISCRETIONARY FUND**

The Administration Division of Ministry of Human Resource Development operates a Fund for providing Grants in the field of Education. This Fund is called the Human Resource Minister's Discretionary Fund and from this Fund, Grants of up to 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 and in the field of Social Welfare/Social Security etc. Grants are also provided to physically handicapped individuals to pursue educational and Vocational Training for their advancement in 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 parents income does not exceed Rs.5000/- per month.

### **VIGILANCE ACTIVITIES**

The Vigilance set up in the Ministry is under the overall supervision of Secretary, who is assisted by a part time Chief Vigilance Officer of the rank of Joint Secretary, an Under Secretary and other support staff. Shri Sunil Kumar, Joint Secretary, is, at the time of going into the print, functioning as Chief Vigilance Officer in the Department of Higher Education and Department of School Education and Literacy.

During the year, a total of 1260 references were received from various sources in the Vigilance Wing which included references from the Central Vigilance Commission and the Central Bureau of Investigation. 10 complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. In 10 other cases, Fact finding enquiries are under way. Prosecution sanction was granted in four cases by the Ministry to the Central Bureau of Investigation. During the year 21 complaints were closed in consultation with the Central Vigilance Commission. Two complaints, in which a preliminary enquiry revealed prima facie a criminal intent, have been referred to the Central Bureau of Investigation for a thorough investigation. Many complaints are at advanced stages of investigation.

Regular Departmental Action in seven cases was initiated, of which one was concluded. Of the four old disciplinary cases brought forward from previous years, two were concluded. In one case penalty of removal from service was imposed. In yet another case, the inquiry has been completed and the report has been sent to the Union Public Service Commission for their advice.

An agreed list containing the names of officers of gazetted status of doubtful integrity was prepared in consultation with the Central Bureau of Investigation.

Chief Vigilance Officers were appointed against vacancies in various Autonomous Organizations under the administrative control of the Ministry. Keeping in view the sensitivity of the work in All India Council for Technical Education and University Grants Commission, the Vigilance Wing in the Ministry is pursuing to have full time Chief Vigilance Officers in these organizations. Action is also underway to have a full time Chief Vigilance Officer in Indira Gandhi National Open University.

A massive exercise was undertaken in pursuance of the directions of the Hon'ble High Court of Delhi to verify the authenticity of certificates of employees who had obtained employment on the basis of ST certificates in various offices under the jurisdiction of the Ministry.

Vigilance Awareness Week was observed from 7th - 14th November, 2008. Banners and posters were displayed and an oath taking ceremony was also held, wherein an oath was administered to the officials of both the Departments to maintain honesty in all public dealings. The subordinate offices and autonomous bodies also observed the Vigilance Awareness Week.

Specific grievance redressal machinery is also in place in the Department of Higher Education and the Department of School Education and Literacy, under the Director of Public Grievances, who is of the rank of Joint Secretary. During the period under report, a total of 812 grievance petitions were received from various sources, including Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances) and Department of Pension and Pensioners' Welfare. While around 67 grievances were finally redressed, efforts are on to redress the remaining grievances. A large number of grievances, in fact pertain to service matters of various organizations under the jurisdiction of the Ministry.

Although the Director of Grievances is declared to be 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 actual practice none is denied access throughout the working hours on all working days. The Director personally responds to the grievances mailed to him on the e-mail address which has been widely publicized by the Department of Administrative Reforms and Public Grievances. 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 Redressal and Monitoring System (CPGRAMS) has been introduced as per the recommendation of DAR&PG with the help of NIC.

The Committee on Complaints of Sexual Harassment of Women at the workplace is in place to hear / accept the complaints from the employees in the Ministry and to take appropriate steps for timely redressal of their complaints.

### **CONFERENCE OF STATE MINISTERS FOR HIGHER AND TECHNICAL EDUCATION**

A Conference of the Ministers for Higher and Technical Education of State Governments was held on 23rd and 24th July, 2008 to discuss the major initiatives in Higher and Technical Education.

The Chief Ministers of Goa and Uttarakhand, Lt. Governor of Anadaman & Nicobar Islands, Chairman of Andhra Pradesh State Council for Higher Education, Vice Chairman, Kerala State Higher Education Council, 25 State Technical / Higher Education Ministers and 29 State Technical/Higher Education Principal Secretaries/ Secretaries/ Commissioners participated in the conference. The Conference was convened by the



Ministry in the backdrop of a tenfold increase in the XIth Central Five Year Plan allocation for Higher and Technical education, compared to the expenditure for Higher Education in the Xth Five Year Plan. On the first day of the Conference, the Secretary (Higher Education), MHRD made a presentation highlighting the major initiatives and the reforms proposed to be taken up in the XIth Five Year Plan in Higher and Technical Education. Chairman UGC and Chairman AICTE made presentations on Reforms and Initiatives made by UGC & AICTE in Higher and Technical Education respectively. In addition, UGC appointed Pay Review Committee headed by Prof. G.K.Chaddha, Prof.M.M.Sharma, Chairman of the Empowered Committee on Strengthening Basic Research in Universities and Prof.Yashpal, Ex-Chairman of the UGC and Chairman of the Committee on restructuring the UGC and AICTE, made presentations on the work done by their committees which was followed by discussions.

It was gratifying to note that all States subscribed to the objectives of increasing Access, Equity and Excellence in Higher and Technical Education.

## **NATIONAL EDUCATION DAY**

Ministry of Human Resource Development celebrated 11th November, 2008 as the first National Education Day to commemorate the birth anniversary of late Maulana Abul Kalam Azad, a great freedom fighter, an eminent educationist and the first Union Minister of Education of the Nation. The main function was held at New Delhi which was inaugurated by H.E Smt. Pratibha Devi Singh Patil, the President of India. On this occasion, books on Maulana Abul Kalam Azad in Hindi, English and Urdu were also released. A cultural programme by the students of Nehru Bal Bhawan, a Film Show on Maulana Abul Kalam Azad and photo exhibition were also organized. A Special Cover was also released on this occasion. Educational institutions at all levels, throughout the country, were involved in organizing seminars, symposia, essay writing, elocution competitions, workshops and rallies on the importance of

literacy and nation's commitment to all aspects of education on the National Education Day.

As part of the National Education Day Celebrations, a Conference of the Vice Chancellors/ Heads of Central Educational Institutions was also organized on 10th & 11th November, 2008. Henceforth, National Education Day will be celebrated every year on 11th November.

## **CENTRAL ADVISORY BOARD OF EDUCATION (CABE)**

The Central Advisory Board of Education (CABE), the advisory body to advise the Central and State Governments in the field of education, was first established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and continued in existence till 1994. It was again reconstituted on 6th July, 2004 after a lapse of 10 years. On the expiry of its term, the CABE has been reconstituted vide resolution No. 2-24/93 Policy Norms-I dated 12.12.2008. CABE provides an important forum for Centre/State consultations and consultation with other stakeholders and representatives of other important segments of society and has a particularly important role to play in view of the significant socio-economic and socio-cultural development taking place in the country

55th meeting of the CABE was held on 10th February, 2009. In this meeting issues relating to major initiatives proposed to be taken up during XIth Five Year Plan such as opening of new Central Universities, opening of 374 Degree Colleges in Educationally Backward Districts, opening of new IITs/IIMs/NITs/IISERs, National Mission on Education through ICT, Sub-mission on Polytechnics, reforms proposed to be taken up in the Education Sector including Faculty Development & Retention, Review the role and functioning of UGC and AICTE, were discussed alongwith the issues relating to proposals for having a National Commission on Higher Education and Review of National Education

Policy. The implementation of SSA and Mid Day Meal Schemes and the legislation relating to Right to Education were also discussed. The recommendations of National Knowledge Commission relating to Education Sector were also discussed

CABE Members expressed the desire and hope that the Bill for Right of Children to Free and Compulsory Education would be passed in the next Session of the Parliament.

### **INFORMATION & FACILITATION CENTRE (IFC)**

A NICNET based Information and Facilitation Centre (IFC) 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 various schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services is being provided through printed material by concerned Sections / Divisions of the Ministry. The guidelines of various Schemes/Programmes and Application Forms have now been also made available at website, <http://www.education.nic.in>.

### **REPORT ON IMPLEMENTATION OF RTI**

The Right to Information Act has been introduced since 12th October, 2005. IFC facilitates the process of information sharing. Applications received under this Act are forwarded to the concerned Central Public Information Officers. Application fee of Rs.10/- per application is deposited with the cashier of the Department on the same day.

29 Divisional Heads in the Department of Higher Education and 24 Divisional Heads under the

Department of School Education & Literacy have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Joint Secretaries / Bureau-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers and Appellate Authorities are also available on the Ministry's website.

All the autonomous organizations/ Sub-ordinate/ attached offices and Public Sector Undertakings under the purview of the Ministry are also implementing provisions of the RTI Act, 2005. They are also submitting their Returns.

As against 359 applications received during the year 2006 and 641 applications in 2007; 1554 applications (including Appeals) have been received during 2008-09 under the Right to Information Act. All the applications have been disposed off within stipulated time.

### **COMPUTERISED MANAGEMENT INFORMATION SYSTEM (CMIS)**

Computerized Management Information System (CMIS) was set up in the Department with a view to accelerate the growth of Management Information System and to provide software support to meet the various types of the requirements of the Department. The main objectives of the Unit are:

- To identify areas for computerization;
- Design and develop database methodologies ;
- To conduct feasibility studies for the development of computer based management information system;
- In order to promote and implement the concept of e-governance, the unit has also coordinated and assisted for providing the internet connections and local area network (LAN) facility to all the officers up to the level of Section Officers in the Department. More than 400 hundred computers have been put in use for both Departments of the Ministry;

- Maintenance of software packages developed as per varying needs of users of the department;
- Parliament Questions are electronically transferred to the Lok Sabha and Rajya Sabha Secretariat in the required format for posting the same on their respective website. 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 subject;
- Act as a resource unit and to provide training in computers to the officials of the Department ;
- The unit has been entrusted with the work of regular updating of the website of the Ministry;
- During the year 2008-2009, complete material of the website of the Department of Higher Education has been updated and redesigned.
- The pay roll accounting system is working in Ministry and payments are being made through Electronic Clearing System (ECS). The monthly pay bills and related recovery schedules are also generated by this unit.
- The Unit also monitors the maintenance of all computers, laptops, printers, scanners and projectors etc. installed in both the Departments of Ministry.

## **PLANNING & MONITORING (P&M) UNIT**

P&M Unit is involved in formulation of Annual Plans and Five Year Plans, review of programmes &

schemes and functions as liaison unit for Planning Commission for monitoring of Plan expenditure vis-à-vis allocated Plan outlays and analysis of actual expenditure as against the targets fixed. The P&M Unit also brings out the Annual Publication "Analysis of Budgeted Expenditure on Education" providing analysis of the trend of public expenditure on education. One publication entitled "Analysis of Budgeted Expenditure on Education" for the years 2005-06 to 2007-08 was published during 2008-09. The data for this document is collected from various Budget documents of States, Central Ministries/Departments, and analysed to publish with the break-up of expenditure incurred by Education Departments, and Other Departments for different sectors in education separating Plan, Non-Plan, Revenue and Capital. This unit also brings out Annual Financial Statistics of Education Sector, which gives plan-wise data (Centre & States) for the education sector.

The Eleventh Plan (2007-12) outlay (as approved by NDC) for MHRD is Rs.269873 crore (Rs.84943 crore for the Department of Higher Education and Rs.184930 crore for the Department of School Education & Literacy). The approved Annual Plan outlay (2008-09) was Rs.26800 crore for the Department of School Education & Literacy and Rs.7600 crore for the Department of Higher Education. The Plan Outlay of the Department of Higher Education was reduced by Rs. 800 crore at the RE stage.

A meeting of Consultative Committee of the Parliament for the Ministry of Human Resource Development was held on 9th July 2008 on the subject "New Initiatives for the XIth Plan in Higher Education Sector".

# 3



## Elementary Education

# Elementary Education

## Sarva Shiksha Abhiyan

### 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

Sarva Shiksha Abhiyan (SSA) is one of India's important social sector programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children.

SSA covers all States and Union Territories and reaches out to an estimated 19.4 crore children in 12.3 lakh habitations in the country.

### National Mission of SSA

In order to ensure that the priority to universal elementary education is translated into concrete action, the organizational 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 progress made under the different components of the programme. The Minister for Human Resource Development chairs the Executive Committee of the National Mission. The National Mission includes representation from major political parties, non-government sector, educationists, teachers unions, scientists and eminent experts.

### 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, Panchayati Raj institutions and voluntary organizations.

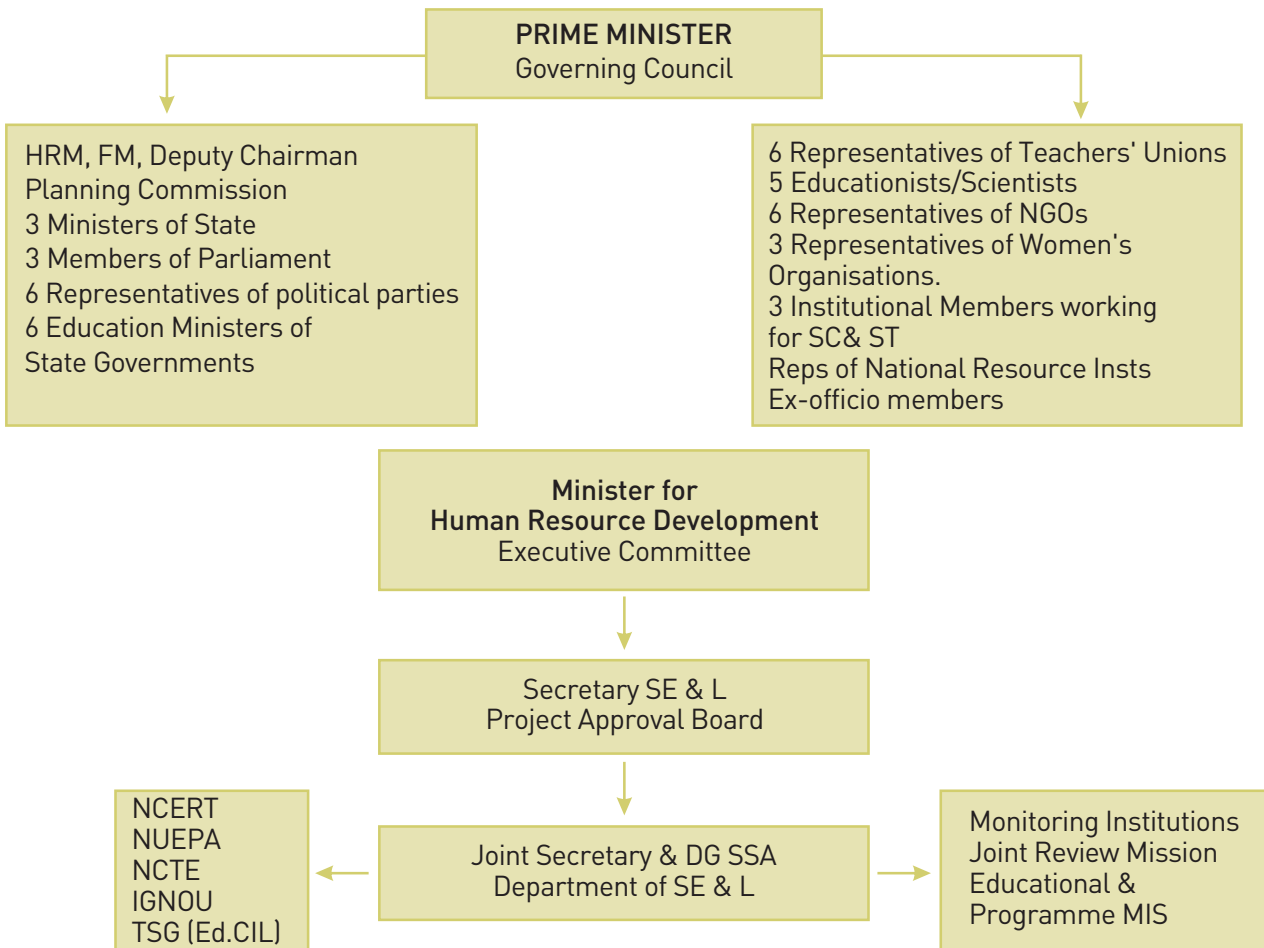
An equity-based approach that focuses on the needs of educationally backward areas and disadvantaged social groups including children with special needs.

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.

## SSA NATIONAL MISSION

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



## FUNDAMENTAL PRINCIPLES

### Priority to Girls' Education:

SSA promotes girls' education to equalize educational opportunities and eliminate gender disparities. SSA has made efforts to mainstream gender concerns in all activities under the programme. A two pronged strategy is adopted for the promotion of girls education, namely to make the education system responsive to the needs of girls, and simultaneously to generate a community demand for girls' education. A strategic shift has been made in education planning to target low female literacy pockets and reduce gender disparity. Special effort is also made

to bring out-of-school girls, especially girls from the disadvantaged sections, to school. Girls' education has received primacy through two special interventions subsumed under SSA, namely the National Programme for Girls Education at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV).

### Ensuring Access & Equity:

Concern for education of socially disadvantaged groups is interwoven in SSA. Educational incentives to offset the cost of education are provided to SC, ST children and girls. SSA facilitates 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 more than 50,000 out of school children and high gender gaps have been identified as special focus districts for targeted interventions under SSA.

#### **Inclusive Education for the Disabled:**

SSA aims at ensuring that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. 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 Retention and Quality:**

Retention and quality improvement are the most important components under SSA. To ensure

appropriate, 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.

#### **Community Mobilisation:**

SSA places emphasis on decentralisation and community ownership of schools. Community-based approach is adopted for planning at the habitation level and monitoring of school activities. Participation of the community is sought through a series of school-based activities that open up the school as a social institution to the community. Funds for the programme flow through local community-based bodies for all school related expenditures; this constitutes approximately 50% SSA funds.

### **PROGRESS OVERVIEW**

Activity	Achievement
Access	98% of the rural population has a primary school within 1 km. 270590 new schools opened till March, 2009.
Gross Enrolment Ratio	GER increased in 6-14 age group to 123.71 in 2006-07 from 96.3 in 2001-02 at the primary level and to 75.65 in 2006-07 from 60.2 in 2001-02 at the upper primary level. <i>(Selected Educational Statistics)</i>
Gender Parity Index (GPI)	Improved from 0.83 in 2001-02 to 0.94 in 2006-07 at primary level & from 0.77 to 0.90 at upper primary level. <i>(Selected Educational Statistics)</i>
Dropout Rate at the primary level	Reduced by 13.60% to 25.43% in 2006-07 from 39.03% (2001-02). Dropout rate for girls declined by 13.32% points. <i>(Selected Educational Statistics)</i>
Pupil-Teacher Ratio	In 2006-07 the PTR at the national level was 45:1 for primary and 35:1 for upper primary level. 9.86 lakh teachers were recruited by March, 2009.
Enrolment of Children with Special Needs	28.52 lakh children identified and 23.17 lakh children (81.24% of those identified) enrolled in school by 2008-09.

## PROGRESS OVERVIEW

Enhancing Access	Improving Retention	Promoting Quality
Opening new schools	School grant @ Rs.5000/- per annum for primary school & @Rs.7000/- per annum for upper primary school.	Providing Teaching Learning Equipment (TLE) @ Rs.20000/- per new primary school and @Rs.50000 for new and upgraded upper primary school.
Providing alternative schooling facilities for out-of-school children	Teacher grant @ Rs.500/- per teacher per year in primary and upper primary	Providing decentralised academic support through Block and Cluster Resource Centres.
Providing additional classrooms, drinking water & toilet facilities, boundary walls to existing classrooms	School maintenance grants upto a maximum of Rs.5000/- per year for schools having upto 3 classrooms and Rs.10000/- per year for schools having more than 3 classrooms	Inclusive education for children with special needs
Providing residential hostel in thinly populated hilly and tribal areas at upper primary level.	Appointing teachers for new schools including science and maths teacher at upper primary level and additional teachers in existing schools to improve teacher pupil ratios	In-service teacher training for all teachers and induction training for newly appointed teachers
Establishing residential schools under KGBV scheme for girls at upper primary level for girls.		Community participation & training
Undertaking activities under NPEGEL for "Hardest to Reach" girls, especially those not in schools		Free text books for all categories of children at elementary level
		Remedial Teaching
		Learning Enhancement Programme to enhance learning levels in language, mathematics and science.
		Innovation for girls' education, early childhood care and education, interventions for children belonging to SC/ST, minority community, deprived children in urban areas and computer education specially for upper primary level.



## ENHANCING ACCESS:

### School Infrastructure

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Creating basic infrastructure is an important part of SSA. 33% of the total funds invested in the district are provided for infrastructure with a view to creating a supportive environment for learning in schools. Innovation in terms of qualitative design, technology, functionality is important in order to make the schools child friendly. Construction of school buildings, classrooms, toilets, drinking water facilities, rainwater harvesting systems and boundary walls is undertaken with support of local bodies.

The civil works component of SSA is planned and implemented on principles of community ownership, child-friendliness and good environmental practices. In the process it has incorporated the experience gained from the earlier successful programmes of Lok Jumbish and District Primary Education Programme.

SSA encourages participation by the local community in all civil work activities in order to instill a sense of ownership in them. Community driven construction of schools have proved to be of better quality compared to construction through contractors. 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 to undertake repair and maintenance.

An attractive school environment involves a child-friendly 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 expected to be

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, 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.

A team of engineers, who provide technical support and direction, supports the community. 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.



## PROGRESS OVERVIEW

	Work Completed	Work in Progress	Total
School Buildings	193010	40864	233874
Additional Classrooms	799574	163069	962643
Drinking Water Facilities	177982	3733	181715
Toilets	242891	12123	255014

### Alternative Schooling Facilities for Out-of-School Children Educational Guarantee Scheme and Alternative & Innovative Education

Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) Centres support diversified strategies for 'out of school' children, particularly in remote, school-less habitations.

AIE provides support for bridge courses and back-to-school camps, long duration residential camps for older children, as also short duration summer camps. AIE cover 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. Support is also provided to unrecognized/ unregistered Makhtabs/ Madaras to adopt formal curriculum. If the teacher is not qualified to teach formal curriculum, community provides a teacher, wherever necessary, who is trained under SSA.

Under EGS, educational facilities are set up in habitations that do not have a primary school within a distance of 1 km. Any habitation with 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 centre is

### Financial Norms

#### EGS

Primary: Rs.1535 per child/ annum

Upper Primary: Rs.2960 per child/ annum.

#### AIE

Non residential centres Rs.3000 per child/ annum Residential Rs.10,000 per child /annum.

#### Till December 2008-09

- 24.13 lakh children enrolled in 29817 EGS centres
- 1681300 children enrolled in AIE centres
- 1,00,691 EGS centres upgraded to primary schools.
- 7010 residential bridge courses opened.
- 7344 centres opened for urban deprived children and 1845 centres for children belonging to migrating families

a transitory facility till a primary school replaces it within period of two years. Formal curriculum is taught in EGS centres and all enrolled children are provided free textbooks and a 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.

Voluntary organisations are encouraged to support the alternative education effort. Practically all states in the country have constituted Grant-in-aid Committees to facilitate the identification, engagement and funding of voluntary agencies. 853 voluntary agencies are involved in running EGS and AIE centres in the country.

With a view to ensuring that quality education is provided in the EGS and AIE centres, the following parameters have been laid down:

1. EGS/AIE centres are required to function for at least four hours everyday.
2. Preparatory activities prior to starting the centre include
  - a. Identifying and engaging Education Volunteers
  - b. Ensuring that induction training for 30 days for the Education Volunteers has been completed
  - c. Textbooks, teaching learning material and equipment are provided for the children in the centre.
3. Induction training for Education Volunteers is required to be followed by regular refresher training.
4. Head Teacher of the local school is to be involved in regular supervision.
5. CRCs and BRCs provide regular academic support and monitoring to the centers.
6. Evaluation of children's learning is required to be carried out during quarterly monitoring of the EGS/ AIE component.

## GIRLS EDUCATION

SSA provides a clear thrust and special focus on education for girls in the planning and provisioning for UEE. SSA works to ensure, in partnership with States, that all habitations in the country have access to elementary schools, with adequate infrastructure and teachers.

### *Provision for girls under SSA:*

- Intensive community mobilisation efforts for enrollment and retention of girls in schools
- Need based interventions under the 'Innovation Fund' in every district for ensuring girls' attendance and retention
- Back to school camps
- Bridge courses for older girls
- Early Childhood Care and Education Centers (ECCE) in/near schools, where anganwadi centres do not exist.
- Gender-sensitive teaching-learning material including textbooks
- Free textbooks upto class VIII
- Recruitment of 50% women teachers
- Teachers' sensitization programmes to promote equitable learning opportunities
- Separate toilets for girls

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

ACCESS AND RETENTION	<ul style="list-style-type: none"> <li>Motivation of parents/ Community</li> <li>Establishing closer links between parents and school</li> <li>Creating network of formal &amp; alternative schooling</li> <li>Providing educational Incentives</li> <li>Thrust on backward areas</li> <li>Involving the community in monitoring</li> </ul>
IMPROVED CLASSROOM ENVIRONMENT	<ul style="list-style-type: none"> <li>Creating school infrastructure - toilets, drinking water and boundary walls</li> <li>Developing supportive classroom environment and processes</li> <li>Provision of female teachers</li> <li>Promoting flexible timings</li> </ul>
EDUCATION FOR EQUALITY	<ul style="list-style-type: none"> <li>Undertaking curriculum and textbook reform</li> <li>Training on gender for teachers, educational administrators</li> <li>Providing supplementary teaching-learning material</li> <li>Ensuring information transfer; sharing through workshops, meetings, newsletters</li> <li>Providing special educational facilities for adolescent girls</li> </ul>
MANAGEMENT SUPPORT	<ul style="list-style-type: none"> <li>Setting up community level structures - VEC, MTA, PTA</li> <li>Providing a dedicated management structure</li> <li>Management Information System</li> <li>Sharing and adaptation of Best Practices</li> </ul>

### The NPEGEL Scheme

NPEGEL is a holistic effort to address obstacles to girls' education at the micro level through flexible, decentralised processes and decision making. NPEGEL is implemented in educationally backward blocks (EBB) and addresses the needs of girls who are 'in' as well as 'out' of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly.

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 emphasizes the

### Reach of NPEGEL

Blocks	3246
Clusters	40332
Model Cluster Schools	39852
ECCE Support	11261
Additional classrooms	27282
Remedial teaching	1144370
Bridge courses	89462
Gender sensitization of teachers	2.11 lakh
Uniforms and other incentives	1.61 crores

responsibility of teachers to recognize such girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out. Recognizing 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. Gender sensitive teaching learning materials as also additional subjects like self-defense, life skills, legal rights, gender have been provided in the scheme. Efforts to ensure a supportive and gender sensitive classroom environment through systematic sensitisation and monitoring the classroom are also built into the scheme.

NPEGEL works through village level women's and community groups to follow up girls' enrolment, attendance and achievement. 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. It is a repository of supplementary reading material, books, equipment, games, vocational training, teacher training for gender, classes on additional subjects like self-defense and life skills. 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 to inspire other schools 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. In addition, intensive campaign is undertaken 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.
- **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.
- **MP:** Decentralised provisioning of additional incentives, e.g.: school uniforms, by the local bodies, to motivate girls retention in schools. 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 sharing between SSA & State Open School for the girls fees.
- **Uttarakhand:** Provisioning ECE in a convergent mode with ICDS; SSA provides 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.

## 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 and 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.

The KGBV scheme very specifically targets:

- Adolescent girls who are unable to go to regular schools.
- Out of school girls in the 10+ age group who are unable to complete primary school

### *Details of the Reach of KGBVs*

- 2573 sanctioned - of these 427 KGBVs are in Muslim concentration districts.
- 2460 KGBVs operational
- Of total enrolment (25% SC, 35% ST, 25% OBC, 7% Muslim and 8% BPL). About one fourth of the girls enrolled in the EBBs with Muslim concentration are Muslim.
- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools.

The KGBV scheme provides for a minimum reservation of 75% 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 Mahila Samakhya 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 embedded as an integral part of the overall strategy for out of school children. Detailed micro planning is done to identify 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.

A National Evaluation of KGBV was undertaken in December 2007 in 12 States namely: Assam, Chhattisgarh, Haryana, J&K, Maharashtra, Manipur, Meghalaya, Mizoram, Punjab, Tripura, Uttarakhand and West Bengal.

- 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 of schoolgirls was evident.
- The scheme is reaching out to girls from the most deprived section in rural areas.
- Parents were satisfied with the positive changes in their daughters.
- 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.
- 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 expected 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 unserved 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. 96 districts with gender gap of over 10 percentage points at the primary level and less than 20% at upper primary level were identified for priority allocation in 2008-09. The details of allocation made to such 96 districts in 2008-09 are as under:-

#### Fund Allocation in Gender Gap Districts under SSA, 2008-09

Category	No. of Districts	Finance Rs. (in lakhs)			
		SSA	NPEGEL	KGBV	Total
Gender Gap → 10% Primary Level and →20% Upper Primary	96	514929.22 (23%)	12152.63 (21%)	35433.57 (29%)	562515.41 (23%)

### SPECIAL FOCUS GROUPS

Education is the most effective instrument of social empowerment. SSA 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:**

SSA 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. 441 such districts have been identified as special focus districts for targeted interventions under SSA, which include:

- 61 districts with high SC population
- 109 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.

#### School Infrastructure allocations to Special Focus Districts (2008-09) in SSA.

(Rs. in lakh)

	Total SSA Sanctions	In Special Focus districts	% in Special Focus districts
Primary Schools	9858	7244	73%
U/Primary Schools	19934	17684	89%
Classrooms	115353	93264	81%
Teachers	107444	90953	85%

## Focus on SC & ST Children

- Providing adequate infrastructure for elementary schooling in districts with concentration of SC and ST population
- Engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households.
- Education Guarantee Scheme in remote, sparsely populated region otherwise ineligible for schools with flexible norms.
- Setting up alternative schooling facilities in unserved habitations and for other out of school children for SC/ST children.
- Free textbooks to 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.
- Special coaching and remedial classes.
- 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.
- Anganwadis and Balwadis or crèches in each school in tribal areas so that girls are not required to do baby-sitting.
- Preference to SC & ST girls in KGBV residential schools at upper primary levels.

## 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 financial support 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. 28.52 lakh CWSN have been identified. 23.17 lakh CWSN (81.25% of those identified) are enrolled in schools. Further 91058 CWSN are being covered through EGS/AIE in 19 states/ UTs and 113755 CWSN are being provided home-based education in 25 States/ UTs. In all 88.43 % of the identified CWSN in 2008-09 have been covered through various strategies.



### Residential Bridge Courses for CWSN

Andhra Pradesh, Arunachal Pradesh, Assam, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttarakhand, Uttar Pradesh West Bengal and Chandigarh

### Barrier-free access

Making schools barrier free for CWSN for easy access is incorporated in the SSA framework. Comprehensive guidelines on barrier free access developed under SSA. Till now 6.48 lakh schools (56.37%) have been provided with barrier free access. Focus is on improving quality, monitoring of services provided to and retaining CWSN in school.

### Teacher Training & Resource Support

- 25.97 lakh teachers have been covered through regular teacher training programmes, which include a 2-3 day capsule on inclusive education.
- 18.63 lakh teachers have been provided 3-5 days additional training for better orientation to Inclusive Education.
- 93470 teachers have been trained in 26 States with Rehabilitation Council of India for 90 days and act as Resource Persons in districts/blocks
- 29 States have appointed 9310 resource teachers and 1000 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. 6.48 lakh schools have been made barrier-free and the work is on.
- 12.67 lakh (71.29%) CWSN have been provided assistive devices.

### Home based Education for CWSN

- To train parents in appropriate adaptations for proper positioning and mobility
- To train parents on appropriate therapeutical interventions
- To enhance communication skills of the child
- To provide the child with the skills necessary for functional academics
- To emphasize importance of play activities
- To prepare the child with disability to develop necessary prerequisite skills for mainstreaming
- To promote rights through concessions/schemes.

### 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 12.67 lakh CWSN have been provided assistive devices under the SSA.

## NGO involvement

1000 NGO's across 29 States are involved in providing support to Inclusive Education. These include Arushi in MP, Spastics Society of Eastern India, Kolkatta, Sri Ramkrishna Mission Vidyapith, Coimbatore and National Association for Blind, Mumbai are some of the renowned NGOs helping SSA. NGOs also provide 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)

## Outcomes

- Better identification: From 6.83 lakh CWSN identified in 2002-03, 28.52 lakh stand identified by 2008-09.
- Higher Enrolment: From 5.66 lakh CWSN enrolled in schools in 2002-03, the enrolment of CWSN currently in SSA stands at 23.17 lakh (2008-09). Coverage of CWSN

through regular schools, AIE and home-based education today stands at 88.43%.

## IMPROVING QUALITY

One of the major goals of SSA is to focus on elementary education of satisfactory quality for all children. 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. Five meetings of the NRG have been organized so far.

### Teacher Placement and Teacher Support

To improve teacher presence in all schools, around 9.68 lakh teachers out of the 12.27 lakh sanctioned teachers have been recruited till December 2008. Significant progress in teacher recruitment has been made in Uttar Pradesh, Bihar, Orissa, Jharkhand, Madhya Pradesh, Andhra Pradesh, Rajasthan and Chhattisgarh, Arunachal Pradesh, Goa, Karnataka, Haryana, Mizoram, Punjab, and

## Documentation

At the national level, four documents on Inclusive Education 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. Five issues published so far.

Tamil Nadu. This has contributed to reduction in high pupil teacher ratio (PTR) in several states. In 2006-07 the PTR at the national level stood at 45:1 for primary and 35:1 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 43 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" (ADEPTS) 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. About 28 states have identified performance indicators for teachers and trainers.

### **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 have been re-written 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**

All children are provided free textbooks up to class VIII. In 2007 - 08, about 9 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 2008-09, more than 9 crore children will be provided free textbooks under SSA.

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

SSA also provides 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 2008-09 more than 41.5 lakh teachers will receive TLM grant.

In addition a School Grant @ Rs. 5000 p.a. is provided to each primary and Rs. 7000 to each upper primary school separately, to meet the cost of school consumables, Rs. 7500 per school is given to each school for maintenance purposes, as well. In 2008-09 about 11.82 lakh schools will receive School grant. For new schools, a one time grant @ Rs. 20,000 per new primary school and @ Rs. 50,000 per new upper primary school is provided for school equipment and setting up expenses. In 2008-09 about 35 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 6491 BRCs and 72022 CRCs across the country. Some of their key activities include planning at local level for overall

### 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.

DEP - SSA, IGNOU has conducted national seminars on science and mathematics education other than developing interactive multi media packages and other distance mode materials.

### Teleconferences

The following National Teleconferences were held through the Distance Education Programme of SSA (DEP-SSA), IGNOU during 2008-09.

Themes	Dates
Early reading and arithmetic related interventions	15.10.08
Out of School Children, education of SC, ST and minorities	6.11.08
Quality Monitoring Tools - issues and strategies	21.11.08
Review of Financial Management	3.12.08
Comprehensive quality planning	16.12.08
Towards effective learning assessment and performance tracking under SSA	2.1.09
Issues and strategies in Inclusive Education	30.1.09
Effective strategies to improve quality of Maths. Teaching at Upper Primary level	4.2.09

### 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.

### 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. After the first round of studies in 2002 - 03, NCERT has undertaken the 2nd round studies for classes III, V and VII/ VIII. Results show some improvement in the children's performance in different subject areas. Results of the studies are indicted below.

## Findings of NCERT's Learning Achievement Surveys

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Class	Year of Survey	RESULTS (Mean achievement in %) **				
		Maths	Language	EVS	Science	Social Science
III	2003-04	58.25	63.12	-	-	-
	2006-07	60	67	-	-	-
V	2002-03	46.51	58.57	50.30	-	-
	2006-07	48.46	60.31	52.19	-	-
VII	2003-04 (R I)	30.50	54.24	-	37.78	34.04
	2006-07 (R II)	38.76	51.95	-	39.87	40.89
VIII	2003-04 (R I)	39.17	53.86	-	41.30	46.19
	2006-07 (R II)	41.50	56.13	-	41.75	46.94

### Learning Enhancement Programmes Initiatives at National level

- Early Reading Development Programme - Dossiers on reading pedagogy, teacher training manual, series of 40 graded readers for classes I & II
- Early Mathematics Development Programme - Learning kit, teacher training manual, guidebook, and worksheets for classes I & II
- Sourcebook on Learning Assessment: Sourcebooks on Hindi, English, Mathematics, EVS and Art education
- Appropriate and verifiable indicators for classes III, V, VIII
- Development of Science Kit for Primary and Upper Primary level
- Guidelines for Maths. Lab for elementary and higher level
- The Reflective teacher: Guidelines for in-service teachers
- Resource Enhancement Programme (REP) - TSG
- Envisioning exercises for development of Comprehensive Quality plans in States
- Quarterly National Workshops on Quality related issues (Multi Lingual Education, Science & Mathematics, Resource Enhancement of Teachers, Multi Grade Multi Level pedagogy, Strategies for Quality Improvement at Upper Primary level, Science & Mathematics at UP level, Reading Improvement Programmes, Computer Aided Learning)
- Teleconferences through DEP - SSA, IGNOU on educational themes (10 teleconferences in 2008 - 09)
- Development & operationalisation of Quality Monitoring Tools (QMT)
- Development & operationalisation of Performance Indicators for teachers & trainers under ADEPTS
- Documentation and sharing of good practices (13 studies by TSG and NCERT)
- Rigorous quality management through Monitoring Institutions, DISE, QMT, Results Framework, PMIS

## Monitoring Quality Dimensions under SSA

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. All States have trained their personnel for operationalising the tools effectively.

The tools provide 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 and supervision by BRCs/ CRCs.

All states/ UTs have conducted training of their BRCs, CRCs, DPCs and SPO staff in collaboration with NCERT teams. Several teleconferences in Hindi and English were organized by DEP-SSA-IGNOU. Many states in North-eastern region also organized training cum analysis workshops.

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

1. **Study of teacher absence in primary and upper primary schools in three States** - The study was conducted in the state of Andhra Pradesh, Madhya Pradesh and Uttar Pradesh with a sample of about 400 schools in each state. The study estimated teaching days lost due to teachers remaining absent from school and also examined the reasons of absence.
2. **Study of students' attendance in primary and upper primary schools in 20 States** - The study was conducted in 20 major states including Delhi in samples of 300 to 400 schools in each state. The attendance of students was estimated for different groups of students from school records as well as head counting during 3 unannounced visits of schools.
3. **Time on Task study for students (5 states)** - The study aimed at finding out how the students spend their time in school and how much of their time is spent on different types of learning activities in the classroom. The study provided estimates of the average time spent by them on different broad patterns of curricular, co-curricular and other activities inside and outside the classroom. The study was conducted in Assam, Haryana, Karnataka, Orissa and Maharashtra.
4. **Study on para teachers (12 states)** - This study was conducted to assess performance and professional competence of para teachers and to find out how they were recruited, their job satisfaction, their training needs, the problems they face and the kind of support they require for functioning effectively. The study was conducted in 12 states. The study was commissioned to National Council of Applied Economic Research.
5. **Study on effectiveness of BRCs and CRCs under SSA** - The purpose of the study was to find out how effective the Block

Resource Centres/ Cluster Resource Centres are in discharging their designated role and responsibility to improve and maintain academic performance in primary and upper primary schools. The study was conducted in 14 states in collaboration with 3 Indian Institutes of Management and 4 other institutions.

6. **Study of impact of teacher training on classroom transaction** - This study is being conducted to assess the impact of in-service teacher training programmes on teachers' classroom transaction in different states. The study is to be coordinated by NCERT.
7. **Study on teaching of English in Govt. Primary Schools** - This study will provide an understanding of the way English is being taught at primary level in different states. It is being coordinated by NCERT.
8. **Study of reasons of decline in enrolment between classes I and II (4 states)** - The main objective of the study was to find out the reasons for large decline in enrolment from class I to class II. It has been conducted in samples of 100 primary and upper primary schools in four states - West Bengal, Bihar, Assam & Meghalaya with the help of SCERTs.
9. **All India sample surveys for estimation of drop out rates (all major states)** - The study will provide estimates of grade-wise repetition and dropout rates, cohort dropout rate and completion rate at primary and upper primary levels. The study is being conducted in all the 21 major states of the country. It has been commissioned to Development and Research Services.
10. **Role of VECs/ PTAs/ SMDCs in school management and supervision in the context of SSA (14 states)** - The purpose of this study is to make an assessment of the role played by Village Education

Committees, School Management Committees, PTAs, etc in school management and supervision and to find out to what extent they have achieved their objectives. NUEPA is coordinating the study being conducted in 14 states.

11. **National Sample Survey on Out of School Children** - The study would assess the number and percentage of out-of-school children in the country in the age group 6-14. Social & Rural Research Institute (SRI-IMRB) has been commissioned to conduct the survey in all the states and Union Territories of India.

### Documentation and Dissemination of good practices

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.

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.

In the area of quality, NCERT has brought out the following documents:

1. Innovation for improving retention and learning achievement of children in Kolhapur district of Maharashtra.
2. Learning Guarantee Programme in Karnataka
3. Activity based Learning Programme in Tamil Nadu
4. ABL. 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. Till 2007 - 08, national workshops were organized on Multi Lingual Education for tribal areas (in Delhi), Reading Enhancement Programmes (Delhi), Multi Grade Multi Level Pedagogy (Chennai), Science & Mathematics Education (Delhi), Resource Enhancement of Teachers (Delhi), etc.

In 2008 - 09, two more National Workshops were organized on Strategies for Quality Improvement in Upper Primary Education (in Kerala) and Effective Strategies for Quality improvement of Science & Maths. Education (Chandigarh). 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. Elaborate exhibition of the TLM and resource materials was organized at each conference.

1. **National Workshop on Quality Improvement in Upper Primary Education:** This workshop was organized at Thiruvananthapuram, Kerala on 23 - 25 June 2008. Education Secretaries, State Project Directors, State Pedagogy Coordinators and SCERT representatives from more than 31 states/ UTs participated in this workshop. Participants were exposed to the content, materials and pedagogy of several resource agencies including NCERT, Eklavya, Digantar, ARTBSE, Vidya Bhawan, Suvidya, SCF, Loretto, Aksharnandan, and Manavik. Sessions were conducted on pedagogy of language, science, mathematics, social science and other quality related parameters. Also the participants visited local schools, CRCs, BRCs and DIETs to exchange their experience and learn from each other.
2. **National Workshop on Effective Strategies for Quality Improvement in Science & Mathematic Education:** This workshop was organized at Chandigarh in collaboration with SSA, Punjab on 24 - 26 November 2008. More than 250 representatives from 32 states/ UTs participated in this workshop. After exposure to resources, ideas and experiences of more than 15 resource agencies in science and mathematics education, state teams were guided about how to develop contextual annual plan of action for quality improvement in science and mathematics education. Based on the suggestive frameworks for science and mathematics education, states teams designed their annual work plan for science and mathematics education for their finalization and implementation in 2009 - 10. Other than this states also designed plan of action for regular cooperation and exchange of resources at zonal level in their respective zones.



### Advancement of Educational Performance through Teacher Support (ADEPTS)

ADEPTS is an MHRD - UNICEF collaboration to develop a set of performance indicators/standards for teachers and teacher support structures including CRCs, BRCs, DIETs and SCERTs. This was initiated in 2006 - 07 when through series of consultations a set of Performance Indicators was designed at national level 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.

For the teacher trainers the standards include preparation 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.

At present more than 28 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. States such as Assam, Chhattisgarh, Andhra Pradesh and Gujarat have used these Performance Indicators systematically to find improved performance of their teachers. In Gujarat it was piloted in about 400 schools in 2007 - 08. After experiencing improved school performance of about 50% in these schools, the State has expended this experience to around 7000 schools in 2008 - 09. Recently an external evaluation study has been commissioned by the State to assess the effectiveness of ADEPTS in the concerned schools. In Assam, the Performance Indicators have contributed to improved teacher performance by about 60%. This has been further strengthened in the name of "Amar Prayas." States like Madhya Pradesh, Gujarat, Assam, Chhattisgarh, Andhra Pradesh, Orissa have undertaken large scale training programmes for teachers and trainers to familiarize them with their appropriate Performance Indicators.

### 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).

### LEARNING ENHANCEMENT PROGRAMME

- During 2008-09 - 28 states have undertaken LEP at primary level and 22 states at upper primary level.
- 24 states have undertaken reading improvement programmes at primary level through reading corners & reading cells, through child friendly reading materials.

- 14 states have undertaken activity based learning and 8 states have taken up early Maths Development Programme.
- 21 states have implemented LEP in all the districts covering about 364 districts at upper primary level and the major target is to enhance learning achievement of students by 10 to 15%.
- 18 states have undertaken science and maths. improvement programmes by establishing science and maths. labs, kits, workbooks, resource materials and other activities.
- In 2008-09 about 5,92,203 primary schools and 1,78,503 upper primary schools have been covered in the country under LEP.

### 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 (KSQA0) 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).
- Jharkhand: Buniyad Programme for Reading, Writing, arithmetic ability in early grades.

## MONITORING OF SSA

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### Outcome Indicators:

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 23 variables for calculating EDI. These variables are for Access (Percentage of Habitations not Served, Availability of Schools per 1000 Child Population, Ratio of Primary to Upper Primary Schools/Sections(only at Upper Primary stage)), Infrastructure (Average Student-Classroom Ratio, School with Student-Classroom Ratio greater  $\rightarrow$  60, School without Drinking Water Facilities, School with Common Toilet, School with Girl's Toilet), Teachers (Percentage of Female Teachers, Pupil-Teacher Ratio, School with Pupil Teacher Ratio  $\rightarrow$  60, Single- Teacher Schools (in schools with more than 15 students), Percentage of Schools with  $\leftarrow$  3 Teachers, Teachers without Professional Qualification), Outcomes (Gross Enrolment Ratio - Overall, Participation of Scheduled Castes Children: Percentage SC Population (2001 Census) - Percentage SC Enrolment, Participation of Scheduled Tribes Children: Percentage ST Population (2001 Census) - Percentage ST Enrolment, Gender Parity Index in Enrolment, Repetition Rate, Drop-out Rate, Ratio of Exit Class over Class 1 Enrolment (Only at Primary stage), Percentage of Passed Children to Total Enrolment, Percentage of Appeared Children passing with 60 per cent and more Marks). The composite EDI ranking and EDI Value assigned to States at elementary level during 2007-08 is as under:-

	Primary		Upper Primary		Composite	
	EDI Value	Rank	EDI Value	Rank	EDI Value	Rank
A & N Islands	0.652	16	0.762	13	0.707	15
Andhra Pradesh	0.698	12	0.781	9	0.740	11
Arunachal Pradesh	0.422	34	0.548	32	0.485	34
Assam	0.461	32	0.568	30	0.515	31
Bihar	0.389	35	0.424	35	0.406	35
Chandigarh	0.730	6	0.795	4	0.763	6
Chhattisgarh	0.573	24	0.567	31	0.570	29
D & N Haveli	0.588	23	0.723	18	0.656	20
Daman & Diu	0.712	10	0.789	7	0.750	8
Delhi	0.767	2	0.793	5	0.780	4

	Primary		Upper Primary		Composite	
	EDI Value	Rank	EDI Value	Rank	EDI Value	Rank
Goa	0.677	15	0.754	14	0.716	14
Gujarat	0.718	8	0.778	11	0.748	9
Haryana	0.730	7	0.780	10	0.755	7
Himachal Pradesh	0.642	19	0.747	16	0.695	17
Jammu & Kashmir	0.648	17	0.708	20	0.678	18
Jharkhand	0.456	33	0.527	33	0.491	32
Karnataka	0.699	11	0.787	8	0.743	10
Kerala	0.741	5	0.842	1	0.791	2
Lakshadweep	0.756	3	0.821	2	0.788	3
Madhya Pradesh	0.572	26	0.607	26	0.590	26
Maharashtra	0.685	13	0.770	12	0.727	13
Manipur	0.537	29	0.686	21	0.611	24
Meghalaya	0.527	31	0.586	29	0.556	30
Mizoram	0.679	14	0.731	17	0.705	16
Nagaland	0.630	21	0.676	23	0.653	23
Orissa	0.554	28	0.589	28	0.572	28
Puducherry	0.799	1	0.816	3	0.808	1
Punjab	0.712	9	0.751	15	0.732	12
Rajasthan	0.593	22	0.714	19	0.653	22
Sikkim	0.639	20	0.672	24	0.656	21
Tamil Nadu	0.752	4	0.790	6	0.771	5
Tripura	0.572	25	0.647	25	0.609	25
Uttar Pradesh	0.568	27	0.603	27	0.586	27
Uttarakhand	0.643	18	0.677	22	0.660	19
West Bengal	0.536	30	0.441	34	0.488	33

### Independent Review of field processes:

- 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).
- 41 National Social Science Institutions have been tagged to all States/UTs to make independent & regular field visits to monitor performance.
- An independent Joint Review Mission reviews the progress of SSA twice a year, along with external funding agencies (9 completed so far).
- Implementation of SSA e.g. Out of School Study, 2005. 9 other studies commissioned.
- Independent concurrent financial reviews through Institute of Public Auditors of India commissioned by SSA. All the 35 States/UTs

covered in 1st Phase (2003-2008). In 2nd Phase (2008-09 to 2009-10), review of 12 States is in progress.

- f. 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.

### Joint Review Missions:

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 three external Development partners, while other half are independent Indian experts. The mission is always led by an Indian expert.

### Major Recommendations of the 9th JRM [16-29 January, 2009]

- 1 To further improve data collection and analysis, provide greater homogeneity of definitions, collection of data not only on enrolment but also on attendance, and continued expansion of the coverage of DISE to include unrecognized private schools would be needed.
- 2 There should be further analysis of data from various sources such as DISE, household survey, independent studies and reporting of results from these studies,

which should be shared with the next JRM. The capacity to carry out such activities should be built not only at state level, but also at district levels to feed into the design of targeted interventions.

- 3 MHRD should review various child tracking systems and promote their use by states.
- 4 Even in states, which have achieved close to universal enrolment, policies and interventions to reach out to OOSC need to be continued to ensure sustainability of recent gains.
- 5 Develop strategies towards better identification of CWSN, assessment of their needs; specialized staff and training requirements.
- 6 A sustained focus may be provided in the coming year on the participation of girls at upper primary level.
- 7 Continued focus on identification of urban deprived children and dissemination of disaggregated data as well as target specific interventions for urban deprived is required.
- 8 An analytical study of the children from deprived social groups in the government schools in the context of increasing migration of children into private schools.
- 9 There should be continued efforts to address the needs of alternative education systems, which cater to different categories of children with varied needs.
- 10 Considering the uneven implementation of NPEGEL reflected in the states visited, the MHRD may like to intensify the block centric focus of NPEGEL and dissemination of best practices.
- 11 In order to reduce the student attrition rate and improve student retention, the States should review and strengthen the implementation of their strategies for addressing these issues.

12. *Promoting a medium term vision and strategy for quality improvement*

Given that quality improvements take time to show results and sustained actions are needed, States could be encouraged to come up with a three-year perspective plan for improvement of quality, which is based on the integrated and holistic package with measurable outcomes and annual milestones that has been promoted by MHRD. The key components of such a three-year plan could include the following:

- a. Learning goals to be achieved and parameters to be measured.
- b. Classroom processes to be changed and monitored.
- c. Teaching learning materials to be modified or added.
- d. Method of continuous assessment at the classroom/school level, and
- e. Annual sample surveys for evaluation of progress.

13. *Teacher Training*

A strategy for teacher professional development that is based on an analysis of the weaknesses at classroom level should be further developed.

The teacher accountability mechanisms need to be pursued more vigorously with the States.

14. *Improved classroom learning environment*

Upper primary schools are being provided with classroom furniture. In those districts where the infrastructure needs have been addressed, the provision of appropriate furniture to primary schools could be considered.

15. *Learning Assessment tools, practices, reporting and analysis*

In line with the medium term plan for quality improvements and based on available tools

for quality monitoring, a more systematic framework for assessment and reporting that provides concretely for local analysis and use be promoted.

- 16. MHRD should request States to ensure that all offices responsible for financial management and procurement at state, district, and sub-district levels have copies of the FMP Manual, and abstracts of the same in vernacular should be re-distributed to all VECs to ensure awareness and compliance of financial norms;
- 17. Existing finance and account officer staff vacancies, particularly at district and sub-district levels, should be filled as quickly as possible;
- 18. SSA and the States may consider creation and filling of additional sanctioned peripatetic accountant/clerk posts at sub-district (block and cluster) level, given the huge number of financial transactions at decentralized levels. This may require re-emphasizing MHRD instructions issued in this regard which indicate the possibility of SSA financing these positions;
- 19. All States should ensure orientation and additional in-service training for sub-district accounts officers, ideally trained jointly with community members (as per SSA Implementation Framework);
- 20. MHRD should obtain specific confirmation from each state that only those expenditures for which utilization certifications have been received from the implementing entity (VEC, BRC, DIET, etc.) will be certified by external auditors;
- 21. Instructions from MHRD to the States should be issued again to ensure that all schools/ VECs post financial information on school display boards disclosing funds received and used on a timely, updated basis;
- 22. In recognition of the excellence of their performance and the primacy of local



identification of needs, we encourage the state governments to utilize the flexibility in the SSA programme to the greatest extent. Recognition of some of these lead States/UTs as a possible 'resource group' for the others can serve the double benefit of maximising utilization of internal capacities and motivating the achievers to do more.

23. The States need to follow tender documents of State governments as laid down in para 110.5 of the FM&P Manual and to require the State level procurement organizations to follow procedures laid down in Chapter IX of the FM&P Manual.
24. In order to ensure that FM&P Manual requirements are followed by all States, GoI/TSG should carry out mandatory post review of procurement as per para 121 of FM&P Manual undertaken on an annual basis and those not following the requirements should be declared as mis-procurement as per the provisions in the manual;
25. There is a need to continuously reiterate the minimum standards of designs and specifications which should be shared with the community and
26. Where appropriate, the concept of "total cost of ownership (TCO, which includes purchase costs, operating cost, maintenance cost, and remaining value)

may be considered for goods (e.g. computers), rather than simple purchase cost.

27. There should be greater utilization of research findings and evaluations, particularly during the AWP&B process where states should articulate how relevant research findings have been utilized in planning and program implementation.
28. States should be asked to redress issues/concerns emanating from 3rd party evaluations of civil works and this should be continuously monitored. Development of child friendly designs should continue and be monitored. All States should be encouraged to commit to 3rd party evaluations of civil works.

### 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 3rd December, 2008 to review the SSA programme.

## MID-DAY MEAL SCHEME

### 1. 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.

2. 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.

3. 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.

4. 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 were included by this expansion of the scheme. The programme has been 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.

## 5. 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.

## 6. 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 provide 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.

## 7. Coverage:

The National Programme of Mid Day Meal in Schools (NP-MDMS) presently covers all children studying in Classes I-VIII of Government, Government Aided and Local Body Schools, as well as children studying in centres run the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centres supported under SSA.

The coverage of the scheme has been concurrently extended vide letter No. 11-2/2008-EE2 (MDM) dated 21.4.2008 to recognized Madrasas/Maktabs supported under SSA as Government Aided Centres as well as those Madarsas/Maktabas which may not be registered as recognized but supported under SSA as EGS/AIE interventions in coordination with State Project Directors of SSA.

## 8. Nutritional content:

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 K Cal	700 K Cal
Protein	12 gms.	20 gms.
Micro-nutrients	Adequate quantities of micro-nutrients like Iron, Folic Acid and Vitamin-A.	

## 9. Components of Central Assistance:

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

- Supply of free food grains (wheat/rice) @100 grams per child per School Day from the nearest FCI go-down for primary classes (I-V).
- Supply of free food grains (wheat/rice) @150 grams per child per School Day from the

nearest FCI go-down for upper primary classes (VI-VIII)

- Reimbursement of the actual cost incurred in transportation of food grains from nearest FCI godown to the Primary School subject to the following ceiling:
  - Rs.125 per Quintal for 11 special category States viz. Arunachal Pradesh, Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim,

J&K, Himachal Pradesh and Uttaranchal.

- (b) Rs.75 per quintal for all other States and UTs.
- (iv) Assistance for cooking cost at the following rates:-

#### Primary stage (classes I – V)

- (a) *States in North-Eastern Region :-* @Rs. 1.89 per child per school day, provided the State Govt. contributes a minimum of 20 paise
- (b) *For Other States & UTs :-* @Rs. 1.58 per child per school day provided the State Govt./UT Admn. Contributes a minimum of 50 paise

#### Upper Primary stage (classes VI – VIII)

- (a) *States in North-Eastern Region :-* @Rs. 2.415 per child per school day, provided the State Govt. contributes a minimum of 20 paise
- (b) *For Other States & UTs :-* @Rs. 2.10 per child per school day provided the State Govt./UT Admn. Contributes a minimum of 50 paise
- (iv) Assistance for cooked Mid-Day Meal during summer vacations to school children in areas declared by State Governments as “drought-affected”.
- (v) 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.
- (vi) 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.
- (vii) 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:

#### 10. 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, School Management & Development Committees (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 Periodic Returns:** The State Government/UT is also required to submit periodic returns to the Department of School Education and Literacy, GoI to provide information on (i) coverage of children and institutions, (ii) Progress in utilisation of central assistance, including foodgrains, cooking costs, transportation, construction of kitchen sheds and procurement of kitchen devices.
- e 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.
- h. District level Committee:** It has now been decided that the District level Committee formed to monitor the implementation of SSA Programme in districts would also be applicable for monitoring the Mid Day Meal Scheme. States/UTs have been directed to constitute District Level Committees comprising public representatives to monitor the implementation of MDM Scheme in Districts as per the following provisions:-
- Composition of the District Level Committee:**
1. All Members of Parliament, Members of the State Legislature and members of the Zilla Parishad (wherever duly constituted), elected from that district/and/or urban bodies (duly constituted) as applicable.
  2. The District Magistrate/Collector/Deputy Commissioner/Chief Executive Officer of the Zilla Parishad/Urban local body will be the Member-Secy.
  3. District Officer in-charge of MDM
  4. District Officers in-charge of Drinking Water Mission/Total Sanitation Programme/ICDS Programme/Panchayati Raj/Labour/Handicapped Welfare/Social Welfare/Minority Welfare etc.
  5. Two NGO's working on elementary education for MDM in the area, to be nominated by the District Magistrate/Collector/Dy. Commissioner/CEO Zilla Parishad.
- The senior-most Member of Parliament present in the meeting will chair the committee on the day it meets.

### Terms of Reference of the District Level Committee:

1. The committee will be apprised of the progress of the MDM implementation in the district, both in the terms of key targets and achievements thereof, and also on outcome indicators, inter-alia, enrolment, dropout, learning achievement levels of students etc.
2. Suggestions of the members may be taken into consideration, within the parameters of the guidelines and framework of implementation and the approved annual work plans & budgets of the district, for improving MDM implementation at the local level.
3. The committee may also examine the synergy and convergences of other related Government Departments in improving school infrastructure and other support services for benefit of children in the 6-14 years of age group.
4. The Committee will meet once in each quarter of the year.
11. **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.

For the NP-NSPE, 2006, 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.

### 12. 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.

### 13. Achievements made during the period 2003-04 to 2008-09

	2003-04	2004-05	2005-06	2006-07	2007-08*	2008-09*
Children covered	10.57 crore	10.89 crore	11.94 crores	10.68 crore	11.37 crore	11.74 crore
Foodgrain allocated	26.58 lakh MTs	26.69 lakh MTs	22.51 lakhMTs	21.60 lakh MTs	24.79 lakhMTs	28.60 lakh MTs
Budget allocation	1375.00 crore	2907.00 crore	3345.26 crore	5348.00 crore	7324.00 crore	8000.00 crore
Total expenditure under the Scheme	1375.00 crore	2820.54 crore	3185.13 crore	5233.47 crore	5835.44 crore	6688.02 crore

\* Primary and Upper Primary combined

#### 14. Infrastructure development under Mid Day Meal Scheme

##### *Construction of Kitchen Sheds*

In the year 2006-07, Central Assistance towards construction of kitchen shed-cum-Stores @ Rs. 60,000 per unit to the States/UTs was introduced under MDM Scheme in the year 2006-07. It was decided to fill the infrastructure gap in a phased manner over a period of time. The total gap reported by the States/UTs during 01.04.06 to 31.03.09 was 8,73,435 units. The Central assistance of Rs. 4480 Crores has already been released to States/UTs for construction of 7,46,758 Kitchen Sheds as per details given below:-

	Units	Amount (Crore)
a) 2006-07	2,21,039	Rs. 1,326
b) 2007-08	2,22,849	Rs. 1,337
c) 2008-09	3,02,870	Rs. 1,817
<b>TOTAL</b>	<b>7,46,758</b>	<b>Rs. 4,480</b>

Out of this, 2.48 lakhs Kitchen Sheds have been constructed and 0.96 lakhs are under construction upto/till 31.12.2008. Most of the Kitchen Sheds, where construction is not yet to be started are sanctioned during 2008-09 and expected to be constructed during 2009-10.

##### *Procurement of Kitchen Devices*

Similarly, the Central assistance towards procurement of Kitchen Devices @ Rs.5,000 per school in the year 2006-07. So far, Central assistance of Rs.419.59 Crores has already been released to States/UTs for procurement of Kitchen Devices in 8.37 lakhs schools, the details of which is as under:-

	Schools	Amount (Crore)
a) 2006-07	5,20,863	Rs. 260.43
b) 2007-08	2,13,561	Rs. 106.78
c) 2008-09	1,21,212	Rs. 60.61
<b>TOTAL</b>	<b>8,55,636</b>	<b>Rs. 427.82</b>

Out of this, procurement of Kitchen Devices in 5.87 lakhs schools have been completed and in 0.61 lakhs schools, it is under process upto/till 31.12.2008.

#### 15. Engagement of Cooks and Helpers under Mid Day Meal Scheme

State Government has been requested to engage cooks under the scheme from the disadvantageous section of the Society. Out of about 15 Lakhs cooks engaged under the scheme, 12 Lakhs (80%) are female. Further, 3.31 lakhs (23%) cooks are from SC, 2.52 lakhs cooks (17%) from ST and 1.13 lakhs cooks (7%) are from Minority community.

#### 16. Allocation for the 11th Five Year Plan (2007-08 to 2011-12)

Under the Mid-Day Meal Scheme, a total budget provision of Rs.48,000.00 crore has been allocated by Planning Commission during the 11th Five Year Plan.

#### 17. New Initiatives in 2008-09:

- (i) From the year 2008-09 the mid-day-meal Scheme has been extended to upper primary stage (VI-VIII) in all Govt. & Govt. Aided Schools and EGS & AIE Centres in the country.
- (ii) During 2008-09 inflation adjusted Index (Consumer Price Index) has been included while assessing annual financial requirements towards Central Assistance for Cooking cost both for primary and upper primary.
- (iii) Regional Review meetings are being held to monitor the progress and practices being followed in the States/UTs in detail. Besides, 2 National level Review meetings have also been held.
- (iv) To streamline and strengthen the monitoring of the scheme, a separate web portal is being developed.

## 19. Features of Scheme during 2008-09

Sl. No	Items	Primary	Upp. Primary	Total
1	No. of Institutions	9.37 lakhs	1.52 lakhs*	10.89 lakhs
2	No. of children approved	8.24 Cr.	3.50 Cr.	11.74 Cr.
3	Average No. of Children availed MDM	7.93 Cr.	2.86 Cr.	10.79 Cr.
4	Estimated no. of working days	230	230	230
5	Food grain requirement/Allocation			29.30 lakhs MTs
6	Unspent Balance of foodgrains as on 31.3.2008	2.75 lakhs MTs	0.29 lakhs MTs	3.04 lakhs MTs
7	Foodgrains lifted during the year **	14.52 lakhs MTs	5.65 lakhs MTs	20.17 lakhs MTs
8	Allocation of Recurring Central assistance (Cooking Cost+TA+MME)		4719.19 Cr.	
9	Unspent Balance as on 31.3.2009		1316.11 Cr.	
10	Funds released as recurring Central assistance		3391.74 Cr.	

\* Without Primary Classes

\*\* As per FCI lifting Statement

## 20. Break-up of funds provided for 2008-09

(Rs. in crore)

Sl.No.	Components	Budget Status					
		Non-NER		NER		Total	
		Allocation	Releases	Allocation	Releases	Allocation	Releases
1	2	3	4	5	6	7	8
1	Payment to FCI	1400.00	1400.00	100.00	62.06	1500.00	1462.06
	Sub Total	1400.00	1400.00	100.00	62.06	1500.00	1462.06
2	Cooking Cost	4094.23	2895.87	264.35	225.23	4358.58	3121.10
3	Transportation Assistance	207.20	183.61	18.85	19.64	226.05	203.26
4	MME	104.28	63.50	6.59	3.89	110.87	67.38
	Sub Total	4405.71	3142.98	289.79	248.76	4695.50	3391.74
5	Kitchen Shed	1057.02	1693.37	350.00	78.27	1407.02	1771.64
6	Kitchen Devices	322.27	60.61	0.00	0.00	382.48	60.61
	Sub Total	1379.29	1753.98	410.21	78.27	1789.50	1832.25
7	National Component	15.00	1.97	0.00	0.00	15.00	1.97
	Sub Total	15.00	1.97	0.00	0.00	15.00	1.97
	GRAND TOTAL	7200.00	6298.93	800.00	389.09	8000.00	6688.02

Gross Budgetary Support (GBS) : Rs.2873 crores (Released: Rs. 2435.29 crores)

Prabhik Shiksha Kosh (PSK) : Rs.5127 crores. (Released: Rs.4252.73 crores)

State-wise coverage of children, foodgrains allocated, Central, Central assistance released towards payment made to FCI for foodgrains and Recurring & Non-recurring Central Assistance released during 2008-09 as on 31.3.2009 is given as Annexure-1.

## 21. Budget Provision for 2009-10

(Rs. in crore)

S. No.	Component	Non-NER	NER	Total
1	2	3	4	5
1	Payment to FCI	1400.00	100.00	1500.00
	<b>Sub Total</b>	<b>1400.00</b>	<b>100.00</b>	<b>1500.00</b>
2	Cooking Cost	4150.08	231.55	4381.63
3	Transportation Assistance	209.49	16.34	225.83
4	MME	105.60	5.75	111.35
	<b>Sub Total</b>	<b>4465.17</b>	<b>253.64</b>	<b>4718.81</b>
5	Kitchen Shed	1200.00	400.00	1600.00
6	Kitchen Devices	119.83	46.36	166.19
	<b>Sub Total</b>	<b>1319.83</b>	<b>446.36</b>	<b>1766.19</b>
7	National Component	15.00	0.00	15.00
	<b>Sub Total</b>	<b>15.00</b>	<b>0.00</b>	<b>15.00</b>
	<b>GRAND TOTAL</b>	<b>7200.00</b>	<b>800.00</b>	<b>8000.00</b>

## RIGHT TO EDUCATION BILL

Article 21A, as inserted by the Constitution (Eighty-sixth Amendment) Act, 2002, provides for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such manner as the State may, by law, determine.

The Right of Children to Free and Compulsory Education Bill, 2008 to give effect to the Constitution (Eighty-sixth Amendment) Act, 2002 was introduced in the Rajya Sabha on 15.12.2008.

The Bill seeks to provide, -

- (a) that every child has a right to be provided full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards;

- (b) 'compulsory education' casts an obligation on the appropriate Government to provide and ensure admission, attendance and completion of elementary education;
- (c) 'free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education;
- (d) the duties and responsibilities of the appropriate Governments, local authorities, parents, schools and teachers in providing free and compulsory education; and
- (e) a system for protection of the right of children and a decentralized grievance redressal mechanism.



## 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."
  - Formal orders constituting PSK were issued on 14-11-2005. Notification/Resolution dated 30th 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.
- As per information furnished by the Department of Revenue, Ministry of Finance, the amount collected on account of Education Cess @ 2% on major Central Taxes is as follows:-

Year	Amount (Rs. in Crores)		
2004-05	4155.39		
2005-06	7117.07		
2006-07	9037.23		
2007-08	11639.86		
2008-09	Direct Taxes	Indirect Taxes	Total
	4790.46 (upto Feb,2009)	5226.36 (upto March,2009)	10016.82

The Gross Budgetary Support (including the NER component) and the PSK component, for Sarva Shiksha Abhiyan and Mid-Day-Meal Scheme, year-wise are as indicated in the table below:

(Rs. in crore)

S. No	Scheme	2006-07			2007-08			2008-09		
		GBS	PSK	Total	GBS	PSK	Total	GBS	PSK	Total
1	Sarva Shiksha Abhiyan	5169.00	5831.00	11000.00	3678.00	6993.00	10671.00	5410.00	7690.00	13100.00
2	Mid Day Meal	2433.00	2915.00	5348.00	3924.00	3400.00	7324.00	2873.00	5127.00	8000.00
	Total	7602.00	8746.00	16348.00	7602.00	10393.00	17995.00	8283.00	12817.00	21100.00

## EXPENDITURE FROM EDUCATION CESS

(Rs. in crore)

Year	Major Head	SSA	MDM	Total
2005-06	Prarambhik Shiksha Kosh became a separate line item for the first time in Union Budget 2006-07, no expenditure from the proceeds of Education Cess was booked on SSA and MDM prior to 2006-07.			
2006-07		5830.67	2911.00	8741.67
2007-08		7547.36	2386.90	9934.26
2008-09		7587.59	4104.23	11691.82

## 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 ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttaranchal. The programme implementation has recently been started in 5 districts of the relatively new State of Chhattisgarh. New MS Society has also been set up in Madhya Pradesh and action is being taken by the State Government to start the programme.

### 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 177 Kasturba

When the Kishoris of Mysore, Karnataka expressed the desire to share their experiences with other children, a simple exercise to get them to express their ideas led to the development of the 'Kishori Newsletter'. Seventeen girls with good writing skill were identified and the staff of the State Resource Centre, Mysore taught them the basics of writing style, layout and design and the role and responsibilities of the editorial team, etc. Ten out of these children now form the editorial team. A small number of newsletters was then brought out. These are being published every three months and circulated among the Kishori Sanghas and KGBV schools.

### Dowry renounced

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Md.Rehan Ali was an inhabitant of Bandia village under Bandia Gram Panchayat in Darang, Assam. He gave his daughter Rezia in marriage to Md.Omoluddin. After few months of the marriage Rezia's husband started to assault her. He demanded her to bring a huge amount from her father. One day when Rezia refused to bring the money, her husband send her to her father's home. He did not contact her for 3 months. Rezia's parents lodged a complaint in Sangha.

An urgent meeting was called by the Sangha. Besides the Sangha members, the village headman, Rezia's husband and few other prominent persons were present in the meeting. All of them said that now dowry is considered as a serious offense. One who had demanded or accepted dowry from her or his in-laws would be punished according to law. After hearing all these, Rezia's husband admitted his fault. He promised that the would never do this again and signed an agreement. After the meeting he took his wife with him. Now they are living peacefully and happily.

Gandhi Balika Vidyalayas that are formal, girls' residential schools funded under the SSA programme as well as implementing the NEPGEL programme in 1435 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. 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 91 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 8060 girls have passed out of the MSKs so far.

#### (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.

### Hafeza Begum - A community Leader

Hafeza Begum from Gariapara village, under Jaljali Gram Panchayat in Darrang, Assam received the 'Community Leadership Award' in 2008. she belongs to a poor family of minority community, which is very conservative and does not allow women's mobility. However, transcending all odds she boldly responded to the campaign of Assam Mahila Samata Society when it reached her village. She was an illiterate women engaged in daily wage labour earning very little for herself and her family. When Assam MSS reached her village she came out boldly as if she was waiting for an opportunity to serve her fellow women and the society at large. After joining AMSS, she started a pan shop. Now, she manages to extract more time out of her schedule to work for the Society.

**(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 other village women overcome their fears and inhibition to come to the panchayat meetings and to speak their mind in public.

Kapraul village, Riga Block, Sitamarhi, Bihar: When after years of trying to have a hand pump installed for the village fell on deaf ears, the Mahila Samooch women decided they had enough. At the next Panchayat elections, they fielded Sakhi Ram Kumari Devi, who was elected as ward member with the women's support. She managed to have the hand pump installed after three month. She is happy that the village has healthier option to the open well.

**Panchayat voices**

"The most important participation in the Panchayat meetings is that of the Mahila Samakhya women. Such kind of awakening is needed in all villages. If people capable of planning for development come forward, the development of the Panchayat will not be a difficult"

-Mukhiya, Dumari Panchayat, Mushari Block, Bihar

When MS took charge of the sanitation programme, they came to me for support. I had not heard about Mahila Samakhya earlier, but they convinced men with their impressive plan of action. I am fully satisfied with what they have been doing. They will definitely achieve the desired targets."

-Mukhiya, Gointha Panchayat, Banke Bazar Block, Bihar

**(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 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 164 Nari Adalats and Rai/counselling centers in 9 States that provide accessible, inexpensive and gender just forums for resolution of disputes.

A water tank was constructed in Soni Village of Narendra Nagar Development Block in Tehri District, Uttarakhand under the National Rural Employment Guarantee Scheme. Even after six months of completion of the work, no payment was done to beneficiaries. When they asked Gram Pradhan for the payments, he told that the Block Development Officer (BDO) is not releasing the funds. He asked to contribute, Rs.100/- from each, so he could approach BDO and get the funds released. The males of the village collected Rs.1000/- and handed over to him.

When women Sangha came to know about this, they organized a meeting in the village and Panchayat Secretary, Pradhan and Junior Engineer were invited. One Sangha member read the information published in 'Rant Raibar', the Tehri publication for Sanghas, about Grameen Rozgar Guarantee Scheme in the meeting and raised the question on payment of the wages. The Panchayat Secretary admitted that the payments under this Scheme, indeed, have to be done within fifteen days of completion of the work. He rebuked the Pradhan about the non-payment of the wages and asked on what ground he has collected Rs.1000/- from the villagers. The ashamed Pradhan admitted his fault and paid the wages as well Rs.1000/- which he had illegally collected.

Anita Kumari who had studied in MSK, Rohtas, Bihar had read the Meena booklet "Choti Si Dulhan". She was restless after reading it. She was already married but her 'Gauna' was still due. One day she told the story of Meena 'Choti Si Dulhan' to her parents. After hearing the story her mother agreed to postpone the 'Gauna' (formal move to her husband's household) however, her father disagreed. Anita kept on trying to convince him. In the end her family agreed to stall her 'gauna'. Now Anita is happy. Her in-laws also realized the value of the education and have told her parents that you educate Anita as much as you want, only after that the 'gauna' can be done.

**(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 vermicompost, organic farming, making and marketing herbal medicines, growing trees for fuel and fodder, collective garbage management, cattle and poultry farming, sewing and tailoring, making brooms and mats etc.

**Storming the male bastion**

Siddamma of Banni Talapura village in Chamarajanager, Karnataka was an agriculture labourer. During one of the committee meeting she heard of the various economic activities and took a loan of Rs.5000/- from the Sangha. With this she leased and harvested a few tamarind trees, and sold the tamarind in the local market. As she gained experience this enterprise grew and she began to lease more trees in the village. She is now earning between Rs.10,000/- and 15,000/- a month and often employs other people. She now enjoys a comfortable home life and also greater respect in the community for her grit and achievement in an area that is traditionally male dominated.

**MS : Facts at a glance**

- 20245 villages in 90 districts in 9 States
- MS Societies registered in MP and CG
- 33227 sanghas with 7.9 lakh women members
- 135 Federations, 91 MSKs, 164 Nari Adalats
- 177 KGBVs, 1435 NPEGEL clusters
- 7644 Sangha women elected to Panchayats
- 8182 Kishori Sanghas, with 1.78 lakh members

## 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 Center is expected to draw upon the pool of both government and non-government manpower and organizations.

### 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 Joint Review Mission in 2008 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. Across the country, MS has also influenced mainstream education, networks of organizations working on issues of women and education, as well as the larger arena of social-development. The current focus is on maintaining balance between service delivery and empowerment processes at grassroots, while consolidating and expanding the programme itself on MS' principles of sustainability. This is achieved particularly through the strengthening of federations (of Mahila Sanghas at block and district level) to the point of autonomy and taking on major responsibility in MS activities in the local context (including running MSKs, expanding to new villages within blocks, advocacy and resource support, etc.)

## 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 Reorganization 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 Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs); and

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

2. The Scheme was revised under the Xth Plan with the following main objectives :-

- (1) Speedy completion of DIET/CTE/IASE/SCERT projects, which have been sanctioned but not completed up to the end of the IX Plan period.
- (2) Making DIETs, CTEs, IASEs sanctioned (and SCERTs strengthened) upto the IX Plan period, optimally functional and operational.
- (3) Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary.
- (4) Improvement in the quality of programmes being undertaken by DIETs, etc. - especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievement.

3. The Scheme is proposed to be revamped during the XIth Plan. For this Ministry has entrusted

a comprehensive evaluation of the Centrally Sponsored Scheme of Teacher Education to NCERT, New Delhi. Extensive consultations are also underway for receiving feedback from the field functionaries.

4. 571 DIETS, 106 CTEs and 32 IASEs have been sanctioned in various States/UTs. Of these 534 DIETS, 104 CTEs and 31 IASEs are functional. The details are given in Annexure -2. Central assistance of Rs. 253.71 crores was released to the States/UTs during 2008-09, the details of which are available at Annexure -3.

### NATIONAL COUNCIL FOR TEACHER EDUCATION

1. The National Council for Teacher Education (NCTE) was established on 17th August, 1995 by an Act of Parliament, continued to work on its broad mandate to achieve planned and coordinated development of teacher education and to regulate and maintain norms and standards in the teacher education system. NCTE Act provided for laying down of norms and procedures of regulations in order to ensure the quality improvement in teacher education in the country. The Norms and standards of 13 Teacher Training Courses have been prescribed by the Council so far. The NCTE functions through its four Regional Committees, as under:-

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

## Major activities performed by NCTE

### 1. Recognition of teacher education institutions

Regional Committees are empowered to grant recognition to teacher education institutions. According to the latest available statistics as on 31<sup>st</sup> March, 2009, 12355 teacher education institutions offering 14606 courses have been recognized by NCTE with an approved intake of 1078261 teacher trainees.

### 2. NCTE Regulations, 2007

Regulation laying down the procedure for grant of recognition to various Teacher Training programmes as promulgated by NCTE on January 13, 2006 has been further modified. The revised Regulations called, "The National Council for Teacher Education (Recognition, Norms & Procedure) Regulations, 2007" along with norms 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) were notified and published on 10<sup>th</sup> December, 2007.

The Ministry of HRD issued directions to NCTE under Section 29 of NCTE Act to review the NCTE Regulations as well as Norms and Standards with particular reference as to how the State Government' recommendations could be considered in the matter of grant of recognition and advised to consider modifications, keeping in view under mentioned two stipulations:

- (i) NCTE maintains the norms and standards entrusted upon it as a responsibility under the Act and
- (ii) The Regulations, norms and standards made by it are such as not being inconsistent with the provisions of the Act.

In view of the above scenario, the matter was considered in NCTE and accordingly, a High Powered Committee has been constituted by

NCTE to revisit NCTE Regulation 2007 and corresponding norms and standards.

### 3. Collaboration with NAAC

For fostering quality assurance and quality sustenance in pre-service teacher education programme in the country, the NCTE joined hands with the National Accreditation and Assessment Council (NAAC), an organization set up by the University Grants Commission, and entered into a memorandum of understanding with NAAC for three years in the year 2002. The Memorandum of Understanding between NCTE and NAAC, renewed on 6<sup>th</sup> September, 2005 for a period of three years, has been further renewed for a period of three years with effect from 7<sup>th</sup> October, 2008. In pursuance of the Memorandum of Understanding, the National Consultative Committee, of NCTE – NAAC has been re-constituted for overseeing the implementation of MOU.

### 4. Initiative towards promotion of Environmental Education in Teacher Education Curriculum.

The NCTE in collaboration with centre for Environment Education (CEE), Ahmedabad developed training material for different level of teacher educators in environmental education. The same has been printed and has been disseminated to States/ UTs, Universities and institutions for promoting the concept of environment education in teacher education programme. Orientation of teacher educators at different levels is being organised in collaboration with CEE to utilise these resource books appropriately with a view to promoting the issues regarding Environmental Education. It has been planned to organise 6 regional Workshops at Lucknow, Chandigarh, Ahmedabad, Hyderabad, Bangalore and Shillong for raising awareness about environmental challenges so that the handbooks can be used most effectively in schools and teacher education institutions. Two Workshops have so far been organised at



Lucknow, Chandigarh on 10-12 November, 2008 and 15-17 December, 2008 respectively.

## 5. Evaluation in Elementary Teacher Education

A Committee constituted by NCTE on streamlining procedures and practices of Evaluation in Elementary Teacher Education Programme has 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 has been printed and the same has been disseminated to States, Universities, SCERTs and Elementary Teacher Training Institutions.

## 6. Disposal of Appeals

In terms of the provisions of Section 18 of the NCTE Act, the persons aggrieved by the orders issued by the Regional Committees under Section 14, 15 and 17 can prefer appeals in the prescribed form to the Council within 60 days of issue of such orders along with the prescribed fee and with the memorandum of appeal. On receipt of memorandum of appeal, the Council calls for the records of the case from the concerned Regional Committee and after giving the appellant a reasonable opportunity of being heard, passes such orders as it may deem fit. The Council endeavours to dispose of every memorandum of appeal within a period of 3 months from the date of its filing. The Council ordinarily does not allow more than three adjournments in any appeal.

During the period from 1<sup>st</sup> April, 2008 to 31<sup>st</sup> March, 2009, the Appeal Committee held 10 meetings and a total number of 508 appeals were heard, considered and disposed of. Out of these, the Council confirmed the Orders passed by Regional Committees in 282 cases, reversed in 152 cases

and remanded back 68 cases to the Regional Committees for reconsideration. In respect of 6 appeals, the appellants had withdrawn the appeal preferred by them.

## 7. Initiatives taken by NCTE

The NCTE has constituted a High Powered Committee under the Chairmanship of Prof. A.K. Sharma to review the NCTE (Recognition Norms and Procedures) Regulations, 2007 basically to address those issues on which several representations were received from various quarters and which could not be addressed in the present Regulations. This has also been done in compliance to the Government of India's directions under Section 29 of the NCTE Act to further review the Regulations, 2007.

The Curriculum Framework for Teacher Education was brought out by the NCTE in 1998, which need to be updated, and for this a committee was appointed in 2004 to study different models in vogue for preparation of National Curriculum Framework for Teacher Education. This Committee had developed and submitted a Draft Curriculum Framework. NCTE has constituted Expert Committee under the Chairmanship of Prof. C.L. Anand with a view to update and finalise the Curriculum Framework of Teacher Education by the end of this year.

MIS and e-governance facilities are being developed to provide interactive linkages between the NCTE Headquarters and its Regional Offices as well as among the Regional Offices to ensure more effective management of regulatory and monitoring processes.

A High Powered Committee has also been set up to develop a draft document on Teacher Education Policy to serve as the main basis for guiding the development of teacher education in future. To assess the requirement of teachers and teacher education in future. To assess the requirement of teachers and teachers educators all over the country, a study in NCTE on the Demand and Supply Estimates of School Teachers and Teacher

Educators: 2007-2008 to 2016-2017” is already in its advanced stage of completion. The main objectives of the study are to take stock of the availability of teachers and teacher educators for different school stages in the States/UTs, the trends of intake and pass outs in teacher education institutions for various courses and to estimate the demand and supply of teachers and teacher educators up to 2016-17. Attempts are also being made to carry out location mapping of the teacher education institutions at district level. Partial data from 32 States/UTs has been received so far, which is being analysed. Tables are being generated and the first three draft Chapters have been developed based on the Tables of 25 States.

### **8. Recognition of courses withdrawn by NCTE during the year 2008-09**

The Regional Committees of the NCTE withdrew recognition of 137 courses /institutions under Section 17 of the NCTE Act after systematically satisfying itself that these recognised teacher education institutions were violating the laid down regulations and norms of the relevant courses and after giving them due opportunity before withdrawal of recognition.

### **NATIONAL BAL BHAVAN (NBB)**

The National Bal Bhavan 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 in the age group of 5-16 years.

National Bal Bhavan's mission is to provide opportunities to children for enhancing their Creativity through a spectrum of activities imparted by non formal methodology in the areas of Creative Art, Creative Writing, Creative Performance, Physical Education, Scientific Innovations, Photography, Home Management and Museum Techniques.

The vision of the National Bal Bhavan is to develop creative thinking among children through non-formal educational activities which will inculcate

in them confidence, self reliance, a secular attitude and love for values that, in turn, will enrich our nation and make it stronger.

Across the country, there are 107 State Bal Bhavans and 70 Bal Bhavan Kendras affiliated to National Bal Bhavan including 54 Bal Bhavan Kendras in NCT of Delhi. In addition to it, Jawahar Bal Bhavan is a rural unit of National Bal Bhavan which caters to the rural children of Mandi and other nearby villages in NCT Region. There is a close linkage between Bal Bhavans and Bal Bhavan Kendras for better communication of ideas and integrated programmes.

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.

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. During the summer session 6234 children were enrolled as member of National Bal Bhavan and took part in large number of workshops and activities.

The National Training Resource Centre which generally imparts teacher training also organizes the integrated training programme and creative workshops, visual arts workshop for the teachers of Kendriya and Nvodaya Vidyalaya. The visual arts workshop is unique in nature as subject teachers work in close coordination with art craft and performing arts teachers of the participating schools so that subject teaching and learning

become a joyous experience for both the teacher and the student. In tune of the philosophy of this centre, a special workshop was organized for officials and teachers of North Eastern States at National Training Resource Centre of Bal Bhavan from 26th August - 6th September, 2008. Teachers and officials from Manipur, Mizoram and Nagaland participated in this workshop.

**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. On 10th June, 2008, 50 children from four areas namely, creative performance, creative arts, creative writing, and creative scientific innovation were conferred the National Bal Shree Honour for the year 2007 by the President of India, in a grand ceremony at the Rashtrapati Bhavan in the presence of the Hon'ble Minister of Human Resource Development. The awardees included 3 children with special needs. For the year 2008, 53 children have been selected, for being conferred with Bal Shree Honour.

**The National Children's Assembly and Integration Camp:** The National Children's Assembly and Integration Camp is an annual feature of Bal Bhavan. This year the National Children's Assembly and Integration Camp was held from 14th - 20th November, 2008. The theme of this year's National Children's Assembly was "Promoting Gandhian Values of Bonding for Truth, Peace & Non-violence". The Assembly was inaugurated by the Hon'ble Minister of Human Resource Development, on 14th November, 2008. 72 teams of children from affiliated Bal Bhavans and Bal Kendras across the country participated in the Assembly. In addition to this, children from Mongolia and Kyrgyztan also participated in this year's Assembly. Several special programmes and activities were organized for the children such

as creativity fair, film show, puppet show, rangoli making, yoga, creative sports, workshop on Dance, Drama & Music and slogan writing etc.

Along with the National Children's Assembly, an International Conference of Children was also organized at National Bal Bhavan from 14th to 16th November, 2008. The theme of the conference was 'Promoting Gandhian Values of Bonding for Truth, Peace and Non-Violence'. 71 children including participants of Children's Assembly and member children from 10 schools of Delhi, Kyrgyztan, Mongolia and also children of Embassy of Vietnam participated in the Conference.

The National Conference of Young Environmentalists with the theme 'Impact of Environment on Monuments' was organized from 5th - 9th January, 2009. The conference saw the participation of 291 children and escorts from different affiliated State Bal Bhavans and Bal Kendras.

The National Science Day programme was organized from 26th - 28th February, 2009 in collaboration with National Museum of Natural History. 179 children of special needs, hearing impaired and speech impaired, slow learners, visually impaired and with physical disabilities participated in various activities e.g. Mask Making, Paper Craft, Clay Modeling, Nature Painting, Origami, Drama and Radio & Electronics, which were specially designed to suit their requirement.

**Expansion of network of Bal Bhavans:** During the year 2008-09, Rs.5.00 Crore was provided for expansion/strengthening of Bal Bhavan network across the country. 360 applications were received under the scheme during 2008-09, of which 50 were found suitable/fit for grant of affiliation to National Bal Bhavan as per prescribed norms/guidelines. These institutions have been affiliated to National Bal Bhavan.

**Budget:** Against the Budget Estimates of Rs.10.20 crores (under Plan and Non Plan) for the year 2008-09, the details of grants released to National Bhavan during 2008-2009 are as follows:

(Amount in Rupees)

	BE	RE	Opening Balance As on 1.4.2008	Grants sanctioned till 31.03.2009	Expenditure as on 31.03.2009
Plan	7,00,00,000.00 (including 70 lakh for NER)	12,00,00,000.00 (including 70 lakh for NER)	33,14,706.00	10,96,85,294.00	11,30,00,000.00
Non Plan	3,20,00,000.00 (300.00 lakhs after mandatory 10% cut )	4,05,00,000.00	14,86,675.00	3,90,13,325.00	4,05,00,000.00
<b>Total</b>			<b>48,01,381.00</b>	<b>14,86,98,619.00</b>	<b>15,35,00,000.00</b>

### MODERNIZATION OF MADRASAS

The Area Intensive and Madrasa Modernization Programme (AIMMP) was transferred from the Department of Higher Education to the Department of School Education & Literacy w.e.f. June, 2008. The AIMMP had two components, namely Madrassa Modernization and Infrastructure Development. With a view to giving greater thrust to each of the two components, the erstwhile AIMMP scheme has been revised as two distinct schemes with effect from November, 2008 namely (i) Scheme for Providing Quality Education in Madrassas (SPQEM); and (ii) Scheme for Infrastructure Development in Minority Institutions/Schools.

#### Scheme for Providing Quality Education for Madarsas

SPQEM seeks to bring about qualitative improvement in madrassas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are: -

- i) To strengthen capacities in Madarsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc through enhanced payment of teacher honorarium.
- ii) Training of such teachers every two years in new pedagogical practices.

- iii) Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage madrasas.
- iv) Provision of Science/mathematics kits in primary/upper primary level madrassas.
- v) Strengthening of libraries/book banks and providing teaching learning materials at all levels of madrasas.
- vi) The unique feature of this modified scheme is that it encourages linkage of madarsas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madarsas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.
- vii) The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.
- viii) For the monitoring and popularization of the scheme it will fund State Madarsa Boards. GoI will itself run periodic evaluations, the first within two years.

An outlay of Rs.325 crore has been provided for the revised scheme of SPQEM for the 11th Plan period, which can be enhanced, to Rs. 625 crore subject to further availability of funds. During the current year 2008- 09, nine States and one UT i.e. Andhra Pradesh, Assam, Chattisgarh, Orissa, Madhya Pradesh, Maharastra, Kerala , Tripura, Uttar Pradesh and Chandigarh have been assisted with Rs.6541.61 lakh as honorarium to 10214 Madrassa teachers teaching modern subjects in 5297 Madrassas.

### **Scheme of Infrastructure Development in Minority Institutions (IDMI)**

IDMI has been operationalised to augment infrastructure in private aided/unaided minority schools/ institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:-

- i) The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.
- ii) The scheme will cover the entire country but, preference will be given to minority institutions (private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%,
- iii) The scheme will inter alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.
- iv) The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of Rs. 50 lakhs per institution for strengthening of educational infrastructure and physical facilities in the existing school including (i) additional classrooms, (ii) science / computer lab rooms, (iii) library rooms, (iv) toilets, (v ) drinking water facilities and (vi) hostel buildings for children especially for girls.

An outlay of Rs.125 crore in the 11th Plan, the revised scheme is expected to assist about 400 minority schools/institutions. During the year 2008-09, Rs. 25.00 lakh have been provided to States of Uttar Pradesh. Central GIAC has been constituted for SPQEM and IDMI.

# 4



## Secondary Education

## Secondary Education

### Policy

Paras 5.13 –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.

Following the Constitutional mandate to universalise elementary education, and success of Sarva Shiksha Abhiyan, it has become absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. 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 Mid-Term Appraisal of the 10th Five Year Plan (June 2005) of the Planning Commission has suggested a new mission for secondary education on the lines of SSA (Sarva Shiksha Abhiyan) pursuant to the success of SSA. The report of the

Committee of the Central Advisory Board of Education (CABE) on 'Universalisation of Secondary Education' (June 2005), which is 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, had suggested urgent taking up of a programme in this behalf with certain norms. The CABE Committee on "Girls' Education & Common School System" in its report of June, 2005 had also, inter alia, recommended (i) making good quality education available to all students in all schools at affordable fees, (ii) investment in public schools system with standards, norms of Kendriya Vidyalayas.

While education is a concurrent subject, and secondary education primarily remains the responsibility of the State Governments, the Ministry of HRD has set its vision on making secondary education of good quality available, accessible & affordable to all young persons in the age group 15-16 years.

### New initiatives launched in 2008-09

2008-09 has been a momentous year for secondary education and several major initiatives, have been launched during the year. The impact of these schemes will begin to be felt during the coming years.

### Rashtriya Madhyamik Shiksha Abhiyan

#### Background

The scheme has been launched in March, 2009 in the backdrop of the Constitutional mandate to universalise elementary education, and the success of Sarva Shiksha Abhiyan (SSA). The need for a new mission for secondary education has also

been emphasized in the Mid-Term Appraisal of the 10th Five Year Plan (June 2005), and in the reports of two CAGE Committees.

### **Suggestions for a mission on universalising access to secondary education**

The Mid-Term Appraisal of the 10<sup>th</sup> Five Year Plan (June 2005) of the Planning Commission had suggested a new mission for secondary education on the lines of SSA (Sarva Shiksha Abhiyan) pursuant to the success of SSA.

The report of the Committee of the Central Advisory Board of Education (CAGE) on 'Universalisation of Secondary Education' (June 2005) had suggested to take up urgently a programme in this behalf with certain norms.

The CAGE Committee on "Girls' Education & Common School System" in its report of June, 2005 has also, inter alia, recommended 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"

Universalisation of access to secondary education was also emphasized in,

- Prime Minister's Independence Day speech 2007-08
- Department-related Parliamentary Standing Committee on Human Resource Development in its 206<sup>th</sup> report on Demands for Grants 2008-09

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been formulated in this backdrop.

### **Vision and objectives**

**Vision:** The vision of the scheme is to make secondary education of good quality available, accessible & affordable to all young persons in the age group 15-16 years.

**Objectives:** The objectives of the scheme are,

- To achieve a GER of 75% for classes IX-X within 5 years by providing a secondary school within a reasonable distance (5 km) of every habitation
- To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms
- To remove gender, socio-economic and disability barriers
- Universal access to secondary education by 2017, i.e., by the end of 12<sup>th</sup> Five Year Plan.
- Universal retention by 2020.

### **Strategies proposed for implementing RMSA:**

The general strategy is to enhance access to secondary education and to improve quality, while ensuring equity, through strengthening of existing secondary schools or establishment of new secondary schools. The scheme will be implemented in partnership with State Governments. 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.



## Interventions proposed:

### *Infrastructure in schools:*

- New classrooms with furniture
- School Library
- Science Laboratory
- Computer room
- Toilet block
- Disabled friendly provisions
- Drinking water
- Electricity
- Telephone and Internet

### *Teachers:*

- Recruitment of additional teachers with emphasis on Science, Mathematics and English teachers.
- In service training of teachers
- Residential accommodation for teachers in difficult and remote areas.

### *Teaching aids*

- ICT
- Other teaching aids

### *Special focus on SC/ST/Minorities/Girls*

- Focus on the weaker sections during micro-planning
- Preference to Ashram school in upgradation of upper primary schools
- Appointment of more female teachers.
- Separate toilet blocks for girls
- Priority for opening or upgradation of schools in minority concentration areas.
- Enrolment drives and special coaching classes in minority concentration areas.

## Broad physical targets:

- To improve the enrolment ratio for classes IX-X to 75% within 5 years from 52.26% in 2005-06
- To provide facilities for estimated additional enrolment of 32.20 lakh by 2011-12 through,
- Strengthening of about 44,000 existing schools
- Opening of 11,188 new secondary schools (including upgradation of higher primary schools)
- Appointment of 1.79 lakh additional teachers
- Construction of 88,500 lakh additional classrooms

**Planning and implementation:** District will be the unit of planning. Each district will prepare a perspective plan and an annual plan. The total requirement will be indicated in the perspective plan whereas the annual plan will prioritise the requirements for the year. After working out the total requirement, funding available under the existing schemes of central and State governments will be assessed. The gap will be considered for funding under RMSA. The district plan will be appraised and consolidated by the State level Executive Committee. The State plan will be submitted to the National Mission, indicating inter-alia, State-specific targets for GER and other educational indicators, appraisal of district plan, institutional reforms undertaken to facilitate decentralization, provision of State share, availability of resources under the existing schemes etc. The State plan will be appraised by the technical support group attached to the National Mission. The civil construction will be through School Management and Development Committee (SMDC) with representation from parents, Panchayati Raj Institutions and civil society.

## Proposed Financing pattern and fund flow

- Central Government will bear 75% of the project expenditure during the 11<sup>th</sup> Five Year Plan. Funding pattern will be 90:10 for NER States.
- 25% of the cost will be borne by State governments.
- Sharing pattern will be 50:50 during the 12th five year plan.
- State governments to commit resources in State projects.
- Funds to be released in two instalments, the first instalment for expenditure between April and September and the second instalment for expenditure between October and March.
- States to apply for second instalment after utilizing at least 50% of the first instalment with utilisation certificate for the amount utilized, certificate regarding release of State share etc.
- State governments to design a comprehensive Financial Management System.

### Financial Resources:

Rs. 20,120 crore has been allocated for this scheme for the 11<sup>th</sup> Five Year Plan. As the scheme was launched in March 2009 and shortly thereafter general elections were announced, no grant could be released in 2008-09 under this scheme.

### Model Schools

As part of the Central Government's commitment to make secondary education of good quality available and in pursuance of Prime Minister's 2007 Independence Day announcement, the Government of India has launched a centrally sponsored scheme in November, 2008 to set up 6000 Model Schools, at the rate of one school per block as schools of excellence. In the first phase, approval has been accorded to setup 2500 schools in Educationally Backward Blocks (EBBs), to be set up and managed by State Governments.

A model school will have excellent infrastructure and facilities which will be at least of the standard as in a Kendriya Vidyalaya and with stipulations on pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome.

**Objective:** The main objectives of the proposed scheme are,

- To have at least one good quality secondary school in every block.
- To have a pace setting role for these schools.
- To try out innovative curriculum and pedagogy
- To be a model in infrastructure, curriculum, evaluation and school governance

The salient features of the first phase of the approved scheme are as under:

- **Location:** 2500 Model schools will be set up in Educationally Backward Blocks (EBBs).
- **Land:** Land for these schools will be identified and provided by the State Governments free of cost.
- **Medium of instructions:** The medium of instructions will be decided by the State Governments. However, special emphasis will be given on teaching of English & spoken English.
- **Classes:** The schools will have classes from VI to XII, or IX to XII.
- **Management:** These schools will be run by State Government societies similar to Kendriya Vidyalaya Sangathan.

**Evaluation:** There will a continuous evaluation of the working of the schools by State Government agencies through a regular and well structured system of field visits. Besides, an independent agency may be assigned the task of monitoring of the scheme, including progress of construction for each State.

**Allocation:** Planning Commission has allocated Rs. 12,750 crore for this scheme under the 11th Five Year Plan. No grant was released during 2008-

09 as the scheme was approved in Oct.08. The scheme is expected to take off in 2009-10.

**Sharing pattern:** Sharing pattern will be at the ratio of 75:25 between centre and the states during the 11th Five Year Plan, while for special category states, the sharing pattern would be in the ratio of 90:10.

**2<sup>nd</sup> phase to set up remaining 3,500 schools:** A proposal regarding setting up of remaining 3,500 model schools is under finalization. 2500 of these schools are proposed to be set up under PPP mode, while 1,000 more schools will be in Government sector

The scheme in its entirety is expected to be operationalized in 2009-10.

## Girls' Hostel

The Government of India has launched the Girls' Hostel Scheme in October, 2008. Under the scheme, one Girls' Hostel of capacity 100 would be set up in each of about 3500 educationally backward blocks in the country. The location would preferably be within the campus of Kasturba Gandhi Balika Vidyalaya, and if that is not possible, within a Government Secondary School campus.

**Objective of the scheme:** The main objective of the scheme is to retain the girls in secondary school. The aim is to ensure that the girls are not denied the opportunity to continue their study due to distance, affordability of fees and other connected societal factors.

**Target Group:** Girls studying in classes IX to XII will form the target group of the scheme.

**Eligibility:** Girls studying in classes IX-XII in a recognized school in the EBB (run by any authority, State, District or NGO) with a valid certificate from school Head Master will be eligible to stay in the hostels. At least 50% of the girls admitted to the hostels should belong to SC, ST, OBC, Minority communities.

**Salient features of the scheme:**

- One hostel having 100 seats will be constructed in each Educationally Backward Blocks,

- Implementation will be through State Governments,
- Wherever there is space in KGBV compound, the hostels would preferably be constructed there. Where there is no space in the KGBV compound or in the blocks where no KGBV has been sanctioned, the hostel may be constructed in the compound of a secondary or higher secondary school selected by the State/UT Government.
- Students passing out of KGBV will be given preference in admission in hostel. In blocks without any KGBV, students in all government or aided schools in the vicinity of the hostel will be eligible for admission.

**Sharing pattern:** Sharing pattern will be at the ratio of 90:10 between centre and the states during the 11th Five Year Plan.

**Allocation:** Planning Commission has allocated Rs. 2,000 crore for this scheme under the 11th Five Year Plan. Rs. 80 crore was provided in the budget for 2008-09. No grant, however, was released during 2008-09, as the scheme was launched in the second half of the year.

## Information and Communication Technology in Schools (ICT @ Schools)

The Information and Communication Technology (ICT) @ Schools 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 sustainable basis. It also aims to set up 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.

**Objectives**

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

**Coverage:** The Scheme currently covers both Government and Government aided secondary and higher secondary schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, computer stationary, internet

connectivity and for monitoring. A computer lab having at least 10 stations is envisaged. For Smart Schools the lab may have at least 40 workstations.

**Financial Assistance and Cost norms:** 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 and experts.

The unit cost per school is Rs. 6.70 lakh. Central Assistance both recurring and non-recurring is provided in the ratio of 75:25 for normal states/ UTs and 90:10 between Centre and the Special Category States.

**Progress made during 2008-09:** During 2008-09, 26,350 schools (24,561 under BOOT model and 1789 under Outright Purchase basis) from 19 States and 1 UT have received sanction for coverage under the scheme. State/UT wise details of number of schools sanctioned and amount released are given in the Annexure-7 & Annexure-8 respectively. In addition, the following State Institutes of Education Technology have also been given assistance for production of Audio and Video programmes. The total release under the scheme in 2008-09 amounted to Rs.240.93 lakh.

**Revision of the scheme :** Based on the experience gained so far, the Scheme has been proposed for revision. The revised proposal is for provision of improved infrastructure facilities, dedicated teachers, focused training in ICT provision of broadband connectivity and content development and discrimination. There is an allocation of Rs. 6000 crores for the scheme during the 11th Five year Plan.

S.No.	Institute	Amount Released (Rs. in lakh)
1.	SIET, Hyderabad (A.P)	31.23
2.	SIET, Thiruvananthapuram (Kerala)	108.50
3.	GIET, Ahmedabad (Gujarat)	49.10
4.	SIET, Pune (Maharashtra)	52.10
	<b>Total</b>	<b>240.93</b>

Up till now SMART schools have been established in 31KVs and JNVs

## Inclusive Education

### Integrated Education for Disabled Children (IEDC)

The Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 by the then Department of Social Welfare with a view to provide educational opportunities for children with disabilities who could be integrated in general school settings. It was transferred to the Department of Education in 1982 and revised in 1992 in the light of National Policy on Education, 1986. The Scheme aims to provide educational opportunities, to children with mild to moderate disability, in common schools and facilitate their retention in this schools system. The programme is demand driven and based on the identification and assessment of the nature of disability, States send proposals for release of Central assistance.

Assistance for all items specified in the scheme is on 100% basis and is available upto the senior secondary stage. Funds are released to the States/UTs for implementation through the State component and / or NGO component. Children with special needs is both elementary as well as secondary schools stage are covered. Facilities include various allowances and assistive devices for the children with special needs, appointment of special teachers, removal of architectural barriers, construction and purchase of equipments for resource rooms, training of general teachers, orientation of principals / educational administrators, etc.

During the 10th Plan, 2.84 lakh children studying in about 1 lakh schools were covered with a central assistance of Rs.201.65 crores. During 2008-09 there was a budget provision of Rs.70.00 crore, and Rs.65.13 crore was spent covering approximately 3.19 lakhs children with disabilities in 1.11 lakh schools through 3720 teachers.

### Inclusive Education for the Disabled at Secondary Stage (IEDSS)

A new scheme "Inclusive Education for Disabled at Secondary Stage (IEDSS) was approved in September, 2008 to replace IEDC Scheme from 2009-10. The Scheme is 100% Centrally funded.

The main features of the Scheme are as follows:

- i. It covers children studying at Secondary Stage (Class IX to XII)
- ii. It covers disabled children having blindness, low vision, leprosy cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism and cerebral palsy.
- iii. An amount of Rs.3000/- per child per annum has been earmarked for activities such as identification and assessment, assistive devices, allowance for transport, escorts, reader, uniforms, books and stationary, stipend for girls, etc. Besides, there is provision for engagement of special teachers, creation of barrier free environment, teacher training etc. There is emphasis on community orientation.
- iv. Convergence with other programmes is emphasized.
- v. Rs.200/- per girl child per month is to be provided as stipend.
- vi. In addition to Central assistance, State Governments are expected to provide Rs.600 per child per annum as scholarship.

### National Means-cum-Merit Scholarship

As per budget announcement of 2007-08, the Government of India launched the Centrally Sponsored National Means-cum-Merit Scholarship Scheme to award 1,00,000 scholarships each year, at class 9 stage. Each student selected under the scheme is given Rs. 6,000 per annum (Rs. 500 per month) for study in classes IX to XII. The objective of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop-out at class VIII and encourage them to continue in the secondary stage that is upto class XII. To fund this scheme, a corpus of Rs. 750 crore has

been created with State Bank of India in 2008-09 and a like amount would be added to this corpus fund every year over the next three years, raising this fund to Rs. 3000 crore. The yield from the fund will be used for disbursing scholarships under the Scheme.

One lakh scholarships have been allotted State-wise based on the student strength and the child population of the relevant age group.

A statement showing the number of scholarships allotted to various States/UTs is enclosed at [Annexure-4](#). Each State conducts a selection test every year from among class 8 students to select awardees. In 2008-09, a test was conducted in Nov. 2008 alongwith the National Talent Search first stage examination to select awardees for the year 2009-10. A statement showing State-wise number of selected candidates and the amount sanctioned during 2008-2009 is at [Annexure-5](#).

### **National Scheme of Incentive to Girls for Secondary Education**

Government of India has launched the Centrally sponsored "National Scheme of Incentive to Girls for Secondary Education" in 2008-09 on the basis of the budget speech of the Finance Minister. According to the Scheme, a sum of Rs. 3000 is deposited in the name of each eligible girl as a fixed deposit and she would be entitled to withdraw it along with interest thereon on reaching 18 years of age provided she passes at least class 10 and remains unmarried. The scheme will cover (i) all eligible girls joining class 9 in Govt., Govt. aided and local body schools and belonging to SC/ST Communities, and (ii) these from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST). A sum of Rs.1,500 crore has been provided under 11<sup>th</sup> Plan for this purpose.

The objective of the Scheme is to promote enrollment of girls belonging to weaker sections

of the society, to ensure their retention at least till completion of 10<sup>th</sup> class and preferably till 12<sup>th</sup> class, to reduce their drop out at secondary and higher secondary stages and to improve gender parity and to empower girls.

A Statement showing State-wise, number of eligible girls and the amount sanctioned under the Scheme is at [Annexure-6](#).

### **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. A 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 9619 Schools thus catering to diversion of about 10 lakh students at +2 level. The grants released so far since the inception of the Scheme is Rs.765 crores.

Based on the recommendations of various Committee/Review Groups, the existing Scheme is being revamped. The main features of the proposed scheme includes the following:-

- Strengthening of existing Vocational Schools and establishing new vocational schools, with some proposed under public private partnership.
- Expansion of intake capacity during 11th Plan.
- Development of competency based modular Vocational courses of varying duration.
- Revision of the existing system from being supply based to demand based.
- Setting up/constitution of various bodies/committees for governance monitoring and implementation of the National Vocational Qualifications Framework.
- Setting up of Central Board and State Boards of Vocational Education (CBVE) and (SBVE) for accreditation/affiliation, examination certification and equivalence.
- Provision of pathways among Indian qualifications for vertical and horizontal mobility.
- Provision of multiple-entry, multiple exit and flexibility in delivery.
- Provision of Joint-responsibility of academic Institute and Industry/Employer for making a person employable.
- Inducting-academia linkage.  
There is an outlay of Rs. 2000 crore for the scheme during the 11<sup>th</sup> Five Year Plan.

### **Scheme of Financial Assistance for Appointment of Language Teachers**

The Scheme has three components:-

- Appointment and training of Hindi teachers non-Hindi speaking States/UTs.
- Appointment of Urdu teachers and grant of honorarium for teaching Urdu in States/ UTs.
- Appointment of teachers of Modern Indian Language (other than Hindi) in Hindi speaking States/UTs.

### **Appointment and training of Hindi Teacher in the non-Hindi speaking States/UTs.**

The Central Government introduced a Centrally Sponsored Scheme in the Second Five Year Plan in pursuance of the provisions contained in Article 351 of the Constitution of India to provide 100% financial assistance to the State/UTs for (i) Appointment of Hindi Teachers; and (ii) Opening/ Strengthening of Hindi Teachers Training Collages in non-Hindi speaking States/UTs with a view to assist these States/UTs in implementing the Three Language formula effectively.

### **Appointment of Urdu Teachers and grant of honorarium for teaching Urdu in States/ UTs.**

A Centrally Sponsored Scheme was launched in 1975 in pursuance of the recommendations made by the I.K. Gujral Committee. Under the Scheme, the States/UTs were provided 100% financial assistance for salaries of Urdu teachers and honorarium to the existing Urdu teachers for teaching Urdu in schools. The assistance was for appointment of Urdu teachers in blocks/districts of concentration of economically backward Minorities identified by the Ministry of Social Justice and Empowerment.

Financial assistance was provided for one teacher per school in the identified localities and honorarium admissible to the existing teachers for teaching Urdu was at the rate of Rs. 1000 per month.

### **Appointment of Modern Indian Language Teachers (other than Hindi) in Hindi speaking States/UTs.**

The Government of India initiated a Centrally Sponsored Scheme from 1993-94, during the 8<sup>th</sup> plan period, under which 100% financial assistance was provided for appointment of Modern Indian Language (MIL) teachers (other than Hindi) preferably a South Indian Language (SIL) to the Hindi speaking States and UTs. The objective of the scheme was to implement Three Language Formula and to assist the Hindi speaking States and UTs to teach other Modern Indian Languages

(MIL), preferably a South Indian Language as a third language in schools.

The above three Schemes were brought together in the Xth plan for increased linkages and for better administrative efficiency. The components of the schemes remained unchanged.

The scheme has been revised during 2008-09 as follows: -

- (i) For appointment of Urdu Teachers, the criteria of assisting appointment of Urdu Teacher only in Block/Districts with concentration of Educationally backward Minorities identified by the Ministry of Social Justice has been changed. The appointment can now be made in any locality where more than 25% are from Urdu language speaking group.
- (ii) 100% assistance is now admissible for salary of Hindi/Urdu teachers appointed under the scheme based on the salary structure of language teacher in the State Government (earlier it was restricted to Rs. 50,000/- p.a. for Urdu Teachers). The honorarium of part time Urdu teachers has been raised from Rs. 500 to Rs.1000 per month.
- (iii) Central assistance to States is now admissible for Urdu teachers for additional Plan period of 5 years.
- (iv) Training of Urdu Teachers will be conducted by 3 Central Universities i.e. Jamia Milia Islamia (JMI), Aligarh Muslim University (AMU) & Maulana Azad National Urdu University (MANUU) are funded by the UGC.

This scheme has been included in the 11<sup>th</sup> Five Year Plan with an outlay of Rs. 75 crore. Budget provision for 2008-09 was Rs. 16 crore.

The revised scheme has been circulated to all States/UTs with a request to send their proposals for the year 2009-10 for appointment of Language Teachers according to the provision of the revised scheme.

## National Award to Teachers

Instituted in 1958, the National Award to Teachers are given away by the President of India on 5th September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. Altogether there are 374 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. From the award year 2007 the total number of 'Special Awards' have been increased to 43.

Each award carries with it a certificate of merit, a cash award money of Rs.25,000/- and a Silver Medal.

On 5th September 2008 (Teacher's day), 318 teachers from all over the country including 82 lady teachers, 10 Sanskrit teachers, 05 Arabic/Persian teachers and 9 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.



### Joint Indo Mongolian Schools:

Under an MOU signed between the Governments of India and Mongolia in 2002, Government of India funds deputation of 5 teachers in a Mongolian secondary school to assist the school in teaching of English, Mathematics and Computer Science.

### Japan – East Asia Network of Exchange for Students and Youths Programme (JENESYS)

This youth exchange programme was announced by the Prime Minister of Japan Mr. Shinzo Abe during the 2<sup>nd</sup> East Asia Summit held in January 2007. Under this programme 281 Indian high school students from all over the country visited Japan in 5 batches during 2008-09.

### Education In Union Territories

Academic and administrative matters in respect of both school and college education in Union Territories is dealt with by the Ministry. 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 and colleges, 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 and college education in UTs.

### National Council for Educational Research & Training (NCERT)

#### Objectives:

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 at National Institute of Education, New Delhi; Central Institute of Educational Technology, New Delhi; Pandit

Sunderlal Sharma Central Institute of Vocational Education, Bhopal and five 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 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 and,
- 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 and stages of school education and teacher educators viz., Early Childhood Care and Education; Universalization of Elementary Education; Education of Groups with Special Needs such as SC,ST and minorities, girls, physically challenged; pre-service and in-service teacher education; vocational education; examination reforms; educational technology; environmental education; population education; guidance and counselling; identification and nurturance of talent; development of curriculum and instructional material; content and processes of education; in-service innovative courses at graduate and post-graduate level; production of print and non-print material; etc. It works in close

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; diploma course in ECCE; Innovative pre-service teacher education and counselling courses; All India School Education Survey; Survey of Research in Education; transmission of educational video programmes on DD and AIR educational channels 'Gyan Darshan' and 'Gyan Vani' and teachers training on new textbooks through teleconferencing using EDUSAT facility, etc.

The highlights of programmes carried out during 2008-09 in different areas of school education are given below:

**Curriculum Review and Renewal**

Hindi version of the three National Focus Group papers has been published and twelve other position papers and a shorter version of NCF-2005 are under print. Syllabi & textbooks of eighteen States/UTs have been reviewed.

**Elementary Education**

In the area of elementary education a feedback study on Post-Training Involvement of ECCE Diploma Course Trainees (2007-08) was completed. Studies on the Role of DIETs; CRC and BRC in Enhancing Quality of Elementary Education and Low Achievement among SC Children at Upper Primary Stage have been taken up. Development of a video programme for advocacy of the vision of NCF (2005) on ECCE; Publication of a handbook on 'Quality Early Childhood Education' and diploma

course in early childhood care and educational and awareness campaign in Early Childhood & Education are in progress. Teacher's handbook in Environmental Sciences and three source books on Learning Assessment at the primary level have been developed.

Development of teacher resource material on multi-grade and multi level teaching for environmental studies; review of teacher's guide 'Kaise Padhayen Rimjhim' and the activities for the popularization of the source book on learning achievement at the primary level have also been initiated. Publication of the journal 'Prathamik Shikshak' and 'The Primary Teacher' and the updating and maintenance of the National Documentation unit of pre-primary and elementary education are continued.

**Education of Groups with Special Needs**

Preparation of the guidelines for teachers to assess the psycho-social & educational needs of children studying in the inclusive schools; development of guidelines for addressing the SC; ST and minority concerns; development of a guide book for teachers & teacher educators to evaluate Children with Special Needs in inclusive schools and development of strategies for education of the linguistic minorities are in progress. A module for the training of teachers in the use of action research for planning interventions for education of Children with Special Needs in inclusive schools has been prepared. Orientation programmes for educational administrators on Inclusion of Children with Special Needs in Education; teacher educators through Tele-conferencing on the Issues and Concerns of Special Focus Groups and orientation programme for the managers; principals and teachers of minority run institutions on quality related issues have been organised. Empowerment programme for Teachers in multi-lingual tribal context of Andhra Pradesh and Karnataka has also been organised. Training programmes for Children with Special Educational

Needs at elementary level in inclusive schools for the states of Himachal Pradesh have been organized.

A three-day workshop for rural teachers was held at Regional Production-cum-Distribution Centre (RPDC), Bangalore from 31 March to 2nd April 2008 with a view to identify concerns and issues related to school education in rural areas and also the problems faced by SC children. Based on the outcome of the workshop preparations are being made for organization of the National Conference on school education in rural areas with special reference to SC children. A Research study on The Role of Panchayati Raj Institutions in Promoting Education of SC Children under SSA has been completed. Causes of Inter District Disparities in Literacy of SC Children of Hindi Speaking State with High SC Population is in progress.

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

In the area of Girls Education studies undertaken are: Drop out of Girls at the Primary Level with Special Emphasis on SC girls; study of the Makhtabs and Madrasas with a Gender Perspective; development of material for the Mahila Samkhaya and SSA run Kasturba Gandhi Balika Vidyalayas (KGBV) and Effect of Media on Sexual Belief and Behaviour of Girls and Boys. A five-week training programme has been conducted for teacher educators of IASE on 'Action Research' with particular reference to Gender Issues and a focus on upliftment of Muslim minority girls. A five-day orientation of practicing school teachers on Gender Issues in Curricular Areas based on NCF-2005 has been organised through teleconferencing.

### **Science and Mathematics Education**

In the areas of Science and Mathematics education the main focus is on development of books on exemplar problems and laboratory manuals in Science and Mathematics. The research studies undertaken are: Classroom Transmission in Science and Mathematics

Textbooks in the light of NCF-2005; Comparative Study of Secondary State Science and Mathematics Textbooks of NCERT with that of Bihar, Rajasthan, Kerala and Jammu & Kashmir and Improvisation and Development of the Laboratory Technique in Biology for Higher Secondary Stage. Teachers' hand books in Science for class VI and Mathematics for upper primary stage have also been developed.

Training programme for setting up Mathematics Lab in schools; and orientation programmes for TGTs in Mathematics of CBSE affiliated school were organised through teleconferencing. Orientation programmes for key resource persons in Science on 'Constructivist Pedagogy' at secondary level; and Master trainees in 'Science and Mathematics' of CBSE affiliated schools at upper primary stage were organised. A national conference on Assessment and Improvement of Science and Mathematics Education has been organised at NCERT, New Delhi. A Science camp for upper primary students of Mysore has been organised at RIE Mysore. Teachers' manuals in Physics, Chemistry and Mathematics at higher secondary stage have been prepared and are being printed. The 35th Jawaharlal Nehru National Science Exhibition for Children (JNNSEC) was held at Solan, Himachal Pradesh from 25-30 November 2008 on the theme "Science & Technology and the Planet Earth." A quarterly Journal 'School Science' is being brought out. Project books for classes VI to X on Environmental Education and the teacher's handbook on Environmental Education for higher secondary stage are under print.

### **Grant-in-Aid Schemes**

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.

### **Social Science and Humanities Education**

In the area of Social Sciences education the main focus was on the preparation of textual and

supplementary materials as per the guidelines of NCF-2005. The textbooks and supplementary materials being prepared include: Accountancy textbooks for class XII; a handbook of Business Studies for teachers at higher secondary stage; a common supplementary reader in South Asian History at senior secondary stage; materials on Health and Physical Education and teachers manuals in Commerce, History, Social Sciences, Geography and Sociology. The research studies being conducted are 'Teaching mathematical expressions in Economics textbooks at higher secondary stage' and 'Field studies in Sociology of Education'. Development of a film 'The Bagh as Struggle; the Bagh as Heritage: Jallianwala Bagh in 1919 and Later' is in progress. Three training programmes for the Geography teachers/resource persons in Geographic Information System have been conducted in NRSA Hyderabad, NAMO Kolkatta and IIRs Dehradun. Training programmes for KRPs in teaching of Geography in the light of NCF-2005 at +2 level for the state of Uttarakhand was organized at DIET, Bhimtal. Training on 'Paper setting techniques in Commerce subjects at +2 level' for KRPs/SC&ST teachers of Maharashtra was organised at Pune. Training programme for master trainers of KVS, NVS and CBSE affiliated schools on NCERT textbooks for class VIII based on NCF-2005 were organised at Regional Institutes of Education.

In the area of Language education work on development of textbooks in Urdu as third language for classes VII, VIII, IX and X was carried out. The work of development of new series of textbooks in English for primary stage was also undertaken. Also the translation of NCERT textbooks of classes V and VIII in Urdu was carried out. Development of teachers' manuals in Urdu for primary, upper primary, secondary and senior secondary stages was undertaken. Audio-visual material is being developed in some areas of languages based on NCERT textbooks.

### **National Population Education Project**

Under the National Population Education Project a research study is being conducted on Co-curricular Activities in Life Skills Development. Materials in Adolescence education and population education are being developed. Training of state resource persons in implementation & monitoring of National Population Education Project and adolescence education programme were organised. One issue of the Population Education Bulletin is being brought out.

### **Educational Evaluation**

Research studies on 'A quality analysis of state level tests of national talent search examination'; 'Identification of intervention strategies to reduce examination stress among secondary school students'; and 'Study of internal assessment practices in relation to students performance in public examination at secondary stage' are in progress. Data for the Mid-term Achievement Survey at the end of class III, V and II/VIII' have been collected and are being analysed.

Training programmes for state resource person on educational evaluation have been organized. Persons from State Boards of School Education were trained in educational evaluation. National Conference of Chairpersons of Boards of School Education was organised from 3-5 November 2008 at NCERT, New Delhi.

### **National Talent Search Scheme**

The programme of award of scholarships under 'National Talent Search Scheme' continued. Nurturance programmes for the NTS awardees have been organized in Jalandhar, Mysore, Bhubaneswar, Chennai and Pune.

### **Educational Psychology**

International Diploma Course in Guidance & Counselling through Distance/online mode in collaboration with Commonwealth of Learning

(CoL) has been started. The course is offered in study centers at NIE, New Delhi and five Regional Institutes of Education, Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. National conference of stakeholders in Guidance and Counselling has been conducted. Research studies on 'Meta-cognitive process among primary school children' and 'Students' perceptions of their emotions in learning' are being carried out. A journal on Peace Education is being brought out. Advocacy material in the form of video script and brochure for promoting psychology as a school subject at higher secondary stage has also been developed. Services were provided to researchers/students for using the National Library of Educational and Psychological tests at the NCERT Campus. A five-week training course on Peace Education has been organized.

### **Computer Education**

Multi-media learning packages on 'Biomolecules' and 'Matters' for secondary and senior secondary classes are being developed. Teacher educators were trained in the use of IT tools and IT based learning resources. A database of research/case studies on ICT in School Education has been prepared and uploaded on NCERT website which is being updated regularly. Development of textbooks on 'Computer and Communication Technology' for classes XI and XII are in progress. Part I of the textbook (English version for class XI) is under print.

### **Educational Technology**

NCERT (CIET) continued to produce Audio-Video programmes mainly on curricular areas. Video programmes produced by CIET were telecast on DD-I and Gyan Darshan. Radio programmes were broadcast on F.M. Radio. Provided necessary technical and academic support to the State Institutes of Educational Technology (SIETs) in the states. A study on 'Effectiveness of ET based teaching-learning material in tribal primary school' was completed. Other Studies in progress include: 'Scope and relevance of media literacy in our education system'; 'Critical analysis of news

channel coverage on educational issues'; 'Effect of story telling through radio lesson on retention vocabulary; Reading capability of primary school children'; 'An evaluation study of the television programme produced by CIET' and 'A study on impact of teleconferencing through educational satellite'. Children's workshops on Video production have been organized in 5 SIETs located in Bhubaneswar, Pune, Hyderabad and Gujarat Institute of Education Technology. 14th All India Children's Audio-Video Festival was organised at CIET, New Delhi on 4-6 March 2009.

Three training-cum-development workshops for developing graded learning material in Science & Mathematics at upper primary stages were organised. Training of school teachers on use of Puppets in teaching-learning process was conducted for the teachers of Western and Northern Region of India. Four multimedia packages in Mathematics (primary level) have been developed.

### **Vocational Education**

Work was undertaken for developing training material in the areas of 'fin-fish processing' and 'mushroom production'. In the area of Vocational Education Competency based Curricula are being developed in floriculture, agricultural engineering, general insurance, air transport, logistic management, retail marketing management, marketing and salesmanship, health and nutrition, crop production, plant protection, and computer hardware - repair and maintenance.

National level training programme for vocational teachers in the area of marketing & salesmanship has been conducted. A National Seminar on Advocacy of Home Science Vocational courses in the states was organized at RIE, Bhopal. Competency based skill training programmes on agriculture based vocational courses for teachers of North-Eastern states was organised. Training programmes on solar energy; equipment repair and maintenance; post harvest technology; agricultural engineering; and textile designing were organised. A programme on Capacity

Building of Key Functionaries for Implementation of Vocational Education and Training (VET) in minority institutions is being organized.

Training programmes are also being organised for Key Resource Persons and teachers in agriculture based vocational courses; Computer application; accountancy and auditing; entrepreneurship development; marketing and salesmanship; repair and maintenance of solar energy equipments; textile designing etc. Studies have been undertaken to develop 'District Vocational Education and Training Plan' for some states. Other activities like NCERT awards for best practices in vocational education & training and publication of journal and bulletin of 'Vocational education' are continued.

### **Teacher Education**

A study on 'Professionalism of rural primary school teachers' is in progress. Work on development of resource materials on 'Communication Skills and Classroom'; 'Human learning and cognition'; 'Emerging Perspectives of Teacher Education' and Reference Book on 'Theoretical Perspectives of Education' is in progress. Orientation programmes for master trainers on new textbooks developed by NCERT through face-to-face and teleconferencing mode have been organised.

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 Counselling. RIE, Mysore has initiated 6 year integrated M.Sc.Ed. course in Physics, Chemistry & Mathematics from the academic year 2008-09.

Other important activities include: Publication of journal of Indian Education & Bhartiya Adhunik Shiksha. All India competition on 'Innovative Practices and experiments in Education' for schools and teacher education institutions; Memorial lecture series on eminent educationists; academic support to five heritage schools; resource support to DIET to strengthen their capabilities and performances and

organization of Annual conference of Directors of SCERTs/SIEs. Planning Programming Monitoring and Evaluation Division (PPMED) of NCERT conducted a five-day training programme on Educational Planning Management and Evaluation for the DIET faculty in the northern states namely Jammu & Kashmir, Himachal Pradesh, Uttrakhand, Haryana & Punjab at NIE, New Delhi on 16-20 March 2009.

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

NCERT promotes educational research through Educational Research and Innovations Committee (ERIC) by providing financial support. Under ERIC; 9 research projects were completed and 29 projects are going on. Dissemination of Researches is being made through publication of Indian Educational Review (IER) and Indian Educational Abstract (IEA). The work related to Seventh Survey of Educational Research; a handbook for beginners on Research Methodology; preparation for the diploma course in educational research methods; national seminar on Future Pathways in Educational Research are in progress. A five- day workshop on 'Action Research' in collaboration with SCERT, Chhattisgarh was held at SIE, Port Blair. A training programme on Action Research for district functionaries of Rajiv Gandhi Shiksha Mission was organised at RIE, Bhopal. NCERT doctoral fellowships, India International Centre (IIC) Lecture Series, Thursday Lecture Forum and publication of Indian Educational Review & Indian Educational Abstracts continued.

### **Educational Survey and Data Processing**

Preliminary work for starting of Eighth All India School Education Survey has been initiated. A refresher course on the use of SPSS and MS Excel in analysis of quantitative data and a workshop on designing computerization worthy research instruments have been conducted. Two training

programmes in sampling techniques for educational surveys have also been organised. A Research Study on Development of Rural Urban Disparity in School Education has been completed. A national seminar on Rural Education Status Problems and Planned Interventions was organized at NIE, New Delhi on 16-17 February 2009.

### 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, educational journals etc. The distribution of NCERT textbooks is being undertaken through the network of wholesale agents all over India.

### Financial Support

During the financial year 2008-09 NCERT had been provided with Rs 28.00 crores under Plan head and Rs 78.21 crores under Non-plan head.

## 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:

- Affiliating institutions in and outside the country

- Conduct annual examinations at the end of Class X and XII
- Conducting Entrance Examinations to professional courses for admission into Medical and Engineering colleges
- Updating and designing curriculum
- Empowering the teachers and Heads of Institutions

There are 9816 schools affiliated with CBSE as on 31.12.2008 which include KVs, Government, Independent and JNV schools located in India and 21 other countries of the world.

### 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 2008

- Duration of Exam: 1<sup>st</sup> March – 2<sup>nd</sup> April 2008
- Date of declaration of result: 21<sup>st</sup> May 2008 for Ajmer, Chennai and Panchkula Region 23<sup>rd</sup> May 2008 for Guwahati, Allahabad and Delhi Region
- A total of 549344 candidates registered in 2008 for Class XII exam as against 503161 during 2007 showing an increase of approximately 9.18% over last year.
- The pass percentage of regular candidates was 83.11% and that of Private candidates was 37.77%

- (v). The total pass percentage of boys was 77.59% as against 85.44% for girls.
- (vi). The total pass percentage of candidates in 2008 was 80.91% an increase of 0.27% over last year.

### Senior School Certificate (Class XII) Examination 2009

- (i). Duration of Examination : 2<sup>nd</sup> March–2<sup>nd</sup> April 09
- (ii). No. of Registered candidates : 636325

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

- (i). Duration of Exam: 1<sup>st</sup> March – 27<sup>th</sup> March 2008
- (ii). Date of declaration of result: 27<sup>th</sup> May 2008 for Chennai Region 29<sup>th</sup> May 2008 for Panchkula, Guwahati, Allahabad, Ajmer and Delhi Region
- (iii). A total of 765687 candidates registered in 2008 as against 705857 during 2007 showing an increase of approximately 8.48% over last year.
- (iv). The pass percentage of regular candidates was 88.96% and that of Private and Patrachar candidates was 26.34%.
- (v). The total pass percentage of boys was 86.46% as against 87.96% for girls.
- (vi). The total pass percentage of candidates was 87.08% an increase of 2.64% of over last year.

### Secondary School Certificate Examination (Class X ) 2009

- (i). Duration of Exam: 2nd March – 30<sup>th</sup> March 2009
- (ii). No. of Registered Candidates: 823921

#### Highlights of 2008 Examination:

- In order to ensure accuracy in the secrecy of roll numbers, title page of the answer books

for class XII was modified and replaced with OMR sheets. The trial was done in the Regional Offices – Ajmer and Panchkula.

- In order to ensure that practical examination of Class XII students was conducted by the Practical Examiners appointed by the Board, Chief Nodal Practical Examiners were appointed in the Districts/Cities to inform the Board about the non-reporting of practical Examiners so that Board could appoint alternate practical examiners.
- 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. This had been done to avoid last minute change of centres and shifting of question papers from one custodian to another.

#### Highlights of changes introduced from 2009 examinations:

- The practical – skill based multiple choice question paper for Board's class X Examination will be based on list of experiments included in class X as well as class IX syllabus.
- Equal weightage in terms of marks (10+10) will be assigned to questions based on class IX experiments and class X experiments
- From the academic session 2008-09 and the Board examination 2009 in Social Science, class X, unit 5 on Disaster Management will be evaluated only through projects and assignments. No questions will be asked from this unit in the theory paper of Social Science.
- The supplementary learning material in Economics and psychology, class XII on topics which are included in the Board's syllabus is available on the Board's website for 2009 examination.



- No. of pages in the main answer book for class X have been reduced to 32 from 40 and from 48 to 40 for class XII.
- The Board will provide free of cost scribes to physically challenged candidates from 2009 exam.
- The cover page of answer books of class XII have been changed to OMR sheets to ensure accuracy in secrecy of roll no's.

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

The PMT/PDE is conducted by the Board on the directives of the Supreme Court of India. The 20<sup>th</sup> Entrance Exam was conducted on 6<sup>th</sup> April, 2008 at different centres located in the State Capitals and Union Territories. 161231 Candidates registered this year out of which 148861 candidates appeared for this examination. The results of preliminary examination were declared on 15<sup>th</sup> Apr 2008. 22014 candidates qualified in preliminary examination and appeared in the final examination held on 11<sup>th</sup> May 2008. The results of final examination were declared on 7<sup>th</sup> June 2008. The merit list+ wait list contained 4412 candidates.

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

The seventh All India Engineering/Architecture Entrance Examination (AIEEE) was successfully conducted on 27<sup>th</sup> April, 2008 by the Board at 1298 examination centres all over the country. In this examination 862853 candidates were registered out of which 792752 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.

### **Jawahar Navodaya Vidyalaya Selection test 2008**

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 June-July for newly established JNVs. In these examinations, 14,12,230 candidates were registered out of which 12,94530 candidates appeared in 2008. CBSE also conducts the examination for admission to Class IX. This year 77,660 candidates were registered in the examination which was held in June 2008.

### **CBSE Tele-counseling:**

CBSE has been providing counseling to the students and parents for the last eleven years consecutively. The first phase of CBSE tele-counselling help-line started from 1<sup>st</sup> February to 31<sup>st</sup> March 2008. As many as 36 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, Ludhiana 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 six 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.

- 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 fourth consecutive year in 2008.

- B. Question-Answer columns: CBSE collaborates with national papers like Indian 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 21st May 2008 till 4<sup>th</sup> June. This phase deals with post result situations. As many as 30 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, Humanities
- Class X : All subjects

### Academic Activities during 2008-09

#### Curriculum

Implementation of NCF 2005:

With the completion of the third phase of revision of text books for classes V and VIII the new curriculum as per NCF 2005 was implemented in all classes I to XII. Teachers’ orientation for these new text books for these classes carried out both in the face to face and teleconferencing modes as in the previous two years in collaboration with NCERT.

#### Updating The Curriculum:

The annual feature of updating the curriculum was completed for printing the curriculum document 2011. Some of the major changes in the process consist of:

- Renaming the elective subject “Engineering Drawing” as “Engineering Graphics” there by expanding the scope of the subject to include Computer Aided Designing.
- Renaming the secondary level “Introductory Information Technology” as “Foundation of

Information technology”, the syllabus has been fine tuned to serve as a foundation course for all computer related courses at senior school level.

- The computer related courses at senior school level revised to delete proprietary sources mentioned in the current syllabus and replace by free/open sources.
- Extending the communicative approach adopted in English, French and Sanskrit revamped the syllabi in German on the new approach.
- Changes effected in syllabi of regional languages in consonance with the respective state board syllabi wherever applicable.
- The Hindi version of the curriculum document 2010 printed.

#### **New curricular initiatives:**

- Introduced new electives “Heritage Craft” and “Graphic Design” in class XI. Syllabi prepared by NCERT have been adopted and adapted by the CBSE. Text books have also been prepared by NCERT in these subjects.
- As a sequel to introducing Bhasa Maleyu in class IX last year it has been extended to class X and will be the I batch appearing for the Board exam of class X. The syllabi and text books prepared by the Malaysian Board have been adopted and adapted.
- As a sequel to the introduction of Japanese language in class VIII in 2008-09 class IX and X syllabi have been prepared adopting the communicative approach. The Board has collaborated with the Japanese Foundation in the preparation of syllabus as well as the textual materials.
- In the German language new syllabi have been developed for classes VI to VIII and introduced in class VI in the current year. The board has collaborated with the Goethe

institute, Max Muller Bhawan in the preparation of syllabi and textual materials in the subject.

- Responding to the requests from stake holders, the Central Board of Secondary Education developed supplementary e-learning material for the classes XI and XII and posted on its website in the subjects of Psychology and Economics.

#### **Assessment and Evaluation:**

- Decision to evaluate disaster management through projects as a part of internal assessment along with detailed guidelines, redistribution of 8 marks allotted to theory in disaster management in the board exam among the remaining four components of social science has been conveyed to schools. This has been mainly done in view of integrating the disaster management theory across the disciplines in the new NCF2005 curriculum and to emphasize the practical utility of the awareness. Also the CBSE’s textbook on Disaster Management ‘Together Towards a Safer India – II’ for class IX was revised and printed by the Board in both Hindi and English versions.
- With the inclusion of class IX practical in the assessment of practical skills in class X board exam from 2009 onwards the book on practical skills has been revised and made available to schools. This has been undertaken to strengthen the value of hands on experience in realizing the concepts and constructing knowledge.
- An external examination component of projects in the subject of Sociology for 20 marks in senior school has been introduced to be implemented in the board examination 2010 since Projects in Sociology are not only a tool facilitating construction of knowledge by the students and fostering creativity in them, but also a major contributor in

infusing the right attitude for social issues and concerns in an individual and capacity building for problem solving.

- The first batch in the elective “Creative Writing and Translation Studies” will be writing the Board Examination in class XII. The board has facilitated by preparing textual materials for class XI and XII.
- Board is in the process of finalizing the format for continuous and comprehensive evaluation in middle classes as well as awarding grades in the Board Examination.
- In order to strengthen the internal assessment in mathematics at secondary level through math laboratory the books published by the board have been revised and made available.
- Sample Question Papers along with marking schemes in all subjects have been revised and uploaded on the Board’s website for March 2009 examination as well as printed and published.
- Performance analysis based on the Board Examination 2008 has been undertaken in the subjects of English in Senior School level and Mathematics of Secondary level. The findings will have a multifarious utility such as self diagnosis of the board’s question papers, the common handicaps and shortcomings of the examiner facilitating the Board in remedial action including training of Head Examiners, Examiners and nodal supervisors.

### **Enrichment activities:**

The Board conducts several other activities that enrich the curriculum as detailed below:

- CBSE Heritage India Quiz: The Written Round of Heritage India Quiz was conducted in August, 2008. Nearly 3000 students participated. Zonal rounds were conducted in October to December, 2008. The National Pre-finals and finals were held in New Delhi. Maheshwari Girls Public School, Jaipur won the coveted trophy as the winner of the CBSE Heritage India Quiz-2008.
- CBSE National Informatics Olympiad was conducted in November 2007.in which over 9000 students participated at about 38 centers from all over India and abroad. The International Olympiad was concluded in Cairo on 23<sup>rd</sup> August 2008 in which three students of the Indian team, Pradeep George Mathias, Nadeem Moidu and B.Srivatsan won bronze medals.
- The regional Group Mathematics Olympiad examination was held on 9<sup>th</sup> November, 2008 and nearly 4500 students participated in it. Out of these, 30 best students have been selected to participate in the Indian National Mathematics Olympiad to be held in January, 2009.
- The National Science Exhibition was conducted at zonal followed by national level on the theme “Science and Technology and Planet Earth” with Water Management, Agriculture and Food, Energy Resources, Disaster Management, Mathematical Modelling, Educational Technology as sub-themes. About 180 exhibits were displayed out of which 20 best exhibits were selected to participate in the National Children’s science exhibition 2008 held at Solan, Himachal Pradesh.
- Apart from Physical education being an integral component of our curriculum Sports events in 14 disciplines were held at first in the zonal level followed by national level matches.

- Schools are sensitized to important days such as the National Education Day, Hindi week and Hindi Diwas, World AIDS Day, Road safety week, Food safety week, Science Day etc. and various activities are undertaken by the schools at their levels.
- Health Education is given utmost importance. The Board has come out with four volumes of Health Manuals outlining activities at primary, secondary and senior school levels as well as guidelines to teachers.
- To strengthen Math laboratory and science practical in secondary classes, activities have been developed in math for classes III to VIII and activities in science for classes VI to VIII.
- In collaboration with National Innovation Foundation innovative and creative inventions were invited under the IGNITE 2008 project, from students, some of which were patented. A felicitation ceremony was organized at IIM Ahmedabad and it was graced by the former President of India Dr. APJ Abdul Kalam.
- Several students of CBSE affiliated schools were sponsored to visit Japan under the Japan East Asia Youth Exchange Program (JENESYS), (a collaborative project of MHRD, Government of India and the Japanese Government.
- A new online facility "Interact with Chairman" has provided a useful platform for receiving queries from stake holders many of which pertain to curriculum and examinations. By replying to frequently asked questions (FAQ) and posting on the website has enabled early disposal of concerns of the stakeholders.

### **National Sahodaya Conference:**

The 15<sup>th</sup> National Sahodaya Conference was held at Bhopal on 10<sup>th</sup> -12<sup>th</sup> December, 08 hosted by the Bhopal Sahodaya School Complex. About 400 principals from all over the country attended the conference. The theme of the conference was "Empowering Every Learner for the 21<sup>st</sup> Century". A souvenir was also released on this occasion. Dr. A.P.J. Abdul Kalam, the former President of India and several other dignitaries and eminent educationists addressed the delegates of the conference.

### **Training and Empowerment:**

#### **Teacher training:**

Teacher training programmes were conducted in Science and Mathematics specifically for the teachers of north-east region. These programmes were conducted at Guwahati, Shillong and Arunachal Pradesh. Training Programmes in Mathematics were also conducted at Udaipur and Bhopal for the teachers of Ajmer region. In these training programmes, specific inputs were given to the teachers on the common errors generally committed by the students, their remedial measures and the design of the internal assessment for both Science and Mathematics examinations, which would help in improving the performance of the students in the Board examination.

#### **Training for Principals:**

- Principals' Induction program was conducted for all I generation Principals of the newly affiliated schools at various centers of the country.
- Strategic leadership Program for all principals were conducted in collaboration with IIM Ahmedabad, and Bangalore and NEUPA.

### Adolescence Education Program (AEP) and Life Skills:

Providing sustainable life skills to students for successful living has formed the core rationale of the entire curricular Framework. Focusing the concept on adolescents, the most volatile stage in a human life, the Adolescent Education Program under the aegis of MHRD is conducted with adequate number of training programs for master trainers to equip themselves with enough prowess to guide and counsel students through their adolescent issues and concerns.

### CBSE Journal:

The *Cenbosec* is a quarterly journal printed and published by the board with rich contributions on contemporary themes such as “Quality Education in Math and Science”, “Each school as a Center of Excellence”, “The Constructivist Teacher”, “Inclusive Education”, “Educating to Educaring”, etc.

### VOCATIONAL EDUCATION

- The Central Board of Secondary Education with a view to give new dimension and direction to vocational stream, has ventured upon vocational courses in its Senior School Curriculum.
- At present the CBSE offers Twenty Eight packages comprising of Eighty Five subjects under vocational stream.
- Of late, CBSE has launched a new vocational package called Financial Market Management (FMM) with the collaboration of National Stock Exchange Limited (NSE).
- The new vocational course *Health Care Sciences* will be introduced from the academic session 2009-10. The necessary training for the teachers is planned with the co-operation of Academy of Hospital Administration, Noida (AHA). The text books for class XI in the subject available in CBSE publication store.
- The CBSE has adopted the revised curriculum prepared by Indian Nursing Council for Auxiliary Nursing and Midwifery (ANM) courses to be implemented from the academic session 2009-10
- The CBSE is in constant touch with National Institute of Fashion Technology (NIFT) and Federation of Indian Chambers of Commerce & Industry (FICCI) to revise and nomenclature existing vocational packages to make the curriculum more vibrant and market oriented. Both the above organizations promised necessary assistance in this regard.
- The DOEACC under Department of Electronics, Govt of India agreed in principle to revise existing IT courses in our vocational stream and also passed the resolution in their syllabus revision committee to the extent that the CBSE students on clearing special examination conducted by DOEACC, will be exempted in some papers when they register for the DOEACC 'O' level after 10 + 2.
- The CBSE has approached Joint Secretary, Higher Education, Govt of India to ensure vertical mobility of the CBSE pass outs to facilitate admission in under graduate courses in different Universities / Colleges through out the country.
- The Joint Secretary, Higher Education endorsed the view of CBSE for upward movement of students to pursue Higher Education and accordingly promised to take up the matter with university Grants Commission (UGC) and Association of Indian Universities (AIU) for necessary action.
- The CBSE is in the process of constant revision of courses in all vocational subjects to develop professional competence and employable skills with the help of concerned industry.

## 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 'Meeting-less 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. 16 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. 11 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 malpractices adopted by such institutions.

So far the following have been identified as fake boards:

- (i). Central Board of Higher Education, Vachaspati Bhawan, Uttam Nagar, New Delhi.
- (ii). All India Board of Secondary Education, Gazipur.
- (iii). Central Board of Higher Education, East Patel Nagar, New Delhi.
- (iv). 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 and all subordinate offices of CBSE. 1074 cases have been received from January to December 2008 under RTI Act.

## CBSE Teachers' Award 2007

CBSE Teacher Awards were instituted in the year 2001 by the Union Ministry of Human Resource Development as a separate category. 14 teachers/principals of CBSE were honoured with Teacher Awards on 4<sup>th</sup> September, 2008. Each award consists of a merit certificate, a shawl and a cash prize of Rs.25,000/-.

## Kendriya Vidyalaya Sangathan

The Scheme of Kendriya Vidyalayas Sangathan (KVS) was approved by Government of India in November 1962 to provide uninterrupted education to the wards of transferable Central Government employees. Initially, 20 Regimental Schools, then functioning at places having large concentration of defence personnel, were taken over as Central Schools during the academic year 1963-64. This number has now gone upto 981 schools including 3 abroad (Kathmandu, Moscow

and Tehran) as on 31.03.2009 and all KVs are functional. 42 KVs are operating in double shift.

### KVS Administration

The Hon'ble Minister of Human Resource Development is the ex-officio Chairman of Kendriya Vidyalaya Sangathan and the Board of Governors. The Minister of State in the Ministry of Human Resource Development works as the Deputy Chairman. The Commissioner is the

Executive Head of the Sangathan. It has 18 Regional Offices, each headed by an Assistant Commissioner who monitors the functions of all Kendriya Vidyalayas in the Region. There are 3 functional ZIETs (Zonal Institute of Educational & Training) each headed by a Director. 981 Kendriya Vidyalayas are headed by Principal / Principal Grade- II who manage the functioning of the school. Distribution of Kendriya Vidyalayas are as under.

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

Sl. No.	Sector	No. of KVs
1	Civil	502
2	Defence	350
3	Public sector undertakings	110
4	Institutes of Higher learning	19
	<b>Total</b>	<b>981</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 the 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. 1018581 students are studying in Kendriya Vidyalayas as on 31.03.2009.

### 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. Four more subjects have been introduced at +2 level. These subjects are :-

- (i) Computer Science
- (ii) Multi-Media & Web-Technology
- (iii) Informatics Practices
- (iv) Bio – Technology

### Academic Performance

The comparative performance of KVs with other organizations during last five years in class X & class XII examinations conducted by Central Board of Secondary Education is given below :-

Class X	2004	2005	2006	2007	2008
Kendriya Vidyalayas	90.44	89.95	90.63	95.64	96.07
JNU	91.40	90.82	91.13	96.41	97.54
Independent Schools	84.80	85.87	85.94	91.81	91.77
<b>Total (CBSE)</b>	<b>76.60</b>	<b>74.60</b>	<b>77.16</b>	<b>84.44</b>	<b>87.08</b>



Class XII	2004	2005	2006	2007	2008
Kendriya Vidyalayas	92.78	92.47	92.89	93.14	91.00
Navodaya Vidyalayas	87.70	87.08	90.24	90.11	92.44
Independent Schools	80.50	81.28	82.35	82.29	81.68
Total (CBSE)	80.40	77.80	79.55	80.64	80.91

### Salient Features of Kendriya Vidyalaya

- KVS primarily caters 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.
- In case of girls, tuition fee is not charged at all. Single girl child is exempted from the payment of all fees.
- No tuition fee is charged up to class VIII.
- Other categories where no tuition fee is charged up to class XII are :-
  - The wards of KVS staff.
  - SC / ST students.
  - Children of those Armed Forces employees who were killed / disabled

during the wars of 1962, 1965 and 1971 against China and Pakistan.

### Smart Schools

Initially 31 KVs were indentified 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 computer aided teaching no longer remains the domain of any smart school only as KVS has decided to extend this facility to other KVs as well. All KVs have a good number of computers and 2-3 computers 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 planeed in a big way. The statistics related to computer facilities to students is given below (as on 31.03.2009):-

Sl.No.	ITEM	Number
1	No. of KVs having PCs	964
2	No. of KVs having Computer labs	944
3	No. of computer labs in KVs	1838
4	Total no. of computers in KVs	39611
5	Total number of students	1018581
6	Student Computer Ratio	26:1
7	No. of KVs having LAN connectivity	832
8	No. of KVs having Internet Connectivity	954
9	No. of KVs having Broadband connectivity	824
10	No. of KVs having their own web-sites	974

## Training Programmes

KVS gives due emphasis to Refresher Courses for all categories of its teachers to update their knowledge, methodology and innovative practices. In 2008-09 following courses have been organized :-

Sl. No.	Category	No. of programmes conducted	
		No. of 12 days programmes	No. of Participants
1	PGTs	43	1837
2	TGTs	40	1732
3	PRTs	40	1828
4	HM	01	56
5	Misc. Categories	21	937

## Guidance and Counseling

KVs utilize the services of its teachers, especially of those having undergone the professional training in Guidance and Counseling 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 Counseling institutes are also availed of by KVs.

## Hostel Facilities

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

## Finance

Budget sanctioned to KVS by Government of India, Ministry of HRD (Department of School Education & Literacy) under non-plan and plan heads during last five years are as under :

(Rs. In Crore)

Year	Non-Plan	Plan
2004-05	581.49	112.00
2005-06	639.94	183.00
2006-07	659.36	235.00
2007-08	714.00	250.00
2008-09	1151.00	300.00

## Kendriya Vidyalaya In North East Region

There are 92 Kendriya Vidyalayas functioning in the North Eastern Region including the State of Sikkim with an enrolment of 64328 (boys 36024 & girls 28304). Among 92 KVs in NE region 50 are in Civil, 22 are in Defence, 17 in are project sector and 3 are in Institutes of Higher Learning.

The pass percentage in class X & XII in the region during 2007-08 is given as under :-

	Class X	Class XII
Guwahati Region (covering Asam, Medhlaya and Arunachal Pradesh)	93.17	92.07
Silchar Region (covering remaining parts of Asam, Mizoram, Manipur, Nagaland and Tripura)	93.59	85.61
Sikkim Schools	97.44	78.63

The funds released to KVs located in NER including Sikkim by the Sangathan under plan and non-plan head is as under :-

Plan (as on 31.03.2009)	Non-plan (as on 31.03.2009)
Rs.3000 lakh	Rs.4112.00 lakh

## Navodaya Vidyalaya Samiti

The National Policy on Education, 1986, envisaged setting up of pace setting residential Navodaya schools with an aim of providing excellence coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a Society, under the Society Registration Act XXI of 1860.

The objectives of the society are as under: -

- (a) To establish, endow, maintain, control, and manage schools (hereinafter called the 'Navodaya Vidyalaya') and to do all acts and things necessary for or conducive to the promotion of such schools which will have the following objectives: -
  - (i) To provide good quality modern education - including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education - to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.
  - (ii) To provide facilities, at a suitable stage, for instruction through a common medium, viz. Hindi and English, all over the country.
  - (iii) Offer a common core-curriculum for ensuring comparability in standards and to facilitate and understanding of the common and composite heritage of our people.
  - (iv) To progressively bring students from one part of the country to another in each school to promote national integration and enrich the social content.
  - (v) To serve as a focal point for improve-

ment in quality of school education through training of teachers in live situations and sharing of experience and facilities.

- (b) To establish, develop, maintain and manage hostels for the residence of students of Navodaya Vidyalayas.
- (c) To aid, establish and conduct other institutions as may be required for the furtherance of the Society's objects any part of India.
- (d) To do all such things as may be considered necessary, incidental, or conducive to the attainment of all any of the objects of the Society.

### OPENING OF JAWAHAR NAVODAYA VIDYALAYA

The year-wise opening of JNVs during the last 5 years is as under: -

Year	JNVS SANCTIONED	
	During the year	Total
2004-05	07	513
2005-06	38	551
2006-07	14	565
2007-08	10	575
2008-09	01	576

### Admission :

Admission in Jawahar Navodaya Vidyalaya is made on the basis of Selection Test designed and conducted by the Central Board of Secondary Education. The Selection test is so designed to ensure that talented children from rural areas are able to compete without facing any disadvantage. 75% of the seats in a district are filled by candidates selected from rural areas and remaining seats are filled from the urban areas of the districts.

The year-wise registration figures are as under:-

Year	No. of students Registered	No. of students Appeared	No. of students Selected
JNVST 2006-07	1166676	1042460	35605
JNVST 2007-08	1387421	1235288	37573
JNVST 2008-09	1448958	1286582	36758

In order to optimally utilize the infrastructure and staff facilities available in Jawahar Navodaya Vidyalayas, vacant seats are filled up in Class-IX through a Selection Test and in XI through merit.

### ENROLMENT POSITION AS ON 31.12.2008

The Details of the Students Enrolment as on 31.12.2008 is as under: -

NUMBER	BOYS	GIRLS	RURAL	URBAN	GEN	SC	ST
205820	131418	74402	160244	45576	120663	50036	35121
%AGE	63.85	36.15	77.86	22.14	58.63	24.31	17.06

### ACADEMIC ACTIVITIES

The performance of JNVs in the Class X & Class XII CBSE Examinations is as under: -

Year	Class	No. of Vidyalayas	No. of students appeared	No. of students passed	Pass%	Overall CBSE pass % age
2005	X	395	25,436	23,102	90.82	74.60
	XII	330	13,826	12,040	87.08	77.80
2006	X	425	27,476	25,039	91.13	77.16
	XII	349	14,258	12,866	90.24	79.55
2007	X	444	28,987	27,945	96.41	84.44
	XII	369	18,682	16,834	90.11	80.64
2008	X	467	29,630	28,902	97.54	87.08
	XII	393	20,160	18,635	92.44	80.91

### NUMBER OF FIRST DIVISIONS & PASS PERCENTAGE

Year	Class-X	1st Divisions	Class-XII	1st Divisions
2005	90.82	67.60	87.08	64.66
2006	91.13	72.88	90.24	75.90
2007	96.41	77.04	90.11	72.62
2008	97.54	79.17	92.44	74.75

**(BOYS, GIRLS, SC & ST STUDENTS) - PASS PERCENTAGE**

	BOYS	GIRLS	SC	ST	NVS
CLASS-X	97.69%	97.27%	97.24%	93.09%	97.54%
CLASS-XII	92.08%	93.10%	91.59%	88.91%	92.44%

**QUALITATIVE ANALYSIS INDICATING THE PERCENTAGE OF MARKS**

Students securing marks									
Appeared		Passed		60-75%		75-90%		→= 90%	
Class	No. of students	No. of students	% age	No. of students	% age	No. of students	% age	No. of students	% age
X	29630	28902	97.54%	10796	36.44%	11202	37.81%	1459	4.92%
XII	20160	18635	92.44%	10633	52.74%	4295	21.30%	141	0.70%

**Computer Aided Education**

Computer Aided Education has been introduced in all Vidyalayas. Computer pupil ratio is 1 : 12 in JNVs. 33 Vidyalayas have been developed as smart schools and as pace setters in ICT programme. Broadband VSAT connectivity is given to 201 JNVs. Another 100 JNVs are getting VSAT connectivity during the year. Under ICT@School Program about 54,000 local school children have been given Computer Education by NVS during vacation.

12 Jawahar Navodaya Vidyalayas, out of a total of 30 schools, all over India, in Government Schools category, have won the State Level Computer Literacy Excellence Awards for Schools 2007, given by the Ministry of Communication & Information Technology, Government of India. Out of these 12 JNVs who have won the State Level Awards, the 3 Jawahar Navodaya Vidyalayas have also won the 1st, 11nd & 111rd position in the National Level awards. Hon'ble Union Minister for

Communication & Information Technology gave away the awards at a function in Vigyan Bhawan on 18.10.2008.

**TRAINING ACTIVITIES:** There are five (5) Navodaya Leadership Institutes (NLIs) across the country.

The detail of courses organized by the NLIs are given below:-

YEAR	NO. OF COURSES	NO. OF PARTICIPANTS
2004 -05	87	2271
2005 - 06	133	3773
2006 - 07	162	4686
2007 - 08	97	3149
2008 -09	185	6387

**Construction**

The status of construction of buildings as on 31.01.2009 is as under:-

S. No.	Particulars	Numbers
1	No. of districts (excluding Tamil Nadu)	606
2	No. of JNVs sanctioned	576
3	Number of JNVs functional	561
4	Construction works	

S. No.	Particulars	Numbers
5	sanctioned	556
6	Vidyalayas shifted to permanent buildings	434
7	Phase-A sanctioned	556
8	Phase-A completed	434
9	Phase-B sanctioned	393
10	Phase-B completed	327

### Budget

(Amount in Rs Crore)

YEAR	BUDGET ALLOCATION		ACTUAL EXPENDITURE	
	NON-PLAN	PLAN	NON-PLAN	PLAN
2005-06	150.85	571.00	157.43	572.77
2006-07	165.15	653.50	170.09	658.70
2007-08	194.80	910.00	195.14	902.28
2008-09	259.87	1290.00	259.87	1290.00

### Additional JNVs in selected 20 SC & ST Concentration districts

The JNVs perform a role of national integration due to homogeneity of curriculum, syllabus, medium of instruction, teachers of comparable competencies from different parts of the country and a common management system, there is a huge unmet demand for more JNVs that need to be fulfilled. It is also important to provide schools of excellence in the districts having large concentration of SC and ST of the country, to impart quality education to the deprived section of

the society. Such schools will function as pace setting schools that will create models for State Governments to follow, and will open up these districts to the national mainstream

In pursuance to the Finance Minister's announcement in his budget speech on 29-02-2008 to establish Navodaya Vidyalayas in 20 districts that have a large concentration of Scheduled Castes and Scheduled Tribes, Government of India has approved opening of one JNV in each of the following SC and ST Concentration districts in the country.

S.No.	State	District	SC or ST concentration district	Status
1	Andhra Pradesh	Prakasam	SC	Sanctioned
2	Bihar	Gaya	SC	
3	Jammu & Kashmir	Jammu	SC	
4	Jharkhand	Palamau	SC	
5	Karnataka	Gulbarga	SC	Sanctioned
6	Madhya Pradesh	Ujjain	SC	Sanctioned
7	Punjab	Amritsar	SC	Sanctioned
8	Rajasthan	Ganganagar	SC	
9	Uttar Pradesh	Sitapur	SC	
10	West Bengal	South 24 Pargana	SC	

S.No.	State	District	SC or ST concentration district	Status
11	Andhra Pradesh	Khammam	ST	Sanctioned
12	Assam	Karbi Anglong	ST	Sanctioned
13	Chhattisgarh	Dantewara	ST	
14	Gujarat	Dahod	ST	Sanctioned
15	Jharkhand	Pakur	ST	Sanctioned
16	Madhya Pradesh	Jhabua	ST	Sanctioned
17	Maharashtra	Nandurbar	ST	Sanctioned
18	Meghalaya	Est Khasi Hills	ST	Sanctioned
19	Orissa	Malkangiri	ST	
20	Rajasthan	Banswara	ST	Sanctioned

## National Institute of Open Schooling

### 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.

### Background

Initiated as a project in 1979 by the Central Board of Secondary Education, the Open Schooling programmes 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 envisages that NIOS will act mainly as a Resource Organization in Open

Schooling of national and 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 medium 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, Dehradun and Darbhanga.

### Courses of Study Offered by NIOS

The 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
- Vocational Education Courses/ Programmes
- Life Enrichment Programme

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 dropouts/left-outs and NFE completers. For implementation of OBE programme, NIOS has partnership with 655 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 Sanstans 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.

Besides conducting two public examinations in each academic year, NIOS has been offering the facility of ICT based On Demand Examination. 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, Gujarati and Malayam mediums. NIOS offers 26 subjects including languages at Senior Secondary level and

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 and Vocational Courses of NIOS are offered through 3300 Study Centres. Of these, 26 AIs are in UAE and Nepal.

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 80 Vocational Education Courses in the areas Agriculture, Business and Commerce, Engineering and Technology, Health and Paramedical, Home Science and Hospitality Management, Teacher Training, Computer and IT related Sectors.

The NIOS is endeavouring to extend assistance to the State Education Departments in setting up or upscaling their own open schooling programmes.

Thirteen States (Andhra Pradesh, Assam, Chattisgarh, Delhi, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Punjab, Rajasthan, Tamilnadu, West Bengal) have already set up the State Open Schools (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 2008-09**

#### **NI-ON Project On Line Admission**

From the Academic Year 2007-08, NIOS has introduced the facility of On-Line Admission on Pilot basis. 30,000 admissions took place during the pilot phase. NIOS was also able to provide Payment Gateway facility for online admissions to the learners and is the first educational institution at school level in India to achieve this landmark.



Seeing the success of initial pilot project, NIOS expanded scope of Ni-On Project. This was also inaugurated by Hon'ble HRM on 3rd July 2008. 1,60,000 admissions have taken place in the current Academic Session. The Payment Gateway facility has been expanded to cover all financial transactions of the learners with NIOS, in addition to payment of admission fee for online admissions.

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 through credit card has also been provided.

On-line Admissions for Vocational Education courses have also been introduced. During 2008-09, NIOS admitted 1,54,940 students on-line and 2,03,392 students through the Study Centres.

#### **Learner Support Centre**

Under the Ni-On Project itself, a 24x7 call centre for providing assistance to the learners of NIOS was also conceived. This call centre is known as Learner Support Centre and has become operational on pilot basis on all working days during the office hours comprising of '5' desks. It responds to the queries of learners of NIOS related to admissions, examinations, delivery of study material etc. The Learner Support Centre will eventually become a 24x7 call centre and will cover all the dimensions of the functioning of NIOS, which will respond to the queries, which are generic in nature as well as individual specific queries. Learner/Public can contact NIOS Learner Support Centre through telephones at a toll free number 1800-180-9393, which are handled through IVRS. Learners can also contact Learner Support Centre by e-mail also.

#### **Education of Minorities**

Religious minorities particularly educationally backward communities like Muslims is an important prioritised target group for NIOS,

particularly women and girls within these communities. In the light of the recommendations of the Sachar Committee report about the status of education amongst Muslims, a Minority Cell was set up in NIOS to expand the reach and impact of NIOS Programmes and Policies amongst minority communities especially amongst girls and women by undertaking active advocacy programmes to establish linkages with minority educational institutions.

NIOS was identified as a lead institution by National Monitoring Committee for Minority Education (NMCME) for providing linkage of minority educational institutions like Madarsas and Maktabas with educational mainstream. A major initiative in this direction is relaxation of norms for granting accreditation to Traditional Educational Institutions of Muslims like Madarsas and Maktabas by NIOS .

As a result of these far reaching institutional changes brought about by MHRD and NIOS, NIOS was able to conceive and launch project Hunar in collaboration with Bihar Education Project Council (BEPC). The project was launched formally on 3rd July 2008 by Hon'ble HRM, Shri Arjun Singh and Hon'ble Chief Minister of Bihar, Shri Nitish Kumar. The project aims at providing skill training/upgradation to Muslim girls all over Bihar in the age group of 11-16 years without any cost to them. The delivery mechanism for this pilot project was conceived on novel lines by creating a new network of educational institutions and other institutions run and controlled by Muslim community all over Bihar without any participation from Government at any level in the actual implementation of the Project. NIOS was able to identify '3' Nodal Agencies amongst others like Imarat-e-Sharia, Idare-Sharia and Rahmani Foundation, which are leading socio-religious and educational institutions of Muslims in State of Bihar/India. The target group comprises of 13,768 Muslim girls in seven trades/skills selected by them with the help of BEPC. Seeing the importance of the Project, a

high level Monitoring Committee has been set up on the directions of Hon'ble HRM for overseeing the implementation and monitoring of the Project Hunar comprising of '2' Joint Secretaries in the Ministry, Joint Director (PSSCIVE) and State Project Director (BEPC), Government of Bihar.

The Project has evinced keen interest amongst other State Governments like Delhi, Uttaranchal, Andhra Pradesh and others.

### **Strengthening of the Vocational Education Programme**

After country-wide consultation and deliberations, NIOS has brought out a significant document titled: Vocational Education Training: A Framework on Curriculum Imperatives with a Focus on Knowledge Acquisition and Skill Development: Initiatives through Open and Distance Learning. This publication has been disseminated widely. Steps are being taken to make use of this Curriculum Framework for placing the Vocational Education and Training (VET) programme of NIOS on a sound pedestal. Steps are also being taken to make use of Modular Approach in VET Courses of NIOS.

#### **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. These materials were printed and provided to the students during the academic session 2008-09.

#### **International Collaboration**

NIOS is collaborating with the Commonwealth of Learning in their Open Education Resources (OERs) Project that aims at establishing a formal basis of cooperation between COL and MHRD (India) in a collaborative effort to broaden access to

Secondary Education while increasing student achievement. The proposed modus operandi is through:

- Development of high quality Open Educational Resources (OERs),
- Professional development of teachers to increase the effective use of technology in classrooms; and
- Development of learner support material for teachers.

#### **Examination Reform in Open Schooling**

One of the major initiatives taken in the year 2008-09 was setting up of a model Examination Centre in the Regional Centre, Delhi campus at NOIDA, where around 3000 students were examined. The centre was equipped with CCTV cameras, modern furniture, clean drinking water and toilet facilities and was monitored directly by the NIOS.

NIOS also changed the format and design of Answer Books to ensure greater safety and secrecy and formulated directives for detailed Marking Scheme to be made available on NIOS website after examination. NIOS also introduced CCTVs for On Demand Examination.

Another development was the categorization of Examination Centres into Sensitive and Super Sensitive Centres for ensuring strict monitoring. NIOS developed a policy for Joint Inspections with State Government teams for the purpose of Examination Monitoring.

#### **Multimedia Programmes**

NIOS is developing CDs/DVDs of interactive multimedia programmes at Secondary level in Chemistry, Physics and Biology so that students may learn easily with the help of Animations, Graphics, Videography and Sound.

The video programmes of NIOS are telecast on the National Channel of Doordarshan (DD-1) every

Friday from 5.02 a.m to 5.52 a.m. and on the Educational Channel Gyan Darshan everyday from 6.30 p.m. to 7.00 p.m. The Audio programmes are broadcast on Gyan Vani (FM Channel) at 106.5 MH every Friday, Saturday and Sunday from 8.30 a.m. to 9.00 a.m. and repeat broadcast from 4.30 p.m. to 5.00 p.m. The Audio /Video programmes produced by NIOS are sent to the Study Centres of NIOS for use in Personal Contact Programmes (PCPs). The learners can take the CDs of audio/video programmes on loan for a week from study centres. The audio cassettes and VCDs of video programmes are also available for sale. A comprehensive list of the audio cassettes and VCDs has been placed on NIOS Website- [www.nos.org](http://www.nos.org), for the benefit of NIOS learners and others.

## Central Tibetan School Administration

### Introduction

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 and CBSE Sports Meet are to be organised in 2009-2010.

### 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 and 8 Grant-in-aid 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 2008-2009, 10052 students were on roll.

**Results:**

During 2008 Examination conducted by CBSE, these schools have achieved pass percentage of 85.98% in class XII and 87.06% in class X.

**Staff strength:**

The Administration has a sanctioned staff strength of 628 teachers and 236 non-teaching personnel.

**Facilities for Post School Education:**

The Administration offers 8 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 08 degree and 05 diploma level seats 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 2008-2009, 15 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.

**10.3 Publication:** In order to develop creativity in the staff and students and to provide them an opportunity to publish their original writings, CTSA also publishes a quarterly newsletter.

**Budget:**

The Administration is fully financed by the Government of India. The Revised Budget Estimates for the year 2008-2009 were as follows:-

<b>2008-09</b>		<b>(in lakh)</b>
Non-Pan	:	Rs.2040.00
Plan	:	Rs.600.00

## Glimpses Of Activities in Central Schools For Tibetans

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Morning Assembly in Progress at CST Mussoorie



# 5



**Higher Education**

## Higher Education

### UNIVERSITY GRANTS COMMISSION

The University Grants Commission (UGC) is a statutory organization established under the University Grants Commission Act, 1956, for the coordination, determination and maintenance of standards of higher 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. The Commission functions from its headquarters located in New Delhi and through its six Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

#### Budget for the year 2008-2009

The Commission was provided general Plan budget of Rs.3,439.95 crore for the year 2008-09, which was distributed under the eight broad sectors of the XI Plan is detailed in the Table below :

Sl. No.	Sector	Allocation (Rs.in crore)	Percentage to total allocation
1.	Enhancing Aggregate Access	2350.75*	74.25
2.	Equity	295.64	9.34
3.	Quality and Excellence	242.46	7.66
4.	Research	122.11	3.86
5.	Relevance and Value Based Education	59.02	1.86
6.	ICT Integration	62.51	1.97
7.	Governance and Efficiency Improvement	4.14	0.13
8.	Others (New Schemes and Committed liability of X Plan)	29.31	0.93
		<b>3165.94</b>	<b>100</b>

\* includes Rs.817.14 crore and Rs.140.88 crore respectively for implementation of the recommendations of the Oversight Committee and the Committee for strengthening basic science research.

#### Growth of Higher Education System : Statistical Data

There were 20 Universities and 500 Colleges at the time of independence. As on 31-03-2009, there are 471 Universities 268 State Universities, 40 Central Universities, 125 Deemed Universities, five Institutions established under various State legislations and 33 Institutes of National Importance established by Central legislation. In addition, there are 22,064 colleges including around 2,260 colleges for Women. Out of 22,064

colleges, only 7,150 colleges (32%) have been recognized under Section 2 (f) and 5,921 colleges (27%) under Section 12-B of the UGC Act, 1956 for the purposes of eligibility for financial assistance from the Commission. At the beginning of the academic year 2008-2009, the total number of students enrolled in the formal system in universities and colleges has been reported at 123.77 lakhs of which 15.89 lakhs (12.84%) were enrolled in University teaching departments and 107.88 lakhs (87.16%) in the affiliated colleges.

The enrolment of women students at the beginning of the academic year 2008-09 was 50.25 lakhs constituting 40.60% of the total enrolment. Of the total enrolment of women, 12.36% were enrolled in professional courses. Women enrolment as a percentage of total enrolment is the highest in Kerala (61.16%) and the lowest in Bihar (24.50%). In terms of absolute numbers of women enrolment, Maharashtra is at the top of the list of States with 7.04 lakhs, followed by U.P. 5.95 lakhs.

The number of doctoral degrees awarded by various universities (position as on 1.1.2007) was 20,131. Out of these, the faculties of Arts had the highest number with 8257 degrees, followed by the faculties of Sciences with 5839 degrees. These two faculties together accounted for 70% of the total number of doctoral degrees awarded.

The regular faculty strength in universities had been 0.83 lakh (16%) and 4.38 lakhs (84%) in colleges, totalling 5.21 lakh in the beginning of the reporting year.

## **ENHANCING AGGREGATE ACCESS**

### **General Development Grant for Universities**

The University Grants Commission continued to support eligible universities and colleges for their development by making budgetary provisions for various programmes during the XI Plan. Assistance is being provided to Central Universities, eligible institutions Deemed to be Universities and colleges affiliated to the University of Delhi and Banaras Hindu University, under the Plan and Non-Plan budgetary 'Heads'. Assistance is being provided to State universities and their affiliated colleges under Plan schemes. During the XI Plan period (2007-2012), general development assistance is being provided by the UGC to universities for their planned development.

The General Development Assistance programme is intended for the overall development of universities covering aspects such as enhancing access, ensuring equity, imparting

relevant education, improving equity, making management of universities more effective and transparent, enhancing facilities for students, augmenting research facilities and other priorities determined by the universities. To meet the requirements of universities in terms of infrastructure, salary of staff, recruitment, books and journals, campus development, innovative research activities, students amenities, new extension activities, ICT requirements etc., assistance can be provided by the UGC from out of General Development Assistance.

### **Central Universities**

There are 40 central universities of which, 38 are being given maintenance and development grants by the UGC. Indira Gandhi National Open University (IGNOU), New Delhi and the Central Agricultural University, Imphal are being funded directly by the Ministry of Human Resource Development and the Ministry of Agriculture, respectively.

During 2008-09, an amount of Rs.1737.50 crore under the Non-Plan 'Head' and Rs.1478.39 crore under Plan schemes has been made available to the Central Universities.

### **State Universities**

As per section 12B of the UGC Act, the State universities established after 17th June, 1972 shall not be eligible to receive any grant from the Central Government, UGC or any other organization receiving funds from the Central Government, unless the Commission satisfies itself based on prescribed norms, that such universities are fit to receive grants.

At present, there are 268 State universities, of which the UGC has been making budgetary Plan allocation for only 123 universities, excluding the medical and the agricultural universities which are funded by the Ministries of Health and Agriculture respectively. Although the development of State universities is primarily the concern of State Governments, development grants including grants under special schemes, are being provided



to all eligible State universities by the UGC. 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 second year of the XI Plan, Plan grants amounting to Rs.461.77 crore have been provided to State universities for their general development as well as for specific programmes.

### **Institutions Deemed to be Universities**

An institution of Higher Education other than a university, working at high standards in specific areas of study, can be declared by the Central Government on the advice of the UGC, as an institution deemed to be University. Institutions deemed to be universities enjoy academic status and privileges of universities. At present, there are 125 institutions deemed to be universities, of which, 10 are being allocated both maintenance and development grants and 23 are being allocated only development grants.

During the financial year 2008-09, Non-Plan grant amounting to Rs.132.91 crore and Rs.110.98 crore as Plan grant has been made available to Deemed universities.

### **General Development Grants to Colleges**

There are around 22,064 colleges, of which 7,150 are recognized under Section 2(f) and 5,921 colleges under section 2(f) as well as Section 12B of the UGC Act, 1956. All the eligible colleges are being financially supported for the development of undergraduate and post-graduate education therein.

The main objectives of Development Assistance Programme are to:

- Strengthen basic infrastructure and meet their needs like books and journals, scientific equipment, staff, campus development, teaching aids etc.
- Provide special assistance to colleges catering to the needs of the marginalized sections of society.

- Develop colleges situated in the backward / rural /hilly areas with a view to remove or reduce disparities and regional imbalances,
- Support the hitherto uncovered State colleges, financially.

The UGC has supported State colleges to the extent of Rs.289.63 crore in the financial year 2008-09. Development assistance of Rs.3.28 crore has maintenance grant to the tune of Rs.603.12 crore has been provided to colleges of the University of Delhi, Rs. 8.17 crore was provided to constituent colleges of Banaras Hindu University and Rs.47.83 crore to the University College of Medical Sciences.

### **Development grants to Management Departments in Universities.**

The Commission provides financial assistance to universities for the development of Departments of Management Education. The first assistance to the Management Department of a University is upto a maximum of Rs.70.00 lakhs and for upgradation of an existing Department assistance of upto Rs.50.00 lakhs is provided. During the year 2008-09, UGC has so far released an amount of Rs.6.49 lakhs to Departments of Management of two eligible universities.

## **EQUITY IN EDUCATION**

### **Gender Equity**

#### **Construction of Women Hostels for Colleges**

To provide hostels and other infrastructural facilities to achieve the goal of enhancing the status of women through their participation in higher education to bring about gender equity, the Commission has continued the special schemes for construction of women hostels during the XI Plan. The main objective is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other staff. Full assistance is provided on normative basis

under the Scheme. For colleges located in non-metropolitan cities, the assistance varies from Rs.40 lakhs to Rs.80 lakhs and in the case of colleges in metropolitan cities the assistance varies from Rs.80 lakhs to Rs.120 lakhs. During the financial year 2008-2009, amounts of Rs.287.50 crore for state colleges and Rs.2.00 crore for colleges located in Delhi have been released by the UGC.

### **Development of Women's Studies in Universities and Colleges**

The scheme envisages assistance to Universities for setting up Women Study Centres, as well as to strengthen and sustain the existing Centres established till the end of the X Plan. Such Centres can be established as statutory Departments in the university system. Women Study Centres can also be facilitated for building capacity to network with other constituents of the university system so that they mutually reinforce as well as synergize one another. The primary role of these Centres is knowledge creation and knowledge dissemination through teaching, research and documentation. Currently, there are 51 Women Study Centres in universities and 16 Centres in colleges in the country. The pattern of assistance provided over three phases is Rs.25 lakh for universities and 15 lakhs for colleges in Phase-I, Rs.40 lakhs for universities and 25 lakhs for colleges in Phase-II and Rs.60 lakh for universities and Rs. 40 lakh for colleges in Phase-III. All the Centres granted assistance during the X Plan period will be reviewed after three years of their establishment. It is also envisaged that 30 new Centres in universities and 20 Centres in colleges would be started in each year of the XI Plan. During 2008-09, an amount of Rs.3.10 crore has been provided to the Centres.

### **Capacity Building for Women Manager in Higher Education**

Capacity building is important to facilitate women faculty, women administrators and women staff

and to generally increase the participation of women in management of higher education institutions. In addition it is equally essential to sensitize the higher education system through policies and procedures which recognize gender equity and diversity and to involve women capable of becoming administrators for the qualitative development of higher education. During the XI Plan, three approaches have been adopted for capacity building of women managers in higher education, namely;

- To offer training programmes focused on increasing sensitivity to issues concerning women managers.
- To make it a women's movement.
- To involve Vice-Chancellors of the universities or Principals of the concerned colleges for the development of the programme.

Capacity building will be through activities like sensitization /awareness/motivation workshops, development and distribution of resource material, research stimulation workshops, management skill workshops etc. All universities, colleges and their departments/centres are eligible to make proposals to the UGC. The pattern of financial assistance for the entire Plan period is as under:-

Workshops	- Rs.40.74 lakh
Preparation of resource material	- Rs.6.50 lakh
Publication under Translation	- Rs.30.00 lakh
Networking and Information Dissemination Cell etc.	- Rs.7.90 lakh

Against the budget allocation of Rs.3.00 crore for the year 2008-09, an amount of Rs.3.05 crore has been released to the universities and colleges.

## SOCIAL GROUP EQUITY

### Establishment of Equal Opportunity Cells

To make colleges and universities more responsive to the needs and constraints of disadvantaged social groups, it is proposed to establish Equal Opportunity Cells (EOC) in colleges and universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counseling to disadvantaged groups in academic, financial, social and other matters. The Cells are also expected to take up programmes to sensitize the university/college community on problems faced by disadvantaged groups in higher education. Specific schemes of coaching for students from SCs/STs/OBCs not belonging to creamy layer/minorities to enhance employment ability would also be operated by these EOCs. One time grant of Rs.2.00 lakhs for establishing the office of Equal Opportunity Cell would be provided.

### Schemes for Promotion of higher education for SC/ST/Minorities/OBC

The main objective of these schemes is to prepare students belonging to SC/ST/Minority/OBC communities to enable them to compete various examinations for recruitment in services covered under Central and State Governments, public undertakings etc by coaching them. The schemes include those of coaching classes for students at UG/PG level, coaching classes for students for entry into services, coaching classes for students for preparation for the National Eligibility Test (NET). These schemes are being implemented by the UGC Regional Offices from XI Plan onwards.

### Post-Graduate Scholarships for Students belonging to SC/ST/Minorities/OBCs

The scheme has been initiated keeping in view the social background of the SC/ST/Minorities/OBC candidates from deprived sections of the society and to provide them an opportunity to undertake

post-graduate studies. The pattern of scholarship is as under :-

For M.Tech. students - @ Rs.5,000/-per month  
contingency - @Rs.15,000/-per annum

For Masters students  
of Pharmacy and  
Management - @Rs.3,000/- per month  
contingency - @Rs.10,000/- per annum

## QUALITY AND EXCELLENCE

### Autonomous Colleges

To improve the quality of under-graduate education by delinking colleges from the affiliating structure and to promote the concept of autonomy, the Commission has been regularly supporting colleges with potential by providing grants. College autonomy was also recommended by the Education Commission (1964-66) as an instrument for promoting academic excellence. The target is to make 10 percent of eligible colleges autonomous by the end of the XI Plan.

The autonomous colleges will have the freedom to:

- Determine and prescribe own courses of study and syllabi and restructure and redesign the courses to suit local needs;
- Prescribe rules for admission in consonance with the national policy;
- Evolve methods for assessment of students' performance, the conduct of examinations and notification of results;
- Use modern tools of educational technology to achieve higher standards and greater creativity; etc.

Autonomy granted to the Institution covers all the courses offered run at the time of conferment as well as those proposed to be introduced after the conferment of autonomous status. All colleges, including engineering colleges, under section 2 (f) - aided, unaided, partially aided and self-financing, which are or are not covered under section 12-B

of the UGC Act - are eligible to apply for autonomous status. The pattern of assistance is to the extent of Rs.9.00 lakh for the under-graduate colleges with single faculty, Rs.15.00 lakh for under-graduate colleges with more than one faculty, Rs.10.00 lakh for under-graduate & post-graduate colleges with single faculty and Rs.20.00 lakh for under-graduate & post-graduate colleges with multi-faculty.

Autonomous colleges are governed by statutory bodies like their Governing Bodies, Academic Councils, Boards of Studies and Finance Committees. Upto 31.03.2009, as many as 314 colleges spread over 58 Universities of 16 States/ Union Territories have been given autonomous status. During 2008-09, the UGC Regional Offices have provided grants to the extent of Rs.31.91 crore to these autonomous colleges.

### **Universities with Potential for Excellence**

To achieve excellence in teaching and research, UGC has been assisting identified universities by granting the status of "University with Potential for Excellence". During IX Plan, five Universities namely Jawahar Lal Nehru University (JNU), University of Hyderabad, University of Madras, University of Pune and Jadavpur University were given the status of University with Potential for Excellence. During X Plan, four more Universities namely Madurai Kamraj, NEHU, Mumbai and Calcutta Universities have been accorded the status of University with Potential for Excellence. During 2008-2009, an amount of Rs.20.46 crore has been provided to these Universities.

### **Colleges with Potential for Excellence**

To achieve excellence mainly in teaching and inculcate a research culture in them, the Commission has initiated the scheme of "College with Potential for Excellence". It intends to identify colleges with potential for excellence across the country and to support them financially to improve their academic/physical infrastructure, to adopt innovation in teaching, modern methods and learning/evaluation, and to enhance the quality of

the learning and teaching process by introducing flexible credit based systems. The colleges which are at least 10 years old and accredited by the National Assessment and Accreditation Council (NAAC) are eligible for the status of Colleges with Potential for Excellence. During XI Plan, 100 new colleges are proposed to be selected. Till 31.03.2009 as many as 97 Colleges have been selected for support under the scheme in the XI plan period. An amount of Rs.12.57 crore has been provided to these colleges during the financial year 2008-09.

### **Special Assistance Programme (SAP)**

The main objectives of the SAP are:-

- To identify and support university departments which have the potential to undertake quality teaching and research in various educational disciplines including allied disciplines.
- To take up programmes relevant to societal needs and have society and industry interaction.
- To make research a catalyst for good teaching and introduction of new courses relating to identified thrust areas.
- To enhance infrastructural facilities to 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, and take steps for its promotion and nurturing.

The Departments with a minimum of one Professor, two Readers and three Lecturers are eligible for assistance under the programme. The programme is implemented at three levels namely Departmental Research Support (DRS), Department of Special Assistance (DSA) and Centres of Advanced Studies (CAS).

As on 31.03.2009, there were 576 departments approved under this programme (DRS-351, DSA-115, CAS-110). During 2008-2009, the UGC has

provided grants to the tune of Rs.49.57 crore 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 has been 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. So far, 78 departments have been selected and provided grants for the purpose.

### **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 cannot be provided out of SAP grants or general development grants, 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 the research and inter-disciplinary activities with the other SAP or ASIST departments.

Departments which have completed at least one term i.e. five years at the minimum level of DRS under the SAP programme and have been reviewed for further continuation are eligible. Full assistance is being provided as on one time input. The financial limit for a selected department in Sciences, Engineering and Technology is Rs.85 lakh and for Department of Mathematics and Statistics is Rs.60 lakh for a duration of five years.

The departments which are selected under the scheme are given functional autonomy. Since inception, 221 departments have been selected for support. At present, seven departments are being supported under this scheme. During 2008-2009, a total grant of Rs.1.93 crore has been released under both ASIHSS/ASIST.

### **Academic Staff Colleges**

57 Academic Staff Colleges have been set up in the university system 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. Also 24 universities and specialized institutions have been identified as UGC-Refresher Course Centres (UGC-RCC).

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 their 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.

As many as 124 orientation programmes, 637 refresher courses and 43 workshops have been approved and allocated to the ASCs and RCCs for implementation. During 2008-09, an amount of Rs.41.20 crore has been incurred towards the expenditure of ASC/RCCs.

### **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 the higher education sector of the host countries. The assistance is

available for any individual only once in three years. For college teachers, assistance is limited to 50% of the admissible expenditure and for Vice-Chancellors and Commission Members, it is on cent percent basis.

During 2008-09, 263 college teachers, and 12 Vice-Chancellor have availed this facility under the scheme. An amount of Rs.4.72 crore has been incurred during the financial year 2008-2009.

The UGC also provides travel grant, on cent percent basis, to enable the university/college teachers to collect source material and to avail fellowships. The assistance is given to those scholars who are assured of maintenance for at least two months from a recognized host university/institute abroad. During 2008-09, seven teachers have availed of this facility.

### **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 heavy investment in infrastructure and other inputs.
- To play a vital role in offering the best expertise in each field to teachers and researchers across the country.
- To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities which are comparable to international standards.

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 under the deegis of UGC. During 2008-2009, a total grant (both under Plan and non-Plan) of Rs. 99.37 crores has been released to these Centres.

### **National facilities**

Besides the Inter-University Centres, the UGC has also created Centres of National Facilities for serving as resource centres. These Centres are also been regularly financed by the UGC. Four such 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 2008-09, an amount of Rs.2.36 crore has been released to these Centres.

### **Teaching and Research in Innovative/ Emerging Areas**

The main objectives of the programme are to identify areas in various disciplines in regard to educational, national and global priorities, to encourage new ideas and innovations, to identify institutions and support them to develop specialized courses at under-graduate and post-graduate levels in emerging areas and accommodate brilliant and innovative ideas which influence teaching, research, academic excellence, societal development of relevance etc. The financial assistance is on cent percent basis and provided for the most essential and critical needs of laboratory equipments, contingency, staff etc. for starting courses in inter-disciplinary and emerging areas. The financial limit is Rs.60 lakh for non-recurring and recurring items plus salary staff on actual basis. The duration of the programme is for a period of 5 years. During the 2008-2009, an amount of Rs.5.85 crore has been released to the universities.

### **Faculty Improvement Programme (FIP)**

The programme aims at enhancing the academic and intellectual environment in the institutions by providing faculty members with enough opportunities to pursue research and also to

participate in seminars/conferences/workshops for updating their research and pedagogical skills. The main objectives are to provide an opportunity to the teachers of universities and colleges to pursue their academic/research activities leading to the award of M.Phil/Ph.D. degree, to provide an opportunity to the teachers to present papers in academic conferences/seminars or participating in workshops and exchange knowledge and ideas and to provide an opportunity to young faculty members to spend a short period of two weeks to two months at institutions of their choice for a better academic exposure.

Permanent teachers who are not more than 45 years of age with at least a second class Masters degree with minimum of 55% marks and having at least 3 years of teaching experience on the date of submission of the application are eligible. The age and marks of the candidate can be relaxed by 5 years and 5% respectively in the case of SC/ST/OBC teachers whereas age alone can be relaxed in the case of women teachers. Only 20% of permanent teachers of any institution are eligible to avail the teacher fellowships at any given point of time. 15%, 7.5% and 27% fellowships out of the teacher number of fellowships allocated to the college are reserved for SC/ST/OBC (Non-creamy layer) teachers, respectively. The teacher fellowship for Ph.D programme is for a period of 2 years and extension of one more year can be granted based on the recommendation of the supervisor/guide. The teacher fellowships for M.Phil. programme is for one year extendable for another 6 months, if necessary and justified. A fellow is eligible for actual contingency expenditure subject to a maximum of Rs.15,000/- per year. The college can make a fresh appointment of a substitute teacher in the minimum pay scale prescribed for a lecturer. If the substitute teacher is appointed, the salary of the substitute teacher will be reimbursed by the UGC. During the 2008-2009, an amount of Rs.25.12 crore has been released to the universities

### **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. There is a possibility of getting larger number of international students to India given the cost advantage that Indian education possesses. This would require positioning of Indian Higher Education as a distinct brand with a 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 the 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 (Ethopia, 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 and also at Washington D.C, USA, during 2008. 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 through a Standing Committee. Against the budget allocation of Rs.4.00 lakh, an expenditure of Rs.3.68 lakh has been incurred during 2008-09.

### **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 Intellectual Property Rights (IPRs). Therefore, there is a need for creating awareness, putting in place an enabling policy environment, proper structures and processes and also provide financial support to enable researchers to promote their IPRs. This initiative of the UGC shall dovetail with all existing initiatives/ongoing activities of various agencies and shall have strong linkages with patent/copyright 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.

### **Bilateral Exchange Programmes**

UGC has been implementing the Bilateral Exchange Programmes between India and other countries connected with University Sector. During 2008-09, cultural exchange programmes have been in operation with 17 countries and educational exchange programmes with 21 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 30.10.2008.

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 during 2008.

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 Fellowships, the UGC coordinates with the Association of Commonwealth Universities (ACU) to enable promising faculty members in universities & colleges in India to do research work at the universities/institutions in the United Kingdom. During 2008-2009, 80 teachers have been nominated for the Commonwealth Academic Fellowships. The Commission has also nominated 14 Indian Scholars under the Commonwealth Split-Site Scholarships.

During 2008-2009 (upto 31.12.2008), 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 to visit 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 2008-2009, two Indian scholars visited Spain under Indo-Spain Cultural Exchange Programme to deliver lectures and to hold discussions with his counterparts.

As many as 25 foreign language teachers have been appointed in various Indian Universities to teach foreign languages under various collaborative programmes.

During 2008-2009, an expenditure of Rs.0.46 crore has been incurred under this programme.



### Rajbhasha Cell

The main function of the Rajbhasha Cell set up in UGC in compliance that the Official Languages Act are to create awareness for the use of Hindi, to conduct seminars/workshops for promotion of Hindi in official working, to organize programmes like essay competitions, debates, dictations, hindi typing, noting and drafting etc., to arrange to impart education of Praveen, Prabodh, Pragya standards under the scheme of Hindi training to the employees of UGC hailing from non-Hindi speaking states.

During 2008-09, essay/debates/noting and drafting competitions and Hindi typing competitions for all employees have been organised by the cell. Also, Hindi Diwas was celebrated and Hindi Pakhwara organized in the month of September, 2008. The Commission has also provided grants to the extent of Rs.10.76 lakh to the Universities of non-Hindi speaking states during 2008-09 under this programme.

### National Examination Testing for Teaching and Research

The Commission conducts a national level test for 77 subjects at 66 centres across the country to determine eligibility for lecturership and JRFs in order to ensure minimum standards for appointment to teaching and research positions. On behalf of UGC, the CSIR conducts national level examination testing in science subjects in the months of June and December every year. The candidates who qualified for JRF can pursue research in the UGC recognized universities, institutes and centres. The fellowship is available for a period of five years.

States are also permitted to conduct State Eligibility Test duly accredited by UGC for a fixed term. The pattern of SET is same as that of NET conducted by UGC.

## 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 Commission provides financial support to permanent working or retired teachers in the universities and colleges. Research projects may be undertaken by an individual teacher or a group of teachers. Superannuated teachers can also avail of this facility upto an age of 70 years.

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 lakhs
- Major Research project in Humanities, Social Science, Languages, Literature, Arts, Law and allied disciplines - Rs. 10.00 lakh
- Minor Research Project - Rs. 1.00 lakh

The financial support is for 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 year 2008-09 in Sciences, Engineering and Technology etc. and the selection of research projects is in progress at present in Humanities and Social Sciences.

During 2008-09, an amount of Rs.92.35 crore has been released by UGC under Major Research Projects Scheme and Rs.13.44 crore by Regional Offices towards the ongoing minor 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 lakh in Humanities and Social Sciences and Rs.4.00 lakh in Science, Engineering & Technology to meet the expenditure on books, journals, chemicals and equipment. The tenure of the award is for three years. The scheme is meant to provide opportunities to permanent teachers of the universities and colleges with age upto 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.

During 2008-09, an amount of Rs.4.71 crore has been released to the research awardees working in various 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 sections 2(f) and 12(B) of the UGC Act, actively engaged in research and teaching programmes of the universities/institutions, deemed universities 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 for 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 an 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.

During 2008-09, an amount of Rs.2.02 crore has been released to the Emeritus Fellows working in various Indian universities.

### 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 2008-09, an amount of Rs.9.62 crore has been released by the UGC.

### Post-doctoral Fellowships for Women

The scheme is for the unemployed women candidates holding Ph.D. degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The number of slots available under the scheme is 100 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for the candidate is 55 years as on 1st July on the year of application. The fellowship is @ Rs.18,000/- p.m. and after 2 years @ Rs.20,000/- p.m. and contingency amount @ Rs.15,000/- p.a. for 5 years. The selected candidates with fresh Ph.D. degrees are paid Rs.6,000/-p.m. and those with 5 years experience after Ph.D. are paid Rs.8,000/-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 and Engineering and Technology. The other qualifying requirements

are first class master's degree with 55% at graduate level and a Ph.D. degree with good academic record.

During 2008-09, an amount of Rs.0.77 crore has been released upto 31.03.2009 to the selected women research associates.

### **Research Fellowships (JRFs) for Foreign Nationals**

The UGC awards 20 Junior Research Fellowships and 7 Research Associateships 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.12,000 p.m. for first two years and then @ Rs.14,000 p.m. for the remaining period of the fellowship subject to satisfactory performance. It also carries a contingency grant of Rs.10,000 p.a./Rs.12,000p.a. for first two years for humanities social sciences and sciences respectively; and Rs.20,500p.a./Rs.25,000p.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.1,000p.a. per fellow. Similarly, the RA carries fellowship amount @ Rs.16,000p.m. and contingency @ Rs.30,000p.a. for 4 years and departmental assistance @ 10% of Associateship to host institution for providing infrastructural facilities etc.

During 2008-09, 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 have qualified national level tests conducted by the UGC/UGC-CSIR/ SET are awarded

fellowships to pursue research leading to M.Phil./ Ph.D. degrees in various disciplines. The number of JRFs under NET scheme has been enhanced to 2000 in the case of UGC NET fellowships and to 1200 in the case of CSIR-UGC NET fellowships. The fellowship is provided 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. 12,000 p.m. and Rs. 14,000 p.m. for the remaining years. The contingency for the first two years is Rs.10,000p.a. and Rs.20,500p.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. 25,000p.a. for subsequent years. Admissible HRA and departmental assistance of Rs. 3,000 p.a. are also provided to these fellows.

During 2008-09, an expenditure of Rs.45.07 crore has been incurred 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.12,000/- per month for first two years and Rs.14,000/- p.m. for subsequent years with an annual contingency of Rs.12,000/- per annum for first two years and Rs.25,000/- per annum 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. Since the National Education Testing (NET) examinations in these fields are not conducted, 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 only. The age limit is 40 years as on 1st July of the year of award, extendable by five years for women and SC/ST candidates.

During 2008-09, an expenditure of Rs.4.21 crore has been incurred towards payment as fellowship grants.

### **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 with Excellence (CPE)/Centres of Advanced Studies (CAS) and Departments of Special Assistance (DSA) 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.10,000/-p.m. and contingency amount of Rs.6,000/-p.a. The Research Fellowships 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.

Upto 31.3.2009, as many as 3276 JRFs have been granted in the Science Departments under SAP/Non-SAP. Each of 328 departments under SAP is

provided Rs.20.00 lakh for strengthening infrastructure. As many as 103 departments have been provided Rs.30.20 crore @ Rs.30.90 lakh each as second instalment after the review of their performance.

### **Post-Graduate Scholarships to ME/M.Tech. Students**

To help graduates students to pursue higher technical education, the UGC has been providing post-graduate scholarships 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 per annum. During 2008-09, an expenditure of Rs.11.39 crore has been incurred.

### **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, UGC has implemented the schemes of PG Merit Scholarship for University Rank Holders and Indira Gandhi PG Scholarship for Single Girl Child from the academic year 2005-2006. Students who have graduated in 2007-2008 and admitted to the first year of PG course in 2008-2009 are eligible.

The objective of the Indira Gandhi PG Scholarship for Single Girl Child scheme 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 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 crore 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 students in basic subjects. The duration of fellowship is two years only and the number of scholarships per year is 2375 (1800 for general courses & 575 for Honours courses). The rate of scholarship is Rs.2,000/- p.m. for 20 months. An amount of Rs.2.00 crore budget has been allocated for the purpose for the year 2008-2009. During 2008-2009, a total expenditure of Rs.15.69 crore has been incurred under both the schemes.

A new scheme of Post-Doctoral Fellowships named after D.S.Kothari has been initiated and guidelines have been approved by UGC. The scheme is going to be operated through Application Process Outsourcing (APO) and supervised by a dedicated senior academic.

### **RELEVANCE AND VALUE BASED EDUCATION**

#### **Area Studies Programme**

The main objectives of the programme are to promote holistic understanding of the area including its cultural, social, economic and strategic specificities, to promote an alternative paradigm of area studies from the perspective of postcolonial societies, to contribute towards Indian perspectives of the region and issues, to provide critical input to the policy makers in India's economic, strategic and political interest, to bring knowledge of regions of the world to the core of intellectual disciplines, to conduct research to promote inter-regional comparative perspective. At present, the Commission has been providing financial assistance to 45 centres established as Area Study Centres in 25 universities for achieving the above projects. These existing centres will be graded as Level 1, Level 2 and Level 3 on the basis of their performance. For Level 1 centres, maximum non-recurring assistance is given upto Rs 60 lakh, for Level 2, the assistance is upto a maximum of Rs.40 lakhs and for Level 3 , a maximum assistance of Rs. 25 lakh is provided.

The recurring grant will be the actual salary of 1 Reader, 1 Lecturer, 1 Documentation Officer and 2 research personnel.

All the proposals for new centres will be considered as pilot projects only for a period of five years. The academic expertise, availability of minimum infrastructure in the University and academic work of the faculty will be taken into account while evaluating the new proposals. While granting a programme on project mode, the criteria in terms of availability of infrastructure academic expertise as well as work done will be taken into account. The maximum non-recurring financial assistance to the departments under project mode will be upto Rs 15 lakh and recurring assistance will be the actual salary of 1 faculty and 2 research personnel. During 2008-09, an amount of Rs.3.71 crore has been made available to these study centres.

#### **Introduction of Career Oriented Courses in Universities and Colleges**

The objective of the scheme is to introduce career and market-oriented, skill enhancing add-on courses that have utility for job, self-employment and empowerment of the students. At the end of the courses, the students will be given a Certificate/Diploma/Advanced Diploma in an add-on orientation course along with a conventional degree in Science, Arts and Commerce. The UGC provides financial assistance to the tune of Rs.7 lakh per course as one time seed money for 5 years in the Humanities and Commerce streams and one time seed money of Rs.10 lakhs per course for five years in the Science stream. The colleges/universities can opt for a maximum of three courses. With the help of Expert Committees, the Commission has approved the proposals of 691 colleges, 10 State Universities and 4 Deemed to be Universities for introduction of career orientation courses from the academic year 2008-09. During 2008-09, an amount of Rs. 42.44 crore has been paid to these universities and colleges.

### Centres for Studies in Social Exclusion & Inclusive Policy.

The objectives of the programme are:-

- Developing understanding of the nature and dynamics of discrimination and exclusion.
- Contextualizing 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 an Expert Committee, has selected 35 universities so far for the establishment of Centres for Studies in Social Exclusion & Inclusive Policy. During 2007-08, a total grant of Rs.8.80 crore was released.

### Special Studies on Social Thinkers and Leaders

The scheme is aimed to acquaint teachers and students in universities and colleges with the thoughts and actions of great thinkers and social leaders and to involve them in research studies so that the society is reconstructed based on moral ethical and spiritual foundation necessary for a non-violent social order. Each study centre set up in the university system is eligible to get financial assistance of Rs. 3 lakh as non-recurring grant and Rs.7.50 lakh per annum as recurring grant. So far, as many as 191 Study Centres have been approved and established in the university system.

- |                             |   |    |
|-----------------------------|---|----|
| • Gandhian Studies Centres  | - | 61 |
| • Ambedkar Studies Centres  | - | 55 |
| • Buddhist Studies Centres  | - | 32 |
| • Aurobindo Studies Centres | - | 6  |
| • Nehru Studies Centres     | - | 28 |

- |                                    |   |   |
|------------------------------------|---|---|
| • Guru Nanak Dev Studies Centres   | - | 3 |
| • Swami Vivekanand Studies Centres | - | 2 |
| • Dr.Zakir Hussain Studies Centres | - | 2 |
| • K.R.Narayanan Studies Centres    | - | 1 |
| • Indira Gandhi Studies Centres    | - | 1 |

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During 2008-09, an amount of Rs. 4.86 crore has been released to these study centers.

### Adult, Continuing Education and Extension.

With a view to meet the demands of emerging knowledge society and facilitate the process of developing a learning society, maximum priority to lifelong learning is accorded by the Commission during XI Plan. As many as 86 departments/centres of lifelong learning have been approved by UGC. These departments/centres are supposed to strive to promote the philosophy of lifelong learning as a part of total education programme of the institution, to make concerted efforts towards integration between formal and non-formal education and out of school learning processes, to reach out to larger sections of community specially deprived groups through lifelong learning programmes, to enrich the learning process of faculty and students mainly through extension activities, to provide professional manpower to implement the programmes through innovative courses; and to contribute to generation of new knowledge through researches and publications. The Departments/Centres may have the system to select one or more of the following areas keeping in view the specialization and experience of the faculty, local needs and character of the University. The University may opt for not more than 2 areas of intensive work so that they could make significant contribution to the selected areas and become a specialized department by the end of the Plan period.

- Teaching, Training and Research
- Lifelong Learning Programmes.

- Extension (including counseling of students and non student youth, career guidance, and placement assistance).
- Publication (including e-content development).
- Population Education.

For implementation of Lifelong Learning Programme and other activities, the departments/centres of Lifelong Learning are being supported financially with a recurring grant of Rs.2.10 lakh p.a. and non-recurring grant Rs.5 lakhs for the current Plan period. During 2008-09, an amount of Rs.2.56 crore has been released to the departments/centres of Lifelong Learning.

### Human Rights Education

The programme of Human Rights Education has three components namely, (a) Human Rights and Duties, (b) Human Rights and Values and (c) Human Rights and Human Development. The objectives of the programme are:

- To humanize and democratize all power relations through restructuring of rights and duties.
- To create awareness and commitment to values where the individualistic self-interest is properly reconciled and the collective and common good.
- To search for universal values in a globalizing but fragmented world.
- To promote and sustain the values like pluralism, respect for all religions, scientific temper, open mind, public reasoning etc.
- To promote and enforcement of rights and to envision rights approach to development by the States.

The financial assistance is made available for running foundation/certificate /diploma/ undergraduate/ post-graduate courses, for conducting seminars/symposia/workshops and also for

publication of books and journals on human rights education. Depending upon the courses, the financial assistance is available from Rs 1 lakh to Rs 3 lakh (one time grant) for books and journals periodicals, audio-visual, equipments, computers etc., and Rs.75,000/- to Rs 4 lakh for guest/visiting faculty for 5 years and for extension activities and field work assistance ranging from Rs. 1 lakh to Rs. 3 lakh for five years is provided. The assistance for conducting seminars/symposia/workshops ranges from Rs. 1.5 lakh to Rs.2.5 lakh for a university and Rs.0.75 lakh to Rs.1.05 lakh for a college.

As many as seven proposals from the universities and 32 proposals from the colleges have been approved based on the recommendations of an Expert Committee. During 2008-2009, an amount of Rs.5.37 crore has been released to the universities and colleges.

### INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES

#### Digital Repository in Universities and Colleges

Electronic access to scholarly literature through internet in all areas of learning to the University Sector in India is provided under the programme, which 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 relevance to universities including Arts, Humanities and Social Sciences, Physical and Chemical Sciences, Life Sciences, Computer Sciences, Mathematics and Statistics. At present, 120 universities have been covered under the programme. During 2008-09, an expenditure of Rs.47.00 crore has been incurred.

### **UGC-Infonet Internet Connectivity**

As many as 149 universities have been provided Internet bandwidth ranging from 256 kbps to 2 Mbps since the launch of UGC-Infonet Internet Connectivity Programme in 2002. The task of establishing and maintaining the entire network is being done by the ERNET India Ltd. on turnkey basis. Each participating university has signed a quadripartite agreement with UGC, INFLIBNET and ERNET. The entire project is funded by UGC with funding to the extent of 90% on capital investment and 100% of recurring bandwidth charges. During 2008-09, an amount of Rs.10.00 crore has been released to the INFLIBNET Centre for providing connectivity.

### **Establishment or Upgradation of Computer Centre in Universities**

The Universities and Colleges are being helped by UGC through several general as well as specific scheme to keep pace. Accordingly, assistance is being provided for setting up / upgradation of Computer Centres of the Universities for use in research and training, application of computer in every field/subject and examination/administrative related work. The assistance is for campus, LAN, net-working equipment, software, site preparation etc. The financial assistance of upto Rs.70.00 lakh as non-recurring and recurring as per the actual expenditure is being provided to those universities which do not have any computer centre and upto Rs.50.00 lakh as non-recurring grant for upgradation of the existing computer centres of the Universities. During 2008-09, a total grant of Rs.5.52 crore has been released to Universities upto 31.03.2009.

## **NEW INITIATIVES OF UGC**

### **Operation 'Faculty Recharge' : A UGC Initiative for augmenting the Research and Teaching Resources of Universities**

The intent of the programme is to strengthen high quality research in science related disciplines at an internationally competitive level and promote

innovative teaching in the universities through induction of fresh talent, at all levels of academic hierarchy, in selected departments/centres. 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 8th September, 2005 for exploring the possibility of establishing an uniform academic calendar at the National level. In view of the court order, the Chairman, UGC constituted an Expert Committee to examine and prepare a feasibility report on establishing an uniform academic calendar at the National level. Based upon the recommendations of the Expert Committee, an amendment to the regulations has been notified in 2008 and circulated to the Universities.

### **UGC Pay Review Committee**

A Pay Review Committee was 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 report of the Committee was considered and the Government has announced on 31.12.2008, a very progressive Pay Package for attracting and retaining talent in the teaching profession in universities and colleges.

### **National Research Professorship**

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 (NRP). 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 NRPs excluding those, who are pensioners, is not to exceed 12. During the year 2008-09, one new NRP has been appointed. As on 31st March, 2009, all NRPs were in position.

### **Regulatory Structure in Higher Education**

#### **Constitution of UGC/AICTE Review Committee**

A Committee was 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 terms of the Committee has been extended up to the end of June, 2009. The Committee submitted an interim report in March, 2009.

### **Association of Indian Universities (AIU), New Delhi**

The Association of Indian Universities (AIU) is a registered society under the Societies' Registration Act, 1860 with membership of Indian Universities as well as of universities from the neighbouring countries. It provides a forum for administrators and academics of member universities to exchange views and discuss matters of common concern. The Association, acts as a bureau of information exchange in higher education, and brings out a number of publications including the "Universities Handbook", research papers and a weekly journal, "University News".

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. The Association has Evaluation Division, Students Information Service Division, Publication & Sales Division, Sports Division, Youth Affairs Division, Library and Documentation Division, Finance Division, Administration Division and Computer Division.

The AIU is the nodal agency for granting academic equivalence to the degrees awarded by the accredited foreign universities and institutions for the purpose of admission to higher academic courses. During the year the Evaluation 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 nomination / selection of prospective Indian / foreign students intending to pursue higher education in Indian Universities. Similarly, the Students Information Services Division continued to serve students,

academics, parents and other stakeholders by providing information on the status of Indian Institutions of higher education, professional bodies, etc. as well as 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)**

The Indian Council of Social Science Research (ICSSR) was established in 1969 for promoting social science research, strengthening of different disciplines, improving the quality and quantum of research and its utilization in national policy formulation. To realize these objectives, ICSSR envisaged development of institutional infrastructure, identifying research talents, formulating research programmes, supporting professional social sciences research organizations and establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to 27 Research Institutes and 6 Regional Centers across the country. Regional Centers have been set-up as extended arms of the ICSSR to support research and development of local research talent and its programmes and activities in a decentralized manner.

In the year 2008-2009, 148 research projects were approved. ICSSR has introduced a new scheme named as 'Research Programme' - and 6 such programmes were sanctioned during the year. Under the Fellowships Programme, 235 fellowships in different categories (National Fellowship, Senior Fellowship, General Fellowship, Institutional Doctoral Fellowship and Open Doctoral Fellowship) were awarded. 15 Doctoral fellowships were awarded to the North East Region.

The Planning and Coordination Division of the Council oversees 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 provides grants for organizing seminars/conferences/workshops. The Council sponsored 25 training courses and 120 seminars / conferences during the year.

The National Social Science Documentation Centre (NASSDOC) provides library and information support services to Social Science Researchers. It acquires monographs, core journals and online databases in Social Sciences, supplies bibliographies, photocopies of research material to scholars on demand. It gives grant-in-aid for bibliographical and documentation projects, conducts training workshops for social science community and information intermediaries to familiarize them with the latest information and communication technology.

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 are Cultural Exchange Programme (CEP), establishment of professional contacts with countries not covered by the CEPs, financial assistance for participation in international Conferences. As a part of the new initiative, the ICSSR has signed MOUs, among others, with Thailand, Economic and Social Research Council (U.K), Australia.

With a view to give special emphasis to the promotion of social science research in the North Eastern Region, the ICSSR has allocated Rs. 250 lakhs during 2008-09 for funding research projects, award of fellowships, seminars, conference & workshops, study grant and training courses etc. in that region.

### **Indian Council of Philosophical Research (ICPR)**

The Indian Council of Philosophical Research was registered as a society in March 1977 under the Societies Act, 1860. The aims and objectives of the Council primarily pertain to aid and assist research and its publication in the field of Philosophy, and to

conduct seminars / workshops / conferences / for the promotion and propagation of research activities in the field of Philosophy.

During 2008-09, the Council has awarded 1 National Fellowship, 2 Senior Fellowships, 15 General Fellowships, 39 Junior Fellowships and 3 Short Term Fellowships. The Council also organized 3 International and 35 National Seminars / Sponsored Seminars in various universities in India. 'International Philosophy Day' was organized in 20 Universities / Colleges in India. The Council also organized 1 Refresher Course and 1 Fellows Meet. Further, the Council has arranged the lectures of 2 Indian Scholars and 2 Foreign Scholars at various Universities of India. In addition, the National Fellows of the Council have delivered lectures at various Universities of the Country.

The Council has provided financial assistance to Philosophy Departments of 49 colleges to organize 'Periodical Lectures' in their respective areas and has released grant for 4 major projects.

The Council has also deputed a delegation of 10 Philosophers to attend the XXII World Congress of Philosophy at Seoul, Korea.

The Council published 3 books and reprinted 3 publications as well as 6 issues of JICPR. In addition, the Council has also published 2 issues of its News Letter and 2 Profile of the Council.

### **Project of History of Indian Science, Philosophy and Culture (PHISPC), New Delhi**

The Project of History of Indian Science, Philosophy and Culture was launched in 1990 under the aegis of the Indian Council of Philosophical Research (ICPR) with the basic aim/objective of undertaking comprehensive and inter-disciplinary studies, so that interconnection between science, philosophy and culture, as they developed in the long history of Indian civilization, could be brought out in detail. In 1996-97, the project was delinked from ICPR and started receiving funds directly from Ministry

of Human Resource Development through Center for Studies in Civilizations (CSC), an NGO.

During 2008-09, 9 Volumes and 3 Reprints have been brought out making a cumulative total of 69 Main Volumes that includes 2 Conceptual Volumes and 15 Monographs. The Project is scheduled for completion in March, 2010.

Further, the PHISPC organized a volume-centric Seminar on 'Contribution of Punjabi and Punjab for Enrichment of Indian Culture, Literature, Philosophy and Science', held at Punjabi University, Patiala.

### **Indian Council of Historical Research (ICHR), New Delhi**

The Indian Council of Historical Research (ICHR) was established by the Government of India on 27th March 1972 as an autonomous organization to encourage objective and scientific research in various aspects of History. The prime aim of the Council is to give proper direction to historical research, encourage and foster of objective and scientific writing of history, not only from the point of view of national integration but also to inculcate respect for our cultural heritage without encouraging a blind acceptance of obscurantism and revivalism in historical writings. The Council has two regional centres - Southern Regional Centre, at Bangalore (Karnataka) and North-East Regional Centre at Guwahati (Assam) which help the scholars / students of their respective regions.

The Council approved / extended financial assistance to scholars, professional organizations of historians etc. under the following categories:-

1. Research Projects	44
2. National Fellowships	04 (ongoing)
3. Senior Academic Fellowships	24
4. Post-Doctoral Fellowships	38
5. Junior Research Fellowships	420
6. Foreign Travel Grants	63
7. Contingency (Study-cum-Travel) Grants	127
8. Publication Subsidy	59

In the current year, the Council conducted 101 Seminars / Conferences / Workshops.

### Cultural Exchange Programme

- (A) The Council Organized a Four Day International Seminar on "Indo-Arab-Iran Relations from the Historical Background" at Gauhati University, Guwahati from 20-23 November, 2008 under the Indo-Iran Cultural Exchange Programme.
- (B) Under the Indo-French Cultural Exchange Programme, the ICHR approved 2 scholars.

### Library-cum-Documentation Centre

About 27832 exposures were delivered to library scholars for their research requirements and around 3920 scholars / students visited the ICHR Library during the period under report.

### Books Published

#### English

1. Towards Freedom 1946 (Part II) ed., Sumit Sarkar.
2. Inscriptions of the Vijayanagar Rulers, Vol. III (ed. S.H. Ritti & B.R. Gopal).

#### Marathi

1. Personality of India, B. Subba Rao

### ICHR'S Journal

The Indian Historical Review carries articles of a general nature though some issues are focused on particular themes. During the

1. The Indian Historical Review, Vol. XXXV, No. 2 (Devoted to the theme: Issues of Gender).
2. ICHR Newsletter, Vol. 7, No. 2

### Regional Centres of ICHR

The Council has two regional centers, one at Bangalore and the other at Guwahati.

Academic activities undertaken by the Bangalore Regional Centre were as under:

- (i) 'Symposium on Maharashtra in 1857' was organized at Deccan College, Pune on 16th August 2008 .
- (ii) 'Symposium on New Trends in Historical Thinking' was organized on 30th December 2008 during 69th Session of Indian History Congress at Kannur University (Kerala). The ICHR publications were also displayed during the above mentioned session of Indian History Congress. Two new publications of ICHR namely (i) 'Towards Freedom' Project 1946 (Part II), Edited by Sumit Sarkar and (ii) Inscriptions of the Vijayanagar Rulers, Vol. II edited, S.H. Ritti and B.R. Gopal, were released. The centre organized an 18 days' workshop on "Historiography and Research Methods" from 16th February to 5th March 2009.

The North-East Regional Centre, Guwahati, organized a talk on 16th May 2008 delivered by Professor Brent Prianchi, Webster University, Thailand. The Centre conducted a five-day workshop on 'Archaeological and Stone Tools' from 10th to 14th November 2008 at IIT, Guwahati and a National Seminar on Colonialism, Ethnography and the State in North-East India at Manipur University, Manipur on 2nd October 2008. The Centre also organized a special talk on "Railway Strike 1984" on 26th February 2009.

### ICHR Special Projects

The major projects under execution by the Council are:-

1. 'Towards Freedom' Project :
  - 'Towards Freedom' Volume 1946 Part-2, edited by Sumit Sarkar has been published.
    - i) Part Two of the volume on 1946 by Sumit Sarkar was released in December 2008 at the Indian History Congress Session held at Kannur.
    - ii) Part One of the volume on 1940 by Professor K.N. Panikkar was published in January 2009.

2. **Documents on Economic History of British Rule in India, 1858-1947 :**

The Project was conceived in April 1992 to compile and publish series volumes affecting the economic life of India during the British Rule: 1858-1947 on selected themes. During the period under report, the compilation of volumes on Railway and other volumes on different themes is being done in Calcutta, under the General Editorship of Professor Amiya Kumar Bagchi, Director of Development of Studies, Kolkata. ICHR has received a volume on Railway Act and Rules 1849-1895 (Volume IVth), and a volume pertaining to Eastern India in the late 19th Century, Volume I, Part I 1860s-1870s has also been received; and, both volumes were released on the Foundation Day of ICHR on 27th March 2009.

3. **Dictionary of Social, Economic and Administrative Terms in Indian/South Asian Inscriptions:**

The Project has made considerable progress wherein approximately, 4500 cards had been computerized in Delhi for the volume pertaining to North Indian Inscriptions.

4. **'1857' Project**

ICHR has provided funds to as many as 07 Institutions / Departments to organize seminars/conferences/symposia under the '1857' Project. It has also approved a research project entitled 'Understanding 1857 -the Punjab Case' and has entrusted the same to Dr. Bir Good Gill, Reader, Department of History, Guru Nanak Dev University, Amritsar, Punjab. The Exhibition on 1857, prepared by the ICHR, was organized at five places throughout the length and breadth of the country. A one day National Seminar on "Shahjahanabad and Delhi College during the Rebellion of 1857"

was organized by Zakir Hussain College, University of Delhi on 19th March 2009.

5. **ICHR's Seminars / Special Lectures:**

The ICHR organized the first Maulana Abdul Kalam Azad Memorial Lecture on 11th December, 2008 at the Constitution Club, Rafi Marg, New Delhi. It also organized 8 special lectures / talks by eminent historians / scholars on the theme of historical research.

**Indian Institute of Advanced Study (IIAS), Shimla**

The Indian Institute of Advanced Study is an advanced residential research centre for free and creative enquiry into the fundamental themes and problems of life and thought. It was established in 1965 under the Societies Registration Act 1860 and is housed in Rashtrapati Nivas, Shimla. The main objective of the Institute is to promote creative thought in areas which have deep human significance and to provide an environment suitable for academic research and also to undertake, organize, guide and promote advanced research in Humanities (e.g. Art and Aesthetics; Comparative Study of Literature and Religion; and Philosophy); Social Sciences (e.g. Development Studies, Comparative Study of Political Institutions; Socio-Economic and Socio-Cultural formations in Historical Perspectives); Science, Technology and Development; Methodologies and Techniques. Fellows form the core academic community of the IIAS. During 2008-09, there were 3 National Fellows and 24 Fellows. 12 Seminars / 2 workshops / 3 schools / 4 symposia were held. During the year, 16 Visiting Professors visited the Institute. Besides, the Fellows of the Institute presented their mandatory Weekly Seminars. The IIAS is also an Inter University Centre of the University Grants Commission for Social Science and Humanities. During the current year, 80 scholars visited the IIAS as IUC Associates.

IIAS has published 8 books during this 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 19th 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 the 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 organisations.

### Projects Supported During the Year 2008-09

NCRI sanctioned grants to 51 projects of different categories including Nai Talim, Vocational training & skill development, Conservation & Publication of Gandhian documents, Peace & Conflict Management and Youth Sensitisation programmes, apart from assistance to Universities. It released grants for 49 projects, totaling Rs.2,24,78,472. The coverage of projects had been extended to North East region viz: Assam, Arunachal Pradesh, Manipur and Meghalaya.

The new sanctioned projects include (i) Preservation and publication of History on Basic Education and Nai Talim by the Lok Bharati Gramvidyapeeth, Gujarat, (2) Socio Economic Development of SC/ST community through HRD on Gandhian lines & empowerment with modern S&T skills. (3) Promoting extension services to the community through Micro Level Planning, (4) Vocational job oriented courses in rural areas (5) Safe drinking water supply to rural areas and flourosis control, (6) Creative education for/from livelihood development in rural areas, (7) Training

on cultivation technology of medicinal and aromatic plants from social forestry and minor forest products and coarse grain cereals, (8) Strengthen contents of the rural educational institutions thereby introducing suitable vocational education on diversified trades to mitigate the unemployment scenario among youth and adolescents in Rural Orissa and (10) Education of the children of tea garden workers of Assam.

### Special Efforts of NCRI for strengthening the Council and for Expansion of Gandhian Education:

In the reporting year, five Round Tables conferences / meetings comprising of educationists, Gandhian thinkers/NGOs, activists and institutional heads were held with a view to deliberate on the objectives, pursuits and perspectives of the Council, including coverage of the North Eastern Region.

As per the rule 16 and 17 of MOA and Rules of NCRI, the 20th Governing Body resolved to constitute two authorities, namely Standing Committee on Basic Education (SCBE) and the Planning Board. The Standing Committee on Basic Education has been authorized to consider and sanction projects and also review and evaluate the on-going projects.

Sum of the new initiatives and programmes taken by the Council are the NCRI lab, programme on community colleges, and youth sensitization programmes.

To mark the birth anniversary of Mahatma Gandhi, the NCRI has observed 'Gandhi Jayanti' and International Non-Violence Day, in collaboration with different organisations such as Seva Samaj and Gandhi Vidya Mandir Sangathan, Orissa, Socio-Economic Trust, Maharashtra, Dasholi Gram Swaraj, Uttarakhand, Youth for Action, Andhra Pradesh and Action for India Development, Jharkhand. The NCRI has also celebrated 11th November, 2008 as 'National Education Day' to commemorate the birth anniversary of Maulana Abdul Kalam Azad.

## DR. ZAKIR HUSAIN MEMORIAL COLLEGE TRUST, NEW DELHI

Zakir Husain College is one of the constituent colleges of the University of Delhi. Earlier the college was housed in an old and dilapidated historical building, more than 300 years old, situated at Ajmeri Gate in the walled city. Besides being run from a historical building, the college had the blessings of national leaders such as Late Pandit Jawaharlal Nehru, the first Prime Minister of India and Late Shrimati Indira Gandhi, the then Prime Minister of India, constituted the Dr. Zakir Husain Memorial College Trust in 1974 under the Ministry of Human Resource Development Government of India, in memory of Late Dr. Zakir Husain. Since then the UGC meets 95% of the recurring grant (Maintenance grant) of the college and the balance of 5% is met by the Dr. Zakir Husain Memorial College Trust. Besides this, the Trust and the UGC meet on a 50:50 percent basis the Plan expenditure. However, as the Trust has no resource of its own, grants are provided by the Ministry of Human Resource Development.

The College Auditorium building has been completed and has become fully functional.

## PONDICHERRY UNIVERSITY

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, 5 Centres and 1 Chair of regular teaching and research. It offers Post-graduate programme in 44 disciplines, M.Tech in 3 disciplines, M.Phil programme in 24 disciplines, Ph.D programme in 33 disciplines and PG Diploma programme in 2 disciplines. It has a constituent Community College, an Academic Staff College and Directorate of Distance Education. The University has 74 affiliated institutions of which 54 are located

in Pondicherry, 10 in Karaikal, 3 in Mahe, 3 in Yanam and 4 in Andaman & Nicobar Islands. The total students strength in the University departments is 2,737 out of which 653 students belong to SC/ST. There are 1,041 women students. The University has a faculty strength of 194. 177 sponsored Research Projects of topical relevant were under various stages of execution in the University mobilizing over Rs. 26.03 crore through external funding from various agencies.

Some of the significant achievements of the University during the year were establishment of "Kamban Chair" under Subramania Bharathi School of Tamil Language & Literature, award of Advance Centre Status to the Centre for Bio-informatics, establishment of a separate Centre for Social Exclusion and Inclusive Policy, establishment of Integrated Communications Network using Optic Fibre Cable (OFC) connecting the University campus with Wi Fi coverage and establishment of "Puduvai Vaani", a Community Radio Station by the University.

## 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 104 departments/institutions/centres grouped under 12 faculties. It also maintains four hospitals, six colleges (including Medical, Dental and Engineering Colleges), two polytechnics and eight schools with overall strength of over 20,000 students. The total strength of teaching staff of AMU was 1,124 and that of non-teaching staff was 5,355.

During the period under report, 24 Conferences/Seminars etc. have been organized; 155 research projects have been undertaken; and teachers of the University have participated in 498 national and 124 international Conferences organized in India and abroad. The Online Public Access Catalogue (OPAC) has been introduced in the Central Library

of the University. Campus-wise networking in 52 Departments was under progress. To promote sports and allied activities, the University maintains 10 Clubs, including a Riding Club.

During the period under report, two new Halls of residence – Dr. B.R. Ambedkar Hall for boys and Begum Sultan Jahan Hall of residence for girls have been added to provide better accommodation facilities. In the Convocation held, 217 Ph.D Degrees, 52 M.Phil Degrees, 1406 Postgraduate Degrees and 2926 Bachelor Degrees were awarded. Over 257 students are currently enrolled for M.Phil and 1365 students for Ph.D programmes. The University organized World Summit of AMU alumni where alumni from 20 countries attended.

### 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 37 Departments grouped under 9 Faculties. It also maintains 7 Schools. The total strength of teaching staff is 746 (including 127 for school sector). The University has on its rolls a total of 18,300 students, including 205 foreign students from 30 countries. The University is presently offering a total of 170 courses at the undergraduate and postgraduate levels, in addition to Ph.D programmes in various disciplines.

The new initiatives taken in the areas of academics included the establishment of an Urdu medium Girls School and a new Department, namely, Department of Biotechnology and introduction of five new courses. During the period under report, the University was able to add substantially to its infrastructure in order to cope with a large number of new academic programmes introduced in the University.

A total of over 112 research projects sponsored by different funding agencies, viz. AICTE, UGC, CSIR, ICSSR, UNDP, UNESCO and various Ministries of Govt. of India were undertaken during the period under report. Further, the Faculty members were engaged in as many as 69 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.

### 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. During the period under report, the University introduced Five-Year Integrated Course in Physical Science, Undergraduate Course in Santhali and M.Phil. Courses in some Departments. The University had on its rolls a total of 7,062 students. The total strength of teaching and non-teaching staff was 571 and 1,232 respectively. Apart from a Central Library, the University has 12 sectional libraries.

The Prime Minister, in his capacity as the Chancellor of the University, presided over the Annual Convocation held on 6<sup>th</sup> December, 2008. 154 candidates were awarded with D.Litt, D.Sc and Ph.D Degrees.

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, a High Level Committee headed by the Governor, West Bengal, in his capacity as the Rector of the University was constituted by the Visitor 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 University has introduced new programmes from the year 2008-09 such as M.Sc. Molecular Microbiology; PG Diploma in Counseling Psychology; MBA Health Care & Hospital Management; M.Tech./ Ph.D. Materials Engineering; M.Phil Shabdabdhodha Systems & Language Technology, Social Exclusive & Inclusion Policy; Cognitive Science and Gender Studies; Ph.D. Biotechnology, Cognitive Science, Cancer biology, Infection Biology, Community Nutrition, Social Exclusive & Inclusion Policy, Sanskrit Studies, Psychology and Earth & Space Sciences; Integrated M.Sc. Health Psychology, Optometry & Vision Sciences and Nursing Sciences.

During the current Academic Year (2008-09), the enrolment of students in different courses of the University was 3,426, out of which over 45.4% are Research Scholars pursuing Ph.D., M.Phil and M.Tech Programmes. Women students constitute 31.5% of the total strength and 33.7% students are from reserved (SC/ST/Physically challenged) categories.

The Faculty of the University published over 890 research publications including 92 books. The National Assessment and Accreditation Council (NAAC) has re-accredited the University of Hyderabad with a Cumulative Grade Point Average of 3.89 on a Four Point Scale.

## UNIVERSITY OF DELHI

The University of Delhi, one of the premier Institutions of higher learning in the country, offers undergraduate and postgraduate programmes in a wide range of disciplines in addition to short and long-term certificate/diploma courses in several

application-oriented subjects. The academic activities of the University are undertaken through 14 Faculties and 86 Departments. The total number of students enrolled in the University was 3,25,000 out of which 1,25,000 were regular students (including 3,599 M.Phil and Ph.D. students) and about 2,00,000 were enrolled through Open Learning.

The University of Delhi is spread over two campuses and there have been addition to the faculty strength across various disciplines.

In the academic year 2008-09, the University introduced three M.Tech courses on Nanoscience, Nuclear Science and Technology and Chemical Synthesis and Industrial Processes, involving cooperation with outside Universities, especially French. The commitment to academic excellence and student exchange has been reinforced by becoming a part of the Erasmus Mundus Mobility Programme involving 12 European and 8 Indian universities, with Delhi University as the main coordinator for the Indian consortium.

## NORTH EASTERN HILL UNIVERSITY

The 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 having 31 Departments and 59 affiliated colleges.

The total enrolment of students in Under-Graduate courses was 13,073 and at Post-Graduate level 889. There are 86 Professors, 88 Readers and 120 Lecturers in the University.

The University organized and hosted various International/National/Regional seminars and

workshops such as the National Workshop on Rain Water Harvesting Flood Control in North-East India on 16<sup>th</sup> – 17<sup>th</sup> June, 2008, International Workshop on Surface Mapping, Class Groups and related topics from 16<sup>th</sup> –28<sup>th</sup> June, 2008, 20<sup>th</sup> National Congress of Parasitology on 3<sup>rd</sup> November, 2008, 83<sup>rd</sup> Annual meeting of the Association of Indian Universities with effect from the 17<sup>th</sup> – 19<sup>th</sup> November, 2008 and the 96<sup>th</sup> Indian Science Congress from 3<sup>rd</sup> – 7<sup>th</sup> January, 2009. The Indian Science Congress was attended by about 3000 Indian and foreign delegates.

### 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.

The University has 9 schools with 29 departments and 53 affiliated colleges. There are 237 teachers and 260 non teaching employees (including officers) working at the University. During the academic session 2008-09 the University admitted a total of 2133 Post Graduate, 240 M.Phil and 262 Ph.D. students and another 392 Ph.D. scholars were pursuing their research work in the Silchar campus. During the academic year 2008-09, 53 affiliated colleges under the University admitted 16417 students in Under Graduate courses (General) and 1059 in Professional courses.

The University organized many national and international seminars, conferences and workshops. A number of research projects were sanctioned to the faculty members of the University by various agencies. The University implemented the UGC fellowship programmes for M.Phil and Ph.D. students. The Central Library of the University has collection of more than 80,000 books, 5,000 journals and 4,500 e-journals in different fields of knowledge besides the data-bases. The Computer Center of the University started one year regular

post-graduate diploma in Information Technology from the academic session 2008-09.

### NAGALAND UNIVERSITY

Nagaland University is a Central University established in the year 1994 and has its campuses in Lumami, Kohima and Medziphema. The University is an affiliating University with its jurisdiction through out the State of Nagaland. The University has presently 54 colleges affiliated to it. The University has 35 Departments in its three campuses i.e., ten departments in Lumami Campus, seven 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 38 minor and major research projects and were deputed to participate in various regional/ national and international conferences, both in India and abroad.

### UNIVERSITY OF ALLAHABAD

The University of Allahabad was set up in 1887. The University is housed in 3 campuses. 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 14<sup>th</sup> July 2005.

The University has 31 academic departments comprising four faculties, four University Institutes, one Independent Centre, one Constituent Institute and Eleven Constituent Colleges admitted to privileges of the University. The strength of its teaching staff is 328. The total enrolment of the University is 16,805 with adequate representation

of SCs/STs/OBCs and physically challenged students. During 2008-2009 the University Library acquired 1948 new volumes of Books and 233 Research Periodicals.

During 2008-2009, the University conducted International and National Conferences, Seminars and Lectures by experts. 'XXXth Indian Geography Congress on Planet Earth- a Blue Print of Survival', 'Indian Mathematical Society- 74<sup>th</sup> Annual Conference' and XIXth U.P. History Congress' were some of the significant events.

### **JAWAHARLAL NEHRU UNIVERSITY**

The Jawaharlal Nehru University came into existence in 1969 as a premier university in the country known nationally and internationally for its Post Graduate and Research Programmes. The University has ten schools consisting of 36 Centres of Studies besides, three independent Centres. The strength of its teaching and non-teaching staff is 469 and 1430 respectively. The total enrolment of the University is 6025 with adequate representation of SCs/STs/OBCs and physically challenged students. The University is conducting its entrance examination at 79 Centres in India and outside.

The University faculty published 165 books, contributed 208 chapters to books and published 575 research papers in India and abroad. The University Library acquired 4698 new volumes of



books and with this the total collection of Books and Periodicals stands at 5,51,463. The University signed 110 Memoranda of Understanding (MoUs) and 37 Agreements of Cooperation (AoCs) with different universities / institutions.

During 2008-2009, the University set up an Advanced Instrumentation Facility (AIF) under USIC with state of the art analytical equipments for research in Physical, Biological and Environmental Sciences. The facility is also available to users from other institutes, universities and industries.

### **BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY, LUCKNOW**

Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow is a Central University established by an Act of Parliament in 1996 with an objective to promote advanced knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and to make provisions for integrated courses in key and frontier areas of science and technology including agricultural technology and rural craft relevant for the development of the socially and educationally backward sections of the society, apart from promoting and studying the principles for which Dr. Ambedkar worked during his life time, including national integration, social justice and democratic way of life.

The University has 15 Departments under 6 Schools offering 16 Post-graduate courses with an intake capacity of 30 seats in each Department, in addition to Ph.D. programmes. It has an 80 strong faculty and a total number of 797 students, including 115 Ph.D. scholars in various courses, out of which 421 belong to the weaker sections of the society. It has established a Centre for Study of Social Exclusion & Inclusive Policy, University Science Instrumentation Centre, Information & Guidance Bureau, and Placement Cell for the benefit of students. During the year under report, the University has undertaken the construction of several infrastructural facilities on campus.

## TEZPUR UNIVERSITY

Tezpur University, Tezpur (Assam) is a Central University established by an Act of Parliament in 1994 as a residential, teaching and research University.

The University has 5 Schools of Studies, 15 Departments and 5 Centres offering 19 Post-graduate, 1 Post-graduate Diploma, 1 Post-graduate Certificate and 3 B.Tech. Programmes.



High Performance Liquid Chromatography, Tezpur University

All departments offer Ph.D programmes. There are 1100 students, 200 research scholars, 116 faculty members and 204 technical and other supporting staff. The gender ratio in enrolment 60 : 40 (male : female), and the university is fully residential. The average students' placement is 55%.

The University has started construction of building infrastructure at a cost of Rs. 85.29 crore. The new infrastructure includes library, auditorium, student activity centre with indoor sports, gymnasium, 6 academic buildings, 2 hostels, one married scholar's complex, night sports facility, 2 DG sets (500 kva each), guest house and women's centre.

## BANARAS HINDU UNIVERSITY

The Banaras Hindu University, established as a teaching and residential university in 1916, is one of the oldest and largest Central Universities of

the country. It comprises of three Institutes, 15 Faculties, 130 Departments, four Inter-disciplinary Schools, one Constituent College, four Affiliated Colleges and three Schools.

Presently, the University is offering 64 undergraduate, 170 postgraduate, 60 diploma and 15 certificate courses. Eight new courses at the various levels have been introduced during the year. The total number of students on rolls of the University during the year was 18,979.

## MIZORAM UNIVERSITY

Mizoram University, with its headquarters at Aizawl, was established as a teaching and affiliating university with effect from 2nd July, 2001.

The academic activities of the University are presently carried out through its nine Schools of Studies, 28 Departments and one Constituent College. The number of students studying in the University and its Constituent College during the year was 651 at the postgraduate level and 1337 at the undergraduate level. In addition, 173 Ph.D scholars and 14 M.Phil scholars were pursuing research at the University. The University also has 26 Affiliated Colleges located at various places throughout the State of Mizoram with 6211 students enrolled in these colleges during the year.

The University started new courses of B.Tech in Electronics & Communication Engineering, Master of Business Administration and M.Phil in the Departments of English and Economics during the period under report.

## MANIPUR UNIVERSITY

Manipur University, established under an Act of Manipur Legislative Assembly in the year 1980, was incorporated as a Central University under the Manipur University Act, 2005 which came into force on the 13th October, 2005.

Academic activities of the University are presently undertaken through its four Schools of Studies and 27 Departments. The number of students enrolled

in the University during the year was 2,613, including 1,048 Research Scholars. The University also has 72 affiliated colleges, including one constituent college, throughout the State of Manipur. The number of students enrolled in these colleges during the year was 24,791.

### **RAJIV GANDHI UNIVERSITY**

Rajiv Gandhi University, Itanagar, established under an Act of Arunachal Pradesh Legislative Assembly in February, 1984 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 891. The University also has 15 affiliated colleges in the State of Arunachal Pradesh.

### **TRIPURA UNIVERSITY**

Tripura University established originally under an Act of 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 1,497 at the postgraduate level and 329 at the undergraduate level. There were 78 Ph.D scholars pursuing research in various Departments of the University. The University also has 29 affiliated colleges in the State of Tripura. 23,750 students were enrolled 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 2<sup>nd</sup> July, 2007.

The academic activities of the University were started during the year under report with the

introduction of undergraduate courses in nine affiliated colleges located in the State of Sikkim. Postgraduate courses with enrollment of 47 students in four departments of the University have also been started during the year.

### **ENGLISH AND FOREIGN LANGUAGES UNIVERSITY**

The erstwhile Central Institute of English and Foreign Languages, Hyderabad was 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 3<sup>rd</sup> August, 2007.

The University has reorganized its 16 Departments into 11 Schools and 38 Departments by incorporating new disciplines of teaching and research. During the year, the University introduced five-year integrated MA programmes in English, Journalism & Mass Communication, Arabic, French, German, Russian and Spanish. The number of students enrolled in these programmes was 1,709. The number of foreign students enrolled in the University during the year was 174.

In addition to its main campus at Hyderabad, academic activities of the University are also undertaken in its campuses at Lucknow and Shillong.

### **Maulana Azad National Urdu University, Hyderabad**

Maulana Azad National Urdu University (MANUU) was established at Hyderabad in 1988 as a Central University with all India jurisdiction with the mandate to promote and develop Urdu language and to impart higher, technical and vocational education in Urdu through conventional as well as distance mode of education system.

The University has 6 Schools of Studies, 14 Departments and a Directorate of Women Education offering on-campus education at post-

graduate and research level with an annual intake of 940 students. It has 147 teaching and 286 non-teaching staff on its roll. It offers 4 Post-graduate, 4 Under-graduate, 4 Certificate and 3 Diploma programmes in distance mode at 147 Study Centres all over India and one exam centre at Jeddah (KSA), apart from B.Ed courses. At present, the University has nine Regional Centres one each at Delhi, Patna, Bangalore, Bhopal, Darbhanga, Srinagar, Mumbai, Kolkata and Ranchi and six Sub-Regional Centres one each at Jammu, Sambhal, Mewat, Lucknow, Hyderabad and Amravati.

The University has established three constituent colleges, College of Teacher Education, one each at Darbhanga, Srinagar and Bhopal, three Model Schools at Darbhanga, Hyderabad and Mewat (Haryana), Centre for Professional Development for Urdu Medium Teachers, UGC Academic Staff College and the Centre for Study of Social Exclusion and Inclusive Policy, apart from Industrial Training Institutes and Polytechnic Colleges at Hyderabad, Darbhanga and Bangalore. The University has launched new P.G. Diploma in Museology and Tourism from the academic year 2008-09.

The Directorate of Distance Education, MANUU entered into a Memorandum of Understanding (MoU) with All India Radio, Hyderabad for the broadcast of its distance education programmes. The broadcast of these programmes has commenced since 9th January, 2009.

### **INDIRA GANDHI NATIONAL TRIBAL UNIVERSITY**

The Indira Gandhi National Tribal University, with its headquarters at Amarkantak in the State of Madhya Pradesh, has been established as a teaching and affiliating University to facilitate and promote avenues of higher education and research for the tribal population in the country, under the Indira Gandhi National Tribal University Act, 2007, which came into force on 8th July, 2008.

Pending allotment of land and construction of the campus, the University started its administrative and academic activities from the temporary accommodation provided by some local bodies and charitable trusts. The teaching in the University commenced on 7th October, 2008 with 158 students enrolled for B.A., B.B.A. and B.Com. courses.

### **NEW CENTRAL UNIVERSITIES**

The Central Universities Ordinance, 2009 was promulgated by the President on 15.1.2009 for the conversion of Dr. Harisingh Gour Vishwavidyalaya, Sagar (Madhya Pradesh), Guru Ghasidas Vishwavidyalaya, Bilaspur (Chhattisgarh) and Hemvati Nandan Bahuguna Garhwal University, Srinagar (Uttarakhand) into Central Universities, and establishment of one new Central University in each of the States of Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Orissa, Punjab, Rajasthan and Tamil Nadu. The Ordinance was subsequently replaced by the Central Universities Act, 2009 enacted by Parliament.

While these 15 new Central Universities would function broadly on the pattern of the existing Central Universities, certain special provisions aiming at administrative and academic reforms in the university system have been envisaged in the Act. These include, admissions and recruitments on all-India basis; admissions on merit through Common Entrance Tests or on the basis of marks obtained in the qualifying examination; faculty mobility with portable pensions and protection of seniority; introduction of semester system, continuous evaluation and choice-based credit system, credit transfer and joint degree programmes; innovative courses and programmes of studies with a provision of periodic review and restructuring of curricula; students' participation in the academic activities of the University, including evaluation of teachers; compulsory accreditation; and e-governance with an effective MIS.

## 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 an 'institution deemed to be a university' on the advice of the UGC. There are 128 institutions deemed-to-be-universities. Since the previously reported status, the following *twenty-two* institutions have been declared as deemed-to-be-universities:

- ❖ Hindustan Institute of Technology and Science, Padur, Kancheepuram District, Tamil Nadu.
- ❖ St. Peter's Institute of Higher Education and Research, Avadi, Chennai, Tamil Nadu.
- ❖ Jagadguru Sri Shivarathreeswara University (JSSU), Mysore, Karnataka.
- ❖ Sri Siddhartha Academy of Higher Education, Siddharthanagar, Tumkur District, Karnataka.
- ❖ Nitte University, Mangalore
- ❖ Vel's Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai, Tamil Nadu.
- ❖ Nehru Gram Bharati Vishwavidyalaya, Kotwa-Jamunipur, Dubwali, District Allahabad, Uttar Pradesh.
- ❖ Indian Institute of Space Science and Technology (IISST), Thiruvananthapuram, Kerala.
- ❖ Christ College, Hosur Road, Bangalore.
- ❖ Sri Balaji Vidyapeeth, Pillaiyarkuppam, Puducherry.
- ❖ Chettinad Academy of Research and Education (CARE), Padur, Kelambakkam, Kancheepuram District, Tamil Nadu.
- ❖ Graphic Era University, Dehradun, Uttarakhand.
- ❖ Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu.

- ❖ Institute of Chemical Technology, Matunga, Mumbai, Maharashtra.
- ❖ Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai, Tamil Nadu.
- ❖ Manav Rachna International University, Faridabad, Haryana.
- ❖ Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu.
- ❖ Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Kanyakumari District, Tamil Nadu.
- ❖ B.S. Abdur Rahman Institute of Science & Technology, Seethakathi Estate, Vandalur Post, Kancheepuram District, Tamil Nadu.
- ❖ Jain University, Bangalore, Karnataka.
- ❖ Vignan's Foundation for Science, Technology and Research, Vadlamudi, Guntur District, Andhra Pradesh.
- ❖ Lingaya's University, Faridabad, Haryana.

These 'Deemed-to-be-University' Institutions offer education and research facilities in various disciplines such as Medical Education, Space Sciences, Physical Education, Fisheries Education, Languages, Social Sciences, Population Sciences, Dairy Research, Forest Research, Armament Technology, Maritime Education, Yoga, Music and Information Technology, etc.

## SHRI LAL BADADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA, 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 the promotion of Sanskrit language, literature

and philosophy, through teaching and research. These institutions were declared as 'Institution Deemed to be University' in the year 1987. A number of programmes and activities for realizing their objectives in an effective manner have been started by the two institutions. These institutions receive annual grants through the University Grants Commission for meeting their expenditure.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, has been providing courses of study from 'Shastri' to 'Vidya Varidhi' (Ph.D) since 1987. The Vidyapeetha also offers diploma and certificate courses in Jyotish Pragya and Jyotish Bhooshan and P.G.Diploma in Vastru Shastra and Medical Astrology for the interest of the general Public. The Vidyapeetha has four faculties namely Sahitya & Sanskriti, Darshan, Ved Vedang and Adhunik Gyan Vigyan and eighteen Departments including in Veda, Dharmshastra, Vyakarna, Paurohitya, Sahitra, Puranetihasa, Prakrit, Nyaya Vaisheshik, Sankhya Yoga, Advit Vedanta, Jain Darshan, Sarva Darshan, Mimamasa, Vishishtavaita, Shiksha Shastra and Computer Science. The Search & Publication wing functions as an independent Department under the Vice-Chancellor. All these departments deal with Sanskrit based subjects that are rich sources of Indian culture, heritage and traditional wisdom. During the year 2008-09, 833 students have been admitted to various ongoing courses and 396 students admitted in the previous year completed their courses successfully.

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 Department of Pedagogy of this Vidyapeetha is functioning as an Institute of Advanced Study in Education (IASE). A computer centre was established in the Vidyapeetha to accelerate its publication activities. The Vidyapeetha has four Faculties comprising nine departments namely, Sahitya, Vyakarna, Nyaya,

Jyotisha, Advaitavedanta, Dvaita Vedanta, Visistadvaita Vedanta, Reseach and Publication, Physical Education and Education (IASE). The curriculum of the Vidyapeetha is so designed as to provide and enrich students with the knowledge of Computer Applications, Mathematics, Web Technology, History, English Literature, Telegu Literature, Hindi Literature, Language Technology, Research Methodology, Manuscriptology and with functional subjects like Archakatva & Pourahitya, Yoga and Agama. Nearly 950 students are housed on campus within integrated boarding facility. During the academic year 2008-09, 1470 students have been admitted to various courses.

### 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.

SICI undertakes India studies programmes in Canada with funding from Govt. of India. Under this programme, 27 Canadian scholars were awarded fellowships in 2007-08, and books and journals on Indian studies were supplied to 37 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 research in Canadian studies were offered. During 2008-09 the institute selected 13 scholars for award of fellowships for research on different subjects in Canada. In addition to this, a grant of over Rs. 12.70 lakhs was given to 11 Centres promoting Canadian studies in India at various Indian universities to organize seminars and other activities related to Canadian studies.



## UNITED STATES - INDIA EDUCATIONAL FOUNDATION

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.

As per revised Fulbright agreement signed between Government of India (Ministry of External Affairs) and the Government of USA on 4th July, 2008 for financing certain educational programmes, the nomenclature of the USEFI has been revised and renamed as US-India Educational Foundation (USIEF) awarding "Fulbright-Nehru Scholarships and Grants".

During the academic year 2008-09, 28 visiting lecturers and experts, 26 senior research scholars and 58 students/junior research scholars, 16 teachers and 27 professionals from India and US were awarded Fulbright grants ranging from three months to a year. During the year, USEFI also administered 4 non-Fulbright grant programmes.

USEFI assisted in recruitment of applicants for the International Fellowships Programme (IFP) for 2007-08 grant programmes and organized pre-departure orientation for IFP batch.

The Foundation also administered, on behalf of the U.S. Department of Education, research scholars grants 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 National University of Educational Planning and Administration (NUEPA)

The National University of Educational Planning and Administration (NUEPA) is an autonomous organization set up and fully financed by the Department of Higher Education, Ministry of Human Resource Development. The objectives of the University are to undertake, promote and coordinate research in educational planning and administration. It also provides training and consultancy services in areas related to educational planning & administration. The University also trains and orients key level functionaries as well as senior level administrators from the centre and states. It also collaborates with other agencies, institutions, universities and organizations and provide them facilities for training and research. The University prepares, prints and publishes papers, periodicals and books, with a view to sharing experiences in the area of educational planning and administration besides conducting comparative studies for the furtherance of the overall objectives of evolving a human society.

The University has started M.Phil. and Ph.D. programme in Educational Planning and Administration with a broader inter-disciplinary Social Science perspective since 2007. The 2007 batch has 21 scholars. For 2008 batch, 30 full time scholars were admitted to the integrated M.Phil. and Ph.D. and 4 scholars to the part-time Ph.D. programmes. The University follows the reservation policy of Government of India.

During 2008-09, fifty training programmes were organized and three research studies were completed while as many as forty research studies have been undertaken and are in progress.

The faculty provided consultancy and professional support to Institutions at International, National and sub-National levels that include the Ministry of Human Resource Development, State

Education Departments, State Councils of Higher Education, SCERTs, SIEMATs, UNESCO, UNICEF, the World Bank and SIDA, etc.

The NUEPA maintains a well stocked Library/ Documentation Centre on educational planning and administration and inter disciplinary subjects. It is considered to be 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 Asian Region. It serves the faculty, research scholars and participants of the various programmes, as also other organizations through inter library loan system. The Library and Documentation Centre has a collection of 54,847 books and 6,231

periodicals. Totally computerized and networked, the library provides referencing services through Internet, ERIC and DELNET based on virtual library mode. Library also subscribes to e-journal database.

Additionally, NUEPA also processes the cases and sanctions Grants-in-Aid to Govt./Non-Govt. organizations for workshops/seminars/conferences and for research projects on Education as per policy framed by MHRD. During the Financial Year 2008-09, the NUEPA had received 124 proposals of Grant-in-Aid assistance out of which 32 proposals were accepted and Rs.63,78,006/- was released under the Grant-in-Aid Scheme.

# 6



**Technical Education**

# Technical Education

## An Overview

Technical 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, 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 2008-09 there were 63 centrally funded institutions in the country.

The 63 centrally funded institutes of technical & science education are as follows:

Centrally Funded Institutions	Number of Institutions
Indian Institutes of Technology (IITs)	13
Indian Institutes of Management (IIMs)	7
Indian Institute of Science (IISc.)	1
Indian Institutes of Science Education & Research (IISERs)	5
National Institutes of Technology (NITs)	20
Indian Institutes of Information Technology (IIITs)	4
National Institutes of Technical Teachers Training & Research (NITTTRs)	4
<b>Others</b>	<b>9</b>
Schools of Planning & Architecture (SPAs)-3, Indian School of Mines University (ISMU), North-East Regional Institute of Science & Technology (NERIST), National Institute of Industrial Engineering (NITIE), National Institute of Foundry & Forge Technology (NIFFT), Sant Longowal Institute of Engineering & Technology (SLIET), Central Institute of Technology (CIT).	
<b>Total</b>	<b>63</b>

There are four Boards of Apprenticeship Training (BOATs).

The Central Government is also implementing the following schemes/ programmes: -

- (i) Technical Education Quality Improvement Programme (TEQIP) assisted by the World Bank.

- (ii) National Programme for Earthquake Engineering Education (NPEEE).

- (iii) Indian National Digital Library for Science & Technology (INDEST).

- (iv) Technology Development Mission.

- (v) NPTEL

The major challenge before the technical education system is one of access, equity and inclusion. Another area of concern is inadequate availability of faculty both in terms of quality and in numbers. Promotion of R&D efforts, improvement in employability of trained graduates and postgraduates coming out of the technical institutes, are some of the areas where efforts are required.

In 2008-09 several new measures were taken to implement the Government's vision of providing increased access with equity and excellence. The setting up of new Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), Indian Institutes for Science Education & Research (IISERs), assisting the State Governments for the establishment of new polytechnics and the initiation of the process for setting up of Indian Institutes of Information Technology (IIITs) and National Institutes of Technology (NITs) are steps in this direction. The centrally funded technical institutions have also started implementing the OBCs reservation in admissions as envisaged under the Central Educational Institutions (Reservations in Admission) Act, 2006 from the year 2008-09.

### **National Level Councils**

#### **All India Council for Technical Education (AICTE).**

The All India Council for Technical Education (AICTE) was set up in 1945 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 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 sections of the society, promoting innovations, faculty development & research giving grants to technical institutions etc.

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 **eight regional offices** located at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal, Bangalore and Hyderabad.

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 Education and Research in Engineering & Technology, Management Studies, Vocational Education, Pharmaceutical Education, Architecture, Hotel Management and Catering Technology, Information Technology, Town and Country Planning and Technician Education.

In accordance with the functions assigned to it under Clause 10(k) of the AICTE Act, the Council grants approvals for starting new technical institutions and for introducing new courses or programmes in approved institutions. Approvals are accorded in consultation with respective state Governments and affiliating universities. The details of AICTE approved degree level and diploma level technical institutions for the academic year 2008-09 are summarized below:

## Number of AICTE approved Technical Education Institutions and their Annual Intake.

(As on August 31, 2008)

S.No.	Programme	Degree		Diploma	
		NOI*	Intake	NOI*	Intake
1.	Engineering & Technology	2388	841018	1659	471006
2.	Architecture	106	4133	--	--
3.	MCA	1137	81761	--	--
4.	Pharmacy	1001	62307	575	32181
5.	Applied Arts & Crafts	10	840	4	480
6.	MBA	1231	114641	--	--
7.	PGDM	285	36418	--	--
8.	Hotel Management	86	5847	86	4490
	Total	6244	1146965	2324	508157
	Grand Total		Institutions		8568
			Intake		1655122

\*NOI - Number of Institutions

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 increase in intake capacity in technical institutions. The AICTE has delegated powers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions to the concerned State Governments. The process of granting approvals has been reviewed to make it more transparent, responsive and hassle free. The concerned agencies i.e. State Governments & universities are consulted at all important stages of decision making. 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 under Section 10 (4) of AICTE Act, awards accreditation status to programmes as Accredited for five years, Accredited for three years and Not Accredited (NA). Accreditation was based on an 8 point criteria which was input based. NBA has, however, revised the criteria for accreditation of institutes to bring it at par with international parameters. Accreditation is now based on a 1000 point scale and is an outcome based accreditation system. There has been a substantial increase in the number of accredited programmes as is seen from the table placed below:

### Accreditation of Programmes

Discipline	As on June 06, 1996	As on December 12, 2003	As on March 13, 2009	Percentage of Accredited Programmes
	Programmes (Institutions)	Programmes (Institutions)	Programmes (Institutions)	
Engineering	72 (7)	759 (169)	2977 (760)	49.29
Pharmacy	-	38 (15)	78 (14)	17.69
Management	-	51 (41)	152(128)	13.53
HMCT	-	02(02)	04(04)	8.00
MCA	-	29(29)	73(82)	7.17
Diploma			381 (117)	6.00

NBA is a provisional member of the Washington Accord and is making all efforts to attain full membership. The Research & Institutional Development (RID) Bureau is a critical wing of the Council. It financially supports technical institutions for original research, industry

interaction and training young teachers. The Council has several schemes to attract all types of stakeholders. During 2008-09, the Council received many proposals under the following schemes which were evaluated and considered for funding:

Scheme	No. of Proposals Received	No. of proposals approved and grant sanctioned	
		No. of Proposals	Grant (Rs. in Lakhs)
Research Promotion Scheme (RPS)	936	266	2795.33
Modernization and Removal of Obsolescence (MODROBS)	1825	324	1497.64
National Facilities in Engineering & Technology with Industrial Collaboration (NAFETIC) & Nationally Coordinated Project (NCP)	38	38	8.52
Entrepreneurship Development Centre (EDC)	350	89	672.56
Industry-Institute Partnership Cell (IIPC)	310	70	587.37
<b>TOTAL</b>	<b>3459</b>	<b>787</b>	<b>5561.42</b>

There are several schemes for faculty development, namely; Quality Improvement Programme (QIP), Career Award for Young Teachers (CAYT), Emeritus Fellowship, Visiting Professorship, Seminar Grant, Travel Grant, Staff Development Programme, National Doctoral Fellowship, AICTE-INAE Distinguished Visiting Professorship and Financial Assistance to Professional Societies/ Bodies. Under the Quality Improvement Programme (QIP), faculty members

of degree level institutions are given opportunity to upgrade their qualifications to Master's and Ph.D. levels. Under the Scheme QIP (poly), polytechnic teachers can pursue Master's degree programmes. Course-wise Development and other short term training programmes are also conducted under the QIP.

In the Emeritus Fellowship scheme, superannuated faculty members are supported

for two years to continue research through grant of fellowships and contingency grants. Under the scheme of Visiting Professorship, reputed academicians and technologists provide required expertise to their host institutions. Financial assistance is provided to regular faculty through schemes of Career Award for Young Teachers, Travel Grant and Seminar Grant. The Staff Development Programmes help new teachers to further enhance teaching skills. Professional

Societies/Bodies are also provided non-recurring grants for various purposes. The scheme of AICTE-INAE Distinguished Visiting Professorship, jointly initiated by the AICTE and the Indian National Academy of Engineering (INAE), helps institutions avail expertise of experienced professionals from industry. The number of programmes / activities supported as well as fellowships awarded under various schemes of Faculty Development during the year 2008-2009 is given in the table below:-

Scheme	No. of Proposals Received	No. of proposals approved and grant sanctioned	
		No. of Proposals	Grant (Rs. in Lakhs)
Career Award for Young Teachers	98	30	138.00
Emeritus Fellowship	30	18	5220
Seminar Grant	839	441	532.08
Travel Grant	400	210	140.69
Staff Development Programme 1667.70		828	389
National Doctoral Fellowship	175	50	130.50
Financial Assistance to Professional Societies/ Bodies	75	43	165.00
PG Education & Research Scheme	380	253	7800.00
<b>TOTAL</b>	<b>2825</b>	<b>1434</b>	<b>10626.17</b>

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 and for assessment of anticipated gaps in demand and supply. This NTMIS Scheme presently works from 20 nodal centers all over the country.

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.

The Council has set up 106 virtual classrooms in identified technical institutions under EDUSAT scheme to share the knowledge of premier and well-established institutions with other institutions. The scheme may be extended later to desired institutions in a phased manner.

Under the AICTE-INDEST Scheme, AICTE has provided a grant of Rs. 3.27 crores to Indian Institute of Technology (IIT), Delhi for subscription to electronic resources to 60 Government/ Government aided institutions having programmes in engineering and technology at postgraduate level.



To provide information to its stakeholders, and for transparency in its activities, the relevant and current information is regularly updated on the website <http://www.aicte.ernet.in>.

### **AICTE initiatives for overcoming imbalances in Technical Education**

In order to overcome imbalances in technical education, the Council has taken up certain new initiatives as per details given below:

1. In order to ensure reducing of imbalance between engineering education and polytechnic education the Council has permitted second shift of polytechnic in an existing polytechnic institution and also a second shift of polytechnic in an existing engineering institution.
2. Keeping in view, the regional imbalance of the number of seats in various States of the country, the Council has allowed second shift of engineering colleges in existing colleges only in those States where the number of seats available in engineering colleges per lakh of population is less than the all India average.
3. For a balanced growth of various streams of education in engineering & technology, the Council has taken a policy decision to allow establishment of new engineering institutions with at least three conventional branches as a mandatory requirement in the States where the number of seats available in engineering colleges per lakh of population are more than the all India average, whereas in the states where the number of seats available in engineering colleges per lakh of population are less than the all India average, no such restriction is applicable.

### **Development of Integrated Campus**

The Council has been granting approval for establishment of technical institutions as individual entities in the field of technical education.

In order to ensure development of technical institutions with optimal utilization of infrastructure and other facilities without compromising on prescribed norms and standards, the Council has allowed development of integrated campus with multi-discipline in which various programmes, namely, engineering, management, pharmacy and some other areas of technical education can be run in the same campus which will facilitate optimal utilization of manpower, network facilities, labs, workshops, library and also provide scope for academic integration with inter-disciplinary interaction and better learning environment. This would enable such integrated institutions to develop synergy and utilize common facilities and in turn reduce cost of education. Such institutions may also extend integrated undergraduate and postgraduate programmes in management and computer application courses and research programmes along with the main stream of engineering programmes at the under graduate and post graduate levels.

### **Council of Architecture**

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by the Parliament of India, which came into force on 1<sup>st</sup> September, 1972. The Act provide for registration of Architects and matters connected therewith. The COA is consulted before any architectural qualification is notified as recognised under the Act by the Central Government. The Council has prescribed the minimum standards of architectural education required for granting recognised qualifications by notifying Council of Architecture Minimum Standards of Architectural Education Regulations, 1983 with prior approval of the Central Government.

### **Central Institutions in Technology**

#### **Indian Institutes of Technology – IITs**

Indian Institutes of Technology (IITs), Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee were established as 'Institutions of

National Importance' under The Institutes of Technology Act, 1961. Their main objective is to impart world – class training in engineering and technology; to conduct research in the relevant fields, and for 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, the IITs offer B. Tech., M.Sc., M.Design, M.Phil., M.Tech, and Ph.D. Degrees. IITs maintain 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 capacities of existing IITs are being enhanced considerably during the 11<sup>th</sup> Plan period. To keep pace with the changes taking place in new technologies, new programmes are being started in identified areas such as new materials, non-destructive evaluation technology, high speed networking and wireless technology, bio-technology and bio-informatics, smart materials, environmental energy, medical science and technology, medical instrumentation, electronics, electronics communication and membrane technology etc.

In addition to the seven existing IITs, the Government have established six new IITs in 2008-09 in Andhra Pradesh, Bihar, Rajasthan, Gujarat, Orissa and Punjab while two new IITs in Madhya Pradesh and Himachal Pradesh will be established in 2009-10. While, admission in the first six new IITs has already commenced from the academic session of 2008-09, admission in the remaining two new IITs in Madhya Pradesh (Indore) and Himachal Pradesh (Mandi) will commence from the academic session of 2009-10.

Students in UG programmes in IITs are admitted on the basis of Indian Institute of Technology-Joint Entrance Examination and in PG programmes through Graduate Aptitude Test in Engineering.

### Student strength in IITs during 2008-09

Sl.No.	Indian Institutes of Technology (IITs)	Student strength as on 31.3.2009	Student intake in UG in academic year 2008-09	Student intake in PG in academic year 2008-09
1.	IIT Kharagpur	6962	1134	929
2.	IIT Bombay	5865	641	1105
3.	IIT Madras	5119	624	304
4.	IIT Kanpur	4102	683	484
5.	IIT Delhi	5106	621	1092

Sl.No.	Indian Institutes of Technology (IITs)	Student strength as on 31.3.2009	Student intake in UG in academic year 2008-09	Student intake in PG in academic year 2008-09
6.	IIT Guwahati	2357	390	418
7.	IIT Roorkee	4854	884	839
8.	IIT Gandhinagar	90	90	--
9.	IIT Bhubaneswar	94	94	--
10.	IIT Patna	92	92	--
11.	IIT Hyderabad	111+10 (Ph.D.)	121	--
12.	IIT Rajasthan	108	108	--
13.	IIT Ropar	105	105	--

### Indian Institute of Technology, Kharagpur.

Indian Institute of Technology, Kharagpur was set up in 1951 in a green sprawling campus spread over 2100 acres. The Institute has 19 Departments, 8 Centres and 7 Schools and a number of Research and Development Units of excellence in addition to laboratories and Central Research Facilities. There are 525 faculty members and 1300 supporting staff who devote their best to produce the brightest and the best scientists, engineers and managers for the service of the Nation. 6962 students, on their part, devote their respective study period here to excel themselves in their academic pursuit. The Institute is presently offering B.Tech (Hons.) Courses in 16 different branches of Engineering, B.Arch (Hons) Course in Architecture, Dual Degree Programmes, 7 Integrated M.Sc. Programmes, 6 Two-Year M.Sc. Programmes, 50 Postgraduate Degree Courses leading to M.Tech / MCP / MBA / MMST / M.Sc. Degrees, besides LLB Degree Programme with specialization in IPR and 2 Postgraduate Diploma Courses and Research Programmes leading to MS and Ph.D. Degrees.

The Institute has a strong research focus facilitated by a large number of hi-tech laboratories and computational facilities, supported by a well-equipped Central Library and

spearheaded by the committed group of faculty members and students.

The 54<sup>th</sup> Annual Convocation was held on 25<sup>th</sup> July, 2008 and a total of 1902 degrees were awarded which include 167 Ph.D, 37 MS, 611 M.Tech, 23 MCP, 121 MBA, 168 Dual Degree, 09 MMST, 76 PGDIT, 03 PGDMOM, 06 PGDRD, 12 PGDIPL, 11 PGDTNM, 99 PGDBA, 22 PGDST, 08 PGDM, 196 M.Sc., 323 B.Tech (H) and 10 B.Arch (H) Degrees.

About 1293 research papers were published in referred international and national journals and 1020 papers presented in national and international conferences by the faculty members.

### Indian Institute of Technology, Bombay

Indian Institute of Technology, Bombay completed 50 years of its successful existence and is celebrating its Golden Jubilee. The institute is known for its strong research groups in various areas of science and technology that are making substantial contribution to national projects, and it continues to upgrade its research infrastructure and programmes in order to attain high research output in terms of quality and quantity of research papers and patents. It is also creating a niche for its innovative short-term courses through continuing education and distance education programmes. To keep up with the changing times,

the institute has been upgrading its curriculum at the undergraduate and postgraduate levels, addressing the needs of the industry and the country. During the period under review, the institute admitted 641 students for UG (through JEE), 145 for 2-year M.Sc., 592 for M.Tech. and 205 students for Ph.D. programmes. Students were also admitted to the following programmes: M.Des. – 49, M.Phil. – 12, M.Mgt. – 86, and M.Sc. & Ph.D Dual Degree – 16. In 2008 the student strength of the institute was about 5865 under various UG, PG and Ph. D.

The 46<sup>th</sup> Convocation of IIT Bombay was held on August 8, 2008 and a total of 1605 degrees were awarded: Ph.D. – 200, M.Tech. – 658, M.Mgt. – 53, M.Des. – 44, M.Phil. – 15, M.Sc. – 116, PGDIIT – 04, M.S. – 03, and B.Tech. – 512. During the period, about 45 sponsored projects were sanctioned with an outlay of Rs. 25 crore funded by various agencies both from India and abroad. A significant number of consultancy projects were also undertaken during the same period with a financial outlay of about of Rs. 6.5 crore. The major technologies / designs transferred during this period are Soil Biotechnology, Hindi word net, Educational robot, V-trough concentrated module, Corrosion simulation software, and Mind games. CEP organized 85 programmes with participation of 1942, candidates and revenue earning of Rs. 2.41 crore. Of these programmes, two were conducted in Dubai and six at the IIT Bombay Extension Centre in Gandhinagar, Gujarat. A total number of 19 international students from Germany, Ethiopia, France, Sweden, USA, and Bangladesh have registered and joined IIT, Bombay during the period for doing course work / project work / postgraduate studies.

### **Indian Institute of Technology, Madras (IITM)**

The Indian Institute of Technology Madras (IITM) was established in 1959 by the Government of India as an institute of national importance. Its primary objective was to promote higher technical

educational research and consultancy. The institute has 16 Departments and 5 Research Centers and the campus covers an area of 256 hectares of forest land and houses a community of about 13000 people. IITM offers UG, Dual Degree and PF programmes in Aerospace Engineering (AE), Biotechnology (BT), Chemical Engineering (CH), Civil Engineering (CE), Computer Sciences & Engineering (CS), Electrical Engineering (EE), Engineering Design (ED), Mechanical Engineering (ME), Metallurgical & Materials Engineering (MM) and Ocean Engineering (OE) departments, an integrated Masters programme in Humanities and Social Sciences (HS) and PG Programme in Applied Mechanics (AM), Chemistry (CY), Humanities & Social Sciences (HS), Management Studies (MS), Mathematics (MA) and Physics (PH) departments. Users Oriented M. Tech programmes are currently offered in BT, CE, ME and OE. New multi-institute M. Tech in Clinical Engineering and Ph.D. in Biomedical Devices and Technology programmes have been introduced in 2007-08 in collaboration with Sree Chitra Tirunal Institute of Medical Sciences and Technology, Trivandrum and Christian Medical College, Vellore. The MS and Ph.D. programmes emphasize research excellence and the M.Tech. (Clinical Engineering) programme addresses the management of the technology aspects in a hospital as well as the Medical Technology needs of the country. The Institute offers Ph.D. programme in all the 16 departments, M.S. programmes in 12 departments, M.Tech programme in 24 streams/specialisations, M.Sc. programme in 3 branches, B.Tech programme in 10 branches, Dual degree (B.Tech and M.Tech) programme in 14 branches, M.B.A. programme and M.A. Integrated programme besides a preparatory courses for SC/ST students.

A PG Diploma Programme for Executive for Visionary Leadership in Manufacturing (PGDPEX) has been launched from the academic year 2007-08 under the aegis of National Manufacturing Competitiveness Council (NMCC) and the Ministry

of Human Resource Development of the Government of India with the support of industry, for enhancing the competitiveness of Manufacturing Sector. IIT Madras, IIT Kanpur and IIM Calcutta are jointly offering this programme.

The programme-wise degrees awarded in 2008 are Ph.D. (165): MS (110): M.Tech (348): M.Sc (85): MBA (61): Dual Degree (B.Tech & M.Tech) (120): B.Tech (358): B.Sc Tech-20: DIT 245. 16 Patents have been filed in the year 2007-08 and 10 patents were granted. The total student strength during 2008-09 was 5119. IIT Madras has been allotted 11.43 acres of land by the Tamil Nadu Government for setting up the IIT Madras Research Park. The work on the first phase of Park has been commenced.

### **Indian Institute of Technology, Kanpur (IITK)**

Set up in 1959, Indian Institute of Technology, Kanpur has a Campus of 1100 acres. The number of graduating students at the undergraduate level was B.Tech-334, M.Sc.(5 year Integrated)-40, B.Tech-M.Tech Dual Degree (5 year)-60, M.Sc.(2 year)-70, Total 504 and the postgraduate level were M.Tech-356, M.Des-6, MBA-27, PhD-101, Total =490. Faculty filed 15 patents in India and overseas in 2007-08.

During the academic year of 2008-09, the intake in UG programmes was 683 and that of PG programmes was 484. The total student strength was 4102. There are 10 halls of residence, eight for boys and two for girls. The Institute has signed a Memorandum of Understanding with Bharat Sanchar Nigam Limited (BSNL) for setting up of the BSNL-IITK Telecom Centre of Excellence. To devise concrete product prototypes using Nano Science and Technology, a unique inter-disciplinary project funded by DST, has been undertaken at a total outlay of Rs. 11.00 crores. Centre for Nanotechnology at the Institute focuses on development of technologies based on the rapidly developing Nano Science. The Institute has taken the lead in the joint IITK-ISRO programme

for developing and launching an indigenous Micro-Satellite.

Biological Sciences and Bio-engineering department has developed a disposable polymeric bioreactor for therapeutic protein production for medical applications and a cost effective cryogel filter for the purification of blood cells. It has also developed an RNAI-based technology to engineer plants for nematode resistance. The technology now being developed for a larger number of crop plants has received a World Bank research grant of Rs. 5.5 crores.

At Advanced Centre for Materials Science, a dilameter is employed for measuring in situ the instantaneous dimensional changes in compacts during various thermal cycles. The Institute is adding several major infrastructural facilities for carrying out multi-disciplinary R&D activities. It is in the process of setting up of a major facility for cross-disciplinary research, namely 1.7 MV Tandetron accelerator, with microprobe and heavy ion irradiation. It is establishing a high performance computing facility (One Teraflop operations per second and 0.5 T Byte). This facility will help tackle challenging and complex numerical problems in computational astrophysics, turbulence and materials physics. The Department of Science and Technology (DST) has a *Fund for improvement of Science & Technology (FIST)* scheme to build infrastructure facilities in universities and higher educational institutions.

With the objectives of promoting, strengthening and maintaining scientific and academic co-operation, exchange of faculty student and staff for the purpose of engineering research, educational programmes, sharing scientific instrumentation of common interests, IIT-Kanpur has entered into MoUs with The Università Degli Studi Di Perugia; Deakin University, Victoria; Dan Kook University; University of Modena and Reggio Emilla (Italy); KEIO University; University of Ulster; Ecole Polytechnique, France; University of Nanyang Technological University, Singapore

(NTUS); University of McMaster, Canada; Ritsumeikan University and Ritsumeikan Asia Pacific University.

### **Indian Institute of Technology, Delhi (IITD)**

Established as a College of Engineering in 1961, this institute was declared an Institute of National Importance under the "Institute of Technology (Amendment) Act, 1961" and renamed as "Indian Institute of Technology Delhi" in 1963.

The institute offers a wide range of academic programmes in science and engineering disciplines both at Undergraduate and Postgraduate level. In the year 2008-09, the student strength was 5106. 147 Ph.Ds. have been awarded to students.

Two 2-years M.Tech. programmes viz (i) M.Tech in Atmospheric – Oceanic Science and Technology" (ii) M.Tech. in "Molecular Engg. Chemical Synthesis and Analysis", have been started from the academic session 2008-09. A one year Post-graduate Diploma in "Metro Rail Transport; Technology and Management" in collaboration with Delhi Metro Rail Corporation has been started from academic session 2008-09. This programme is exclusively run for the sponsored employees of the DMRC.

The Curriculum review and updation is a continuous exercise at IIT Delhi, striving always for higher and higher quality, with major revisions taking place roughly once in every 10 years. The recent major review of the Undergraduate Curriculum lead to revised programs with several significant features including more emphasis on design activity and independent work and greater flexibility in choosing electives.

Training and Placement (T&P) is an important activity of the Institute. The T&P Unit is mainly responsible for arranging practical training of the undergraduate students to meet their degree requirements and to provide world class job opportunities to undergraduate and postgraduate

students after graduation for suitable jobs in the industry and various private and public sector organizations.

Along with teaching and academic research, the Institute accords an equal importance to research and development projects sponsored by various agencies and industry. Industrial Research and Development (IRD) Unit also provides Assistantships for Scholarships to Ph.D. scholars in exceptional cases after completion of 4 years till the end of 5<sup>th</sup> year from the date of registration.

### **Indian Institute of Technology, Guwahati (IITG)**

Indian Institute of Technology, Guwahati, 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 Brahmaputra.

The Institute has 11 academic departments, namely, Chemical Engineering, Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, Biotechnology (all of which offer BTech, MTech and PhD programmes); Design (offering B.Des, M.Des and Ph.D. programme); Chemistry, Mathematics and Physics (offering B.Tech, M.Sc. and Ph.D. programmes); and Humanities and Social Sciences (offering Ph.D. programme). There are three inter-disciplinary academic centres, namely, Energy, Environment, and Nanotechnology (offering Ph.D. 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 2008, the Institute admitted 808 new students compared to 720 the preceding year. The Institute started a 4-year B.Tech programme in Electronics and Electrical Engineering from July, 2008. During 2008-09, 468 students passed out

with various degrees in different subjects. In March, 2009, the total student strength was 2,357 compared to 2,126 the preceding year. The number of faculty members grew from 190 to 214 and non-teaching staff from 292 to 319.

Research is carried out by the faculty members with PhD, Masters' and also some BTech students. The Institute also undertakes research and development projects under the categories of sponsored research projects in various areas of specialization. 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.

### **Indian Institute of Technology, Roorkee**

Indian Institute of Technology, Roorkee (IITR) was converted from the University of Roorkee in September, 2001. 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., including Integrated M.Sc. and M.Tech.), 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 systems). The Institute started a new interdisciplinary M.Tech. programme in Nano Technology from the academic session 2008-09. Total students strength in the academic session 2008-09 was 4,854; 2,616 undergraduates, 1,436 postgraduates and 802 research scholars.

In the Eighth Annual Convocation held on November 08, 2008, numbers of degrees awarded to successful candidates were 437 B.Tech. / B.Arch/IDD, 628 M.Tech / M.Sc. / MBA / MCA and 141 Ph.D. The Institute also honoured four of its outstanding alumni with the Distinguished Alumnus Award.

The Institute has presently 380 faculty members, 17 Emeritus Fellows and 8 Scientists. Faculty is actively engaged in R&D activities. During the period, it published 545 research papers in peer reviewed journals, and 605 in various national and international conferences.

Central Library of institute has more than 3,39,063 documents, both print and non-print, in its collection. It subscribes to 900 + print journals and has access to 10,000 + on line e-journals.

The Continuing Education Centre organised 67 national courses during the period from Nov. 2007 to Oct. 2008. Nearly, 1391 participants were trained. This year IIT, Roorkee was given the responsibility to co-ordinate the Finishing School Programme for engineering graduates at National level by the Ministry.

### **New Indian Institutes of Technology**

Government is establishing eight new IITs in Andhra Pradesh, Bihar, Rajasthan, Himachal Pradesh, Orissa, Punjab, Gujarat and Madhya Pradesh during the XI<sup>th</sup> Plan, out of which six new IITs have started functioning from the academic year 2008-09. While the IITs of Orissa, Rajasthan and Punjab have admitted their 1<sup>st</sup> batch of B.Tech students in the campuses of their mentor IITs at Kharagpur, Kanpur and Delhi respectively, IITs at Andhra Pradesh, Bihar & Gujarat are functioning

from their temporary campus at Hyderabad, Patna & Gandhinagar respectively. Academic year has been started in these six new IITs by admitting about 120 students each in B.Tech courses in three branches from 2008-09. As far as staff is concerned, each IIT has been sanctioned 30 faculty posts every year for the first three years. Each of the new IITs is being mentored by an existing IIT. B.Tech courses will be started in IIT Madhya Pradesh (Indore) and IIT Himachal Pradesh (Mandi) from the academic session of the year 2009-10. An amount of Rs. 60.00 crore was released for these new IITs during 2008-09.

### **Indian Institute of Technology, Hyderabad**

IIT Hyderabad, Andhra Pradesh has started functioning from the academic year 2008-09 through its temporary campus at Ordnance Factory, Medak, Hyderabad. 111 students were admitted in B.Tech courses in three branches in 2008-09. The Government of Andhra Pradesh has handed over 523 acres of land at Medak to IIT, Hyderabad for its permanent campus. IIT Madras is the mentoring IIT of the Institute. Rs. 17.00 crore have been released during the year 2008-09 under Plan to this new IIT. The Institute has started with B.Tech programme in three branches – (i) Computer Science and Engineering (ii) Electrical Engineering and (iii) Mechanical Engineering.

### **Indian Institute of Technology, Rajasthan**

Classes of IIT Rajasthan for academic session 2008-09 have started from the campus of IIT Kanpur. A total of 108 students were admitted in B.Tech courses in three branches in 2008-09. IIT Kanpur is the mentoring IIT of the Institute. Rs. 6.50 crore has been released during the year 2008-09 under Plan to IIT Rajasthan. The city in which this IIT will be located is being finalised. The Institute has started with B.Tech programme in three branches – (i) Computer Science and Engineering (ii) Electrical Engineering and (iii) Mechanical Engineering.

### **Indian Institute of Technology, Patna**

IIT Patna, Bihar has started functioning from the academic year 2008-09 through its temporary campus at Govt. Polytechnic, Patliputra, Patna. 92 students have been admitted in 2008-09 in B.Tech courses in three branches. The Government of Bihar has offered land at Bihta, Patna to the Institute. IIT Guwahati is the mentoring IIT of the Institute. The Institute has started with B.Tech programme in three branches – (i) Computer Science and Engineering (ii) Electrical Engineering and (iii) Mechanical Engineering. Rs.7.50 crore has been released during the year 2008-09 under plan to IIT Patna.

### **Indian Institute of Technology, Gandhinagar**

IIT Gandhinagar, Gujarat has started functioning from the academic year 2008-09 through its temporary campus at Vishwakarma Govt. Engg. College, Chandkheda, Ahmedabad. The Government of Gujarat has offered land measuring about 450 acres at Nasmed, TAL: Kalol, Distt. Gandhinagar for this new IIT. 90 students were admitted in B.Tech courses in three branches during 2008-09. IIT Bombay is the mentoring IIT of the Institute. Rs. 10.00 crore has been released during the year 2008-09 under Plan to IIT Gandhinagar. The Institute has started with B.Tech programme in three branches – (i) Chemical Engineering (ii) Electrical Engineering and (iii) Mechanical Engineering.

### **Indian Institute of Technology, Bhubaneswar**

IIT Bhubaneswar, Orissa has started functioning from the academic year 2008-09 through IIT Kharagpur campus at Kharagpur from 23<sup>rd</sup> July, 2008. Campus will be shifted to Bhubaneswar as soon as the premises at Bhubaneswar extension campus of IIT Kharagpur becomes ready. 94 students were admitted during 2008-09 in B.Tech courses in three branches. The Government of Orissa has offered 891 acres of land at Arugul,



Jatni, to the Institute which has been approved by this Ministry. IIT Kharagpur is the mentoring IIT of the Institute. Rs. 11.50 crore has been released during the year 2008-09 under Plan to this new IIT. The Institute has started with B.Tech programme in three branches – (i) Civil Engineering (ii) Electrical Engineering and (iii) Mechanical Engineering.

### **Indian Institute of Technology, Punjab**

IIT Punjab has started functioning from the academic year 2008-09 through IIT Delhi campus at Delhi. 105 students were admitted in B.Tech courses in three branches. The Government of Punjab has offered 513 acres of land at Ropar, which is about 40 Kms from Chandigarh, to the Institute for its permanent campus. IIT Delhi is the mentoring IIT of the Institute. An amount of Rs. 7.50 crore has been released during the year 2008-09 under Plan. The Institute has started with B.Tech programme in three branches – (i) Computer Science and Engineering (ii) Electrical Engineering and (iii) Mechanical Engineering.

### **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 in information technology is a core prerequisite. The Central Government has established four IIITs at Allahabad, Gwalior, Jabalpur and Kancheepuram. These institutions provide undergraduate as well as postgraduate education. The IIIT at Gwalior is for IT and Management. The IIITs at Jabalpur and

Kancheepuram are for IT and Design as well as Manufacturing. The IIIT at Allahabad can be considered for IT and Library Sciences or Informatics, based on the activities of this Institute. In addition, the Eleventh Five Year Plan envisages the establishment of twenty more IIITs in the country in Public Private Partnership (PPP) mode.

Admissions into undergraduate programmes in IIITs are through the All India Engineering / Architecture Entrance Examination (AIEEE).

### **Indian Institute of Information Technology, Allahabad**

The Indian institute of Information Technology, Allahabad was established in 1999 and 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 (CUS) and Ph.D. programmes in cutting edge areas.

During the Academic Year 2008-09, intake in U.G. programmes was 286 and intake in P.G. programmes was 125. The student enrolment in various UG, PG & Ph.D programmes was 1321.

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. Discovery Park Project was sanctioned by Ministry of Science & Technology, Govt. of India. In the First Phase, three areas viz. – Electronic & Traditional Agriculture, Bio-fuels and Bio-informatics would be taken up at Amethi. The buildings of the Campus are under construction.

### **Atal Bihari Vajpayee Indian Institute of Information Technology and Management, Gwalior**

Atal Bihari Vajpayee Indian Institute of Information Technology and Management, Gwalior (ABV-IIITMG) an autonomous Institute with the status of a deemed-to-be-University was established by the Government of India in January, 1996. The Institute has a well-defined campus on 160 acres of land on the foothills of the Gwalior Fort. It strives to become a world class institution to contribute towards research and education and to produce technology and business leaders. The focus is on research and education. The vibrant links with the industry are wide ranging; these include industry oriented curricula design, development and delivery, summer internship projects, mentoring of students by CEOs and senior professionals etc.

ABV-IIITM offers Post Graduate and Doctoral Programmes in ICT and Management.

The institute has established research collaboration with Universities in USA, France, and Japan.

The institute has imparted training to approx 150 teachers from various colleges of Technical Engineering and Management across India. The Institute has very good placement record, being close to 100% (Campus placement 90% and 10% through off campus).

Agreement was made with NTR0 to Establish Cyber Security Lab and DIT Gol has sanctioned a project named Training Programme for Professionals. Process is on for conducting a Training Programme for Railway Officials in IT & Management.

### **Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design and Manufacturing (PDPIITDM), Jabalpur.**

Due to globalization and opening up of Indian economy, manufacturing sector in India 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, 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 defence, industrial machinery, engineering services, high-tech electronics, consumer durables etc.

The Institute began its activities from its temporary premises in the IT Bhavan of the Jabalpur Engineering College, Jabalpur. 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 is in progress.

### **Indian Institute of Information Technology, Design and Manufacturing (IIITD & M), Kancheepuram**

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 Kancheepuram. The State Government has identified a suitable piece of land measuring 100 acres on Kelambakkam-Vandalur Road in Kancheepuram.

The Government of India has entrusted Indian Institute of Technology, Madras (IITM) with the responsibility of mentoring IIITD&M Kancheepuram. The academic session of the IIITD&M has already commenced from August, 2007 at the IITM Campus with the support of staff and faculty members of the IITM until a new campus is set up on the land identified by the Government of Tamil Nadu. During the academic year 2008-09, intake in UG course was 60. The student enrolment was 88. IIITD&M Kancheepuram offers 4 year B.Tech. (Design & Manufacturing) Programme which is designed for the future needs of engineering industries. This branch is unique and offered for the first time in India and in the world itself. Plan grant of Rs. 2.00 crore was released during the year 2008-09 to IIITD&M Kancheepuram.

### **National Institutes of Technology (NITs)**

17 Regional Engineering Colleges (RECs) were established from the year 1959 onwards in each of the major States to meet the growing requirements for trained technical manpower for various development projects of the country. These colleges were set up as joint and co-operative enterprises of the Central Government and the State Government concerned. Subsequently, these colleges were taken over by the Central Government as fully-funded Institutes of the Central Government in 2003 and were rechristened as the National Institutes of Technology (NITs).

The Government of India also took over Bihar College of Engineering, Patna, and renamed it as NIT-Patna in the year 2004. Similarly, Government Engineering College, Raipur and Tripura Engineering College, Agartala were also taken

over by the Central Government as fully funded Institutes w.e.f. 1<sup>st</sup> December 2005 and 1<sup>st</sup> April, 2006, respectively. Thus the total number of NITs has gone up to twenty.

The NITs are located at: - Agartala (Tripura), Allahabad (Uttar Pradesh), Bhopal (Madhya Pradesh), Calicut (Kerala), Durgapur (West Bengal), Hamirpur (Himachal Pradesh), Jaipur (Rajasthan), Jalandhar (Punjab), Jamshedpur (Jharkhand), Kurukshetra (Haryana), Nagpur (Maharashtra), Patna (Bihar), Raipur (Chhattisgarh), Rourkela (Orissa), Silchar (Assam), Srinagar (Jammu and Kashmir), Surat (Gujarat), Surathkal (Karnataka), Tiruchirappalli (Tamil Nadu) and Warangal (Andhra Pradesh).

The NITs are governed by the National Institutes of Technology Act 2007, which came into existence w.e.f. 15-08-2007. As per this Act, all the NITs are now declared as Institutions of National Importance. These Institutes are able to fulfil the demand of high quality undergraduate and postgraduate-level education in engineering and technology. These NITs also offer Doctorate programmes. The affairs of these NITs are managed by their respective Boards of Governors.

### **Latest Initiatives**

- a) The admission policy in NITs was reviewed in this Ministry and it was decided that from the academic year 2008-09 onwards, 50% of the seats in NITs will continue to be filled from the students of the States where these NITs are located and the remaining 50% of the seats of the NITs will be filled up on the basis of the All India Rankings secured by the candidates (of all the States/UTs) in the AIEEE. This system was introduced primarily to foster excellence in the quality of students being admitted in NITs and also to provide equal opportunity to all the students of the country.
- b) During the 11<sup>th</sup> Plan Period, it has been decided to open ten new National Institutes of Technology (NITs) in those States/UTs

which do not have an NIT as on date. As per decision taken by the Ministry of Human Resource Development, these 10 New NITs are being opened in the States of Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Manipur, Mizoram, Uttarakhand, Goa and Delhi, and in the UT of Puducherry.

- c) From the academic year 2008-09, all the NITs (except Agartala) are implementing the recommendations of the Oversight Committee for OBC reservation in a phased manner. NIT – Warangal has implemented the 27% OBC reservation during 2008 – 2009 in a single go. Additional funds are being released by the Ministry to the NITs to enable them build up necessary infrastructure and appoint faculty members in this regard.
- d) Council of NITs as per provisions of the NIT Act, 2007, was notified.
- e) This Ministry has decided to reserve three seats in the stream of Mining Engineering in the NITs offering Mining Engineering, for the students of Meghalaya from the academic year 2009-10.
- f) The First Statutes common for all NITs have also been notified.
- g) Summer Schools were conducted by NITs for in-service faculty of various Technical Institutions in 2008. About 4462 number of such faculty were trained in these Summer Schools conducted by NITs.

### Faculty & Non-Faculty Position in NITs

Consequent upon implementation of the Central Educational Institutions (Reservations in Admission) Act, 2006, all the National Institutes of Technology (NITs) except NIT – Agartala, are enhancing their students' intake in phases during 2008 – 2009 to 2010 – 2011. Keeping in view the enhancement in students' intake and the check list issued by Integrated Finance Division of this Ministry for creation of faculty positions in NITs,

proposals of NITs at Nagpur, Calicut, Durgapur, Rourkela, Kurukshetra, Bhopal, Jalandhar, Surathkal, Silchar and Jaipur have been approved for creation of additional faculty posts and the same have been communicated to the respective Institutes. About 500 additional faculty posts have been created for these NITs. The proposals for creation of additional faculty posts for the remaining NITs are also under process.

### Admission-related Matters (Concerning AIEEE)

All India Engineering Entrance Examination (AIEEE) is being conducted by the Central Board of Secondary Education (CBSE) since 2002 for admissions to undergraduate courses in Engineering and Architecture (including Planning) in participating Institutions viz. National Institutes of Technology (NITs), Indian Institutes of Information Technology (IIITs), etc. The first Central Counselling Board (CCB) for conduct of AIEEE was set up in March, 2002 and subsequent CCBs were re-constituted in 2004, 2005, 2006, 2007 and 2008. The CCB was last reconstituted by this Ministry in 2009 for AIEEE – 2009 under the Chairmanship of Director, NIT-Warangal.

### Institute-wise detailed information is given hereunder:-

#### National Institute of Technology, Agartala

National Institute of Technology, Agartala started its journey from 1<sup>st</sup> April, 2006. It is the twentieth NIT of the country. It was upgraded from the erstwhile Tripura Engineering College (run by the Government of Tripura) established in 1965. The Institute is located on the picturesque ambience, 4 km off National Highway (NH-44) about 20 km away from the capital city, Agartala. Agartala is linked to the rest of the country by road and rail-link via Silchar and Guwahati. It has got direct Air link with Delhi, Kolkata, Guwahati, Silchar and Imphal. The Institute's mission is "To help improve the economic development of the country particularly the North-Eastern States and also the

public system, through pursuit of excellence in technical education, research, consultancy and training”.

During the year 2008-09, the Institute has been able to take up the construction work of 1000 seated boys' & 510 seated girls' hostel at an estimated cost of about Rs.100 crore. The construction work of Library, Central Computing Centre, one three storied Academic Block, Iron Removal Plant and boys' & girls' Common Room are in progress. Recently, the Institute has introduced 3 PG courses one each in the Department of Mechanical Engineering (specialization in Thermal Science & Engineering), Department of Civil Engineering (specialization in Structural Engineering) and Department of Electrical Engineering (specialization in Power Electronics & Drives).

### **Motilal Nehru National Institute of Technology, Allahabad**

Motilal Nehru National Institute of Technology, Allahabad formerly known as Motilal Nehru Regional Engineering College, Allahabad, was established in the year 1961 as a joint enterprise of Government of India and Government of Uttar Pradesh. The students are extensively exposed to cross-cultural environment as candidates from various other countries such as Sri Lanka, Nepal, Bangladesh, Bhutan, Mauritius, Malaysia, Iran, Yemen, Iraq, Palestine and Thailand also join Motilal Nehru National Institute of Technology, Allahabad for various undergraduate and post-graduate programmes. The Institute has signed an MoU with C-DAC, Queens University, Canada and Feng Chia University, Taiwan.

### **Maulana Azad National Institute of Technology, Bhopal**

Maulana Azad National Institute of Technology, Bhopal was established in 1960 with the objectives of developing a 'Centre of Excellence' in the Central Region to be a pace-setter for other Institutions. The

mission of the Institute is to meet the need of Industry and Commerce by providing human resource with the required knowledge and skills, and also by promoting, disseminating, developing and transferring technology to act as a pace-setting institution and be a role model for other institutions to support the development of the country.

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.

### **National Institute of Technology, Calicut**

Calicut Regional Engineering College was christened as National Institute of Technology, Calicut along with all other Regional Engineering Colleges in the country. The Institute imparts instruction at Under Graduate (UG) level in nine branches. At Post Graduate (PG) level, there are 23 courses in different branches of Engineering Science, Math and Humanities. The Institute also provides facilities for research leading to Ph.D. Degree. The Institute follows a credit-based semester system with effect from 2002-03 academic year.

The Institute has a well-equipped library with 1,11,544 books and 7,802 BIS specifications. It has subscribed to 261 foreign journals, 156 Indian journals and dailies. 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 and 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.

## National Institute of Technology, Durgapur

National Institute of Technology, Durgapur is a leading Institute in technical education. The Institute offers UG Courses in nine branches and M. Tech courses in nine branches along with MCA and MBA. Basic infrastructural work was initiated in association with CPWD to start the construction of a 740 capacity boys' hostel and 264 capacity girls' hostel. The academic block, guest house, all faculty quarters and students' hostel are networked with fiber optic cables and wireless with internet bandwidth of 54 Mbps. Institute's Automation System is already in use and will be operationalised fully soon.

Fourteen workshops/seminars/conferences were organized and fifteen sponsored winter/Summer Schools were organized in 2008-09. The Institute is in the process of upgrading its intellectual capital through faculty-exchange programmes, conduct of various workshop/seminar, etc. The Institute will encourage faculties to take research consultancy assignment to bring real life example in classroom.

A "Professor-Chair" sponsored by the Ministry of steel, was instituted in the Department of Metallurgical and Materials Engineering along with 5 scholarships to undergraduate students to pursue research in ferrous metallurgy. A collaborative venture was taken up with CERN, Geneva encompassing faculty exchange, joint research and students' internship. Two faculty members of the Institute visited CERN during the startup of LHC in September, 2008 and one faculty member of CERN visited National Institute of Technology Durgapur in December, 2008. Collaboration is in progress with Caledonian Institute of Technology, Glasgow (Muscat Campus) in which a number of faculty members of the Institute visited Muscat under faculty-exchange programme and faculty members of CIT, Muscat started doctoral research programme at NIT-Durgapur. Seventeen new laboratories, a 'State of the Art' Central Instrumental Facility, CAD laboratory, Language Laboratory and 17 new

laboratories in different Departments were set up. The existing central facilities and 49 existing laboratories in various Departments were modernized.

## National Institute of Technology, Hamirpur

National Institute of Technology, Hamirpur (formally known as Regional Engineering College, Hamirpur) was established by the Government of India during the year 1985 as a Joint and Co-operative enterprise of Government of India and State Government of Himachal Pradesh. The campus of the Institute is over 200 acres of land (at an altitude of 900 meters) in picturesque surroundings facing snow-clad Dhouladhar mountain ranges. The place has serene climate with moderate temperature varying from 4 to 40 degree Celsius.

At present, the Institute offers four Year B. Tech. Degree in 5 branches, five year Degree in B. Arch. and 06 numbers in M. Tech programme. Two additional M.Tech programme (i.e. Signal procession & Control in Elec. Engineering and CAD-CAM & Robotics in Mech. Engineering) have been started from this academic year (2008-09). Besides it, Ph.D Programme has been started from January 2006 in all disciplines of Engineering, Science and Humanities. During the year 2008-09, placement of 194 B. Tech and B.Arch. students and 12 M. Tech. students has been made. Institute's Architect Department is participating in NASA (National Association for Students of Architecture). This Institute has organized Inter-Engineering Deemed University Football Tournament on 1<sup>st</sup> and 2<sup>nd</sup> October, 2008.

This Institute has been very active in the areas of R&D, faculty development initiatives, community concerns, curriculum development and creation of infrastructure facilities. Recently, World Bank has ranked National Institute of Technology, Hamirpur number one among all networking Institutions covered under TEQIP-World Bank Project. All B. Tech. Courses have been accredited

for a period of 5 years by NBA. A total of the 17 workshops/conferences & 07 Summer Schools were organized. Faculty from the Institute attended 35 seminar/STC/workshops outside and presented papers. Various 'State-of-the-art' facilities viz. campus wide network of more than 2200 voice/data nodes over fiber backbone with 100 active devices, wifi, voice over IP, Video conferencing, various servers from Sun, IBM, HP, Dell etc. MS Window & UNIX, Internet connectivity & web servers have been installed.

### **Malaviya National Institute of Technology, Jaipur**

The Institute was established in 1963 as a joint venture of the Government of India and the Government of Rajasthan. The college was shifted to the present campus in Jaipur in 1965. The Institute has over 125 hectares of lush green campus and perfect location for students from all the States/UTs of the country to flourish their all round development. The Institute is actively engaged in research, consultancy & developmental activities and it collaborates with leading industrial houses and institutions in India and abroad. It is the "Centre of excellence" on (i) Design Centre (ii) Centre for Energy and Environment (iii) Centre for Building Technology and Construction Material and (iv) Computer Centre.

Students of the Institute have regularly participated in various cultural and sports events; both within and outside the Institute, and have brought laurels to the Institute by winning various prizes. The faculty members are engaged in research and consultancy projects to the tune of about Rs.3.5 crore. Research output of the faculty has increased significantly this year with large number of papers published in National and International Journals/Conferences. Many faculty members were honoured with nominations on expert committees, editorships of reputed International journals and memberships of advisory committees. International collaborations with leading institutes around the globe is

continuing. One patent has been cleared by DST and three more patents have been filed. In the academic year 2007-08, 87 organizations visited/ conducted interviews for recruitment of final year students and selected 355 students out of total 371 eligible students.

### **Dr B R Ambedkar National Institute of Technology, Jalandhar**

Dr B R Ambedkar National Institute of Technology, Jalandhar was established in the year 1987 as Regional Engineering College. A large number of reputed Industrial houses in the country visit the Institution and select the final year students as Engineers/Managements Trainees. There are five boys' and one girls' hostel. The Institute has a well-equipped library.

A large number of research works have been published in National and International journals. Representatives of this Institute attended a number of national and International conferences. Thirty faculty members visited abroad for presentation of papers and research collaborations with foreign universities. Four students were selected for SURGE fellowship at IIT-Kanpur. One student was selected for Jawahar Lal Nehru Centre for Advance Scientific Research, Bangalore for summer fellowship. Two students were selected for INSA Summer Fellowship. Six students were selected for training at Technical University of Liberac (Czech Republic). A national-level cultural festival 'UTKANSH 08' was organized with representations from various NITs, IITs and other universities. A national-level technical festival 'TECHNITI-08' was organized with participation of students from all over India. North Zone Inter-University Badminton Tournament was also organized at NIT-Jalandhar.

A grant of Rs.19.85 lakh was awarded for technology-upgradation of the 'Jalandhar Sports Industry Cluster' by TIFAC and UNIDO. As part of a consortium of Indian Institutions in collaboration with the University of Dundee, Scotland (UK), the Institution has won the UKIERI Collaborative

Research Award and UKIERI Collaborative Delivery Award. The Collaborative Research Award is for undertaking joint research work in the area of sustainable concrete infrastructure. The Institute organized a training programme for Kashmiri students of NIT-Srinagar under healing-touch. Memorandum of Understanding was signed with IHBT-Palampur for resource-sharing and promoting collaborative research. IT Park-cum-Computer Centre is a unique 'Centre of Excellence' and research in the area of IT and mobile computing. 4<sup>th</sup> Annual Session of Students Chemical Engineering Congress (S-Chemcon-2008) was organized jointly by NIT-Jalandhar and Indian Institute of Chemical Engineers Students Chapter at NIT-Jalandhar.

### **National Institute of Technology, Jamshedpur**

Regional Institute of Technology, Jamshedpur was established in 1960 at Adityapur which is an industrial area of Jamshedpur surrounded by mega - corporations like Tata Steel, Tata Motors and hundreds of small scale industries. The Institute is completely residential with nearly 1500 students and 11 hostels. It has 13 teaching departments, several well-equipped laboratories, one modern workshop, a rich digital library and one central computer center. It has a highly qualified faculty for imparting instructions at UG, PG & Research levels. During 2007 - 2008, placement and Academic performance (final result) was 100%.

### **National Institute of Technology, Kurukshetra**

National Institute of Technology, Kurukshetra (Haryana) is a premier Technical Institute of the region. The Institute started functioning as Regional Engineering College, Kurukshetra in 1963. The Institute provides education in engineering in different disciplines at the Under-Graduate and Post Graduate-level. It also provides facilities for research in Engineering and

Technology. The Institute is about 160 km from Delhi. The pollution-free and lush green campus extends over an area of 300 acres imaginatively laid down on a picturesque landscape. It presents a spectacle of harmony in architecture and natural beauty. The Institute has well-equipped Library, Labs with modern equipments, Workshop and Computer Centre. A full-fledged Health Centre manned by qualified doctors, a Post Office, Hostels for all students with Internet facility, Guest House, a branch of the State Bank of India, Shopping Centre, Gymnasium Centre, well-equipped Sports Complex, Senate Hall and Jubilee Hall are in the Campus.

The placement record of the students of the Institute has been excellent all through. In the batch last passed out, all the eligible students got good package jobs. Construction works in progress are: (a) 350 seater new PG boys' hostel (b) 350 seater new UG boys' hostel (c) 300 seater new girls' hostel (d) 12 number Lecturers' halls and (e) Administrative Block. The Institute has set up its own Construction Cell to undertake all the construction works of the Institute. In order to make it as a Centre of Excellence, the Institute has signed various Memorandum of Understandings (MoUs) with (a) University of Concordia, Montreal, Canada., (b) Binghamton University, State University of New York at Binghamton, USA (c) University of Toledo, College of Engineering, Toledo, OH, USA and (d) University of Sunderland, United Kingdom (in progress). Moreover, the Institute has signed various Memorandum of Understanding (MOUs) with TCS, HP, ISDR, DST, Altari Engineering India and Agency Edufrance & Nix Engineering Institutes Network.

The Institute has 1951 consultancy assignments during 2007-08 and earned Rs.134.17 lakh as consultancy fee. The Institute also received a French delegation representing various Universities and Institutes in France to explore the possibilities of collaborating in teaching and research. One of the faculty members participated



in the UN sponsored International Forum on Water & Food at Vientiane (Laos). The UG courses of the Institute is accredited by National Board of Accreditation (NBA) with highest ranking. The Institute was awarded ISO 9002 Certificate by Government of India (Ministry of IT for Department of Electronics & Communication Engineering and Computer Engineering). The Institute won ISTE's Best Students Chapter Award.

### **Visvesvaraya National Institute of Technology, Nagpur**

The Institute was established as a Regional College of Engineering in 1960 and is now set to celebrate its Golden Jubilee. It is a pace-setting Institute to other colleges imparting technical education in the region. It is also a satellite centre for Distance Education Programme of IIT Bombay. It benefits from INDEST Consortium for Library Services IIT-Delhi as well as hosts various courses offered under NPTEL. The campus of the Institute is spread over 215 acres of land. The Institute provided valuable testing and consultancy services in architectural designs of buildings, earthquake-resistant structure, overhead water-storage tanks, railway bridges, quality of material and environmental – water related issues, etc.

The Institute offers UG and PG programmes in Engineering and Architecture and also has 157 students enrolled for Ph.D and 40 students for M.Tech. by research programmes during the year. It actively participated in the World Bank-assisted Technical Education Quality Improvement Programme and thus, procured latest equipment, acquired various resources and infused new dimension in community development. The Institute created Laptop bank for SC/ST students and also created language-laboratory. It prepares competitive courses/classes/programmes and also helps the students of SC/ST/OBC categories and weaker section by providing them special notes.

The Institute developed heat-efficient Stove System working on heat generation and

recuperative system in collaboration with National Environmental Engineering Research Institute (NEERI). The Institute presented Funds for Improvement of Science & Technology (FIST) proposal for Electrical Engineering. 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. Two members of the faculty published books. Cashless medical and personal accident insurance is provided to the students. The Institute collaborated in Personal Accident Insurance Scheme for the students. It has developed and transferred appropriate technology ranging from Bio-Diesel, rural smithy to ginning machines under the aegis of Khadi Village Industries Commission (KVIC).

### **National Institute of Technology, Patna**

National Institute of Technology, Patna is the eighteenth National Institute of Technology created by the Govt. of India upon rechristening of the erstwhile Bihar College of Engineering, Patna on 28-01-2004. The humble beginning of the Institute can be traced back to 1886 with the establishment of a Pleader's Survey Training School, which was subsequently elevated to the Bihar College of Engineering, Patna in 1924 at the present site with the introduction of graduate-level engineering curriculum. It offers degree courses in seven branches and PG Courses in three branches. NIT-Patna is situated on the south bank of the river Ganges behind Gandhi Ghat. The Institute's campus is 8 km from the Patna Junction railway station and 15 km from the Jai Prakash Narayan International Airport, Patna. A modern library with e-library facility is operational.

The Institute has good placement record in its last five years of existence. Almost all the students got placements through campus selection. The publication of results in time has ensured the regularization of session. Four departments of the Institute have conducted two weeks' Summer

School for technical teachers of the country in the emerging areas of the respective field of specialization. Students of NIT-Patna took active part in co-curricular and extra-curricular activities e.g. Corona & Concreate held at NIT-Patna, sports events held at ISM-Dhanbad and Jaipur, robotic events held at IIT-Guwahati and IIT-Kharagpur. The students of this Institute got the first prize in robotic events held at IIT-Guwahati. Students of Architecture Department of NIT-Patna bagged prizes in Birla White cement National competition on architectural Design for Students. Head of Architecture Department of this Institute got the best paper award in the Indian Building Congress held at Vigyan Bhawan, New Delhi.

### **National Institute of Technology, Raipur**

Government Engineering College Raipur was converted into National Institute of Technology, Raipur in December, 2005. Initially, it started with two departments of Metallurgical and Mining Engineering and at present, it has total 14 departments of Applied Geology, Architecture, Bio-Technology, Bio-Medical, Chemical, Civil, Computer Applications, Computer Technology, Electrical, Electronics, Information Technology, Mechanical, Metallurgy and Mining Engineering with teaching at UG/PG/Doctoral-level. At the same time, six post-graduate courses are offered.

The Institute has the facility of imparting distance education. The total number of UG and PG students comes to about 3000. The Institutes has approximately 82 laboratories, which are well spacious. The Institute's library has 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.

### **National Institute of Technology, Rourkela**

National Institute of Technology, Rourkela was founded as the Regional Engineering College,

Rourkela on 15<sup>th</sup> August, 1961. It is a prestigious Institute with reputation for excellence at both Under Graduate and Post Graduate level. The Institute boasts of 'State-of-the-art' academic and research infrastructure-lecture galleries, laboratories, resource-centres, sports grounds, open-air theatre, hospital, food-courts etc. The Institute is spread over 262 hectares of lush green picturesque landscape, against a hilly backdrop, creating a tranquil environment within a completely residential campus for students and staff. The soothing breeze rustling through the trees and other natural ambiance prevailing throughout the campus prove the right conditions essential to concentrate on studies.

During the academic session 2007-08, 47 companies from different sectors visited the Institute for campus placement. In all, 560 offers have been issued to outgoing students. At present, the Central Library, Main Building, Swimming Pool, New Departments' Building, 1000 seated hostel are under construction. The Institute has so far produced about 16,000 Graduate Engineers. The Institute has four 'Centres of Excellence' viz (a) Centre for Mat. Sc. & Engg. (b) Centre for Development of Nanomaterials (c) Centre for Industrial Refrigeration and Cryogenics and (d) Centre for Industrial Electronics and Robotics. More than 100 Ph.D students are pursuing research in the Institute.

### **National Institute of Technology, Silchar**

The Institute was the 15<sup>th</sup> Regional Engineering College and started its functioning from a camp office in Shillong. Subsequently, an area of about 540 acres of land was acquired by the Government of Assam on the outskirts of Silchar Town and 1<sup>st</sup> batch of students (with an intake of 60 students) was admitted in 1977 for the B.E. programme in three branches of Engineering (viz Civil Engg., Medical Engg. and Electrical Engg.). The college started its academic programme with affiliation to Gauahati University which was later on shifted

to Assam University in 1994. The 1<sup>st</sup> batch of BE students was awarded degrees in the year 1982-83. Subsequently, two more branches namely (i) Electronics & Telecommunication Engineering and (ii) Computer Science & Engineering started functioning from the year 1983 and 1987, respectively. At present, the Institute is offering B.Tech, M.Tech and Ph.D Programmes.

Nearly 30 organizations have already visited for placement activities of present final year students of 7<sup>th</sup> batch and about 80 – 85% students have already been placed in various organizations. About eight number of seminars/conferences/workshops have successfully been organized by different Departments. Many publications in national and International journals have been made by different faculties. The biography of one of the faculty members has been enlisted in the 26<sup>th</sup> edition of 'Marquels who's who the World'.

### **National Institute of Technology, Srinagar**

National Institute of Technology, Srinagar is one of the premier educational Institutes in the Northern region of the country. It was formerly known as Regional Engineering College (established in the year 1960) and was converted into an NIT in 2003. The Institute is located on the western shore of the world famous Dal Lake near the southern side of the famous Hazaratbal Shrine. It is about 8 km away from Srinagar. The Institute is spread over 65 acres of land. Over the years, the Institution has expanded its academic activities in several disciplines. At present, the Institute offers eight undergraduate and four Post Graduate Courses. It has established itself as an important centre of Technical Education in the region.

The Institution is well-established, equipped with modern facilities vis-à-vis laboratories, library information centre, computer networking, infrastructure and other facilities. Technical staff;

administrative staff etc are with high academic profile and then function in an efficient manner. The 1<sup>st</sup> phase of Computer Networking infrastructure has been completed. In this phase, fiber optic connectivity was extended to Hostels and faculty residences, in addition to Departments of the Institute. New Computer Centre has also been established in the Institute. A number of laboratories were upgraded /set up in different Departments of the Institute.

### **Sardar Vallabhbhai National Institute of Technology, Surat**

The Institute was established in 1961 as Sardar Vallabhai Regional College of Engineering and Technology (SVREC) and subsequently, converted in to Sardar Vallabhbhai National Institute of Technology, Surat. At present, the Institute is offering 7 UG, 15 PG and one five-years' M. Sc. Integrated programme with intake of 531, 375 and 90, respectively. OBC-reservation is being implemented in phased manner and the first phase has already been implemented w.e.f the Academic year 2008-09.

All undergraduate course have been accredited by National Board of Accreditation (NBA) of AICTE. All eligible PG courses have gone through the process of accreditation during September, 2008. The Institute has secured 9.5 score on ten point scale in a TEQIP audit conducted by the TEQIP auditor. There are six boys' hostel and one girls' hostel in the Institute. The Institute also has facilities for Ph.D Programmes.

### **National Institute of Technology Karnataka, Surathkal**

The National Institute of Technology Karnataka, Surathkal was established in August 1960 and is located in Mangalore City (Karnataka). The Institution has 14 Departments; 11 supporting Centres; 200 highly qualified and dedicated Faculty; 300 committed supporting staff; 3300

talented and motivated students; 15500 distinguished Alumni and 48 years of experience in producing World Class Engineers. The Institution has 9 UG programmes, 27 Post Graduate programmes (M. Tech/MCA/MBA) and a number of Doctoral programmes. The Institute has signed MoUs with many organizations/ Institutions like University of Dundee, UK; BARC, Mumbai; Pennsylvania State University, USA; Academic Alliance Program, EMC, New Delhi; RVCE, Bangalore. In the year of 2007, the Institution has been identified by MHRD – NASSCOM as one of the Centres for Finishing School. IBM Open Power Systems Laboratory has also been established.

A total of 429 students were admitted to UG programme and 429 students were admitted to PG programmes (including M.Tech, M.Sc, MCA & MBA). 22 students were admitted to Ph.D programmes in the 14 departments. In order to support inter-disciplinary research activities, the Institute has established three 'Centres of Excellence' in the areas viz. (a) Sustainable Technologies (b) Disaster Risk Reduction and (c) Materials. All eligible UG& PG programmes of the Institute were evaluated for grant of Accreditation by NBA, AICTE and the results of the same were announced in July 2008. All the programmes were accredited and most of them were awarded highest rating of five. The Institute was recognized as a full-fledged center for QIP (Engineering) scheme, which is in addition to its already existing recognition as QIP (Poly) centre. A number of faculty members visited abroad for Research interactions during May/June 2008 and November/December 2008 under many programmes including TEQIP.

### **National Institute of Technology, Tiruchirappalli**

National Institute of Technology, Tiruchirappalli (established in the year 1964) is a major 'Center of Excellence' in this part of the country. It produces World Class Engineers with intake of students

from all over India. This Institute offers at present 10 UG & 23 PG programmes, MS (by research) in all (nine) Engineering Departments and Ph.D programmes in all (sixteen) Departments. It has excellent faculty members, well-equipped laboratories for advanced research and a modern Central Library. The hallmark of the campus is its world class facilities which cater to the academic and extra-curricular interests of the students. The Octagon equipped with modern facilities like a CAD/CAM Lab, Local Area Network, a High Speed Internet Connection and other seminar and conference facilities is the pride of the campus.

59 faculty members underwent training (during April 2007 to May 2008) in reputed universities and R&D institutions in Singapore, USA, South Korea, UK, Germany, Japan, Australia, New Zealand, France, Canada, Taiwan, Malaysia, Thailand, Finland etc. 45 faculty members visited abroad to present papers in International Conferences. 252 faculty members were trained in India. Training was provided to 289 technical & administrative staff members also. Every year, 100% of students are placed in various reputed companies. Nearly 200 research scholars are undergoing research programmes in all the Departments. Institute's faculty members delivered 168 invited Lectures in different forums across the country and abroad. 350 research papers were published by the faculty members and research scholars in different referred journals of International and National repute. 360 technical papers have been presented in various conferences, seminars under symposia held at national and International levels by the faculty members.

### **National Institute of Technology, Warangal**

National Institute of Technology, Warangal (formerly known as Regional Engineering College) is one among the foremost Institutes in higher technical education, basic and applied research. The Institute was the first in the chain of RECs in the country. It has been recognized as a premier

technological Institute in the country with 'State-of-the-Art' infrastructure, dedicated faculty members and staff. It offers 8 B.Tech. programmes, 29 PG programmes (M.Tech., M.Sc., M.C.A. and M.B.A.) and also Research programmes (Ph.Ds) in all disciplines of engineering, and applied sciences.

The institution is well-known for its R&D activities, industrial consultancy, continuing education and training programmes for teachers and industrial personnel. The Institute is performing well and has been ranked among the top ten Institutions in the country by various surveys conducted by different agencies, for the past ten years. The Institute implemented 54% additional intake (including 27% OBC) in a single go. 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 Institutes 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.

### **Institutions of Science Education & Research**

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 Institute of Science Education and Research' broadly on the lines of IISc., Bangalore. Five such Institutes have been established at Kolkata, Pune, Mohali, Bhopal and Thiruvananthapuram. IISER Bhopal and Thiruvananthapuram started their academic session from 2008-09.

The vision of these institutes encompasses creation of research facilities of the highest caliber in which teaching and education in basic sciences will be totally integrated with state-of-the-art research. These institutes will be devoted to under-graduate and post-graduate teaching in sciences in an intellectually vibrant atmosphere of research. These institutes aim to 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 Programmes 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 computing 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. The Students of IISERs are eligible to receive 'INSPIRE' Scholarships from the Department of Science and Technology.

### Indian Institute of Science, Bangalore

The Indian Institute of Science owes its foundation to the practical vision and insightful dreams of a great visionary, Jamsetji Nusserwanji Tata. Ever since its inception, the Institute has laid balanced emphasis on the pursuit of basic knowledge in Science and Engineering, as well as on the application of its research findings for industrial and social benefits. During the first quarter century of its formative period (1909 to 1933), the Institute embarked upon several pioneering scientific and technical investigations, a tradition that is continued to this day. In the words of its founder, JN Tata, the objectives of the Institute are *"to provide for advanced instruction and to conduct original investigations in all branches of knowledge as are likely to promote the material and industrial welfare of India"*. The Institute is actively pursuing a policy of true academic freedom which would enable academic excellence in all areas of its activities. The Institute has taken several initiatives in promoting emerging and interdisciplinary areas through team efforts, in developing active and close collaboration and networks in similar research institutions worldwide, and in enabling enhanced interactions with industries through knowledge and wealth sharing processes.

IISc is engaged in higher learning and advanced research at the cutting edge of science and technology. The Institute has a highly qualified and internationally acclaimed faculty numbering 447. Seen in the context of a student strength of 2410, 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 programmes are the Young Fellowship Programme in Science and the Young Engineering Fellowship Programme. In addition, courses are offered under the Quality Improvement programme, the Continuing Education and PROFICIENCE Programmes.

The Institute faculty continues to be very active in research and maintains an annual publication output of 1890 research papers. This amounts to a productivity ratio of about 1:4, 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 contribution to the growth of knowledge in science and engineering.

The Institute continues to receive very active support from the Ministry of Human Resource Development, Government of India. The faculty of the Institute also undertake a large number of research projects funded by different agencies, ranging from the Department of Science and Technology (DST), the Department of Biotechnology (DBT) and the Council of Scientific and Industrial Research (CSIR) to the Defence Research and Development Organization (DRDO), the Indian Council for Agricultural Research (ICAR) and a host of other 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 Bioresidue Energy Technologies Society (ABETS).

The Institute is continuing to take further initiatives to make it globally competitive. It continues to embark on new areas of research in collaboration with institutions both within and outside the country. The International Relations Cell at the

Institute has facilitated discussions and agreements with nearly a dozen universities and R&D institutions worldwide.

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.

The Institute celebrated its Centenary year during 2008-09. Institute has launched Centenary Visiting Professorships, Visiting Fellowships, and Lecture Series in order to facilitate renowned Scientists and Engineers to spend at least a few months in the campus and interact with faculty and students. During the Centenary year, Dr. A P J Abdul Kalam, Mr. Ratan N Tata, Dr. M S Swaminathan and Prof. R Narasimha were conferred the Honorary Fellowship of the Institute. Inaugural Centenary Lecture was delivered by Prof. C N R Rao on 24<sup>th</sup> January 2008. The Centenary Lectures were also delivered by Prof. Andrew Viterbi, Prof. David Baltimore, Prof. M S Swaminathan, Prof. Michael D Fayer and Dr Anil Kakodkar.

A number of Centenary Conferences were also organized by the departments and the IISc Centenary Conference was held during 13-16, December 2008.

The Prime Minister, Dr. Manmohan Singh visited the Institute on 3<sup>rd</sup> December 2008 and inaugurated the Centenary Celebrations and unveiled the Centenary Commemoration stone. The Vice President of India, Dr. Mohammed Hamid Ansari visited the Institute on 14<sup>th</sup> December 2008 and released the Centenary Commemorative stamp brought out by the Department of Posts and delivered the Golden Jubilee Lecture. During the visit of Prime Minister, the Chief Minister of Karnataka, Mr. B S Yeddyurappa, announced the

offer of over 1000 acres of land for the proposed second campus of the Institute.

The Department of Science & Technology approved institution of DST-IISc. Centenary Chair Professorships during the Centenary year. M/s Bharat Electronics Limited, Bangalore donated Rs.1.0 crore for establishing a Chair Professorship to work in the area of advanced radar studies. CSIR-IISc. Neuroscience Centre, Divecha Centre for Climate Change and Centre for Infrastructure, Sustainable Transportation and Urban Planning (CiSTUP) in collaboration with the Government of Karnataka were established.

### **Indian Institutes of Science Education and Research (IISERs)**

The Government of India, based on the recommendation of Scientific Advisory Council to the Prime Minister (SAC-PM), set up five Indian Institutes of Science Education And Research (IISERs) at Pune, Kolkata, Mohali, Bhopal and Thiruvananthapuram. These IISERs are envisaged to carry out research in frontier areas of science and to provide quality science education at the undergraduate and postgraduate level. Of the five IISERs, Pune and Kolkata started their academic activities in 2006 and Mohali in 2007. Two more IISERs, in Bhopal and Thiruvananthapuram, began their sessions in August, 2008.

Each IISER is an autonomous institution awarding its own degrees. The central theme of the IISER is to integrate education with research so that undergraduate teaching as well as doctoral and postdoctoral research works are carried out in symbiosis. Students are encouraged to carry out research projects during the vacation periods in the first four years of their Masters programme in various research institutes outside IISER. In the fifth year the students are required to participate in a research seminar and also carry out a research project on which a thesis will have to be written.

## Indian Institute of Science Education and Research, Kolkata

Indian Institute of Science Education & Research (IISER-Kolkata) is set up by the Government of India with the objective to develop high quality research education in basic sciences, both experimental and theoretical. Prof. Sushanta Dattagupta was appointed as the first Director of the Institute in 2006.

IISER Kolkata is currently located at Mohanpur (proximate to the permanent campus) and the NITTTR Campus in Salt Lake. Except for presence of part of the Library and few faculty at NITTTR, all activities have been shifted to Mohanpur. In future, the permanent campus will be developed on a plot of 201 acres of land at Haringhata, Kalyani. It will have, in addition to the academic buildings, an integrated campus with hall of residence, guest house, facilities for sports and games, medical centre, post office, bank, Kendriya Vidyalaya, shopping complex and many other support services.

IISER Kolkata is moving ahead with the aim that exceptional teaching and research talent bolstered by state-of-the-art research laboratories, library and computational facilities are created. The integrated campus is envisaged to have advanced research laboratories and central facilities under the same roof in order to encourage interdisciplinary and collaborative research across disciplines, through appropriate design of laboratory, office and meeting spaces and adopting the best of global practices in this regard.

During 2008-09, the Institute admitted 47 students (40 males and 7 females) constituting 7 SC, 3 ST, 1 OBC, 1 PD and 35 General category students.

## Indian Institute of Science Education and Research, Pune

Established in 2006, the Indian Institute of Science Education and Research, Pune is a premier institute dedicated to research and teaching in the

basic sciences. As a unique initiative in science education in India, IISER aims to be a Science Institution of the highest caliber devoted to both teaching and research in a totally integrated manner, with state-of-the-art research and high quality education, thus nurturing both curiosity and creativity. Dr. Krishna N. Ganesh was appointed as the first Director of IISER Pune in 2006.

IISER Pune has initiated a 5-year Integrated Masters programme and a post-Masters Ph.D. programme in Integrated Sciences in an intellectually vibrant atmosphere of research. Apart from classroom instruction, IISER builds student skills in areas such as scientific inquiry, problem solving, communication skills, computational sciences, electronics and instrumentation and workshop practices. IISER plans to develop advanced teaching and research labs where students will have the opportunity to pursue experiments as well as advanced research under the mentorship of world-class faculty. Eventually, this should make education and careers in basic sciences more exciting and rewarding.

There has been considerable good progress in setting up of the main IISER Pune campus. CSIR/NCL has now officially handed over 98 acres of land for creating IISER Pune campus. The construction work for the permanent campus of the Institute is in full swing.

The second batch of 55 students joined the Integrated Masters programme on 14th August 2007 session started on 20th August 2007.

## Indian Institute of Science Education and Research, Mohali

The Indian Institute of Science Education & Research (IISER) Mohali was established in 2007, to carry out research in frontier areas of science and to provide quality science education at the undergraduate and postgraduate level. The foundation stone was laid on 27th September 2006 by the Prime Minister of India. The first Director



Prof. N Sathyamurthy joined on 18th June 2007. Classes for the first MS (Int) batch began on 16th August 2007. The transit campus was inaugurated on 13th November 2007.

The major focus at IISER Mohali is to create a world class scientific institution with an intellectually alive atmosphere of research. The doctoral programme at IISER Mohali involves course work, a qualifying examination, thesis work and a thesis examination, leading to the award of a PhD degree. Besides research, students will be involved in several professional activities such as seminars, workshops, and review meetings. The institute has provision for a number of post-doctoral fellowships. Faculty research spans a diverse spectrum of interests ranging from theoretical chemistry, quantum information processing, metamaterials and spectroscopy to inorganic physical chemistry, algebra, immunology and biophysics. Research infrastructure available at IISER includes a computing facility, an instrumentation facility and a modern library.

The 5 year MS (Integrated) programme in Science at IISER Mohali admits students after 10+2. The course structure is interdisciplinary & research oriented in nature, with a focus on the basic sciences. The first two years of the programme constitute a common core with courses from Physical Sciences, Chemical Sciences, Life Sciences, Mathematics & Computer Science, Humanities & Social Sciences, as well as Interdisciplinary courses. The MS degree is awarded in the subject in which the student opts to major in, after the core years. In the fifth year, the students will undertake a research project, and participate in state-of-the-art scientific research at IISER Mohali's research labs. The graduates are expected to take up science as a career, although the diverse skills gained will equip them to pursue high-profile careers in any field, including industry.

IISER Mohali's new fully residential 125 acre campus is coming up in the Knowledge City at

Sector 81, Mohali. This is around 15 Km from the center of Chandigarh city.

During 2008-09, the institute admitted 40 students (25 Gen, 9 SC, 1 ST, 2 PH and 3 OBC) for MS programme and 18 students (15 Gen, 2 SC, 1 OBC) for Ph.D programme.

### **Indian Institute of Science Education and Research, Bhopal**

Indian Institute of Science Education and Research Bhopal was created in 2008 by the Ministry of Human Resource Development, Government of India. Its mission is to provide quality science education to UG and PG students. The prime focus is to integrate science education and research with a motive of attracting bright students and world class faculty. The Institute is committed to impart high moral and ethical values and create concern for social and environment awareness. Prof. Vinod K Singh joined IISER Bhopal as a Director on June 12, 2008.

Indian Institute of Science Education and Research Bhopal is presently functioning from a transit campus. The classes commenced from August 18, 2008 with an intake of 19 students (18 Gen and 1 OBC). As the transit campus was in a poor condition, the renovation and establishment of laboratories, hostel and cafeteria was carried out on war footing. By the end of March 2009 the institute could appoint 11 faculty members in different subjects i.e. Physics, Chemistry, Mathematics and Biology and another 10 are expected to join by the end of 2009. Most of the faculty members appointed have an illustrious career and have been doing post doctoral research in reputed foreign universities.

The State Government allotted a 200 acre plot near Bhouri in Bhopal which is about 25 k.m. from the main city. The land has since been registered and the boundary wall is being constructed by Central Public Works Department (CPWD), Bhopal. The Master Plan for the entire campus has been drawn up. The initial construction of

academic building, hostel and some other common amenities is being taken up. This will enable the institute to shift to its own campus by the next academic session commencing in July 2010.

### **Indian Institute of Science Education and Research, Thiruvananthapuram**

Indian Institute of Science Education and Research, Thiruvananthapuram (IISER-TVM) is dedicated to scientific research and science education of international standards. Established in 2008, IISER-TVM is an autonomous institution awarding five year integrated MS degree in addition to Ph.D degrees in Mathematics, Physics, Chemistry, Biology and inter-disciplinary areas. The emphasis will be to develop a spirit of research cutting across disciplines from the beginning itself.

IISER-TVM is temporarily located in the Computer Science building of the College of Engineering, Trivandrum (CET). The permanent campus of 200 acres will be built at Vithura, at the foothills of the Ponmudi hills of the western ghats, about 40Kms from Thiruvananthapuram. Professor E. D Jemmis joined as the first Director of the Institute. The first batch of students for the five year integrated MS programme for IISER-TVM is admitted by the existing three IISERs in July 2008.

Classes for the academic year 2008-09 for the five year integrated MS programme started on Monday, August 18, 2008 with an intake of 16 students. The construction work for the permanent campus of the Institute is in full swing.

### **Vertically Integrated Technical Education Institutions**

#### **Sant Longowal Institute of Engineering and Technology, (SLIET), Punjab**

The Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Distt. Sangrur, Punjab was set up in 1989 by the Ministry of Human Resource Development, Government of India to provide Technical education in emerging areas of

Engineering and Technology. The institute commenced Certificate and Diploma programmes in the year 1991 and subsequently the Degree programmes in the year 1993. The Post Graduate Courses in four disciplines commenced in the year 2003. The courses conducted are modular in nature with provisions for vertical and lateral entry to various modules. These courses are generally non-conventional, cost effective, flexible and credit based, having built in inputs for entrepreneurship development & stress on self employment. The institute also offers Ph.D programmes in the field of Science and Engineering. The SLIET is an Autonomous Institution fully funded by the Government of India and managed by SLIET Society, Registered under Societies Registration Act 1860. The institute was accorded Deemed University Status during the year 2007-08 and the present intake is 1250. The admissions are open for students from all parts of the country on All India basis, however with major percentage reserved for students from within Punjab.

#### **Activities and Achievements – 2008-09**

As per the implementation of the recommendations of the Oversight Committee, reservations have been provided for students from OBC category. There has also been academic expansion with a proposal for starting of new three PG programmes from 2009-10.

The Institute has initiated steps for providing special scholarship to Girls students during the forthcoming year. The institute has reserved 3% admission for students from Physically Disabled in addition to general reservation for SC & ST (i.e. 15 % and 7.5%) as per Govt. of India norms. A total of 10% over and above the sanctioned seats is also provided to NRI students in accordance with latest guidelines of Government of India.

#### **Enhancement of Infrastructural facilities**

Consequent upon the increase in intake of students in view of recommendations of OSC, the institute

has signed Memorandum of Understanding with NBCC and CPWD for construction of new hostels, academic buildings and amenities. The proposal also includes extensions & strengthening of the existing class rooms and laboratories in various academic departments/ blocks, construction of new residential buildings for faculty and staff.

### **North Eastern Regional Institute of Science & Technology (NERIST), Itanagar**

The North Eastern Regional Institute of Science and Technology (NERIST), Itanagar, Arunachal Pradesh was established in the year 1985 as an Autonomous Institution to generate Technical & Skilled manpower in the field of Engineering and Technology as well as applied science streams mainly for the development of the North Eastern Region. The Institution was accorded Deemed to be University Status from 2005-06, and is fully funded by the Central Government.

The Institute aims at creation of Technical & Skilled manpower for North Eastern Region through modular courses. The Institute also undertakes extra mural studies, extension programmes and field outreach activities to contribute to the development of local community.

NERIST offers modular courses of two years duration in the streams of Engineering, Technology and Applied Sciences. The Institute offers nineteen courses (six Certificate, six Diploma and seven Degree level). These modular programmes provide avenue for occupations such as Technicians, Supervisors and Engineers. The Certificate, Diploma & Degree level courses provide entry into the next higher module, subject to satisfactory performance by the students in lower level modules and with the provision to undergo bridge courses, if need be. The thrust of this modular and innovative system allows the students to perform exceptionally well either by pursuing higher level courses or to exist the system horizontally to take jobs depending on opportunities.

The eight States of North Eastern Region i.e. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim have equal quota of seats in this Institute. Out of total number of seats, 80% seats have been allocated equally to the eight states. Another 10% seats are filled from amongst the candidates with Permanent Resident Certificates (PRC) of these eight states on merit basis. The remaining 10% seats are earmarked for the rest of the country which are filled on merit basis through All India Entrance conducted by the Institute.

Apart from conducting regular courses in Engineering, Technology & Applied Sciences, the Institute also undertakes following activities:-

- i. Conduct various Seminars/Conferences/ Workshops for its teachers
- ii. Conduct study tours for students
- iii. Undertake various Research & Development assignments of State Government Departments

### **Management Education**

#### **Indian Institutes of Management (IIMs):**

The Indian Institutes of Management (IIMs) located at Ahmedabad, Bangalore, Kolkata, 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 Institutions 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.

### Details of students admitted in Post Graduate Programme (PGP) and equivalent courses in IIMs during the Academic Session 2008-09:

Name of the Institute	General	SC	ST	PwD	OBC	Total
IIM -Ahmedabad	239	47	10	3	19	318
IIM -Bangalore	185	40	20	07	19	271
IIM -Calcutta	234	38	15	08	09	304
IIM -Lucknow	245	36	16	06	23	326
IIM -Indore	156	36	18	07	23	240
IIM- Kozhikode	149	30	21	06	55	261
RGIIIM- Shillong	49	09	01	01	04	64

#### 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 conduct regular six months management programme for Armed Forces Officers to facilitate their resettlement in civilian life after their retirement from the Forces.

#### 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).

### **Indian Institute of Management (IIM), Calcutta.**

Indian Institute of Management Calcutta was established in November 1961. The Institute currently offers five diploma programmes catering to different segments of management education. These are the (i) two year full-time Post Graduate Diploma in Management (PGDM) (ii) two year full-time Post Graduate Diploma in Computer Aided Management (iii) Fellow Programme in Management and Related Areas (Equivalent to Ph.D of Indian universities) (iv) one year full-time Post Graduate Program for Executives (PGPEX) (v) one year full-time Post Graduate Program for Executives for Visionary Leadership in Manufacturing (PGPEX-VLM) under the aegis of the National Manufacturing Competitiveness Council of the GOI and supported by the Government of Japan. This is a unique programme being offered for the first time jointly by IIM, Calcutta in collaboration with IIT, Kanpur and IIT, Madras.

Apart from diploma programmes, the Institute offers a large number open enrolment short duration management development programmes and customized organization specific programmes.

Besides, the Institute also offers about twenty open enrolment certificate programmes of duration ranging from six months to a year. These programmes cater to a large number of working executives in different parts of the country who are unable to attend full time programmes but need to acquire higher level management knowledge and skills to advance in their careers.

These programmes are offered through satellite communication technology to increase the reach very significantly.

The Institute has set up several centres that are engaged in interdisciplinary research, teaching, training and consultancy activities; a) Management Centre for Human Values, b) Centre for Corporate Governance, c) Centre for Entrepreneurship and Innovation, d) Centre for Development and Environment Policy. Recently the Institute set up a Financial Research and Trading Lab to provide opportunities to its students to get exposure to advanced optimization tools and techniques and techniques in the field of Finance.

To facilitate resettlement of retired armed forces officers in civilian life the Institute also conducts a six month long management development programme.

### **Indian Institute of Management (IIM), Lucknow.**

Indian Institute of Management (IIM), Lucknow was established in the year 1984. The Institute offers Post Graduate Programme in Management (PGP), Post Graduate Programme in Agribusiness Management (PGP-ABM) and Fellow Programme in Management (FPM). Management Development Programmes (MDPs) are conducted for middle/senior level executives of public sector/private sector organizations, Banks, Government organizations, etc. Academic Research, Consultancy and Training are the core activities of the Institute. IIM, Lucknow has also signed MOUs with various countries for Faculty/ Student Exchange.



Annual Convocation of IIM, Lucknow on 20th March 2009

A fully-integrated and self-sustaining Campus of IIM, Lucknow was established in 2005 at a strategic location of National Capital Region (NCR) at Noida. The Campus is fully functional. A three-year Post Graduate Programme in Business Management for Working Managers (WMP) for executives, entrepreneurs and professionals is being conducted for the last four years. Another prestigious Programme, namely International Programme in Management for Executives (IPMX) was launched in April, 2008. This is a full-time residential programme designed for middle/senior level professionals to prepare them for leadership roles. The core component of this Programme is an international module of 4-5 weeks at Faculty of Management McGill University, Montréal, Canada. Besides, numerous online Programmes as well as short-term Management Development Programmes are also conducted at IIML-Noida Campus.

The Institute has Information Technology and Software Management Laboratory to provide the state-of-the-art software development methodologies including net-based application to the students.

### **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 executives/managers from the industry, Broad Band Based Management Programme (a) PG Certificate in Management (b) PG Certificate Programme in Sales and Marketing.

### **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 practising executives who are unable to join long duration residential programmes.

### **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 Institute has commenced its academic session from 2008-09 in the temporary accommodation at Mayurbhanj Palace, Shillong.

### **Establishment of New IIMs during XI<sup>th</sup> Plan**

The XI<sup>th</sup> Five Year Plan envisages establishment of seven IIMs in the country, out of which one IIM namely Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong has been established in Shillong (Meghalaya) which has commenced its first academic session from 2008-2009 and the remaining six IIMs will be set up in Tamil Nadu (Tiruchirapalli) Jammu & Kashmir,

Jharkhand (Ranchi), Chhattisgarh (Raipur), Uttarakhand & Haryana (Rohtak). A new IIM is also to be set up in the State of Rajasthan consequent to the Budget announcement by the Finance Minister on 25.2.2009.

### **IIM Review Committee**

To review the functioning of Indian Institutes of Management (IIMs), a Review Committee has been constituted vide this Ministry's Resolution dated 17<sup>th</sup> October, 2007 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.). The Committee has submitted its report on 17<sup>th</sup> October, 2008 to the Ministry, which in turn has invited comments of various stake holders such as management expert, BOGs of IIMs etc. before taking a final view on the recommendations.

### **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, the 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 (PGDIM) and also a large number of Management Development Programmes (MDPs) in Productivity Science and Management for the benefits of senior and middle level executives drawn from the government, public and private sector 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.

### Details of students admitted in Post Graduate Programmes and equivalent courses in NITIE, Mumbai during the Academic Session 2008-09:

Name of the Institute	General	SC	ST	PwD	OBC	Total
NITIE Mumbai	188	28	03	02	21	242

### 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, ISMU was converted into an autonomous institution with Deemed to be University status. ISM University has been uniquely contributing to the nation in the areas of earth science, mining engineering,

petroleum engineering, mining machinery engineering, mineral engineering, computer science and engineering, electronics engineering, mechanical engineering and many other allied & emerging areas of science and technology.

During the academic year 2008-2009, a total of 474 students were awarded various degrees (212 B.Tech, 70 M.Sc, 43 M.Sc. Tech., 74 M.Tech, 20 M.Phil, 42 MBA and 13 Ph.D). The total number of student strength during 2008-09 was 2366 of which 68 were part time students and 2298 were regular students.

### Details of student strength during Academic session 2008-09.

Courses	Gen.	SC	ST	OBC	Total	PwD	Male	Female
Prep/B.Tech./Dual Degree/ Integrated.	1353	131	75	24	1583	00	1520	63
2yr.M.Sc./3 yr.M.Sc.Tech./	286	56	16	25	383	2	306	75
2 yr.M.Tech/ 1 yr. M.Phil	147	34	11	9	201	1	184	16
MBA	53	7	1	8	69	3	49	17
Ph.D.	55	5	0	2	62	0	36	26
<b>TOTAL</b>	<b>1894</b>	<b>233</b>	<b>103</b>	<b>68</b>	<b>2298</b>	<b>6</b>	<b>2095</b>	<b>197</b>



The Government of India's policy on affirmative action for OBC students was introduced resulting in an increase in the student strength.

During 2008-09 several activities were undertaken by the Institute. An MOU was signed with the Management Training Institute, SAIL Ranchi.. Technical Support was rendered to the Government of Jharkhand in the field of exploration and exploitation of Coal Bed Methane, Technical advice was provided to revive small scale mining of minerals: mica, kyanite, quartz etc. utilization of overburdened land and reclamation of mined out land.

The income during financial year 2008-09 was Rs. 35.14 crore including Non-Plan grants-in-aid from Government of India, Ministry of Human Resource Development, New Delhi of Rs. 25.62 crore. The Plan grant-in-aid of Rs. 78.20 crore (Rs. 38.20 crore for Plan-OSC and Rs. 40.00 crore for Plan-General) were paid to ISMU by the Government of India, Ministry of Human Resource Development.

Income during the financial year 2008-09 from short term courses, testing, consultancy was Rs.535 lakh and payment was Rs.321 lakh. The University has 70 ongoing R&D projects worth Rs.500 lakh.

### **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 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 the industries. The Institute offers 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. The Institute has implemented 27% reservation for Other Backward Classes by increasing the number of intake of students by 54% from the session 2008-09. Sanctioned strength for 2008-09 was 249. Against this 232 students were admitted in different courses. This total includes 63 OBC, 30 SC, 18 ST and 9 girls students.

### **School of Planning and Architecture, New Delhi**

The School of Planning and Architecture is a premier Institution of the Government of India disseminating education and training in the field of Architecture and Planning since 1942. The Department of Architecture was established in 1942 as a part of Delhi Polytechnic and was merged with the School of Town & Country Planning in 1959 and re-named as School of Planning and Architecture (SPA). The School was conferred the status of 'Deemed to be University' in 1979. SPA provides Under Graduate and Post Graduate education and training of several aspects in the field of the built and natural environment and human habitat through two undergraduate and 10 post-graduate courses. The Doctoral Programmes are also offered leading to Ph.D. Degree. SPA has a total student strength of approximately 820 with an annual intake of 120 students in Under Graduate and 168 Post Graduate students. The School has conducted many workshops such as 'Holistic Approach for Access

to Physical Environment'; 'Emerging issues and challenges in Architectural Education and Professional Practice'; 'Ferro Cement Construction'.

A National Resource Centre of Urban Poverty (of Ministry of Housing and Urban Poverty Alleviation) has been set up in the School. The School will be implementing 27% reservation of OBCs in three years starting from the year 2008-09. Sanctioned intake for 2008-09 was 168. Against this 149 students were admitted in different courses. This total includes 15 OBC, 22 SC, 5 ST and 80 girls students. In addition to its own responsibilities, the School is also mentoring SPA at Vijayawada.

### **New Schools of Planning & Architecture (SPA)**

Setting up of two Schools of Planning & Architecture, one each at Vijayawada and Bhopal were approved by the Cabinet on 26.6.2008. The School of Planning & Architecture (SPA), Vijayawada and Bhopal have since started functioning in the temporary accommodation in Nagarjuna University, Guntur and Maulana Azad National Institute of Technology (MANIT), Bhopal. Societies for both the newly established SPAs have been duly registered. Funds have already been released in respect of both the Schools. The Government of Madhya Pradesh has allotted land for SPA, Bhopal. The Andhra Pradesh Government is likely to provide land for SPA, Vijayawada.

### **National Institutes of Technical Teachers' Training and Research (NITTTRS) at Bhopal, Chandigarh, Chennai & Kolkata**

The National Institutes of Technical Teachers' Training and Research (NITTTRS) at Bhopal, Chandigarh, Chennai & Kolkata were established during mid sixties to extend training to the Teachers of Polytechnic in the country. For last few years, NITTTRS are also training teachers of Engineering Colleges.

The primary objective of NITTTRS is to improve the quality of polytechnic education in their respective region focusing initially on teacher training, these Institutes in subsequent years extended initiative significantly to address itself to the needs in the areas of Engineering and Technology, Curriculum Development, Instructional Material Development, Rural Development and Entrepreneurship.

NITTTRS offer Short/Long term courses besides Ph.D programmes. The Long term courses comprises ME and M.Tech programmes whereas under Short term courses, training is provided to promote continuing education for the benefit of working professionals from industry and faculty of technical institutions. Some of the short term training programmes are :- I) Optical Fiber and its Application, ii) GIS Software, iii) Mapping up by Total Station, iv) Computer Aided Structural Analysis and Design, v) Multimedia Technology, vi) Mobile Computing, vii) Applications of Remote Sensing and Photogrammetry, viii) Technological Options for Community Development, Nano-Science and Nano-Technology etc.

### **Admission Policy**

The teachers of Polytechnic and Engineering Colleges are sponsored through respective State Governments. While inducting teachers for training, reservation policy of Govt. of India with regard to SC, ST, OBC & Physically Handicapped trainees are followed. The percentage of involvement of girls trainees under various programmes is about 15-20%.

### **Activities**

NITTTRS are involved in five major areas of activities which are follows:-

- i. Staff Development
- ii. Curriculum Development
- iii. Instructional Material Development
- iv. Research and Development
- v. Extension Services and Consultancy

## Central Institute of Technology (CIT), Kokrajhar

The Central Institute of Technology (CIT), Kokrajhar was established in the year 2006 as an Autonomous Institution of the Central Government in accordance with the Memorandum of Settlement signed between Government of India, the Govt. of Assam and BLT on 10th Feb. 2003.

### Objective

The primary and basic objective of setting up of this Institution is for upliftment of Bodo people of the area besides generation of skilled manpower for North Eastern Region as well as for other Regions in the country.

### Courses offered

The Institute presently offers four Diploma level courses i.e. i) Computer Science, ii) Electronics & Communication, iii) Food Processing & iv) Control & Instrumentation Technology with an intake of 30 students each. All these courses have been approved by All India Council for Technical Education (AICTE),

### Admission Policy

The percentage reservation of seats for various categories of students in CIT, Kokrajhar is as follows:-

- i. 60% from BTC (60% ST, 5% SC, 15% OBC and 20% General)
- ii. 20% from North Eastern Region excluding BTC
- iii. 17% from All India excluding North Eastern Region
- iv. 3% from Physically Handicapped

## SCHEMES

### Submission on Polytechnics under Coordinated Action for Skill Development

This Department has initiated a scheme on Submission on Polytechnics under Coordinated Action

for Skill Development to give a boost to the Polytechnic Education by way of providing financial assistance for the following components:-

- i) Establishment of New Polytechnics
- ii) Strengthening of existing Polytechnics
- iii) Community Development through Polytechnics
- iv) Construction of Women's Hostel in Polytechnics

The primary objective of the scheme is to enhance employment oriented skilled manpower through Polytechnics.

### Admission Policy

The Polytechnics are under the administrative control of respective State Governments and will follow admission policy as applicable.

### Activities

Polytechnics offer formal three years Diploma courses in Engineering trades. Through the Scheme of Community Development through Polytechnics, the selected Polytechnics will also offer short term (3-6 months) non-formal skill training.

### Establishment of New Polytechnics

Under the above mentioned component Sub-Mission, it is proposed to provide financial assistance upto Rs. 12.3 crore per polytechnic towards the capital assets including construction of buildings for establishing 300 Polytechnics in the unserved and underserved districts.

During the year 2008-09, 50 such districts have been covered and provided a grant of Rs. 2.00 crore per polytechnic as first Installment to various State Governments.

## Scheme for Upgrading Existing Polytechnics to Integrate the Physically Disabled in the Mainstream of Technical and Vocational Education

This scheme has been formulated with the aim to integrate physically disabled persons into the mainstream through technical and Vocational Education.

Under this Scheme, 50 existing polytechnics in different locations of the country have been selected for upgradation so as to enable them to introduce technical / vocational and continuing education programmes for the persons with disabilities. The scheme is targeted to benefit around 1250 disabled students every year in the formal diploma level courses and 5000 students in short duration technical / vocational courses. The selected polytechnics will also conduct research and tracer studies relating to education and training, utilization, employability etc. of students with disabilities and develop institutional environment which gradually reduces discrimination and disparities and integrates the students with disabilities with the main stream of technical and vocational education. In the initial stages certain polytechnics had some constraints in running the formal and non formal courses.

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

The four Regional Boards of Apprenticeship/ Practical Training (BOATs/BOPT) located at Mumbai, Calcutta, Kanpur and Chennai which are fully funded autonomous organizations of Ministry of Human Resource Development (Department of Higher Education) have been authorised in their respective regions to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time.

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend, which is shared between the Central Government and the employer on 50:50 basis. The existing rates of stipend payable to Engineering Graduates, Technicians and 10+2 Vocational 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.

The details of engagement of apprentices during the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Five Year Plan are as under: -

Plan Period	Target Fixed by the Ministry	Achievement
9th Five Year Plan(1997-98 to 2001-2002)	180000	192000
10th Five Year Plan(2002-03 to 2006-07)	300000	274043
11th Five Year Plan (for two years) (2007-08 to 2008-09)	350000	113137

### **Indian National Library in Engineering Science & Technology (INDEST-AICTE) Consortium**

The Ministry of Human Resource Development has set up the “Indian National Library in Engineering Science & 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. AICTE approved State Govt./State Govt. aided engineering colleges are getting access to selected electronic resources with support from the AICTE. A mechanism is in place wherein the Consortium takes advantage of collective bargaining and passes on the benefit of e-journals to subscribing members. The Ministry of Human Resource Development released an amount of Rs.25.00 crore to the Consortium during the year 2008-09.

### **National Programme for 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 2002 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.

The NPEEE is monitored and administered by a National Level Committee on Earthquake Engineering Education (NCEEE) under the Chairmanship of Joint Secretary (Technical). NCEEE, depending on the need and level of

participation of different institutions, recommends allocation of funds to various resource institutions. A Programme Implementation Committee (PIC) has also been constituted for the purpose of ensuring timely implementation of the programme.

A few lead institutions in the country help the faculty development in other institutions. This 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 in this subject.
- Basic teaching laboratories may be funded at different engineering institutions. At the lead institutions, the proposed programme may fund development of major research laboratories that would be used by other institutions also.

This initiative is to build capacity in Earthquake Engineering in the country and would enhance country's preparedness to cope with earthquakes in future without avoidable loss of life and property. Total cost of this Project in the 1<sup>st</sup> phase was Rs.15.00 crores and funds have already been released to the resource institutes.

Commencement of the Second Phase of the Scheme is under consideration.

### 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 crore.
- Industry participants contributed about Rs.9.00 crore in addition to support in terms of equipment, components, manpower and hardware etc. worth Rs.15.00 crore.

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 successfully 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.

### Externally Assisted Projects/ International Collaboration.

#### Technical Education Quality Improvement Programme of Government of India (TEQIP)

The Ministry of Human Resource Development has launched in December, 2002 the "Technical Education Quality Improvement Programme of Government of India (TEQIP)" in the country 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 national and international levels. The Project became effective in March, 2003 for 1<sup>st</sup> Cycle States and in July 2004 for 2<sup>nd</sup> Cycle States. The closing date of the Project is 31<sup>st</sup> March, 2009

TEQIP is a Central and State Sector Project and the total cost of the Project is Rs. 1339 crore. Out of Rs. 1339 crore, Rs. 306 crore is a Central component (Rs. 294 crore for Centrally Funded

Institutions and Rs. 12 crore for NPIU) and Rs. 1033 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 States of Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal.

The total allocation for TEQIP for 127 project institutions is Rs. 1339 crore. The cumulative expenditure up to 31<sup>st</sup> March, 2009 is Rs. 1321.80 crore which is 99% of the total project allocation.

**Academic Achievements:**

Indicator	Baseline/Target	Current Status
➤ Patents obtained /Applied for	22/12	158/355
➤ R&D products commercialized/ Un-commercialized	29/30	261/839
➤ High quality graduates (with 75% marks)	36%	51%
➤ Research papers published National / International Journals	4951	32591
➤ NBA/NAAC accreditation	1377 (T)	Accredited 56% Applied for 35%
➤ New UG & PG programs started	164(T)	109
➤ Filled sanctioned positions		
- Faculty	100% (T)	88%
- Staff	100% (T)	78%
➤ No. of students in cutting edge technology disciplines	16547	83124
➤ No. of students in ME / M Tech Programmes	8942	45212
➤ No. of students in Ph.D programmes	1212	6694
➤ Faculty members as reviewers of referred journals	370	3708
➤ Days in admission process	41	33
➤ Days in declaring results	44	24

## TEQIP PHASE- II

Considering the satisfactory performance of implementation of the Phase – I of the programme, the process has been initiated for TEQIP Phase – II which will be supported under XI<sup>th</sup> Five Year Plan.

### Indo French Cyber University

Memorandum of Understanding (MOU) between Ministry of Human Resource Development and the Ministry for Youth National Education & for Research for the Government of the French Republic on establishing a Cyber University was signed on 8<sup>th</sup> April, 2003. 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 Indian Institute of Science (IISc), Bangalore in Applied Mathematics (Emaths) in pursuance with Memorandum of Understanding signed between Indian Institute of Science, Bangalore and Toulouse University Network, France is being 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 will concentrate on developing and delivering a set of postgraduate level courses on 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.

- ❖ Cryptography,
- ❖ Nonlinear Analysis and Applications to Differential Equations
- ❖ Control and Homogenization
- ❖ Combustion and Shock Wave
- ❖ Linear and Nonlinear Series Analysis
- ❖ Computational Fluid Dynamics
- ❖ Optimal Design.

### 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 as 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 post 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 lakh to the seconded faculty every year. The Ministry has deputed 7 candidates for August



2008 and 5 candidates for January 2009 terms. In addition, the Government of India also provides funds of Rs. 3 lakh to AIT for purchase of Indian equipment, books and journals every year.

### **Colombo Plan Staff College for Technician Education (CPSC), Manila**

The Colombo Plan Staff College for Technician Education (CPSC), Manila 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 organisation, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia - Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

Besides the Regional Programme, In-Country programmes are also conducted by CPSC, Manila. During the year 2008-09 four Regional Programmes on integrated ICT with TVET at CPSC, Manila in May, 2008, TVET for Sustainable Development and Social Equity at Bangkok in July, 2008, Joint Regional Programme on "Enhancing Pedagogy Skills for Teacher Trainers" in October, 2008 at Singapore and "TVET for Sustainable Development" at CPSC, Manila in November 2008 have been conducted for which nominations were

made by this Ministry. In-Country Programme on Web based TLS in Education and Training at NITTTR, Chandigarh was conducted in February, 2009 in collaboration with CPSC, Manila, Philippines. 19 participants attended the programme from various States of India. Another Joint Regional programme on "Web Based Teaching and Learning System in Education and Training" was also conducted by CPSC, Manila in collaboration with NITTTR, Chennai in March 2009. 20 participants from 15 CPSC member countries (Afghanistan, Bangladesh, Bhutan, Fiji Islands, India, Republic of Korea, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Papua New Guinea, Philippines, Sri Lanka and Thailand) participated in the said Regional Program. Further, during the above Joint Regional Programme, an international Seminar was organized on "Information and Communication Technology (ICT) in Education: Challenges and Innovations" on 12<sup>th</sup> March, 2009 at NITTTR, Chennai. 185 participants attended this Seminar.

### **Educational Consultants India Limited (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 clients abroad as well as in India. During the last few years Ed.CIL has further widened its areas of operation and taken up turnkey construction & 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 21 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 2007-08.



## Adult Education

### Introduction

The creation of a literate environment and society is essential for ensuring universal elementary education, reducing child mortality, curbing population growth, achieving gender equality and acquiring essential life and livelihood skills, which are indispensable for effective participation in the societies and economies of the 21st century. Functional literacy as defined by the National Literacy Mission is, therefore, not an end in itself, but an instrument of change. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life. It helps ensure peoples' participation in sharing the benefits of the information era. India has already made significant progress in literacy, especially literacy of women and persons belonging to SC and ST categories.

### Growth in Literacy

The literacy rate as per Census 2001 was 64.84% as against 52.21% in 1991. The 12.63 percentage point increase in the literacy rate during the period was the highest increase in any decade. There has also been significant decline in the absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001. This was 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%, compared to male literacy which recorded an increase of 11.13 percentage points from 64.13% to 75.26%. Moreover, the urban-rural literacy differential also decreased during the period. All States registered an increase in literacy rates. Nonetheless, inter-state and intra-state disparities still persist, even though the gap

between the educationally advanced and backward states has narrowed over the years.

### Literacy among Scheduled Castes/ Scheduled Tribes

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 increased by 17.28% during the decade 1991-2001.



A Scheduled Tribe Woman becomes literate under Adult Education Scheme

The literacy rate of Scheduled Tribes which was 29.6% in 1991 increased to 47.1% in 2001. This means that 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.

### Female Literacy

Significant progress has been made in female literacy, which increased at a faster rate compared to male literacy from 1981 onwards. Consequently, the male-female literacy

differential at 26.62 percentage points in 1981 was reduced to 24.84 percentage points in 1991, which has further been reduced to 21.6 percentage points in 2001, when growth in female literacy was

recorded at a higher rate of 14.41 percentage points as compared to the corresponding figure for males at 11.72.

## Minorities

	All persons	Male	Female
Total population (all religions)	64.8	75.3	53.7
Muslim minority	59.1	67.6	50.1
Differential	5.7	7.7	3.6

*[Source: Census 2001]*

It is apparent from the above table that the literacy rate among the Muslim minority is 5.7 percent point lower than the corresponding figure for all persons and 7.7 and 3.6 per cent lower than the male and female population, respectively. 88 Muslim concentrated districts have been identified where special efforts are taken to accelerate literacy programmes.

Consequently, the male-female literacy differential at 26.62 percentage points in 1981 was reduced to 24.84 percentage points in 1991, which has further been reduced to 21.6 percentage in 2001, when growth in female literacy was recorded at a higher rate of 14.41 percentage points as compared to the corresponding figure for males at 11.72 percentage points.

## National Literacy Mission

The National Literacy Mission (NLM), set up in May, 1988, provides functional literacy to non-literates in the 15 – 35 age group. The National Literacy Mission (NLM) has always had and will continue to retain a gender focus in its literacy programmes, with greater attention to women from SC, ST and minority groups. Literacy of women and girls is of crucial importance to the issue of gender inequality; literacy contributes positively to women’s empowerment, in terms of self-esteem, economic independence and social emancipation. Participation in adult literacy programmes enables women to gain access to and challenge male domains by, for instance, entering male-dominated areas of work and participating in household finances. Literacy classes also provide women with a social space, away from home.

## Literacy Programmes: Present Status

Out of 600 districts in the country, 597 have since been covered under Adult Education Programmes. Currently there are 95 districts 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 271 Jan Shikshan Sansthan in the country. 12.69 crore 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.

Significant progress has been made in female literacy, which increased at a faster rate compared to male literacy from 1981 onwards.

The Planning Commission, while indicating the allocations for 2007-08 (being the first year of the XI Plan) had merged the schemes of ‘Literacy Campaign and Operation Restoration’ and ‘Continuing Education Programme’, broadened the programme scope and renamed it as ‘Adult Education and Skill Development’ with a

consolidated allocation for basic literacy, post literacy and continuing education phases. The Working Group on Adult Education for the XI Plan had also recommended the amalgamation of the earlier programmes of Total Literacy Campaigns (TLC), Post Literacy Programme (PLP) and Continuing Education Programme (CEP). A series of national level consultations were held, including inter alia:

1. Planning Commission held a Consultative Meeting on 12<sup>th</sup> June 2008 to discuss the 11<sup>th</sup> Plan strategies on Adult Education. Planning Commission recommended that external evaluations of the existing programmes should be completed before programme parameters and norms are revised. Accordingly, the following evaluations were undertaken and completed: (i) TLC/ PLP by SNTD, Mumbai, (ii) JSS by IIM, Bangalore; (iii) SRCs by MDI, Gurgaon,.
2. The National Consultation organized in NUEPA on 26<sup>th</sup> June 2008 addressed several important issues. One related to the different stages of the adult education (TLC/ PLP/CE) being viewed as separate projects. This approach has resulted in gaps between sanction and initiation of the different stages, and affected the learning continuum from basic literacy to post literacy and continuing education. Merger of the different stages into a single programme, with concurrent and parallel planning and provisioning for basic literacy and continuing education, would help the learners to transit from basic literacy to self-reliant learning levels without interruption. The second issue raised during the NUEPA consultation concerned the volunteer mode or payment system for literacy instructors. The National Consultation favoured the volunteer mode, since literacy movements, the world over, have been people's movements, driven by altruism, selflessness and voluntarism. Moreover, the entire allocation for 11<sup>th</sup> Plan
3. The state-wise review meetings with Education Secretaries conducted during June-July 2008 indicated that concern for the literacy programme still exists. There is however, need for significant systemic reform in order to revive the literacy programmes.
4. The inter-departmental meetings with Ministries/Departments of Panchayati Raj, Rural Development, Health and Family Welfare, Women and Child Development, and other related Ministries revealed the enormous scope for linking literacy with PRIs, SHGs and such agencies to augment the resources for literacy. The Department of Higher Education in MHRD was very positive about reviving the system of secondment of university and college teachers to work fulltime for literacy in the ZSS and state levels, as existed earlier.

These national consultations provided significant inputs into the Department's proposal to revise and modify the programme. The basic features of the proposal include:

- Restructuring of the existing programme so that basic literacy, post literacy and continuing education form a continuum, rather than sequential segments
- Restructuring of the existing literacy centres so as to anchor them in the Gram Panchayats for providing a range of opportunities for basic literacy and continuing education

- Basic literacy to be provided through a variety of context specific and group specific approaches.
- The management system to be strengthened to facilitate implementation of activities in the literacy centres.
- Convergence of literacy and continuing education with community development programmes like NREGS, NRHM, RTI, and SHG and Panchayat processes.

Efforts to expedite the administrative processes of approval and consequent initiation of field programmes were being made. Preparatory to the approval of the revised programme for basic literacy and continuing education, the Executive Committee of the National Literacy Mission Authority (NLMA) approved the constitution of the following five Sub-Missions with the following specific terms of reference.

#### 1. Social mobilisation, environment building and convergence

- To assess the earlier successful practices of social mobilization and environment building efforts, especially with reference to women, and suggest how to revive them
- To suggest newer forms of mobilization, particularly in partnership with the PRIs.
- To suggest other methods of demand generation for adult learning.
- To provide insights and directions for linking up and convergence of continuing education with NREGA, NRHM, RTI, PRIs, SHGs etc.

#### 2. Curricular Equivalency

- To reassess the IPCL approach and provide fresh guidelines for basic literacy primers.
- To suggest better ways of incorporation of gender, environment, health

and convergence aspects

- To provide a curriculum for camp based literacy efforts.
- To work out new curricula of equivalency keeping in mind adult learners.
- To suggest a system for instituting and operationalising nodal centres for equivalency.
- To suggest systems of examination and certification.

#### 3. Pedagogy and Training

- To suggest training methodology and schedules for volunteers, master trainers and resource persons and continuing education coordinators, and ensure sensitization through training to gender and caste inequities.
- To suggest training methodologies for convergence
- To suggest training methodology for camp based literacy efforts.

#### 4. Communication and Media

- To design a framework for communication and media for basic and continuing education.
- To suggest modalities for utilisation of electronic and print media as also direct face-to-face traditional form of media for spreading the message of literacy and continuing education
- To suggest use of Information and Communication Technology (ICT) for achieving functional literacy and continuing education

#### 5. Monitoring, evaluation and assessment

- To suggest a system of continuous and ongoing internal monitoring of basic literacy and continuing education

- ii. To provide guidelines for internal assessment of the basic literacy attainments.
- iii. To suggest guidelines for external evaluation of basic literacy and continuing education.

Work under the Sub-Missions was under progress.

### **Scheme of Support to voluntary agencies for Adult Education and Skill Development**

Hitherto, the Department of School Education and Literacy has provided support to voluntary agencies in adult education through two schemes, namely (i) Assistance to Voluntary Agencies in the field of Adult Education, and (ii) Jan Shikshan Sansthans. The former was conceptualized as an overarching programme to encourage innovation and creativity in literacy and continuing education. 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. The scheme of Assistance to Voluntary Agencies also included the establishment of State Resource Centres (SRC) for technical and academic resource support to adult education. Separately, the scheme of Jan Shikshan Sansthan (JSS) provided support for literacy and post literacy linked vocational education.

State Resource Centre were established under the auspices of voluntary agencies/universities provide academic and technical resource support to literacy and adult education programme through organizing training programmes, material development, production and dissemination, including translating of material, undertaking motivational and environment building activities, running field programmes and undertaking action research, evaluation and monitoring. Currently there are 26 SRCs in different parts of the country. Of them 13 are in Category 'A' and 13 are in Category 'B'.

The scheme of Jan Shikshan Sansthan, formerly known as Shramik Vidyapeeth, was launched as polyvalent or multi-faceted adult education programme aimed at improving the vocational skills and quality of life of workers and their family members. The programme evolved over the years to respond to the educational and vocational training needs of numerous groups of adult and young people living in urban and industrial areas and for persons who had been migrating from rural to urban settings. With the emergence of large numbers of neo-literates through the Total Literacy Campaigns launched across the length and breadth of the country the focus of Jan Shikshan Sansthan shifted from industrial workers in urban areas to the neo-literates and unskilled and unemployed youth in rural areas.

Jan Shikshan Sansthan are set up under the auspices of NGOs/Universities which are provided 100% financial assistance for taking up vocational training programmes for the benefit of the neo-literates, unskilled and unemployed youth and other weaker sections of the society. The operational areas of the Jan Shikshan Sansthan earlier restricted to urban, semi-urban and industrial areas have now been extended to the entire district, including rural areas. Jan Shikshan Sansthans are classified into three categories 'A', 'B' & 'C' depending upon their location and performance. Currently 271 Jan Shikshan Sansthans have been sanctioned across the country which include 50 new Jan Shikshan Sansthans sanctioned in January – February, 2009. Of these, 5 are in Category 'A', 26 are in Category 'B' & 240 are in Category 'C' and are entitled for annual recurring grant of Rs.35/30/25 lakhs respectively.

The Planning Commission, while indicating outlays for 2007-08, merged all the NGO based schemes. Accordingly, processes for revision of the scheme were initiated and completed in 2008-09. The revised scheme is now called "Scheme of Support to Voluntary Agencies for Adult Education & Skill Development". The revised scheme provides, inter-alia for:



- a. Merger of the scheme of Jan Shikshan Sansthan with the overarching scheme of voluntary agencies. The revised scheme therefore covers assistance to voluntary agencies, State Resource Centres and Jan Shikshan Sansthan
- b. Enhancement in financial support to Category 'A' SRCs to Rs 100 lakhs and Category 'B' SRCs to Rs 70 lakhs, to be spent in the 45:45:10 ratio for Programmes, Emoluments and Office Expenses respectively, subject to the condition that SRCs would become eligible for the enhanced financial support only on adoption of the 70:30 ratio in the appointment of academic and support staff.
- c. Establishment of 14 new SRCs in Category 'B' during the 11<sup>th</sup> Plan with priority to
- States without SRC, with literacy level below national average as per 2001 census
  - States with more than 20 districts to be eligible for two SRCs
  - States with more than 30 districts to be eligible for three SRCs
  - In exceptional circumstances proposals from other States may be considered.
- d. Upgradation during the 11<sup>th</sup> Plan of seven Category 'B' SRCs to Category 'A' based on their years of experience, academic performance in the areas of material development, training, research and evaluation, and special achievements as per assessment made by external evaluation agency.
- e. Subsuming Population Development Education activities/ staff in the general activities/ staff of the SRC with effect from the financial year 2009-10,
- f. Provision of one-time infrastructure grant of Rs 50 lakh only to the new SRCs.
- g. Enhancement of financial assistance for Category A, B and C JSSs by Rs 5 lakhs, exclusively for the programmes component, the other components remaining unchanged.
- h. Provision of one time grant of Rs.15 lakh only to the new JSSs for infrastructure and equipment needs.
- i. Establishment of additional 50 new JSSs in category 'C'. This has since been complied with.
- j. Provision of two percent of the overall outlays for SRCs and JSSs to the Directorate of Adult Education for monitoring, supervision and evaluation.
- k. Continued support to Voluntary Agencies on project to project basis as per present practice

### Directorate of Adult Education

The Directorate of Adult Education is the National Resource Centre for adult education in the country. It provides academic and technical resource support to various literacy programmes launched under the aegis of National Literacy Mission. It undertook the following activities:

#### Advertising & Publicity

Audio/video programmes were telecast/broadcast over Gyan Darshan and Gyan Vani through IGNOU and Video spots were telecast from Doordarshan through National Net Work. Documentary films were prepared on various issues relating to literacy & women empowerment and success stories on Literacy through empanelled producers.

#### Material Development

Literacy/Post-literacy primers in nine tribal dialects were prepared. Primers and neo-literate materials in regional languages of various states were reviewed. A Story Writing Competition on Gandhian Philosophy was organized and the prize-winning books were released at on the occasion of the International Literacy Day by the Hon'ble President of India.

## Research and Evaluation

The National Literacy Mission has adopted several measures for the evaluation of the literacy programmes. The evaluation is of two kinds – concurrent and external. The concurrent evaluation for TLC/PLP/CE districts is done through the NLM empanelled external evaluation agencies nominated by the State Directorates of Adult / Mass Education. External evaluation of all literacy programmes in the districts is conducted through one of the three agencies suggested by the national Literacy Mission out of which the districts select one agency. Literacy, Post literacy and continuing education programme are evaluated after completion of each phase. So far 427 literacy campaigns, 205 post literacy programmes and 62 continuing education programmes have been evaluated by the external agencies. The performance of SRCs and JSSs is evaluated once in 5 years and 3 years respectively. As on date 116 Jan Shikshan Sansthan and 24 State Resource Centres have been evaluated by external agencies. On the basis of external evaluation reports and periodical review, the SRCs and JSSs are advised to take remedial action to improve performance.

In addition the following evaluations were also conducted

- i. Scheme of Jan Shikshan Sansthan by Indian Instituted of Management, Bangalore,
- ii. State Resource Centres by Management Development Institute, Gurgaon
- iii. Total Literacy Campaigns, SNTD, Mumbai.

A 2-day meeting to prepare the parameters for JSS evaluation was held on 18-19 December, 2008 in DAE in which 8 representatives from local evaluating agencies participated and the parameters for JSS evaluation was prepared. Another meeting to finalise the parameters for JSS evaluation was held on December 23, 2008 in DAE was attended by 20 representatives of evaluating agencies.

Two National workshops of three – day each on Documentation and Research were organized in

collaboration with SRC (Kerala) at Thiruvananthapuram from March 4-6, 2009 and SRC (Orissa) at Bhubaneswar from March 18-20, 2009 respectively. The Directors and Programme Coordinators from SRCs of Central and Southern Region and Northern and North-Eastern Region attended the said workshops.

## Monitoring

Monitoring has been recognized as essential tool for identification of the strengths and weaknesses of the Adult Education Programme and designed to make the objectives operationally more realistic and to ensure its implementation. The broad strategy of implementation of the Adult Education Programme as conceived in the National Literacy Mission emphasizes the need for having an efficient management and monitoring system. The information compiled at the state level, which is received by the Directorate, is analyzed and compiled in the form of status report by DAE.

1. DAE organised a three-day Annual Conference of Directors of State Resource Centres from March 3-5, 2008 to review the pace and progress of SRCs. Life Skill Training Programmes were also organised for their benefit.
2. Number of meetings were organised at central/regional levels to review the pace and progress of JSSs. Vocational Course curriculum books on different topics of utility were prepared and published for the use of beneficiaries of JSSs.
3. Review meetings were held in Kanpur, Aurangabad and Chennai in which the half-yearly progress of JSS were reviewed.
4. Mid-term review of State Resource Centres was held at Vigyan Bhavan on December 11-12, 2008. The meeting was attended by Directors of State Resource Centres. The Directors of Bhopal and J&K could not attend the meeting due to technical reasons.

## 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 Chairpersonship 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 Chairpersonship of Secretary, School 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 lead to a faster-moving administrative set up, and therefore, programmes initiated faster, and decisions taken without any delay, leading to more efficient developmental programmes. 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.

### International Literacy Day

International Literacy Day is observed on 8<sup>th</sup> September at the state and national level every

year. A national level function was organized at Vigyan Bhavan, New Delhi on 8<sup>th</sup> September, 2008. The Chief Guest for the function was Her Excellency Smt. Pratibha Devisinghji Patil. In her address the President of India stressed on the commitment to the cause of education for all and women's empowerment. The NLM-UNESCO awards are given every year in the national function



to the selected State Resource Centre, Jan Shikshan Sansthan and University, Department of Adult, Continuing Education and Extension for their outstanding Work done in the field of adult and literacy programmes. Award winners for the year 2008-09 were State Resource Centre, Chennai, Jan Shikshan Sansthan, Sivakasi, Tamil Nadu, Jan Shikshan Sansthan, Gaya. The Satyen Maitra Memorial Award was also given to selected TLC/PLP/CE districts for their best performing and significant achievements in literacy programmes. The awards for 2008 went to Bishnupur (Manipur) for TLC, Garwa (Jharkhand) for PLP, and Jhansi, (UP), Sarguja (Chhattisgarh), Udaipur, (Rajasthan), Medak (Andhra Pradesh and Begusarai (Bihar) for CEP.

# 8



Distance Learning

## Distance Learning

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### INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access 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: 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, tele-conferencing, 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 Doctor's degree to successful candidates. Many of these programmes are modular in nature. In the year under report, the University has offered 143 programmes, which includes 23 Doctoral level, 22

Master's level, 20 Bachelor's level, 03 Advance Diplomas, 23 Post Graduate Diploma level, 19 Diploma level and 33 Certificate and Awareness level programmes through 21 Schools of Studies, 11 Divisions, 7 Centres, and a network of 59 regional centres, 2300 study centres, and 52 partner institutions spread across 33 countries with the help of 380 teachers and academics and 1,205 administrative staff. The additional help is also sought from about 6,000 experts from conventional universities and other organizations, and about 36,000 part-time academic counsellors. The total number of students enrolled during the year 2008 (January and July 2008) was 5,21,150.

The University in its 20th Convocation, held in Feb, 2009, awarded 1,37,000 Degrees/Diplomas/Certificates.

During the financial year 2008-09, against the budgetary outlay of Rs 46.00 crore fixed at RE stage, Ministry has released Rs 42.91 crore to IGNOU under the Head Development grant to IGNOU.

### 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 14 State Open Universities (SOUs) and 140 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 etc. 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.

At present the activities under Distance Education Council are supported by the Ministry by way of funding IGNOU under the Head Assistance to IGNOU for SOUs. As reported by IGNOU in the year 2008-09, DEC has supported 14 SOUs and 140 DEIs by providing a financial assistance of Rs 33.50 crore.

### **Meeting with SOUs, Research & Development and DEC Publications:**

To promote and encourage sharing of ideas and experiences, the DEC organized nine (09) meetings with the Vice-Chancellors of State Open Universities during 2008-09 till 30<sup>th</sup> November, 2008.

To encourage system based research, the Council, every year, invites teachers and academics from all over the country to submit research proposals for consideration of funding. The research projects completed and submitted to DEC have been abstracted in the form of a document in 2008, entitled DEC Initiatives in Research & Development (1996-2006), in order to disseminate the findings and the recommendations made by the researchers.

In the financial year 2008-09, the DEC has published the following documents:

- (i) DEC Initiatives in Research and Development (1996-2006).
- (ii) Impact Assessment of DEC grants provided to SOUs during the 10<sup>th</sup> Plan Period.
- (iii) Information Base on Distance Education in India, for the year 2006 (2007-08 in process).

During the financial year 2008-09, against the budgetary outlay of Rs 46.44 crore fixed at R.E. stage, Ministry has released Rs 43.87 crore under the Head assistance to IGNOU.

### **Electronic Media in Educational Programmes of IGNOU**

IGNOU is making best use of electronic media for imparting education to 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 'Eklavya Channel' is devoted to technical education for the benefit of engineering students in the country. Transmission of this channel has been fully automated. **Gyan Darshan-4** is known as "Vyas" Channel and is dedicated 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. 26 FM stations are operational at Ahmedabad, Aurangabad, Allahabad, Bhopal, Coimbatore, Bangalore, Indore, Mumbai, Lucknow, Vishakhapatnam, Delhi, Kanpur, Kolkata, Chennai, Patna, Panaji, Varanasi, Guwahati, Jabalpur, Jaipur, Hyderabad, Mysore, Nagpur, Rajkot, Raipur and Shillong. In addition, radio counseling is also provided from 14 FM Stations under Gyan Vani Programme of Ahmedabad, Allahabad, Bhopal, Coimbatore, Bangalore, Kanpur, Patna, Panaji, Lucknow, Delhi, Kolkatta, Jaipur, Raipur and Shillong Stations to learners. Under Gyan Vani Programme, toll free conferencing facility is available to the learners who interact freely with the experts.

During the year 2008-09, a number of audio and video programmes were produced. These include 30 Audio programmes and 204 Video programmes (includes 49-Curriculum based, 16-Edusat based, 06-Urdu enrichment, 35-Other enrichment programmes including Open Channel & in Focus and 01 acquired audio programme). In addition to these, a total of 2996 video and 27906 Audio programmes have been produced by the University. Further, in order to strengthen the regional network services, the University has set up 340 new study centres and 4 Regional Centres in 2008, making it a total of 2300 Study Centres and 59 Regional centres.

### **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) etc.

### **The North East Project (NEP) of IGNOU**

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. 95 new Study Centers were set up during this period, bringing the total number of Study Centres in the region to 364. The network of these 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 of IGNOU**

Academic Programmes of IGNOU are currently being offered in 33 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, through Distance mode, are being offered in Ethiopia, Liberia, Madagascar, 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 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. University also 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, the then Minister of 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 of 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 financial year 2008-09. 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.

Shri R. P. Agrawal, Secretary(HE) attended a meeting of Board of Governors of COL held on the 7<sup>th</sup> June, 2008 at Vancouver, Canada.

COL has focused its attention on activities in instructional materials, telecommunication technology, training and information services. COL has located its Educational Media Center for Asia (CEMCA) in India and Joint Secretary in charge of Distance Learning is a member on Advisory Council of CEMCA.

Dr. D. K. Paliwal, Deputy Educational Adviser (DL) attended Meeting of Focal points of COL at Kuala Lumpur on 28-30 October, 2008.

## NATIONAL MISSION ON EDUCATION THROUGH ICT

The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time any where mode.

### Objectives

The objectives of the National Mission on Education through ICT (NMEICT) shall include:

- (a) building connectivity and knowledge network among and within institutions of higher learning in the country with a view of achieving critical mass of researchers in any given field;
- (b) spreading digital literacy for teacher empowerment;



- (c) development of knowledge modules having the right content to take care of the aspirations of academic community and to address the personalized needs of the learners;
- (d) standardization and quality assurance of e-contents to make them world class;
- (e) research in the field of pedagogy for development of efficient learning modules for disparate groups of learners;
- (f) making available e-knowledge contents, free of cost to Indians;
- (g) experimentation and field trial in the area of performance optimization of low cost access devices for use of ICT in education;
- (h) providing support for the creation of Virtual Technological University;
- (i) identification and nurturing of talent;
- (j) certification of competencies of the human resources, acquired either through formal or non-formal means and the evolution of a legal framework for it; and
- (k) developing and maintaining the database with the profiles of our human resources.

## Components

The Mission has two major components:

- (a) providing connectivity, along with provision for access devices, to institutions and learners;
- (b) content generation.

It aims to extend computer infrastructure and connectivity to over 20000 colleges in the country including each of the departments of nearly 419 universities/deemed universities and institutions of national importance as a part of its motto to provide connectivity upto last mile. Therefore, the Mission, in addition to utilizing the connectivity network of service providers, shall explore the possibility to provide connectivity utilizing Very

Small Aperture Terminal (VSAT), Virtual Private Network (VPN) and EduSat channels.

It seeks to bridge the digital divide, i.e., the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy, so that they can make best use of ICT for teaching and learning.

The Mission would create high quality e-content for the target groups. National Programme of Technology enhanced Learning (NPTEL) Phase II and III will be part of the content generation activity. The peer group assisted content development would utilise the wikipedia type of collaborative platform under the supervision of a content advisory committee responsible for vetting the content. Interactivity and problem solving approach would be addressed through "Talk to a Teacher" component, where the availability of teachers, to take the questions of learners, shall be ensured appropriately.

Mission also envisages, promoting research with the objective to develop new and innovative ICT tools for further facilitation of teaching and learning process. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.

Renowned institutions would anchor various activities in their areas of excellence. The Mission would seek to enhance the standards of education, in Government as well as in private colleges. Enlistment of support and cooperation of States/ Union Territories, Institutions and individual experts would be an integral part of the Mission.

One of the mandates of the Mission is to generate a data base of the human resources in different fields/disciplines and also to predict the availability and demand of the human resources in different disciplines. It shall also develop certain testing modules to test and certify the skills of the human resources acquired through various formal and non-formal means.

### **Allocation**

An amount of Rs.4612 crore has been allocated by the Planning Commission during the 11th Five Year Plan for the National Mission on Education through ICT. During the financial year 2008-09, against the budgetary outlay of Rs 418.66 crore fixed at RE stage, Ministry has sanctioned projects worth Rs. 361.00 crore.

### **Administrative structure and function**

The Mission has a three tier committee system to monitor and guide its functioning. The National Apex Committee of the Mission is chaired by Hon'ble Minister of Human Resource Development, and decides on all policy issues and prescribes guidelines for the functioning of the two sets of Committees namely 'Empowered Committee of Experts (also known as 'Project Approval Board') and 'Core Committees of Domain Experts'. It has a 'Mission Director', who heads the Mission Secretariat and also acts as the Secretary to the National Apex Committee and Member Secretary to the Project Approval Board.

The proposals submitted to the Mission by various agencies/individuals/institutions to undertake activities which come under the domain of the Mission are scrutinized by a Standing Committee with the help of the concerned Core Committee of Domain Experts. This Committee makes its recommendations to Project Approval Board for consideration and decision on sanctioning the projects. The monitoring of the overall progress of the approved project activities is to be done through various peer reviews and concurrent evaluation.

### **SAKSHAT: A One Stop Education Portal.**

The pilot project of Ministry of Human Resource Development SAKSHAT: A One Stop Education Portal was launched on 30.10.2006 by His Excellency, Dr. A.P.J.Abdul Kalam, 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' portal would be the main delivery portal for the contents developed under the National Mission on Education through ICT (NMEICT). This portal would also provide Mission related information and facilitate public scrutiny, feed back and transparency for the projects undertaken by the Mission. In order to fulfill this goal, 'Sakshat' has been assimilated in NMEICT.

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*Scholarships*

*Higher Education*

**Scholarships**

## Scholarships

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### NATIONAL SCHOLARSHIP

#### Central Scheme of Scholarship for college and University students.

A new Central Scheme of Scholarship for college and University students is being implemented from the year 2008-09. The objective of the scheme is to provide financial assistance to meritorious students from non-creamy layer of the society to meet a part of their day-to-day expenses while pursuing higher studies. The scholarships will be awarded on the basis of the results of senior secondary examination. 82000 fresh scholarships per annum (41000 for boys and 41000 for girls) for graduate/postgraduate studies in colleges and universities and for professional courses, such as Medical, Engineering etc. could be provided. The total number of scholarships has been divided amongst the State Boards based on the State's population in the age group of 18-25 years, after segregating share of CBSE and ICSE on the basis of number of students passing out from various Boards in the country. A copy of the distribution of the number of scholarships to CBSE/ICSE/States/UTs is at Annexure. The number of scholarships allotted to the Boards would be distributed amongst pass out of the Science, Commerce and Humanities streams of the Boards in the ratio of 3:2:1. Students securing a minimum of 80% of marks in Class XII of 10+2 pattern or equivalent and not belonging to the creamy layer as defined by the Department of Personnel and Training from time to time, pursuing regular degree courses (not correspondence or distance mode) from recognised educational institutions and not availing of any other scholarship scheme, are eligible for consideration under this Scheme.

#### 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 2004-05. 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.

#### Number of Scholarships to States/UT Under the Scheme of Scholarship to University/College Students

S. No.	Name of State/UT	No. of Scholarships allotted
1.	CBSE	5414
2.	ICSE	577
3.	Andhra Pradesh	6097
4.	Arunachal Pradesh	77
5.	Assam	2002
6.	Bihar	5624
7.	Chhattisgarh	1387
8.	Delhi	1162
9.	Goa	113
10.	Gujarat	3944

S. No.	Name of State/UT	No. of Scholarships allotted
11.	Haryana	1591
12.	Himachal Pradesh	461
13.	J & K	768
14.	Jharkhand	1878
15.	Karnataka	4237
16.	Kerala	2324
17.	Maharashtra	7417
18.	Madhya Pradesh	4299
19.	Manipur	181
20.	Meghalaya	166
21.	Mizoram	75
22.	Nagaland	176
23.	Orissa	2736
24.	Punjab	1902
25.	Rajasthan	3978
26.	Sikkim	44
27.	Tamil Nadu	4883
28.	Tripura	236
29.	Uttar Pradesh	11460
30.	Uttaranchal	616
31.	West Bengal	5941
32.	Andaman & Nicobar	31
33.	Chandigarh	82
34.	Dadar & Nagar Haveli	21
35.	Daman & Diu	19
36.	Lakshwadeep	4
37.	Pondicherry	78

## EXTERNAL SCHOLARSHIP

Scholarship is one of the means for encouraging meritorious students. A special emphasis is placed on studies abroad where the state of the art methods are used. The Ministry of Human Resource Development acts as facilitator in 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 are awarded to Indian nationals by the Governments of U.K. 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 2008-09 Commonwealth Scholarship Commission in U.K. has awarded 20 scholarship against 61 nominations by this department. 61 nominations have been sent to UK for the year 2009-10

From time to time, 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 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 had joined the College in October 2007 for the academic year 2007-08. He is on a one year extension in the year 2008-09. Dr. Girish Kumar R. has been selected for the academic year 2009-10.

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. This certificate is issued by the Embassy of India/Consulates General of India (CGI) in the USA after obtaining clearance from the Ministry of Human Resource Development.

### Budget Provision

During the financial year 2008-2009, a budget provision of Rs.70/- lakh was made to meet the expenditure towards holding meetings of Selection Committees constituted for Scholarships offered by various countries. Keeping in view the utilization

of funds, the amount was enhanced to Rs.81 lakh in the Revised Budget Estimates.

### Achievements

During the year 2007-08, a total of 95 Indian students/scholars availed scholarships against 185 nominated under CEPs/EEPs and Commonwealth Scholarship Plan. During the current year, 116 Indian nationals have availed scholarships till 31<sup>st</sup> March, 2009 under various CEPs/EEPs and Commonwealth Scholarship Plan against 243 nominated. More number of awards are awaited from various countries. Details are given in the table below.

### Statement indicating details of Indian Scholars sent to different countries.

Sl.No.	Country	2007 - 2008			2008-09		
		Nominated	Accepted by donor country	Utilized	Nominated	Accepted by donor country	Utilized
1.	Japan	31	31	27	47	35+2*	34
2.	China	21	20	20	19	15	10
3.	Israel	10	05	03	05	05	05
4.	Mexico	08	04	02	10	03	02
5.	Slovak	Offer not processed					
6.	Czech	Offer not received					
7.	Korea	06	03	03	50	43	28
8.	U.K.	63	22	14	61	23+5*	20
9.	Belgium	04	03	02	05	02	02
10.	Italy	35	26	23	34	26	09
11.	Portugal	--	--	--	--	--	--
12.	Norway	01	01	01	05	03	02
13.	Greece	--	--	--	--	--	--
14.	New Zealand	03	nil	nil	03	02	02
15.	Turkey	03	02	--	04	04	02
	<b>G. Total</b>	<b>185</b>	<b>117</b>	<b>95</b>	<b>243</b>	<b>161+7*</b>	<b>116</b>

\* as reserve

# 10



Education of Scheduled Castes/  
Scheduled Tribes/OBCs and Minorities

## Education of Scheduled Castes/Scheduled Tribes/Other Backward Classes and Minorities

### Education of Scheduled Castes/Scheduled Tribes

#### Constitutional provisions

Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." Articles 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. Similarly, Article 30 (1) provides for the rights of the minorities to establish and administer educational institutions of their choice.

In School Education Sector, the following initiatives have been taken :

#### SARVA SHIKSHA ABHIYAN (SSA) INTERVENTIONS

The SSA promotes diverse strategies, targeting SC/ST children. The Sarva Shiksha Abhiyan seeks to develop context specific intervention to tackle the problems of education of SC/ST children. Some of the interventions of SSA are as follows :

##### Strategies for SC children :

- Providing adequate infrastructure for elementary schooling in 61 districts with concentration of SCs population.
- Education Guarantee Scheme in remote, sparsely populated region otherwise ineligible for schools.
- Back to school camps, bridge courses and other alternative schooling facilities for

children of migrant families, dropouts, older and never enrolled children, working children.

- Free textbooks to SC students from class I – VIII.
- Provision of Rs.15 lakh to each district for special innovative activities to promote education of Scheduled Castes children.
- Special coaching/remedial classes for improving learning outcomes of children.
- Teachers' sensitization programmes to promote equitable learning opportunities and address in class discrimination.
- Statutory representation in Village Education Committee (VEC) / Steering cum Monitoring Committee (SMC) etc.

##### Strategies for ST children in Tribal Areas :

- Opening of EGS & AIE (NRBC, RBC, human development centres, seasonal hostels for migrating children etc.) in tribal areas with relaxed norms (with 10-15 children)
- Back to school camps, bridge courses and other alternative schooling facilities for children of migrant families, dropout, older and never enrolled children.
- Free textbooks to ST students from class I – VIII.
- Provision of Rs.15 lakh to each district for special innovative activities to promote education of Scheduled Castes children.
- Special coaching/remedial classes for improving learning outcomes of children.
- Recruitment of local tribal teachers.



- Deployment of tribal coordinators at the State Level and tribal dominated districts to monitor SSA activities and to help in coordination of Ministry with Tribal Affairs.
- Providing adequate representation in Village Education Committee (VEC)/ Steering cum Monitoring Committee (SMC)/School Management & Development Committee (SDMC)/State Education Committee (SEC).

The following special provisions exist for SCs and STs in the existing schemes of the Department of Higher Education: -

### UNIVERSITY AND HIGHER EDUCATION:

- The University Grants Commission (UGC) 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/OBC candidates.
- UGC implements the Career Orientation programme for the graduates for gainful employment for all including SCs/STs and OBCs
- UGC provides financial assistance for extension activities to SCs/STs and OBCs.
- UGC has created a Central Pool Database of eligible SC/ST/OBC candidates and recommends their candidature for teaching positions in universities and colleges.

### Standing Committee on Scheduled Castes and Scheduled Tribes:

To oversee the effective implementation of reservation policy in Universities, a Standing Committee on SCs/STs was constituted by the UGC in 1997. The Committee is represented by academic Experts, Ex-Vice-Chancellors and distinguished persons in the field of higher education. Committee monitors the schemes and holds Regional level meetings of the Sub Committee of the Standing Committee.

Standing Committee continuously impresses upon for the strict implementation of the reservation policy of the Government of India in Universities, Deemed to be Universities, Colleges and all other grant-in-aid institutions and centres. The Committee decided to bring into operation the consolidated guidelines prepared by the Sub-Standing Committee & approved by the Commission. The Committee decided to solve the difficulties/doubts in implementing them by associating the experts of the Department of Personnel & Training (DOPT) Govt. of India, who is conversant with the Reservation Policy like the maintenance of reservation rosters and classifications and grouping of vacancies etc.

### Establishment of SC/ST Cells in Universities

The UGC introduced the scheme of Establishment of SC/ST Cells in Universities in the year 1983. The main objective of the scheme is to improve the status of SCs and STs who are socially and educationally backward so that they can have their rightful place in the main-stream of the society. The monitoring/review of the work of SC/ST Cells is being carried out with the help of a Standing Committee on Scheduled Caste and Scheduled Tribe. Till now, 123 SC/ST Cells have been established in universities including deemed Universities.

### Objectives

- To ensure effective implementation and monitoring of the reservation policy for SCs/STs and programmes of the Govt. of India and UGC in Universities and Colleges.
- To collect data regarding implementation of policies in respect of admissions, appointments to teaching and non-teaching positions, etc. and
- To take such follow-up measures, which can help in achieving the target laid-down for the purpose.

## **Schemes run by University Grants Commission (UGC):**

### **Remedial Coaching at UG/PG level for SC/ST students:**

The UGC has been contributing towards social equity and socio-economic mobility of the under privileged sections of the society through special schemes. The Commission, in 1994, introduced one such special scheme namely “ Remedial Coaching at the Under-Graduate (UG) and Post-Graduate (PG) level for students belonging to the Scheduled Castes and Scheduled Tribes. The main objectives of the scheme are:

- To improve the academic skills and linguistic proficiency of the students in various subjects.
- To raise the level of comprehension of basic subjects so as to provide a stronger foundation for further academic work.
- To strengthen their knowledge, skills and attitude in such subjects, where quantitative and qualitative techniques and laboratory work are involved, so that necessary guidance and training provided under the programme may enable the students to come-up to the level necessary for pursuing higher studies efficiently.
- To improve overall performance of these students in the examinations.

The tenure of assistance to universities and colleges is five years but initially assistance is provided for three year i.e. first phase. The work of Centre is reviewed at the end of third year with the help of Standing Committee on SC/ST and if the work is found satisfactory, further extension of two years is granted to the college/university. If overall performance of the programme during five years period is found satisfactory, the Review Committee also accords further continuation in the next five-year plan on positive recommendations.

### **Coaching Classes for SC/ST candidates for preparation for National Eligibility Test (NET):**

In order to provide an adequate number of qualified SC/ST candidates for recruitment as lectures in Universities and Colleges, during 2004-05 the Commission introduced a scheme of Coaching Classes for SC/ST to prepare them for National Eligibility Test (NET), which is an essential eligibility condition for becoming a lecturer in universities or colleges.

Under this scheme, coaching classes are organized in selected universities for which grant on 100% basis is made available. Effort is being made to approve at least one centre in each State, which can accept the responsibility for NET Coaching and has sufficient number of willing faculty members to provide coaching. The classes in the coaching centre are to be arranged by arranging teachers on honorarium basis.

### **Coaching Classes for SC/ST for Entry in Services:**

In order to gain useful employment in group A, B & C including all Indian and State Provincial Services, the Scheme of Coaching Classes for SC/ST for entry in Services has been introduced in selected universities and colleges by the UGC w.e.f. the year 2004-05. The classes in the Coaching Centres are to be arranged by engaging teachers on honorarium basis.

### **Post-Graduate Scholarships for Students belonging to SCs/STs/ Minorities**

This scheme has been 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 for SC/ST/Minorities students. The scholarship amount is Rs.5,000/-per month for

M.Tech. courses and Rs.3,000/- per month for Master of Pharmacy and Management courses. The contingency for the above scheme is Rs.15,000/- and Rs.10,000/-per annum respectively.

### **Establishment of Centres in Universities for study of Social exclusion and inclusive Policy:**

In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of taking advantages of development. Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. The consequences of macroeconomic policies such as poverty, unemployment and involuntary migration exclude the victims from economic, cultural, and political activities.

The study of such hegemonic structures is more important in the Indian context where institutional inequality and discrimination has been a pervasive feature of our society. The tenth plan recognized that marginalization; exclusion, persecution of people on account of social, religious, caste and gender adversely affect development outcomes.

### **Need for Establishment of Centres**

The institutions of higher learning need to address this issue. The UGC has therefore, decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teaching-cum-research Centres in Universities to pursue these themes.

### **Objectives**

Some key objectives of setting up these Centres are:

- Concepting 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

**Indira Gandhi National Tribal University, Amarkantak** was set up by an Act called the Indira Gandhi National Tribal University Act, 2007 to facilitate and promote avenues of higher education and research facilities for the Tribal population in India and to provide for matters connected therewith or incidental thereto.

The rich tribal art, culture, language, customs and even medicine systems got a major fillip as the The Indira Gandhi National Tribal University in Amarkantak district of the state of Madhya Pradesh came up with funding from the Department of Higher Education through the University Grants Commission (UGC).

### **Objectives of University:**

- (i) to provide avenues of higher education and research facilities primarily for the tribal population of India;
- (ii) to disseminate and advance knowledge by providing instructional and research facilities in tribal art, culture, tradition, language, medicinal systems, customs, forest based economic activities, flora, fauna and advancement in technologies relating to the natural resources of the tribal areas;
- (iii) to collaborate with national and international universities or organisations, specially for undertaking cultural studies and research on tribal populations;

- (iv) to formulate tribal centric development models, publish reports and monographs; and to organise conferences, seminars on issues relating to tribes; and to provide inputs to policy matters in different spheres;
- (v) to take appropriate measures for promoting, the members of tribal communities capable of managing, administering and looking after their own needs by access to higher education through a University of their own;
- (vi) to disseminate and advance knowledge by providing instructional and research facilities in such other branches of learning as it may deem fit;
- (vii) to take appropriate measures for promoting innovations in teaching-learning processes in inter-disciplinary studies and research; and to pay special attention to the improvement of the social, educational and economic conditions and welfare of the Scheduled Tribes within the Union of India, their intellectual, academic and cultural development.

### Central Institute of Indian Languages:

The institute co-ordinates the work of the State Institute of Languages, Tribal Research Institutes Bureaus, University Departments of languages and linguistics and other academic bodies/ organizations. It promotes the development of languages of Scheduled Tribes, develops methods, materials and aids for teaching Indian languages. It also conducts language courses in India and abroad.

### 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.

### TECHNICAL EDUCATION:

- As per the orders of the Government of India 15%, 7.5% and 27% of seats are reserved for SC/ST/OBC students respectively in all programmes.
- All SC/ST students admitted to B.Tech, Dual Degree, M.Tech, M.Sc, M.S. and Ph.D. programmes are exempted from payment of tuition fees irrespective of their parental income.
- Travelling allowance (II class train fare/ ordinary bus fare) from the place of residence to Institute to join the B.Tech. programme is given to SC/ST students.
- SC/ST students are awarded scholarship, viz. free messing (basic menu) and pocket allowance of Rs. 250/- per month provided their parental income is below Rs. 2 lakhs per annum.
- SC/ST Scholarship holders are also exempted from payment of hostel seat rent of Rs. 500/- per semester.
- SC/ST students in the final year (9<sup>th</sup> and 10<sup>th</sup> semesters) of Dual Degree programme are eligible for HTTA at the rate of Rs. 5000/- per month for 12 months on valid GATE score or on a relaxed CGPA score i.e. 7.5 at the end of 8<sup>th</sup> semester.
- All SC/ST students with B.Tech degree from IITs are eligible to apply for direct admission to M. Tech programme provided they get CGPA of 7.5.
- A preparatory course of one academic year was initiated during the year 1983-84 exclusively for SC/ST students. Selection for this course is made from the Joint Entrance Examination list of SC/ST students who did not qualify for admission. On successful

completion of the preparatory course at the IIT, they are eligible to join the B. Tech programme and they do not require to write the JEE again. Travelling allowance is given to the students joining the preparatory course.

- Some IITs have SC/ST student advisers who look into representations of SC/ST students and advise them.
- All SC/ST students admitted to B.Tech, (Dual Degree) M.Tech, M.Sc, M.S. and Ph.D. programmes are exempted from payment of tuition fees irrespective of their parental income.
- All SC/ST students (B. Tech & DD) are given free book bank facilities.

### Community Polytechnics:

The scheme of Community Polytechnics is 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): 16.20% and 8.00% of plan allocation are earmarked notionally under the Scheduled Caste Sub-Plan (SCSP) and the Tribal Sub-Plan (TSP) for Scheduled Castes and Scheduled Tribes respectively.

### Education of Other Backward Classes

As a follow up of the Constitution (93rd) Amendment Act, 2005 inserting clause (5) in Article 15 of the Constitution of India, Parliament

enacted the Central Education Institution (Reservation in Admission) Act, 2006 making special provisions for reservation of seats for the Scheduled Castes, Schedule Tribes and the Socially and Educationally Backward Classes/ Other Backward Classes (SEBCs/OBCs) in admission to such institutions. In terms of section 6 of the Act, Central Educational Institutions (CEIs) were to give effect to reservation of seats in admissions to their academic sessions commencing on and from the calendar year 2007. A bunch of Writ Petitions were filed in the Apex Court, challenging the constitutional validity of the 93rd Amendment as well as the CEI Act, 2006. The Apex Court had finally disposed of the petitions on the 10th April, 2008, upholding the constitutional validity of the 93rd Amendment Article 15(5) of the Constitution in so far as the Central Educational Institutions, established, maintained or aided by the Central Government were concerned. The Apex Court had also upheld the CEI Act, 2006.

The Ministry issued directions vide O.M. No.1-1/2005-UI(A)/847, dated 20th April, 2008 to all Central Educational Institutions to clarify the process of implementation of reservation. The Ministry has also issued instructions of revision of income criteria to exclude socially advance persons/sections (Creamy Layer) from Other Backward Classes vide O.M. No.1-1/2008UI(A), dated 13.10.2008. The Ministry has further issued directions vide O.M. No.1-1/2008-(III)U.I(A), dated 17th October, 2008 to all Central Educational Institutions (CEIs) to ensure that seats reserved for OBCs are filled by other eligible students only if they are vacant after admitting all eligible OBC students excluding the 'creamy layer' thereof.

### Education of the Minorities

A part from implementing the Prime Minister' 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 (Sachar Committee).

All State Government/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 'Girls only' upper primary schools.

Under the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, till date, 2573 residential School facilities at upper primary level for girls have been sanctioned since 2004, which includes 427 such schools sanctioned in Muslim Concentration Blocks (MCBs), 94 of them being in urban areas. The enrolment of Muslim girls is 6.70% of the total enrolment in KGBVs. Provision for Urdu Teachers has been made on demand in such blocks.

Criteria of educational backward blocks has been revised with effect from 1<sup>st</sup> 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 has been given for opening of new polytechnics in Minority Concentration Districts during XI Plan.

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, inter-alia, 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. SUCCESS to have high quality government schools in MCBs, and exclusive secondary and higher secondary schools for girls from the minorities.

New Jan Shiksha Sansthan (JSS) would be set up in all Minority Concentration Districts (MCDs). Of the 271 JSS sanctioned in the country, 36 JSS have been sanctioned for MCDs. A year round calendar is being worked out for a special literacy drive and setting up of JSSs.

The scheme of Mid-Day-Meal will be extended to cover children in upper primary classes with special attention to educationally backward muslim concentration blocks (MCBs). All blocks, included in MCBs, have now been covered under MDM and the scheme is now also available to Madarsa as per demand.

Under Teacher Education Scheme, there is a proposal to establish 196 Block Institutes of Teacher Education (BITEs) in Minority and SC/ST concentration areas to offer pre-service and in-service teacher education courses.

Proposals have been invited by the UGC from all Universities for financial assistance for girls' hostels with preference to institutions primarily catering to MCDs. A total of 88 Minority Concentration Districts would be covered under the 11<sup>th</sup> Plan Scheme.

University Grants Commission is working out modalities so that all universities could be encouraged to recognize qualifications from Madarsas 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. A Committee of Expert was constituted, and its recommendations have been accepted and a

notification has also been issued granting equivalence to Madarsa qualification issued by State Madarsa Board with CBSE secondary and senior secondary levels.

MANUU has organized 12 Programmes and trained 1803 teachers (50% of them being Madarsa teachers); JMI has organized 8 programmes, covering 300 teachers; AMU has organized 3 programmes, covering 100 teachers, giving them training for teaching modern subjects in Urdu Medium.

The National University for Educational Planning and Administration (NUEPA) has commissioned a study to identify the factors contributing to lower number of Muslim students in higher education.

Thirteen universities were provided assistance (Rs.40.00 lakh each) during 2006-07 for starting Centres for the study of issues in Social exclusion and inclusive Policy for the minorities, SCs and STs, Twenty two other universities were given such assistance during the year 2007-08. The total releases for the 35 Centres were Rs 14 crores. During the XI Plan UGC would provide funds for assisting more Centres for Studies in Minority related issues.

### **National Monitoring Committee for Minorities' Education (NMCME)**

The NMCME which was first constituted on the 7<sup>th</sup> August, 2004, has been reconstituted again on expiry of its term w.e.f. 23<sup>rd</sup> 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



AMU

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 Group of Experts have been endorsed by the NMCME, and have formed valuable inputs into the redesigning of the existing scheme of madarsa modernization, which has been finalized in consultation with the Planning Commission for the XI Plan. Annual meeting of NMCME was held on 5.2.2009. The Standing Committee of the NMCME, in its report presented to the NMCME, suggested measures for redressal of grievances of minorities such as grant of special tribal status for people of Lakshadweep, relaxation of the norm of forest area reserved land for establishment of Minority Educational Institutions in Andaman & Nicobar Islands and strengthening of Christian Educational Institutions in the country, particularly those in Orissa.

### **National Commission for Minorities Educational Institutions (NCMEI)**

The NCMEI was established on the 11<sup>th</sup> November, 2004 to advise the Central Government or any State Government on protection of the constitutional right 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. The Commission has

issued Minority status certificates to 3913 educational institutions till 31.3.2009, which includes 460 during the year 2008-09.

## Polytechnics & Community Polytechnics

All the minority concentration district are going to be covered under the revamped Community Polytechnic Scheme being implemented under the Sub-Mission on Polytechnics. All the MCDs which did not have a Polytechnic, will be given assistance for starting a Polytechnic by the State Governments/Union Territories.

## Area Intensive and Madrasa Modernisation Programme (AIMMP)

The Area Intensive and Madrasa Modernisation Programme (AIMMP) was transferred from the Department of Higher Education to the Department of School Education & Literacy w.e.f. June, 2008. The AIMMP had two components, namely Madrasa Modernization and Infrastructure Development. With a view to giving



J&K

greater thrust to each of the two components, the erstwhile AIMMP scheme has been revised as two distinct schemes with effect from November, 2008 namely (i) Scheme for Providing Quality Education in Madrassas (SPQEM); and (ii) Scheme for Infrastructure Development in Minority Institutions/Schools.

## Scheme for Providing Quality Education in Madrassas (SPQEM)

SPQEM seeks to bring about qualitative improvement in madrassas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are :-

- i. To strengthen capacities in Madarsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.
- ii. Training of such teachers every two years in new pedagogical practices.
- iii. Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage madrassas.
- iv. Provision of Science/mathematics kits in primary/upper primary level madrassas.
- v. Strengthening of libraries/book banks and providing teaching learning materials at all levels of madrassas.
- vi. The unique feature of this modified scheme is that it encourages linkage of madarsas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madarsas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards are akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the provision for the teaching and learning materials.
- vii. The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.



viii. For the monitoring and popularization of the scheme it will fund State Madarsa Boards. Govt will itself run periodic evaluations, the first within two years.

An outlay of Rs.325 crore has been provided for the revised scheme of SPQEM for the 11<sup>th</sup> Plan period. During the current year 2008-09, nine States and one UT i.e. Andhra Pradesh, Assam, Chattisgarh, Orissa, Madhya Pradesh, Maharashtra, Kerala, Tripura, Uttar Pradesh and Chandigarh, have been assisted with Rs.6541.61 lakh as honorarium to 10,214 Madrassa teachers teaching modern subjects in 5,297 Madrassas.

### **Scheme of Infrastructure Development in Minority Institutions (IDMI)**

IDMI has been operationalised to augment infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are :-

i. The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.

ii. The scheme will cover the entire country but, preference will be given to minority institutions (Private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%.

iii. The scheme will inter alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.

iv. The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of Rs.50 lakh per institution for strengthening of educational infrastructure and physical facilities in the existing school including (i) additional classrooms, (ii) science/computer lab rooms, (iii) library rooms, (iv) toilets, (v) drinking water facilities, and (vi) hostel buildings for children especially for girls.

An outlay of Rs.125 crore in the 11<sup>th</sup> Plan for the revised scheme is expected to assist about 400 minority schools/institutions. During the year 2008-09, Rs.25.00 lakh have been provided to States of Uttar Pradesh, Central GIAC has been constituted for SPQEM and IDMI.

# 11



**Educational Development in the  
NE Region and J&K**

## Educational Development in the NE Region and J&K

North Eastern Region (NER) comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are all special category States. There is special emphasis on socio-economic development of this region at the national level backed by area specific planning and budgetary support. As per the extant Government orders, Ministry of Human Resource Development earmark 10% of its Gross Budgetary Support (GBS) for implementing these schemes in the region. The shortfall in utilization of this 10% provision is automatically transferred to the Non-lapsable Central Pool of Resources (NLCPR), administered by Ministry of Development of North Eastern Region, for funding specific infrastructure development project in the region. Since the inception of NLCPR in 1999, till 30.11.2008, Rs.882.96 crore has been approved and Rs.729.56 crore has been released to NE States in the Education Sector.

### Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is being implemented in the States of the North Eastern Region on a Central : State funding pattern of 90:10 to give impetus to development of elementary education in North Eastern States. During 2008-09, budgetary support of Rs.1,166.08 crore was provided to the NE States for implementation of SSA programme.

The achievements of SSA in NE States till March 2009 are opening of 3,573 primary Schools, 2,755 upper primary Schools, 9,904 primary School buildings, 3,119 upper primary School buildings, construction of 49013 additional classrooms & construction of 16,417 toilets, provision of 10,778 drinking water facilities and appointments of 19,580 teachers.

### UNIVERSITY & HIGHER EDUCATION

#### CENTRAL UNIVERSITIES IN THE NORTH EAST

There are nine Central Universities in the North Eastern Region, namely, Assam University, Tezpur University, Mizoram University, North Eastern Hill University (NEHU), Manipur University, Nagaland University, Rajiv Gandhi University (Arunachal Pradesh), Tripura University and Sikkim University.

The Central Universities in the North Eastern Region have been sanctioned one Engineering and one Management School so as to provide avenues of technical & professional education in the region. Both these Schools have since become operational.

University Grants Commission has initiated a number of steps to bring in academic reforms in the Central and State Universities; such as examination reforms including continuous internal assessment, introduction of credit-based courses, semester system, institutional mobility of students, credit accumulation and credit transfer, regular updating of curricula, etc.

With a view to providing greater opportunity in Higher Education to the people belonging to North Eastern States, the Hon'ble Prime Minister has impressed upon the need for synergy among the Central Universities located in these states for Academic collaboration aimed at achieving excellence and overall development of these Universities for the larger benefit to people. A forum of VCs' of the North-Eastern Central Universities have been constituted by the Ministry of HRD with the following terms of reference under the Chairmanship of Prof. Mrinal Miri, former VC, NEHU.

- (i) To share experience and explore areas of academic collaboration among the concerned Universities.
- (ii) To identify areas of weaknesses of each university and find ways and means to overcome them.
- (iii) To ensure better coordination with the concerned State Government in the matters of development of the concerned University.
- (iv) To identify areas of expansion in each University.
- (v) Any other issue relevant to the overall objectives of the forum.

### **Setting Up of World Class University in Assam**

Ministry of Human Resource Development (MHRD) has announced setting up of 14 World Class Central Universities (WCCUs) in the country including one at Guwahati in the State of Assam. MHRD, in consultation with the UGC is in the process of preparing a conceptual note and a legal framework for establishment of World Class Universities. State Government of Assam has already been requested to allot 700-800 acres of suitable land in Guwahati for setting up of a WCCU.

### **University Grants Commission (UGC)**

The University Grants Commission has been provided Plan/ Non-Plan grants since the inception of Universities for general as well as specific development of North Eastern Region as per the provisions available in the respective guidelines of UGC.

During 2008-09 (as on 31.1.2009), grants amounting to Rs.244.90 crore (Plan) and Rs.147.16 crore (Non-Plan) have been disbursed by the University Grants Commission to the Universities and affiliated colleges located in the North Eastern Region.

In addition to above, University Grants Commission has also allocated a grant of Rs.1956.00 lakh for 11 Colleges in Assam (Bodo Territorial Council) during 2008-09 and a sum of Rs.978.00 lakh was released upto 31.1.2009.

### **Indira Gandhi National Open University (IGNOU)**

IGNOU has established a network of Open and Distance Learning (ODL) institutions in the North Eastern 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 (NER). The objectives of NEP were to: Provide access to education in NER 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 of 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 NER under NEP. During the year under report, the project has continuously strived to further the objectives of the University in the NER. 89 New Study Centres were set up during this period bringing the total number of Study Centres in the region to 347. The network of these 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 NER, 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.

The students enrolled and Degrees/Diplomas/Certificates awarded in the respective Regional Centres of the NER are as per details given below:

Name of Regional Centre (RC)	Students enrolled	Degrees/ Diploma/ Certificate Awarded
Itanagar	1301	97
Guwahati	10165	726
Imphal	3156	192
Shillong	4394	976
Aizwal	4070	297
Kohima	1572	212
Gangtok	1779	546
Agartala	3913	671

## NATIONAL BOOK TRUST

National Book Trust, India under its special Schemes titled 'Development Projects for North Eastern Region' (DPNER) organized several book promotional activities during the financial year 2008-09.

- (i) Three Book Fairs were organized at Sikkim, Golaghat (Assam) & Dharamnagar (Tripura) respectively.
- (ii) The NBT with the objective of developing quality books for children organized authors - illustrators' workshop at Jorhat.
- (iii) A training course in book publishing was organized at Shillong.
- (iv) The NBT has also participated in 17 Book Fairs organized by various organizations in the North Eastern Region.
- (v) 25 Village Level Mobile Book Exhibitions have also been organized in the State of Assam during the period and another 50 is committed to be organized during current financial year.

4 Titles in the local languages of NER have been published by the Trust during the period.

## TECHNICAL EDUCATION

Several Central Technical Institutions like (i) Indian Institute of Technology (IIT), Guwahati, Assam; (ii) Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong, Meghalaya (iii) National Institute of Technology (NIT), Silchar, Assam; (iv) National Institute of Technology (NIT), Agartala, Tripura; (v) North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh; and (vi) Central Institute of Technology (CIT), Kokrajhar, Assam etc. are taking care of the higher technical education in the North Eastern Region.

### National Institutes of Technology (NITS) in North East

There are two NITs, located at Silchar (Assam) and Agartala (Tripura). The EFC Memo regarding opening of 10 New National Institutes of Technology (NITs) under 11th Plan Period is under process. Proposals have been invited from NE States for establishment of a new NIT.

### Setting up of New Indian Institutes of Information Technology (IIITs) in North East

There is a proposal to set up 20 new Indian Institutes of Information Technology in the country on a Public Private Partnership (PPP) mode. Out of these, two IIITs are proposed to be set up in the North-East.

### Establishment of Polytechnics

It is proposed to establish 1000 polytechnics in the country in unserved and underserved districts. Out of these, sixty-six districts of NE Region are to be covered for establishment of new polytechnics under the scheme.

### Community Polytechnics

An Appraisal Committee was constituted under the Chairmanship of Prof. Ranjit Singh, Chairman,



Hon'ble Prime Minister inaugurating the auditorium of IIT, Guwahati by unveiling a plaque

All India Board of Vocational Education and AICTE to evaluate the earlier Community Polytechnic scheme and to work out modalities for its continuation in the XI Plan. The Cabinet Committee on Economic Affairs in its meeting held on 26.12.2008 has approved the revised scheme.

### LANGUAGE DEVELOPMENT

Special initiatives have been taken under various schemes for development of regional languages and Hindi both by the Ministry and through its language institutions for North Eastern Region.

#### Central Hindi Directorate (CHD)

Under the scheme of Financial Assistance to Voluntary Hindi Organisations for the promotion of Hindi, 97 organizations of NER were approved

for receiving the grant during the year 2008-09. State-wise break up of NGOs and funds sanctioned to them is as under:

S. No.	Name of the State	Number of NGOs	Grants approved (Rupees in Lakhs)
1.	Assam	63	76.32
2.	Nagaland	17	15.42
3.	Meghalaya	04	7.31
4.	Mizoram	02	5.98
5.	Tripira	02	0.96
6.	Nagaland	07	2.93
7.	Arunachal Pradesh	01	0.68
8.	Sikkim	01	0.36
	<b>Total</b>	<b>97</b>	<b>109.96</b>

To create appropriate atmosphere for spread of Hindi in North-Eastern States, the Directorate has so far supplied 12,000 Hindi books to 120

institutions located in North-Eastern Region during the year 2008-09. The State-wise break up is as under:

S.No.	Name of the State	Number of institutions	Number of books supplied	Expenditure (Rupees in lakhs)
1.	Assam	84	8400	10.08
2.	Manipur	02	200	0.34
3.	Meghalaya	10	1000	1.20
4.	Mizoram	09	900	1.08
5.	Nagaland	01	100	0.12
6.	Arunachal Pradesh	10	1000	1.20
7.	Tripura	03	300	0.36
8.	Sikkim	01	100	0.12
	<b>Total</b>	<b>120</b>	<b>12,000</b>	<b>14.40</b>

### **Kendriya Hindi Sansthan(KHS), Agra**

There are 3 centres of the Kendriya Hindi Sansthan located in NER, namely the Guwahati centre, Shillong centre and Dimapur centre engaged in organizing orientation courses for Hindi teachers, serving to the needs of the State Governments namely, Assam, Arunachal Pradesh, Sikkim, Tripura, Mizoram, Nagaland and Manipur. Dimapur centre is also running two 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 and in Dimapur a 3 year diploma course are being run. These courses are designed by Kendriya Hindi Sansthan and examinations are also conducted by KHS, Agra. Certificate to the successful candidates are also awarded by the Sansthan.

### **Central Institute of Indian Languages (CIIL), Mysore**

Central institute of Indian languages, Mysore has been working on the various Tribal language of the North Eastern Region. The Institute is committed to the empowerment of tribal groups. It also works for promoting education in 'mother tongue' and to preserve local languages and culture.

The institute has a North Eastern Language Centre [NERLC] at Guwahati where in four scheduled languages of the region-Assamese, Bodo, Manipuri & Nepali are being taught to teachers deputed by different states and to researchers. The language training is also imparted to potential School teachers. The ten-month programme [July-April] is called language education programme. Ten resource persons were engaged for the programme. During 2008-2009, Forty-nine [49] teachers and researchers were trained.

Under the **North East Language Development [NELD]** programme, 27 resource persons are working on 21 NER languages covering six states namely, Manipur, Assam, Meghalaya, Arunachal, Nagaland and Tripura.

A project has also been undertaken for Linguistic and Cultural Documentation of Sikkim involving a professional video documentation team that has produced nearly two dozen audio – visual programmes. Detailed linguistic analysis has also been undertaken. The Bhutia, Lepcha and Rai communities have been covered in great detail

A linguistic survey of Khasi dialects in Meghalaya undertaken last year has completed its second phase this year. A total of 164 villages were covered and 6 investigators were involved in this survey.

- The Language Information Services [LIS-INDIA] unit undertook revision of materials for all languages. Rs.1.5 lakhs was spent on the programme.
- Endangered Languages group at CIIL also undertook various activities for safeguarding the languages of the region

Workshops on Dictionary Making in 25 languages

Printing of Tribal Languages Textbooks for Experiment

Workshops on Preparation of Tribal Languages Textbook.

Socio-cultural research of various times of NE India.

### Special Programme

A Refresher Course in Historical and Comparative linguistics is being organized at CIIL, Mysore for the faculty members and researchers of NE Region besides other participants from across the country. One of the objectives is to provide a greater understanding of the complex sociolinguistic situations in the northeast and J&K and in turn acquaint the participants with India as a linguistic

area. Over 75 people are participating in this four-week programme.

### 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 root level, the Council launched one-year course 'Diploma in Computer Applications and Multilingual DTP' across the country. So far, Council has established twenty-nine Computer Applications and Multilingual DTP Centres in the North Eastern Region, i.e., 11 Centres at Assam, 2 at Meghalaya, 11 at Manipur and 5 at Tripura in which 1231 students are pursuing this Course. This is a job-oriented programme and on completion of the one year Diploma, students can be employed as medium level IT professionals as Junior Programmer, Web Designer, DTP Operators, Visual Designer, Lab Demonstrator, Accounts Assistant and Office Assistant etc.

To popularize the Urdu Language in non-Urdu areas of the country, a national programme of Urdu learning through Distance Mode has been launched by the Council. NCPUL has opened 16 Accredited Urdu Study Centres in the North Eastern Region, i.e., 12 at Assam and 4 in Manipur in which 953 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 20 Arabic Study Centres to teach two year Diploma Course in Functional Arabic and one year Certificate in which 580 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, grant for seminar, publication etc.

## EDUCATIONAL DEVELOPMENT IN JAMMU & KASHMIR

### Establishment of a Central University

A Central University in the state of J&K, having territorial jurisdiction over whole of the States has been established with the assumption of the charge of the office of Vice Chancellor by Prof. Abdul Wahid on 02.03.2009.

Department of Higher Education had approached the Government of J&K for identifying suitable land to the extent of 500 acres (free of cost) for establishment of the proposed Central University. The State Government has offered 3 sites for establishment of the University in or around the city of Jammu. A Site Selection Committee headed by the Joint Secretary (Higher Education), has been constituted by the Central Government to assess the suitability of the land offered by the State Government, keeping in view the land and other physical, social and academic infrastructural facilities, along with the availability of air, rail and road connectivity.

### University Grants Commission (UGC)

During 2008-09 (as on 31.1.2009), grants amounting to the tune of Rs.33.78 crore (Plan) and Rs.0.96 crore (Non-Plan) have been disbursed by the University Grants Commission to the universities in Jammu & Kashmir.

### Reconstruction Plan for J&K

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 (i) 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, and (ii) extension of Total Literacy

Campaigns (TLCs) to the three remaining districts viz., Poonch, Doda & Kargil.

- All the 14 colleges announced under the PM's Reconstruction Plan are functioning.
- 4 new colleges announced by the Minister of Human Resource Development have also been made functional by the State Government.

Prime Minister reviewed the progress of implementation of the Reconstruction Plan for J&K and a decision was taken for setting of 10 more new degree colleges in J&K under the Reconstruction Plan. All these 10 colleges are now functional in alternate accommodation temporarily and staff have been provided by internal adjustment.

### Indira Gandhi National Open University (IGNOU)

Jammu Regional Centre of IGNOU was established in 1998 to cater to the educational needs of six districts of J&K State. A total of 5,557 students were enrolled for various programmes offered by the University. Out of these, 1332 students were awarded Degree/Diploma under this Regional Centre at the 19th Convocation.

Srinagar Regional Centre of IGNOU was established in February, 1999 and is currently providing educational access to learner population belonging to the Kashmir Division under J&K State including lakh, Leh and Kargil. A total of 8,177 students were enrolled. Out of these, 851 students were awarded their Degree/Diploma under this Regional Centre at the 19th Convocation. The State AIDS Control Society is sponsoring some Doctors and NGOs for IGNOU's CAFE programmes. The Department of Education, Tourism and other hotel/tourism related organizations have also introduced comprehensive schemes for their employees for undergoing IGNOU'S tourism programmes. College of Nursing, Sher-I-Kashmir Institute of Medical Sciences (SKIMS), Srinagar has been approved as Programmes Study Centre

(PSC) (1265) for Certificate in New Born and Infant Care (CNIC) and Certificate in Maternal and Child Health Care (CMCHE) programmes. A total of 09 Study Centres/Programmes Study Centres were established in the J&K Region.

### **National Institute of Technology, Srinagar**

The Regional Engineering College (REC), Srinagar established in 1960, was converted into a National Institute of Technology with "Deemed to be University" status w.e.f. 7.8.2003. During 2008-09(as on 31<sup>st</sup> January, 2009), Rs.1,300.00 lakh under Non-Plan and Rs.300.00 lakh under Plan has been released to NIT, Srinagar.

### **Establishment of Polytechnics**

It is proposed to establish 1000 new polytechnics in the country in unserved and underserved districts. Eighteen districts of J&K are under consideration for establishment of new polytechnics under the scheme. An amount of Rs.2.00 crore has already been released to the State Governments as first installment for establishment of new polytechnics.

## **LANGUAGE DEVELOPMENT**

### **CENTRAL HINDI DIRECTORATE (CHD):**

A workshop was organized by Kashmir University, Srinagar for Neo-Hindi Writers of non-Hindi speaking states, w.e.f., 19.5.2008 to 26.5.2008.

During the year 2008-09, the CHD has so far supplied 1200 Hindi books to 12 institutions located in J&K. A sum of Rs.1.44 lakh has been incurred for promotion of Hindi in J&K.

### **CENTRAL INSTITUTE OF INDIAN LANGUAGES, MYSORE (CIIL):**

Central Institute of Indian Languages, Mysore is actively engaged in the research and development of the language of J & K State. It has so far spent more than Rs.4,00,000/- on various programmes in the state involving development activities in Dogri, Urdu and Kashmiri. Besides Urdu, Kashmiri and Dogri languages of J & K are being taught at Northern Regional Language Centre, Patiala of CIIL.

CIIL has undertaken a project on the survey of Kashmiri dialects in collaboration with the Department of Linguistics, Kashmir University, Srinagar. The pilot survey is in progress and an outlay of Rs.2.25 lakh has been ear marked for the purpose.

# 12



Languages and Related areas

## Languages and Related areas

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### Central Hindi Directorate (CHD)

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 it has four regional offices at 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 a number of courses such as Certificate Course in Hindi, Diploma Course in Hindi, Advance Diploma Course and courses of Prabodh, Praveen and Pragya for Government servants. This Department has been teaching Hindi as a second language to non-Hindi speaking Indians and foreigners through the medium of English, Tamil, Malayalam and Bangla languages. Approximately 4.43 lakh Indians and foreign students have benefited through these courses till date. During the financial year, 5,104 students have been enrolled in its various courses and 15 Personal Contact Programmes have been organized at various places. The Directorate has brought out conversation guides, Hindi Telugu Self Taught and Hindi Konkani Self Taught during the year.

Under the scheme of Teaching Hindi through Cassettes/CDs, three VCDs, namely (1) Hindi Mein Gadya Sahitya, (2) Varn Vichar & (3) Kriya; and four CDs namely (1) Oriya-Hindi-Oriya Conversation Guide, (2) Bangla-Hindi-Bangla Conversation

Guide, (3) Malayalam - Hindi - Malayalam Conversation Guide and (4) Kannad-Hindi-Kannad Conversation Guide were prepared.

Under the Scheme of Preparation and Publication of Dictionaries, Conversation Guides and self-teachings, five dictionaries: 'Abhinav- Hindi- Hindi-Kosh, Spanish-Hindi Kosh, Nepali-Hindi Kosh, Hindi-Tibetti Kosh, Hindi-Pushto Kosh and two conversational guides namely Hindi-Sanskrit Conversational Guide, Hindi-Bodo Conversational Guide and a Basic Modern Hindi Grammar are under progress.

Under the various schemes of Extension Programme, 8 workshops, each of 8 days duration are organized every year for the Neo-Hindi Writers of non-Hindi speaking areas. Eight workshops were organized at Pune (Maharashtra), Srinagar (Kashmir), Calicut (Kerala), Bangalore (Karnataka), Shantiniketan (West Bengal) Khed Brahma (North Gujarat), Guwahati (Assam) and Kurukshetra (Haryana). Under the programme of National Symposia, two were organized at Vishakhapatnam (Andhra Pradesh) and Darjeeling (West Bengal) during the year 2008-09. Under the Scheme of Non-Hindi speaking States, 20 research scholars were selected from various Universities. Under the Scheme of Pradhyapak Vyakhayan Mala, Dr. Baij Nath Prasad, Reader (Hindi), Punjab University delivered 3 lectures each at Calicut University, University of Science & Technology, Cochin and Kerala University Thiruvananthapuram. The study tour of Hindi students of non-Hindi speaking States at Graduate and Post-Graduate level were organized at Sagar, Chhatarpur & Rewa in Madhya Pradesh.

Under the scheme of Financial Assistance for the Publication in Hindi, financial assistance is provided on the recommendations of GIAC to the authors/organizations to the extent of 80% of the total approved expenditure keeping in the view the literary value of the manuscripts. The publication cost of the manuscripts is vetted by a three-member committee consisting the representatives of NBT, NCERT and Sahitya Academy. The price of the book is fixed by the Government.

The scheme of Tour Grants for Research Scholars is another important programme under extension scheme. In this programme, scholars from non Hindi region doing the research work leading to Ph.D. degree are given tour grant. Every year 20 such research scholars are selected and offered grant. Till date, 580 scholars have benefited under this programme.

Under the scheme of Free Distribution of Hindi Books, 1043 institutions have already been supplied with Hindi books during the year.

Under the scheme of Exhibition of the Publications of the Directorate, exhibitions were organized at

4 places - Dharamshala (Himachal Pradesh), Pragati Maidan (New Delhi), Chandigarh (Punjab) and Jaipur(Rajasthan). 5 issues of "BHASHA" (bi-monthly magazine) have been published.

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 Organizations. Under the scheme, financial assistance is provided to VHOs for organizing Hindi classes, Hindi shorthand & typing classes and for running Hindi libraries/reading rooms, etc. During the financial year 2008-09, 258 VHOs located in various States of India have been approved for financial assistance. Out of these, grants amounting to Rs.728 lakh were released to 229 VHOs. Details of the organizations who have been approved grants of more than Rs.1 lakh is available in Annexure - 1.

### RTI Act

The information relating to applications received under the Right to Information Act during the year 2008-2009 is as under :-

No. of applications received	No. of applications disposed	No. of appeals received	No. of appeals disposed
86	70	7	2

### Commission for Scientific and Technical Terminology

Commission for Scientific and Technical Terminology was established in October 1961 as per the recommendation of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution and carries out the following functions:

- (a) Preparation of English/Hindi and English-Regional Language Technical Dictionaries/Glossaries.
- (b) Preparation of Trilingual Glossaries and National Terminology.
- (c) Identification of Pan-Indian terms.
- (d) Preparation of Definitional Dictionaries, Encyclopaedias, School level terminology.
- (e) Preparation/approval of Departmental Glossaries, updating of Glossaries, propagation, expansion and critical review of terms coined and defined.
- (f) Production and publication of Monographs, Digests, Journals.
- (g) Establishment of Terminology Clubs.
- (h) Free distribution of Publications and creation of Database, Website and its maintenance.
- (i) Organising exhibitions.

## Activities of the Commission during the year 2008-09

Terminology Evolutions and Updation in Hindi

Hindi equivalents were developed in the following subjects:-

- Plasma Physics
- Engineering
- Forestry
- Biochemistry
- Banking
- Political Science

Work on Library Science, Administration, Mechanical Engineering, Botany, Zoology, Agriculture, Economics have been completed and was sent for printing.

## Terminology Evolution in Regional Languages

Work on terminology evolution in the following regional languages is under progress:-

- Marathi
- Kannada
- Konkani

**Glossaries** – Three glossaries have been published in Bodo.

**Language Terminology** - The Commission has been associated with the National Translation Mission and work of evolving regional language terminologies is being taken up in association with the Granth Academies, Textbook Boards, University Cells.

## School Terminology

The work on school terminology is under progress. The work on science subjects has been taken up on priority basis. Work is complete in the following subjects and the material has been sent for printing:-

- Physics
- Chemistry
- Biology
- Mathematics

## Approval/Development of Terminologies for various agencies

During the year, CSTT received requests from different organizations for approval/ development of terminologies and work in the following areas is nearing completion:-

- Rehabilitation terminology (Completed)
- Bhaba Atomic Research Centre – Horticulture
- Shipping
- Broadcasting
- Bio Resource Technology

Glossary on technical terms used by the Ministry of Parliamentary Affairs has been published.

## Development of Hindi Definitional Dictionaries.

Definitional dictionaries were prepared in the following subjects during the year.

- Electronics
- Biotechnology
- Architecture
- Public Administration
- Agriculture
- Engineering

Definitional Dictionaries in Jain Philosophy, Drama Film and Television, Architecture have been completed.

## Development of Encyclopedias

During 2008-09, work on the development of encyclopedias was completed in the subjects of :-

- Physics

- Chemistry
- Information Technology

**Publication of Journals**

Four issues each of the following two journals were published during the year.

Gyan Garima Sindhu

Vigyan Garima Sindhu

**Grants-in-Aid**

Grants-in-aid was provided to the Granth Academies/ Text book Production Boards/ University Cells after obtaining utilization certificates.

**Training Programmes / Workshops/ Seminars**

To make people aware about the terminologies developed by the Commission and to promote technical writing in Hindi, programmes were organized by the Commission during the year in various parts of the country. Around 3000 participants (Teachers/ Lecturers/ Officials/

Scientist) were benefited by these programmes. Experts in the field delivered around 300 lectures during these programmes.

**Exhibitions**

To make people aware of the publications of the Commission, a record number of 12 exhibitions were organized by the Commission in different parts of the country.

**Special Achievements by the Commission in 2008-09**

- Establishment of National Terminology Library
- Retro-conversion of Library
- Infrastructure Development of the Library
- Associating with Granth Academies, etc. in a special drive for terminology evolution

**RTI Act**

The information relating to applications received under the Right to Information Act during the year 2008-2009 is as under :-

No. of applications received	No. of applications disposed	No. of appeals received	No. of appeals disposed
18	18	3	2 disposed of and 1 transferred

**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 the language policy of 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 the society. The Institute promotes Indian languages through several comprehensive schemes.

**Main Schemes and Programmes**

**Development of Indian Languages**

The Scheme seeks to develop Indian languages through research, development of human resource and the production of materials in modern Indian languages, including tribal/ minor/ minority languages.

For promotion of its objectives, CIIL organised a number of programmes during the year. It conducted 1 International Seminar (at Pune in December 2008), 28 National Seminars, 9

Conferences and 155 Workshops either independently or in collaboration with other academic institutions.

### **Regional Language Centres (RLC)**

There are seven Regional Language Centres located at Bhubaneswar, Pune, Mysore, Patiala, Guwahati, Solan and Lucknow. The centres work for the implementation of the three language formula of the Government and preparation of instructional materials. The RLCs conduct teacher-training programmes wherein the secondary school teachers deputed by States and Union Territories are trained in languages other than their mother tongue. 335 trainees were trained in 2008-09 under teacher-training programme. During the year, RLCs conducted 5 Refresher courses, 2 National Integration camps, 11 Workshops, 8 Seminars and 8 Orientation Courses.

### **Grant in Aid Scheme**

Financial Assistance is provided to individuals and voluntary organizations for supporting Bulk Purchase, Publication and Little Magazine in Indian Languages (other than Hindi, Urdu, Sindhi, Sanskrit and English) including tribal languages. Under this scheme, expenditure of Rs.1,52,89,082/- was incurred by CIIL during the year. A total of 548 individuals/organisations were beneficiaries under this Scheme. No organisation was released grant amounting to more than Rs.1 lakh.

### **National Testing Service**

National Testing Service (NTS) was approved by Ministry of Human Resource Development during the financial year 2006-07. The scheme is being implemented by the Centre of Testing and Evaluation (CT&E) which functions under the Institute. NTS aims at setting norms and standards for inter-language comparability of all the major Indian languages at two levels of education, i.e., Standard XII and degree. The immediate beneficiaries of NTS include agencies like the

University Grants Commission, Union Public Service Commission, Staff Selection Commission, etc.

During the year, National Testing Service (NTS) conducted 8 Training Modules in Testing and Evaluation. 3 National Conventions were conducted to develop Material and Methodologies in Testing. 1 Short term project for 3 months was conducted for the purpose of item writing. Testing material in language and literature was prepared in Hindi, Tamil and Urdu. 2 documentary films were produced on Testing and Evaluation. NTS invited dignitaries for interaction and consultancy as a part of dissemination of information and to obtain feedback for Testing and Evaluation. More than 30 Regional field units were established across the country. Under this scheme, expenditure of Rs.212.36 lakhs was incurred by CIIL during the year.

### **Linguistic Data Consortium on Indian Languages (LDC-IL)**

Linguistic Data Consortium on Indian Languages (LDC-IL) is a Central Sector scheme being implemented by the Institute from the financial year 2007-08, with a total outlay of Rs.1811.77 lakhs over a period of six years.

The Language Consortium aims to create and manage databases of large Indian Languages. It also provides a forum for researchers in India and other countries for 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 leading institutions viz. 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.

Under this Scheme, CIIL prepared Monolingual text corpora in 14 Languages namely Bengali, Bodo, Dogri, English, Hindi, Kannada, Kodava, Konkani, Maithali, Manipuri, Nepali, Tamil, Urdu and Yarava. Speech Data was set in Bengali,



Nepali, Hindi and Tamil. Frequency Dictionary was published in Bengali, Hindi and Kannada. Corpora Management Packages were developed. During the year 3 National Workshops were organised. 5 faculty improvement programmes for the benefit of LDC-IL Staff were also held. An expenditure of Rs.221.55 lakhs was incurred by CIIL during the year, under this scheme.

### National Translation Mission

National Translation Mission (NTM) was launched during 2008-2009 with Central Institute of Indian Languages (CIIL), Mysore as nodal organization for operationalization of the scheme. NTM aims at translating existing knowledge books in English into the various languages in the 8<sup>th</sup> Schedule of the Constitution of India, from one Regional language to another regional language and from sub regional language to the languages in the 8<sup>th</sup> schedule.

During the year Project Advisory Committee (PAC) for NTM was constituted. The first PAC meeting was held in December, 2008 in New Delhi. Fifteen (15) National level seminars on translation were conducted in collaboration with Universities and Institutions. The team has developed home pages for NTM in 12 Indian Languages namely, Assamese, Bangla, Hindi, Kannada, Konkani, Maithili, Malayalam, Marathi, Oriya, Tamil, Telugu and Urdu, along with English. A searchable database for those who want to register themselves as translators for NTM assignments was developed and integrated with NTM website. Profiles of over 2200 translators have been added to this database. Under this scheme, expenditure of Rs.130.14 lakhs was incurred by CIIL during the year.

### RTI Act.

The information relating to applications received under the Right to Information Act during the year 2008-2009 is as under :-

No. of applications received	No. of applications disposed	No. of appeals received	No. of appeals disposed
25	25	0	0

### Rashtriya Sanskrit Sansthan

Rashtriya Sanskrit Sansthan, functioning as 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 ten Campuses situated at Jammu, Jaipur, Srinagari, Mumbai, Allahabad, Trichur, Lucknow, Garli, Puri, Bhopal and Guruvayur. Out of these campuses, Shri Ganganath Jha Campus at Allahabad is a recognized research centre exclusively devoted to research work on various disciplines of Sanskrit literature.

### Graduate/Postgraduate Level Courses

The Rashtriya Sanskrit Sansthan offers teaching courses 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 Shastra, Vishishtadvaita Vedants, Sankhya Yoga Paurohitya, Jain Darshan, Baudha Darshan, Puranetihasa as traditional subjects along with English and Hindi. Besides, tutorial facility for one modern subject such as Political Science, History, Economics, Sociology, etc. is also 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



National Sanskrit Dance Festival

of Vidyavaridhi(Ph.D). About 15,000 students appeared in the examinations of the Sansthan during the year.

### Financial Assistance Provided Under Various Schemes

The Sansthan provides financial assistance to voluntary Sanskrit Organizations engaged in the propagation, development and promotion of Sanskrit for payment of salaries at Rs.6,000/- per month to Sanskrit teachers, scholarships at Rs.300/- per month to Sanskrit students; for construction and repair of buildings; for purchase of furniture and, library books, etc. So far, 800 voluntary Sanskrit Organizations have been assisted under the Schemes. 23 Adarsh Sanskrit Mahavidyalayas including Shodh Sansthanas have also been provided financial assistance under a separate 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 Rs.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 provided for organizing vocational training; purchase and publication of rare Sanskrit books and rare manuscripts and for organization of All India Elocution Contests, etc.

### Financial Assistance To Sanskrit Dictionary Project, Pune

Financial Assistance is also being provided by the Sansthan for the preparation of a Sanskrit Dictionary at Deccan College, Pune.

### Non-formal Sanskrit Education

A total number of 873 centres for Non-formal Sanskrit Education are functioning. Each centre

is imparting education at three levels twice each year. Through this programme about 50,000 students in the country are expected to be benefited with Sanskrit learning.

### **Financial Assistance For Teachers Of Modern Subjects**

The Sansthan also provides financial assistance towards 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. During the year, the Sansthan has given financial assistance to 177 Modern Sanskrit Teachers and 103 Sanskrit Teachers of Government Schools in different States for teaching Sanskrit. Sansthan has awarded scholarships to the extent of Rs.5,71,94,650/- to 20000 students from class IX to Acharya level under the Scheme of Development of Sanskrit.

### **Samman Rashi To Sanskrit Pandits In Indigent Circumstances**

The Sansthan also provides financial assistance in the form of Samman Rashi at Rs.24,000/- per annum to the eminent Sanskrit Pandits above the age of 55 years who are in indigent circumstances. About 240 Pandits are getting Samman Rashi for the programme.

### **The Presidential Award Scheme**

15 Awards of Certificate of Honour for Sanskrit, one international award for Sanskrit (introduced from the year 2008), 3 each for Arabic and Persian and one for Pali/Prakrit for scholars of eminence over 60 years of age and 5 awards of Maharshi Badrayan Vyas Samman in Sanskrit and one each in Pali/Prakrit, Arabic and 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. For the the year 2008, 15 awards in Sanskrit, 3 each in Persian and Arabic, one in Pali/Prakrit and one award of Maharshi Badrayan Vyas Samman were announced. No international award for Sanskrit could be declared as only one application had been received.

### **Financial Assistance To NGOs & Deemed Universities, etc.**

Financial assistance to the extent of Rs.50.32 lakhs has been provided during the year to NGOs and Deemed Sanskrit Universities/Universities for various programmes/ activities for promotion and development of Sanskrit.

### **National e-Data Bank Of Sanskrit Literature.**

New Projects (1) Project on Dictionary of Sanskrit and Indian Dialects and Sub-Dialects; (2) National e-Data Bank of Sanskrit Literature & (3) Publication of Sanskrit Varta Quarterly News Bulletin and Vimarsa (Half Yearly Journal) have begun from 2008-09.

### **TV Telecast Of Bhasha Mandakani**

The Sansthan functions as a nodal agency for Planning and Monitoring of production of Sanskrit software for Bhasha Mandakini (language channel of Gyan Darahsan-GD-I) being telecast by IGNOU and DD Bharati and DD India of Prasar Bharati Channel.

### **Grant-In-Aid**

728 organizations in different parts of the country received total grant of Rs.10,21,09,247, out of which 35 organizations received grant for more than Rs.5.00 lakh each as per the list at Annexure-II. All organizations have submitted utilization certificates for the grants given to them.



*Group Photograph of National Awardees in different languages with Hon'ble President of India*

## RTI Act

The information relating to applications received under the Right to Information Act during the year 2008-2009 is as under:-

Number of applications received	Number of applications disposed	Number of appeals received	Number of appeals disposed
71	71	3	3

## Maharshi Sandipani Rashtriya Vedvidya Pratishthan, Ujjain

The Rashtriya Veda Vidya Pratishthan was established in January 1987 by the Department of Higher 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 (d) 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 2008-09 are as under:

### Financial Assistance to Vedic Institutions

One of the objectives of the Pratishthan is to establish, take over, manage, supervise, maintain or run Vedic Pathashalas/Research Centres all over the country. Under this provision, financial assistance is given to various Veda Pathashalas/Vidyalayas in the country. During the financial year 2008-09, Rs.215.00 lakh was paid as honorarium to 296 Veda teachers and stipend to 2100 students.

## 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. The Pratishthan is handling this scheme since 1.4.1994. 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. Under this scheme, during 2008-09, 123 Swadhyayi teachers and 844 Vedic students were provided financial assistance of Rs.75.16 lakh.

### Vedic Classes for All

For popularizing Vedic studies and knowledge, the Pratishthan conducts Vedic Classes for all those who are interested in the subject, without any requirement of their possessing any academic qualification. The course was conducted at Kolkata during 2008-09.

### Seminars

The Seminars are organized by the Pratishthan for promotion of research in the priority areas. These are wholly or partially financed by the Pratishthan. During the year under report, the Pratishthan continued this activity and provided financial assistance for organizing the Seminars by different organizations. Two seminars at Manipur and Varanasi were held in the month of October and December, 2008 respectively.

### Vedic Sammelans

The Vedic Sammelans occupy an important place in the programmes of the Pratishthan 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, organizing committees of eminent scholars and prominent persons are constituted to conduct the

Sammelans. During 2008-09 one All India Sammelan at Kolkata was organized in the month of December, 2008. Regional Sammelans were organised at Mount Abu(Rajasthan), Hoshangabad (MP), Jammu(J&K), Jorhat (Assam) and Rishikesh (Uttaranchal).

### Publications

In order to achieve its objectives, rare and out-of-print texts relating to Vedic literature are reprinted and published by the Pratishthan. Printing of critical editions and translation into various languages of certain texts, monographs on important topics and report of research work done by Fellows of Pratishthan are also undertaken. In addition, the research papers presented at the Seminars and workshops and the proceedings thereof are also taken up for publication.

The Pratishthan is also publishing a half yearly Journal namely "Vedavidya" in which outstanding essays related to Veda are published in Hindi, English and Sanskrit so that the scholars as well as general public can benefit.

### New academic programmes

Ministry of HRD had approved some new academic programmes relating to:-

(i) Establishment of Adarsh Veda Vidyalayas, (ii) financial assistance to Special Gurukulas for sustenance of 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 year correspondence course "Ghar Baithe Vedon Ki Shiksha" has been introduced by the

Pratishthan. A certificate "Veda Nipun" is provided to pass Vedic scholars. The aim of the course is to disseminate Vedic knowledge amongst common people. The Vedic knowledge includes 4 Vedas, 6 Vedangas, Brahmin Grantha, Aranyaka and Upnishad. 459 scholars were registered under this scheme.

### Propagation of Vedic knowledge in North Eastern Region

For the extensive propagation of Vedic Studies in the entire North Eastern Region, especially in the State of Assam, Regional Vedic Sammelans were organized at Manipur and Guwahati in the months of October and December, 2008 respectively. For organizing the above Regional Vedic Sammelans, necessary financial assistance, as per rules, has been provided to the Organizations by the Pratishthan. Further, every effort is being made to increase the number of NGOs in the North Eastern Region.

Following Vedic Pathashalas and Gurushishya Parampara Units functioning in the North Eastern Region have been provided with the financial assistance as per the norms:

- (i) Two Vedic Pathashalas at Guwahati.
- (ii) One Vedic Pathashala at Agartala
- (iii) One Gurushishya Parampara Unit at Sikkim.

### Financial Assistance to Aged Veda Pandits

During the year 2008-09, a grant of Rs.5,50,000/- lakh was paid to the Veda Patha Nidhi Trust, Chennai as Pratishthan's contribution to their scheme of assisting aged Veda Pandits.

Pratishthan provides financial assistance directly to aged Veda Pandits who have crossed the age of 60 years and to handicapped Veda Pathis. During 2008-09, a grant of Rs.2,64,000/- was paid directly by the Pratishthan to each of the 44 aged Veda Pandits @ Rs.500/- per month.

### Financial Assistance to Nityagnihotry Pandits

The Pratishthan has a scheme for providing financial assistance at Rs. 1,000/-per mpnth to such Nityagnihotries, who along with their wives, have been performing Nityagnihotra at their homes regularly, including serving of cow, according to ancient Vedic tradition for the well being of Universe. A grant of Rs.5,40,000/- was paid to 45 Nityagnihotries in 2008-09.

The list of organizations who received grants for more than 1 lakh (statewise) is at Annexure -III. All organizations have submitted utilization certificates for the grants given to them.

### RTI Act

The information relating to applications received under RTI Act during the year 2008-09 is as under:-

Number of applications received	Number of applications disposed	Number of appeals received	Number of appeals disposed
21	21	0	0

### Central Institute of Classical Tamil (CICT), Chennai

The Central Institute of Classical Tamil (CICT) at Chennai, an autonomous organization under Ministry of Human Resource Development, was set up in 2008 for promotion and development of Classical Tamil.

The main schemes:

- i) Ten Major Projects (ii) Awards (iii) Fellowships (iv) Grant in aid for Short term projects (v) Programmes (Meetings/ Workshops/ Training/ Seminars) (vi) Library, and (vii) Publications

Under the scheme of Ten Major Projects, the preliminary version of the Critical Editions of 37

classics have been done during the year. A compendium of 18 English translations of Tirukkural with critical remarks has been completed. Five anthologies of extant English translations of the Tamil Classics have been edited. Eminent Tamil scholars have been selected for different awards for the years 2005-06, 2006-07 and 2007-08. Ten Doctoral and five Post-doctoral fellowships have been awarded to deserving scholars. Financial assistance for short term projects has been extended to 25 eminent scholars. 6 Meetings, 22 seminars and 11 training programmes were organized. 18 visual episodes relating to ancient Tamil Literature, grammar, stone inscriptions in icons were produced during the year. An expenditure of Rs.450.00 lakhs was incurred by CICT during the year under its various programmes.

#### RTI Act

No application under RTI Act was received during the year.

### Kendriya Hindi Shikshan Mandal (KHSM), Agra

The Kendriya Hindi Shikshan Mandal, Agra (KHSM) is an autonomous organization under the

Department of Higher Education, Ministry of Human Resource Development and is fully funded by the Government of India. The KHSM under its aegis runs the Kendriya Hindi Sansthan. The Sansthan is recognized as an advanced centre 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 Centres at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneshwar and Ahmedabad to channelize its activities of Teachers' Training, Research and preparation of instructional material. Besides, the Sansthan has four affiliated colleges functioning under Nagaland, Mizoram, Assam and Karnataka Governments.

The Sansthan conducts more than 25 types of Hindi Teaching and Training courses. More than 61,234 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute. Uptil now 3,438 foreign students and oriental scholars numbering 3,438 from more than 71 countries have learnt Hindi from KHS under the programme "Propagation of Hindi Abroad". Scheme wise performance of Sansthan in 2008-09 is given hereunder:-

#### Teacher's Training

1.	Hindi Shikshan Nishnat (Equivalent to M.Ed.) The programme is conducted in the Deptt. of Teachers Education at Agra Hqrs. only.	Total 43 students from 8 States
2.	Hindi Shikshan Parangat (Equivalent to B.Ed.) The centre-wise break-up of students is: Agra-79, Hyderabad-50, Bhubaneshwar-42, Mysore-39, Guwahati-05 and Mizoram-12.	Total 227 students from 9 States
3.	Hindi Shikshan Praveen (Equivalent to BTC) The centre-wise break-up of students is: Agra-50, Guwahati-19, Dimapur-24 and Mizoram-14.	Total 107 students from 5 States

4.	Hindi Shikshan Vishesh Gahan (for unqualified primary Schools of N.E. States) The centre-wise break-up of students is : Dimapur-14 and Agra-16.	Total 30 students from Mizoram and Nagaland
5.	Three year Diploma Course for Nagaland	123 students from Nagaland
6.	Two year Diploma Course for Mizoram	63 students from Mizoram
7.	Correspondence Programme for Parangat	191 students(from all over India)

### Teaching Programmes

During the year 2008-09, 118 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 and Proof Reading.

### Foreigner's Programme

Under the scheme "Propagation of Hindi Abroad", the Sansthan runs Five Tier Courses for Foreigners at Agra and Delhi. During the year 2008-09, 128 students studied Hindi courses of Sansthan. The centre-wise break-up of students is: Agra-63 and Delhi-65. The number of Hindi learners from abroad has increased from 125 during last year to 128 during 2008-09.

### Short term courses under Orientation Programmes

Under this scheme, 28 programmes have been organized and 1132 teachers have been trained during the year. Sansthan is also working to

expand its activities in different States. New Centres are creating awareness for Hindi among the people of the area by organizing Orientation Programmes.

### Conferences of Sansthan (Seminars, Workshops)

During the year, 11 Regional Seminars, 13 Workshops and 3 National Seminars have been organized in the different parts of the country.

### Preparation of Instructional Material

Sansthan has prepared text books for Mizoram, Nagaland and Meghalaya. The work relating to preparation of text-books, Dictionaries & Grammar have also increased.

### Innovations in Language Technology

Training Programmes for students are in progress. Preparation of Audio Visual Teaching Materials is going on.

### Physical & Financial Targets

During 2008-09, the Physical and Financial Targets of Sansthan were increased to meet the demands under various courses/programmes. In 2008-09 the Sansthan has spent Rs. 1028 lakhs in Non-Plan and Rs. 510 lakhs in Plan Sector.

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.

The information relating to applications received under the Right to Information Act during the year 2008-2009 is as under :-

**RTI Act**

Number of applications received	Number of applications disposed	Number of appeals received	Number of appeals disposed
31	31	4	4

**National Council for Promotion of Urdu Language**

National Council for Promotion of Urdu Language, an autonomous organization under Ministry of Human Resource Development looks after the promotion of Urdu Language in the country and advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

**Establishment of Computer Applications and Multilingual DTP Centres**

During the year, NCPUL established 53 new NCPUL-aided and 48 accredited computer centres in addition to the existing 242 centres making a total of 343 centres for conducting one-year course of "Diploma in Computer Applications and Multilingual DTP". 16,980 students including 5,586 girls got admission in the diploma course for giving technical education to Urdu speaking boys and girls and making them employable. Till date, 8,463 students including girls have got employment in private and local institutions and Rs.919.83 lakhs have been spent under this programme.

**Calligraphy and Graphic Design Centres**

In order to preserve and promote Traditional Calligraphy, the Council set up 12 new Calligraphy and Graphic Design Centres in addition to the existing 21 centres totalling 33 centres. 825 students were admitted in this course and Rs.34.53 lakhs was spent on this programme.

**Grant-in-Aid Urdu**

Financial assistance was provided to 53 NGOs/ Agencies to support Urdu promotion activities, for holding Seminars and Lecture series. 191 Urdu books of writers including 54 Journals were purchased for free distribution to Urdu libraries in the country. Manuscripts of 38 writers were selected for providing printing assistance. 60 small and medium newspapers were extended financial aid for availing Urdu service of the United News of India. Rs.71.90 lakhs was released under this scheme. No NGO was released grant exceeding Rs.1.00 lakh.

**Publishing Activities**

NCPUL is the Principal Urdu publication House under the Government of India. 27 new titles, 21 reprint, 81 course books and 12 issues of Urdu Duniya and 4 issues of quarterly journal "Fikr-o-Tehqeeq" was published. Rs.57.36 lakhs was spent in the year for this purpose.

**Book Promotion**

Promoting Urdu books through sale and exhibition is done by holding Urdu Book Fairs and participating in other fairs organized by other Agencies. One Urdu Book fair was organized by the Council at Mumbai during 17-25 January 2009. The Council participated in 7 Book fairs organized by other agencies including NBT. Rs.28.03 lakhs was spent under this scheme.

### Academic Projects/Collaboration

NCPUL also undertakes various academic projects like production of dictionaries, encyclopedias, children literature and reference books. Out of 55 ITI books, 15 books were translated into Urdu and compilation of Urdu-Kannada dictionary was completed. Rs.13.40 lakhs was spent on this scheme.

### National Seminar, Symposia and Workshop

Holding National and International Seminars, Conferences in collaboration with other organizations is one of the objectives of this Council. During the year four National Seminars were held - 2 at Munger, 1 at Gaya and 1 at Azamgarh. Rs.20.32 lakhs was spent under this scheme.

### Distance Education (Urdu)

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 32 new Urdu Study Centres were established in addition to 212 existing centres. This includes 343 Computer Centres in which Urdu Diploma is compulsory for learners, pursuing computer course. About 804 part time Urdu teachers were engaged by study centres to teach 35,006 students admitted in the course. The course material for learning urdu on-line programme is under

preparation in collaboration with CIIL. Rs.334.09 lakhs was spent under this scheme.

### Promotion of Arabic and Persian

NCPUL has also been assigned the responsibility to promote Arabic and Persian languages, to preserve the cultural heritage of India. Two Years' Diploma in Functional Arabic and One Year Certificate Course are run through accredited centres and direct learners. 49 new centres were established besides the existing 174 Centres, making a total of 223 Centres. 473 part time Urdu teachers got employment to teach and 15,730 learners were admitted in both the courses. Financial assistance was given to 18 Voluntary Organizations for bulk purchase of Arabic and Persian books, publication of manuscript and for holding seminars and lecture series. Rs.191.18 lakhs was spent on promotion of Arabic & Persian languages.

Utilization Certificate of 97 NGOs which includes 68 due for the year 2008-09 are pending. The grant has been stopped in respect of NGOs who have not submitted Utilization Certificate so far.

### Construction of Office Building

Construction of NCPUL office building is under progress. Work on the building is expected to be completed by 31<sup>st</sup> July 2009. Rs.25.00 lakhs has been released to Ed.CIL during the year for construction of the building.

### RTI Act

Number of applications received	Number of applications disposed	Number of appeals received	Number of appeals disposed
37	37	0	0

### 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 to promote, develop and propagate Sindhi Language.

For the purpose of propagation and development of Sindhi language, the organization implements a number of schemes:-

- (i) Financial assistance to Voluntary Organisations for selected promotional activities relating to the Sindhi Language;
- (ii) Awards to Sindhi Writers for Literary books.
- (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 year, NCPSL has

- (i) given financial assistance to twenty-five writers (individuals) for publication of their manuscripts.
- (ii) given two Awards each of Rs.50,000/- to Sindhi writers under Sahityakar Samman Award and Sahitya Rachna Samman Award for their lifetime contribution in the Sindhi literature and 10 Awards each of Rs.30,000.00 to Sindhi writers in the category of poetry, short story, drama, novel, criticism and biography etc.
- (iii) 19 Voluntary Organisations were given 100% financial assistance to organize seminars, conferences and workshops. Four seminars were held on various topics viz. 'New Generation & Sindhi Language' at Jaipur (Rajasthan), 'Sindhu Mahotsava' at Kanpur (U.P.), 'Sindhi Boli Jo Bun Buniyad' at Bhopal (M.P.), and 'Sindhyaat, Essence of Secularism' at Mumbai. Two Workshops on 'Sindhi Folklore-Art' and 'Acting' were held at Adipur (Gujarat) and Bangalore respectively.

- iv) to promote Sindhi Language in various parts of the country, 56 books, 20 CDs/VCDs and 8 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, 2008.

### RTI Act

No application under RTI Act was received during the year.

### Scheme of Assistance to Agencies for Education in Human Values.

The National Policy on Education laid considerable emphasis on value education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The Policy has stated that in our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. The policy mentions that such value education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

Within these overall objectives, the Scheme of Financial Assistance for Strengthening Education in Human Values has been under implementation, for strengthening human values inputs in the entire educational process, at all levels of education, viz. pre-primary, primary to secondary, senior secondary schools including non-formal system of education, higher education in colleges, universities, IITs, IIMs, engineering colleges and other educational institutions/bodies, distance education, adult literacy programme, etc.

Under the scheme of Assistance for Strengthening Education in Human Values, ordinarily, Central

Government agencies, educational institutions, Panchayati Raj Institutions, registered societies, public trusts and non-profit making companies are eligible for financial assistance to the ceiling of Rs.10.00 lakhs for a project. So far projects have been sanctioned to NGOs for various activities such as inculcation of values through curricular activities, value development through co-curricular activities, development of teaching and learning materials, audio-visual aids, training of teachers, conferences/ workshops/ seminars for parents/ community/ students/ teachers, creative activities, school children theatre, setting up of museum corners etc. for promoting universal values such as truth, peace, love, righteous conduct, non-violence and the values enshrined in the Constitution of India.

For the year 2008-09, an amount of Rs. 1.97 crore was allocated of which, an amount of Rs. 1.82 crore has been granted as financial assistance to 65 NGOs during 2008-09. Out of 65 organizations assisted, 8 organizations are from North-Eastern Region. Under the Scheme, the beneficiaries are students, teachers, parents and other communities. Presently utilization certificates in respect of 41 organizations are pending. Efforts are being made to liquidate them. No further grant has been given to any such organizations whose previous utilization certificate is pending. No specific physical and financial targets are fixed under the scheme. The programme is monitored by mid-term evaluation, individual evaluation of the organizations through NCERT, CCRT, visits by

experts/officers and observing progress report, audited statement of accounts, etc. Presently the scheme is under evaluation to know its impact.

### RTI Act

No application under RTI is pending or received during the year.

### Official Language

#### 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). Both the Departments are notified under Rule 10(4) of the Official Language Rules, 1976.

#### Letters received in Hindi and originating letters

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 Hindi in official correspondence as per the targets laid down in the Annual Programme regarding use of Hindi.

#### Offices notified during the year

During the period under report, the following 25 offices, schools etc. under both the Departments of this Ministry have been notified under Rule 10(4) of the Official Language Rules, 1976 :-

Sl. No.	Name of the office
1.	Indian Institute of Information Technology, Allahabad
2.	Indian Institute of Historical Research, New Delhi
3.	Indian Institute of Management, Indore
4.	University Grants Commission, New Delhi
5.	Jawahar Navodaya Vidyalaya, Chittoor.
6.	Jawahar Navodaya Vidyalaya, Mysore.
7.	Kendriya Vidyalaya, Chitor Garh
8.	Kendriya Vidyalaya, Dungarpur

Sl. No.	Name of the office
9.	Kendriya Vidyalaya No 4, Bhatinda Cantt, Punjab
10.	Kendriya Vidyalaya, Subathu, Distt. Solan, Himachal Pradesh
11.	Kendriya Vidyalaya, NHPC, saing, Distt. Kullu, HP
12.	Kendriya Vidyalaya, Jhajjar, Distt. Jhajjar,
13.	Kendriya Vidyalaya, BSF, Jalalabad, Punjab
14.	Kendriya Vidyalaya, Kailang, Lahol Spiti, HP
15.	Kendriya Vidyalaya, ITBP, RECKONG PEO, Distt. Kinnaur
16.	Kendriya Vidyalaya, Harsinghpura, PO. Pundari, Distt. Karnal
17.	Kendriya Vidyalaya, Faridkot Cantt.
18.	Kendriya Vidyalaya, Chandimandir Cantt. Panchkula
19.	Kendriya Vidyalaya No. 5, Bhatinda Cantt.
20.	Kendriya Vidyalaya, Palampur, Holta Camp, Distt. Kangra
21.	Kendriya Vidyalaya No. 1, Bhatinda Cantt., Thimayya Marg, Punjab
22.	Kendriya Vidyalaya No. 2, 3BRD Air Force Station, Chandigarh
23.	Kendriya Vidyalaya Group Centre, Pinjore
24.	Kendriya Vidyalaya No. 2, Halwara, Ludhiana
25.	Kendriya Vidyalaya, Delhi Bypass, Delhi Road, Rohtak

### Official Language Inspections

i) By the Ministry

During the year 2008-09, the following 26 subordinate offices/universities etc. have been inspected by the Ministry.

Sl. No.	Name of the office	Date of Inspection
1.	Indian Institute of Management, Lucknow	09.06.2008
2.	Moti Lal Nehru National Institute of Technology, Allahabad	24.06.2008
3.	Allahabad University, Allahabad	25.06.2008
4.	Indian Institute of Technology, Mumbai	27.06.2008
5.	Board of Apprenticeship Training, Mumbai	28.06.2008
6.	Central Institute of Indian Languages, Mysore	04.07.2008
7.	National Institute of Technology, Patna	16.07.2008
8.	Mahirishi Sandipani Ved Vidya Pratishthan, Ujjain	22.07.2008
9.	Indian Institute of Management, Indore	23.07.2008
10.	Maulana Azad National Institute of Technology, Bhopal	24.07.2008
11.	National Institute of Technical Teachers Training & Research, Bhopal	25.07.2008
12.	Hydrabad University, Hydrabad	06.08.2008
13.	Rashtriya Sanskrit Vidyapeetham, Tirupati	08.08.2008
14.	All India Council for Technical Education, New Delhi	05.09.2008
15.	Baba Saheb Bhimrao Ambedkar University, Lucknow	26.09.2008

Sl. No.	Name of the office	Date of Inspection
16.	Indian Council of Historical Research, New Delhi	21.11.2008
17.	Manipur University, Imphal	11.02.2009
18.	Board of Apprenticeship Training, Mumbai	17.03.2009
19.	National Institute of Industrial Engineering, Mumbai	18.03.2009
20.	Indian Institute of Technology, Guwahati	18.03.2009
21.	North-eastern Hill University, Shillong	20.03.2009
22.	Dr. B.R. Ambedkar National Institute of Technology, Jalandhar	23.03.2009
23.	Indian Institute of Technology, Delhi	30.03.2009
24.	Assam University, Silchar	30.03.2009
25.	National Institute of Technology, Silchar	30.03.2009
26.	Board of Apprenticeship Training, Kolkata	31.03.2009

During the period under report, official language inspections have also been carried out at the level of Joint Secretary of this 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.

ii) By the Committee of Parliament on Official Language

During the period under review the Committee of Parliament on Official Language have inspected following 10 offices of this Ministry. The Official Language Division of this Ministry keeps a watch on the compliance of directions given by the Hon'ble Committee to the concerned offices.

Sl. No.	Name of the office	Date of Inspection
1.	Jawahar Navodaya Vidyalaya, shilong	04.04.2008
2.	Jawahar Navodaya Vidyalaya, Mysore	06.06.2008
3.	Ranbir Kendriya Sanskrit Vidyapeeth, Jammu	14.06.2008
4.	Kendriya Vidyalaya, Jammu	14.06.2008
5.	Jawahar Navodaya Vidyalaya, Ita Nagar	24.09.2008
6.	All India Council for Technical Education, New Delhi	27.09.2008
7.	Jawahar Navodaya Vidyalaya, Tirupati	10.10.2008
8.	Kendriya Vidyalaya, Kottayam	01.12.2008
9.	Jawahar Navodaya Vidyalaya, Kollam	02.12.2008
10.	Indian Council of Historical Research, New Delhi	05.12.2008

### Training

In pursuance to the Official Language Policy of the Government of India, the Ministry nominates the officials of both the Departments yet to be imparted training in Hindi typing and Hindi stenography.

During the period under report, 5 typists took admission in the Hindi Typing Training course.

### Committees

i) Kendriya Hindi Samiti

Action is taken on the decisions taken in the meetings of the Kendriya Hindi Samiti constituted

under the chairmanship of Hon'ble Prime Minister. Hon'ble Minister for Human Resource Development is member of this committee.

ii) Hindi Salahakar Samiti

Hindi Salahakar Samiti of the Ministry has been constituted under the Chairmanship of Hon'ble Minister of Human Resource Development. The reconstitution of this Committee is under process.

iii) Departmental Official Language Implementation Committee

Departmental Official Language Implementation Committee has been constituted under the chairmanship of Joint Secretary(A&L) in this Ministry. Meetings of this committee are being held regularly.

### Monitoring on the use of official language in the subordinate offices of the Ministry

The Ministry receives the quarterly progress reports and minutes of the Departmental Official Language Committee meetings from its subordinate offices to monitor the progress in use of official language Hindi in these offices. The

reports and minutes are reviewed by the ministry and remedial measures are suggested. 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 Workshops

During the year under report, a Hindi workshop was organised in the Ministry on 29-30 December, 2008.

### Translation work

Besides the compliance 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. which are required to be issued/in Hindi and English as per rules.

### Hindi fortnight in the Ministry

During the year, Hindi fortnight was celebrated in the month of September. The following various competition for the officers and officials of both the Departments were organised separately and the prizes were awarded to the winners:-

Sl. No.	Name of the Competition	Total Participants
1.	Essay	23
2.	Hindi Noting/Drafting	15
3.	Kavita Path	17
4.	Hindi Sulekh	31
5.	Vad-Vivad	14

### New Competitions

i) Hindi Shabd Gyan Pratiyogita

Since 14.3.2008 "Aaj Ka Shabd" is being displayed daily at the entry-gate of the Ministry. On the basis of these words, "Hindi Shabd Gyan Pratiyogita" was organised on 29.7.2008 for the officers/officials of both the Departments of the Ministry.

ii) Hindi Vyavhar Pratiyogita

In order to encourage the officers/officials of the ministry to use Hindi in their work, " Hindi Vyavhar Pratiyogita" was organised from 7th July, 2008 to 6th August, 2008.

**Conclusion**

The Official Language Division of the Ministry is fully committed for the implementation of Official Language Policy of the Government in the Ministry as well as in its subordinate offices/bodies.



# 13



**Book Promotion & 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 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. Section 47 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. 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 by Copyright Office from 01.04.2008 to 31.3.2009 is 12,016 out of which 5,992 works have been registered.

## 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) and <http://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> March, 2009 and disposed off 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 6<sup>th</sup> November 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 Puducherry. 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, Daman and Diu, Lakshadweep and Puducherry.

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. India is also a member of Berne Convention and TRIPS Agreement. During the year 2008-2009 this Ministry has represented in the following meetings and Seminars on IPR and Copyright programmes organized by WIPO its and committees.

1. WIPO WTO Colloquium for teachers of Intellectual Property law from Developing Countries, held at Geneva from 30<sup>th</sup> to 10<sup>th</sup> July, 2008.
2. 13<sup>th</sup> Session of the Intergovernmental Committee (IGC) on Intellectual property and Genetic Resources, Traditional Knowledge and Folklore held in Geneva from 13 to 17<sup>th</sup> October, 2008
3. WIPO Regional University Forum for University Intellectual Property Coordination in La Hong, Vietnam from October 29-31, 2008.
4. Regional Colloquium on Intellectual Property Education, Colombo, Sri Lanka from 24<sup>th</sup> to 26<sup>th</sup> November, 2008.
5. International Seminar on Copyright – Seminar on Authors Right from 26 to 28<sup>th</sup> November, 2008 at Fortaleza Brazil, organized by Department of Culture of Brazil ,WIPO and UNDP.

The Ministry, as an ongoing process, is engaged in the task of Capacity Building at all levels in the field of Intellectual property Rights (IPR), including the establishment of IPR Chairs and providing financial support for research programmes, holding seminar workshop, etc.

### **Scheme of Intellectual Property Education, Research and Public Outreach (IPERPO)**

The scheme was operationalised in the Tenth Five Year Plan Period by merging 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/IPRS and WTO matters, the merger has proved useful.

### **Aims and Objectives**

- (i) To encourage study of intellectual property rights in the Universities and other recognized institutions of higher education.
- (ii) Creating public awareness about copyright and IPR matters among public and academic community.
- (iii) Developing and encouraging study in specialized courses in IPRs in higher education system.
- (iv) Training of enforcement personnel, namely state police/custom officials about copyright and related issues.
- (v) Organizing seminars and workshops on copyright matters/IPRs matters in colleges, universities, and other recognized institutions.
- (vi) Creating knowledge resources on WTO matter.
- (vii) Developing inputs for policy formulation on WTO matters.
- (viii) Developing negotiations strategies on WTO.
- (ix) Developing course awareness on WTO matters; and
- (x) Evolving strategies of regional cooperation and regional training arrangements.

### **Scope of the Scheme**

Under the scheme, expenditure is to be incurred by the Ministry directly or financial assistance is being given to UGC recognized Universities, other recognized educational institutions, registered voluntary organizations, registered copyright societies for the following purposes:

- (i) Institution of Chairs for Intellectual Property Rights Studies for Higher Education and also on WTO studies.
- (ii) Organizing national / international workshops for developing teaching/learning material including syllabi.

- (iii) Organizing seminars, workshops, etc. on study of Intellectual Property Rights and GATS.
- (iv) Setting up of a Depository for IPR and WTO literature/material/ case studies at a nodal institution.
- (v) Preparation of instructional material for various levels of IPR courses/GATS in education services for direct teaching as well as teaching through distance education mode including commissioning of suitable resource persons for the purpose.
- (vi) Organizing orientation and training programmes for potential faculty of teaching IPR and courses on GATS: WTO Regime.
- (vii) Providing of scholarships and fellowships for conducting research in economic, social, legal and technological aspects of new and merging IPR areas/WTO: GATS international areas of interests to the country.
- (viii) Holding meetings of the Academic Advisory Committee set up by the Ministry of Human Resource Development and taking following action on its decisions.
- (ix) Organizing national or international seminars on copyright and neighbouring rights issues.
- (x) Organizing training courses on enforcement of copyright law.
- (xi) Holding regional level meeting and organizing meetings with persons from the SAARC and Asia and Pacific Region; and
- (xii) Organizing Regional level meetings for developing Regional Trading Arrangements

### **Intellectual Property Rights Chairs (IPR Chairs)**

In today's knowledge society, innovation, creativity and competition are the impulses propelling the economy forward. This has naturally led to a situation, wherein Intellectual Property Rights and Intellectual Property Management have become

focal points in the development paradigm and the focus has to be not only on the creation of Intellectual Property, but also to maintain, protect and manage it by inculcating awareness of this important sphere of national wealth creating activity. Being multi-disciplinary in character, there has to be a combination of technological, legal and management inputs to tackle the complex issues in the IPR sector. Universities and other recognized institutions of higher learning can and ought to take a leading role in creating knowledge resources in this regard.

With its vast human capital and intellectual property, India is all set to play a big role in this field. For this purpose, it is essential that purposeful and proactive steps are made towards capacity building. There can be many dimensions of such capacity building exercise, one of which is the creation of professorial chairs in institutes of national excellence to encourage both research in the field of IPRs as well as to create a pool of trained manpower. With this end in view, the Book Promotion and Copyright Division of this Ministry is implementing a scheme namely Intellectual Property Education, Research and Public Outreach (IPERPO). Under the scheme 18 institutions have been selected and sanctioned MHRD IPR Chairs including five (5) IPR Chairs in universities (i.e. CUSAT, Cochin; Faculty of Law, Delhi University; Delhi School of Economics; Jawaharlal Nehru University; New Delhi and University of Madras, five (5) IPR Chairs in IITs (Delhi, Kanpur, Kharagpur, Bombay and Madras), five (5) IPR Chairs in National Law Universities (NLSIU, Bangalore; NALSAR, Hyderabad; WBNUJS, Kolkata; NLIU, Bhopal; and NLIU, Jodhpur) and three IPR Chairs in IIMs (Kolkata, Bangalore and Ahmadabad). Some of these Chairs have created necessary infrastructure facilities, appointed faculty members and started functioning fully, while a few others are in different stages of operationalization.

The expenditure under IPERPO Scheme during the 2008-09 and previous years is as under:

(Rs. In lakhs)

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
2007-08	433	433	40	150.80	2	2.19	152.99
2008-09	500	200	36	199.99	-	-	199.99

### 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.

1. Primary Education
2. Secondary Education
3. Higher Education
4. Adult Education
5. Other Education

The negotiations under GATS take place under the Offer and Request approach. Countries make offers to the Foreign Service Providers to 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.

1. Cross Border supply;
2. Consumption abroad;
3. Commercial presence;
4. Movement of Natural Persons.

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment.

Under 'Education Services' the Indian revised offer was to open up the Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge 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 ten-digit 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 Rammohan 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 15,000 prefixes to various publishers in different categories.

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. The Agency has paid the annual membership fee for the year 2008-09 to International ISBN Agency, London.

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 2323 Indian publishers from 1<sup>st</sup> April, 2008 to 31<sup>st</sup> March, 2009 under various categories as cited below:

Category	No. of registration
2	3
3	22
4	198
5	2000
Single ISBN (Author cum Publisher)	100
<b>Total</b>	<b>2323</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 publishing industry and encouraging the general popular literate and thereby contributes to the development of country.

Some of the important programmes being implemented in this regard are as under:

### A. National Book Trust, India (NBT)

The National Book Trust, India, an autonomous organization under the Ministry of Human Resource Development, Government of India, was established in 1957. It is a highly professional multilingual publishing house and has been working towards promotion of books and developing reading habit amongst the masses. During the financial year 2008-09, a budget to the tune of Rs. 798 lakhs for the 'Plan' activities and Rs. 925 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 Fair

The Trust organized seventeen (17) book fairs within the country, namely, Spring Book Fair, Gangtok; Goa Book Fair, Hamirpur Book Fair, Nanital Book Fair, Ujjain Book Fair, Gurgaon Book Fair, Golaghat Book Fair, 32<sup>nd</sup> National Book Fair, Patna; 33<sup>rd</sup> National Book Fair, Pune; Vadodara Book Fair, Dharamnagar Book Fair, Ludhiana Book Fair, Warangal Book Fair, Mano Book Fair, Tirunelveli; Baripada Book Fair, Tezpur Book Fair and Moranhat 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 2008-09 the National Book Trust, India participated in seven (7) International Book Fairs for promotion of Indian books abroad. The International Book Fairs included Nepal Education & Book Fair, Colombo International Book Fair, Frankfurt Book Fair, Sharjah World Book Fair and Dhaka International Book Fair, Abu Dhabi International Book Fair, and Bologna Children's 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 sale of Trust's books to the tune of Rs. 3.19 crore (gross) and Rs. 2.25 crore (net) was realized but also a 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	Translations	Reprinting	Revised	Total
1	Assamese	3	3	0	0	6
2	Bangla	6	8	64	0	78
3	English	43	4	251	3	301
4	Gujarati	2	2	30	0	34
5	Hindi	58	52	455	0	565
6	Kannada	2	6	8	0	16
7	Kashmiri	3	0	0	0	3
8	Konkani	0	1	0	0	1
9	Kokborok	0	1	0	0	1
10	Marathi	3	4	53	0	60
11	Oriya	3	19	2	0	24
12	Punjabi	7	24	22	0	53
13	Tamil	2	5	2	0	9
14	Telugu	2	19	4	0	25
15	Urdu	6	8	2	0	16
	<b>TOTAL</b>	<b>140</b>	<b>156</b>	<b>893</b>	<b>3</b>	<b>1192</b>

## Enrollment of Agents and Distributors

During the period 80 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 6750 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 50 books under different series accompanied with discussion by eminent experts and panelists on the themes of the released books. Some of the major new publications released included '1857: The Role of Punjab, Haryana and Himachal Pradesh' by Prof. K C Yadav, Abbas Tyabji by Aparna Basu, Education for Social Change : M V F and Child Labour by Sucheta Mahajan, Selected Short Stories of Jainendra Kumar, Medieval India: The Study of a Civilization by Irfan Habib, Drishyantar (an anthology of Marathi poetry), edited by Prof. Chandrakant Patil; Sakh Bharay Sabad (an anthology of Rajasthani poetry) edited by Shri Arjun Dev Chavan; Katha-Yatra (an anthology of Bangla short stories) edited by Dr. Ram Kumar Mukhopadhyay; Paridrishya (an anthology of Marathi Short Novels) edited by Nishikant Thakar; Pirab Khan Poe (an anthology of Sindhi Poetry) edited by Prof. Moti Prakash; and Galp Chayan (an anthology of Assamese short stories) edited by Dr. Nagen Saikia; Indira Gandhi by Inder Malhotra, Why I am an Atheist by Bhagat Singh, [www.ghanajungle.com](http://www.ghanajungle.com) by Hari Krishna Devsare, Anandi's Rainbow and Coming of Wheels by Anup Roy, A Bond of Love by Pushpa Saxena (Telugu translation), Tails by Hydrose Aaluwa (Telugu translation), Viyang Sirjana edited by K.L.Garg, Punjabi Hass Vilas by Dr. Jaswant Singh Noki, Azadi Toon Baad De Punjabi Kahani (original Punjabi) edited by Waryam Singh Sandhu, Kazi Nazrul Islam by Azharuddin Khan (Bangla), Sarala Devi (original Oriya) by Prativa Satpathy, Communalism: A Primer by Bipin Chandra, Kannada Kahanimala compiled by Dr.G.H.Nayak, Naukar Ki Kameez by Vinod Kumar Shukla, Rathachakra by S.N.Pendase, The Colourful World of Flags (Oriya translation) by K.V.Singh, Himachal Ki Lok Kalayen Aur Aasthayen by Dr. Mauluram Thakur and seven books in Braille. Besides, seminars were also held as a part of the book

promotion at various book fairs of the Trust all over the country on 'Bhojpuri Bhasha Aur Sahitya' at Patna on 18 October, 2008 and 'Pathakan Vich Paran Di Ruchi Di Kami : Samasaya Ate Samadhan' at Dasuya in November 2008, A Panel discussion on 'Children's Literature in Urdu', at Delhi, Reading Habit : Problem and Solution' at Gorakhpur, 'Relevance of books in the age of multimedia' at Chhattarpur, seminar on Gujarat Children's literature at Surat. NBT also organised Kavi Darbar during National Book Week as well as workshop at Begusarai.

## Short Term Training Courses on Publishing

The Trust also organizes short term Training Courses in Book Publishing in order to develop the publishing industry of the country and create a pool of trained publishing professionals at various parts of the country. During the period, the Trust conducted three (3) book publishing courses at Shillong, Hyderabad and one month training course in Delhi.

## 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, but also established around nearly 5000 Readers' Clubs as a part of the Readers' Club Movement with an aim to promote reading of books other than text books among school children. During the period, six Readers' Club Orientation programme was organized by NCCL. In addition, NCCL organized various workshops, seminars, book review, story-telling sessions, reading sessions, workshops on creative writing and illustration in various book fairs, as also separately, at different places in the country in rural, difficult areas and the North East Region. A seminar on 'Developing Books for the Healthy Emotional Development of Children' was

conducted at Jaipur on 20 November, 2008, workshop on 'How to enact a story for children' in the Delhi Book Fair at New Delhi on 5 September, 2008 and workshop on 'Gonu Jha's Stories and Mithila Painting' held at Darbhanga on November 2008 involving school children and teachers. During National Book Week celebrations, sessions on 'storytelling through musical instrument', 'Storytelling through the help of scientific experiments', 'storytelling through cartoon', 'storytelling through one-act play', 'storytelling through graphics/illustrations' and 'Picture-story drawing competition' were held at New Delhi.

### **Library-cum-Documentation Centre**

The National Centre for Children's Literature, a wing of National Book Trust, India has reference and lending library for professionals working in the field of children's literature and is the only of its kind in the country.

The Centre stocks over 15,000 books, the best of world's literature for age group up to 15 years, as well as for reference of authors, illustrators, publishers, teacher, activists, editors etc. in the field of children's literature in all major Indian and International languages. Over 50 periodicals of children's literature in various Indian languages are also subscribed by the center for reading and reference of the library users. The books have been arranged subject/theme, age group and author-wise for convenience of readers.

### **Assistance to Voluntary/Private organizations for Book Promotion**

The scheme for Book Promotion by providing financial assistance to voluntary organisations was transferred by the Ministry during the year 2006. Under the above scheme, the Grant-in-Aid Committee has approved financial assistance to 91 Voluntary/Private organizations to organize the various events related to book promotional activities, 152 proposals have been processed for

payment amounting to Rs.115.35 lakh (approx.) during the period April 2008 to 31 March 2009.

### **Pustak Parikrama**

The Trust has been trying to make the books available to the people at their doorsteps through mobile exhibitions. The Trust organized mobile book exhibitions at about 2073 places in Delhi, Punjab, Haryana, Rajasthan, Uttarakhand, Uttar Pradesh, Maharashtra, Chattisgarh, Assam, Jharkhand, Kerala, West Bengal, Uttrakhand, Orissa, and Himachal Pradesh.

### **Photo Exhibition on Maulana Abul Kalam Azad**

National Book Trust, India organized a photo exhibition recalling the contribution of Maulana Abul Kalam Azad, the first Education Minister of India and the architect of modern education in India, at Vigyan Bhawan, New Delhi on First National Education Day. The exhibition was inaugurated by Her Excellency Smt. Pratibha Devisingh Patil, President of India, on 11th November, 2008. Later the exhibition was opened for general public at NBT office premises on the occasion of National Book Week Celebration (14-28 November, 2008).

### **Inauguration of Nehru Bhawan**

National Book Trust's new office building Nehru Bhawan named after its founder Shri Jawaharlal Nehru, located at 5 Institutional Area Vasant Kunj, Phase -II, New Delhi, was inaugurated on 12th December 2008 by Shri Arjun Singh, the then Hon'ble Union Minister of Human Resource Development, Government of India.

On this occasion, the Hon'ble Minister also unveiled the basic contours of the National Action Plan for the Readership Development among the Youth (NAPRDY) under which National Book Trust will conduct a national survey among the urban and rural youth between the age of 10 and 30 to

ascertain the Readership Status, Patterns, Trends, Attitudes etc among the youth.

### **B. National Book Promotion Council (NBPC)**

The National Book Promotion Council (NBPC) functions 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. Ministry of HRD has reconstituted the National Book Promotion Council (NBPC) on 2<sup>nd</sup> September, 2008 with eminent persons in the field of books within the country, and other stakeholders, as member.

### **C. Framing of Guidelines for Foreign Publishers to undertake publishing and printing/reprinting in India in regard to FDI in Print Media**

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].



## International Cooperation and UNESCO

## International Cooperation and UNESCO

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### UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a constituent body of United Nations, with a mandate to promote international peace and understanding through education, natural and social-sciences, culture and communications. The underlying ideal is rooted in the understanding that “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”.

India is among the founding members of UNESCO and 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

UNESCO is the only UN body, which has encouraged its Member States to establish National Commissions to have liaison with it. Article VII of the constitution of UNESCO requires that “each Member State shall make such arrangements as suit its particular conditions for purposes of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission...” Accordingly, an interim Indian National Commission for Co-operation with UNESCO (INCCU) was set up in 1949 by the Government of India. A permanent Commission was established in 1951 by the Government of India.

The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. 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 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 of Department of Higher Education is the ex-officio Deputy Secretary General of the Commission. The Deputy Secretary/Director (UNESCO) functions as Secretary of the Commission. The Commission is an advisory body to the Government on all matters concerning UNESCO. The Commission has been playing an important role particularly in the formulation and execution of various 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 coordinates the participation of Indian individuals/organizations in the various activities organized by the Asia/Pacific Cultural Centre for UNESCO (ACCU) like ACCU awards, training programmes for Cultural Heritage Protection, 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 and its Regional Offices

From January, 2008 to March, 2009, INCCU nominated seven officers of the Department of Higher Education and Department of School Education & Literacy, Ministry of Human Resource Development and six experts from other Organizations/State Governments/NGOs, etc. to participate in various regional and international workshops/training courses/Seminars/Working Group Meetings sponsored by UNESCO and its Regional Offices. During the period from April, 2008 to March, 2009, several high level delegations participated in these UNESCO Conferences, as per details given below : -

- The 179<sup>th</sup> Session of the Executive Board of UNESCO was held at Paris from April 7 to 11, 2008. Dr. Kapila Vatsyayan, India's designated member to the Executive Board of UNESCO participated in the deliberations alongwith Shri R.P. Agrawal, Secretary, Department of Higher Education, Ministry of Human Resource Development.
- Smt. D. Purandeswari, Hon'ble Minister of State, Ministry of Human Resource Development visited New York to participate in the White House Symposium on "Advancing Global Literacy : Building a Foundation for Freedom", held on September 22, 2008 at the invitation of Mrs. Laura Bush, the then First Lady of USA.
- The 180<sup>th</sup> Session of the Executive Board of UNESCO was held from September 30 to October 17, 2008 at Paris. Dr. Kapila Vatsyayan, India's designated member to the Executive Board of UNESCO participated in the deliberations of this session.

- A delegation led by Smt. D. Purandeswari, Hon'ble Minister of State for Human Resource Development participated in the 48<sup>th</sup> Session of the International Conference on Education (ICE) of UNESCO at Geneva from November 25-28, 2008. Shri R.P. Agrawal, Secretary, Department of Higher Education and Ms. Bhaswati Mukherjee, Permanent Representative of India to UNESCO were the other members of the delegation.
- India participated at the '8<sup>th</sup> High Level Group Meeting on Education for All' held in Oslo, Norway from 16<sup>th</sup> to 18<sup>th</sup> December 2008 and contributed to the Final Declaration. The Indian delegation was led by Sh. A.K. Rath, Secretary, Department of School Education & Literacy. Sh. Amit Khare, Joint Secretary (ICC), Department of Higher Education was the other member of this delegation.
- A delegation led by Shri R.P. Agrawal, Secretary, Department of Higher Education participated in the World Conference on Education for Sustainable Development held in Bonn, Germany from 31<sup>st</sup> March to 2<sup>nd</sup> April, 2009. The other members of the delegation were Ms. Bhaswati Mukherjee, Permanent Representative of India to UNESCO, Sh. Amit Khare, Joint Secretary (ICC), Department of Higher Education and Prof. Ved Prakash, Vice Chancellor, NUEPA, New Delhi.

### UNESCO / UNITWIN Chairs Programme

This programme was established in 1992 following the decision taken in 26<sup>th</sup> Session of the General Conference of UNESCO. 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 M.S. Swaminathan Research Foundation, Chennai held by Dr. M.S. Swaminathan; Maharashtra Institute of Technology, Pune, held by Prof. Vishwanath D. Karad and the third Chair is held by Prof. M.D. Nalapat, Vice Chancellor of the Manipal Academy of Higher Education.

### **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 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).

### **Education for International Understanding**

UNESCO is running a project named Associated School Project (ASP net). Associated Schools are educational institutions, which are directly linked with UNESCO Secretariat for participation in the Associated Schools Project (ASP net) for undertaking activities relating to education for international understanding, cooperation and peace. On the recommendation of INCCU, 42 schools and Teacher Training Institutions from India have been enlisted with UNESCO under its

ASP-Net Programme. In addition, 253 Clubs are registered with INCCU as UNESCO Clubs.

### **Education for Sustainable Development**

In December 2002, the UN General Assembly adopted a Resolution for declaring a UN Decade of Education for Sustainable Development (UNDESD) lasting from 2005 to 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.

### **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 TA/DA of non Official members for attending the meetings of the Sub-Commissions of the Indian National Commission and its full body, organization of exhibitions and other meetings, in furtherance of UNESCO's aims and objectives. There was a budget provision of Rs. 25 lakh at BE stage for this scheme during the current financial year. Under this head, Rs. 24.82 lakh has been spent during the year 2008-09 on various activities.

### **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 from time to time. India's share of contribution for the calendar year 2008 is 0.45 percent of the total budget of UNESCO. The Budget provision for this purpose for the current year is Rs. 829.00 lakh under Non-Plan. The entire amount of Rs.829.00 lakh has been released towards contribution and for rent of UNESCO office in New Delhi.

### **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 Government is paying Rs. 6.00 lakh per month as revised rental charges during the financial year 2008-09. It has been decided to construct a building for the UNESCO Office in Chanakyapuri, New Delhi. The BE provision for this year is Rs. 1.00 crore, which has been transferred to Ministry of Urban Development. Pre-construction activities relating to the construction of UNESCO building like obtaining of clearances from local bodies like Delhi Fire Office, Delhi Urban Arts Commission, NDMC, etc and preparations of estimates etc have started. Construction of UNESCO House at Chanakyapuri is expected to commence by end of 2009.

### **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.

As a founder Member of UNESCO India has been committed to the furtherance of its objectives in

areas of Education, Culture, Natural and Social Sciences and Communication and Information. India's role in UNESCO in enhancing South-South Cooperation in Education and creation of fund on South-South Cooperation has been appreciated. India's progress in universalization of education through Sarva Shiksha Abhiyan and introduction of The Right of Children to Free and Compulsory Education Bill, 2008 in Parliament has also been appreciated.

In his capacity as outgoing Chairman of the previous session of the International Conference on Education, Hon'ble Minister of Human Resource Development, Shri Arjun Singh was invited to inaugurate the 48<sup>th</sup> session of the International Conference on Education (ICE) held from from 26<sup>th</sup> to 28<sup>th</sup> November 2008 at Geneva. A delegation led by Hon'ble Minister of State, Ministry of Human Resource Development, Ms. D. Purandeswari, participated in this Conference.

Chairman of the Executive Board, Mr Olabiyi Babalola Joseph YAİ visited India during 2008. Inspired by this visit, he initiated a proposal to commemorate the 150<sup>th</sup> anniversary of Gurudev Rabindranath Tagore in 2011 to highlight his contribution to humanity which has been accepted by UNESCO.

Another high profile event held at UNESCO was a Round Table on Auroville on 10<sup>th</sup> October 2008 to commemorate its 40<sup>th</sup> anniversary on the theme "Auroville: An Emerging World: Its Future Horizon" followed by a fusion music concert by the Auroville Nadaka Group. Both events were attended by more than a thousand persons. Auroville is a remarkable experience for fostering respect for cultural diversity & pluralism that India & UNESCO stands for.

### **179<sup>th</sup> and 180<sup>th</sup> sessions of the Executive Board**

The 179<sup>th</sup> session of the Executive Board was held from 1<sup>st</sup>-17<sup>th</sup> April 2008. Noting that 2007 had been the "Year of UNESCO in India", India offered its

support to the preparatory process of the different major International Conferences on Education which would be held in 2009, including the World Conference on Higher Education held in Paris in July 2009. India also hosted Asia Pacific Sub-Regional Conference of South, South-West and Central Asia on Higher Education in New Delhi on 25-26 February, 2009. The Executive Board also adopted by consensus a decision with co-sponsors cutting across regional groups on the "Follow-up to the 4<sup>th</sup> International Conference on Environment Education" held in Ahmedabad in November 2007. The Ahmedabad Declaration was also circulated as an Information document as well as the New Delhi Declaration of Ministers of Social Development from South Asia held in New Delhi in March 2008. Executive Board also approved the Financial Regulations of the Special Account, for South-South Cooperation in Education. The Fund had been established through a contribution by India, as the first donor. India is now chairing the Steering Group of the Fund which will decide on projects for the different regional groups of the G-77 & China.

The 180<sup>th</sup> session of the Executive Board was held from 30<sup>th</sup> September-21<sup>st</sup> October, 2008. It was addressed by the Prime Minister of Mauritius, Dr. Navin Chandra Ramgoolam, who underscored in his keynote address the importance attached by Mauritius to the inscription of 'Apravasi Ghat' on the World Heritage List. He also thanked India for its support on this inscription. The Vote of Thanks was made by India on behalf of all Board Members.

At the initiative of the Chairman of the Executive Board, a decision was adopted by consensus to commemorate the contribution of Rabindranath Tagore, Pablo Neruda and Aime Cesaire for universal peace and reconciliation. In the context of Tagore's 150<sup>th</sup> Anniversary in 2011, this initiative assumes great importance. India also contributed through its keynote speaker Dr. Ganesh Devy in the Thematic Debate held in the context of the Year of Languages on the Protection of Endangered Languages and the Role of Languages in Promoting Education for All.

## Major Programme I: Education

India played an important role in different international conferences on Education including CONFINTEA -VI (Preparatory Conference for the Asia Pacific Region) as well as the 48<sup>th</sup> session of the ICE (International Conference on Education) in Geneva from 26<sup>th</sup> to 28<sup>th</sup> November 2008. Since Hon'ble Minister of Human Resource Development, Shri Arjun Singh was the outgoing President of the 47<sup>th</sup> ICE, the leader of the Indian delegation, Hon'ble Minister of State for Human Resource Development, Smt. D. Purandeswari was given the honour to inaugurate the 48<sup>th</sup> ICE. Held in the shadow of the terrorist attacks in Mumbai, the Conference adopted by consensus a message of Peace and Goodwill to the Government and people of India. Smt. D. Purandeswari, Minister of State, Ministry of Human Resource Development thanked the Conference for this message of solidarity noting that India stands committed to the international campaign against terrorism.

### Sub Regional Conference of South, South West and Central Asia on Higher Education

The Sub Regional Preparatory Conference for South, South-West and Central Asia on Higher Education was organized in New Delhi by the Ministry of Human Resource Development, Government of India and National University of Educational Planning and Administration (NUEPA), New Delhi in collaboration with UNESCO on 25<sup>th</sup> and 26<sup>th</sup> February, 2009 at Vigyan Bhawan New Delhi. The conference brought together Ministers of Education, senior representatives of national governments, educationists, academics, NGOs, policy makers and stakeholders in higher education from 14 countries namely, Afghanistan, Bangladesh, Bhutan, India, Iran, Kazakhstan, Kyrgyzstan, Maldives, Nepal, Pakistan, Sri Lanka, Tajikistan, Turkmenistan and Uzbekistan.

The Conference was inaugurated by President of India, H.E. Smt. Pratibha Devisingh Patil. The Inaugural Session was presided by Shri Arjun Singh, then Hon'ble

Minister of Human Resource Development. Smt. D. Purandeswari, Minister of State (Higher Education) of HRD, H.E. Thakur Singh Powdye, Hon'ble Minister from Bhutan; H.E. Dr. Mustafa Luthfy, Hon'ble Minister from Maldives; H.E. Dr. Ahmed Ali Manik, Hon'ble State Minister, Maldives;

H.E. Ms Renu Kumari Yadav, Hon'ble Minister from Nepal; H.E. Prof. Wiswa Warnapala, Hon'ble Minister from Sri Lanka and H.E. Dr. Mohammad Mehdi Zahedi, Minister, Iran graced the occasion.

The conference 'Facing Global and Local Challenges: the New Dynamics for Higher Education' was a part of series of regional conferences organized as prelude to the World Conference on Higher Education convened by UNESCO in Paris in July 2009.

The conference was successful in highlighting a range of issues concerning Higher Education at the Global, Regional and National levels. These broadly include issues of access, equity, financing, governance, quality assurance and sustainable development pertaining to Higher Education. The Conference culminated in adoption of New Delhi Declaration wherein the participants affirmed the "fundamental linkage between higher education, nation-building and sustainable development..." and resolved to strive for expansion of higher education opportunities through increased public spending while emphasising the need to explore alternatives to augment available resources. It emphasised the need to evolve regional strategy to respond to the increasing social demand for higher education. It reiterates the need for ensuring quality standards and access while promoting greater autonomy alongwith accountability of institutions of higher education. It underlines that "higher education should become an instrument to promote development policies that are gender sensitive, economically sustainable, environmental-friendly and based on respect for human rights."

## Major Programme II: Natural Sciences

### Convention against Doping in Sports

India has particular interest in the successful implementation of the Convention against Doping in Sports, especially since India would be hosting the next Commonwealth Games in 2010. As of now, there are 105 States Parties to the Convention. Given India's commitment to the international campaign to eliminate doping in Sports, India announced a contribution of USD 20,000/- to the International Fund for the Elimination of Doping in Sport. India had earlier ratified the Convention on 7<sup>th</sup> November, 2007.

### UNESCO Kalinga Prize for Popularization of Science

India has always strongly supported UNESCO's Programme in Science. The Kalinga award was instituted by the Government of India and the State Government of Orissa in 1951 and has been administered since then by UNESCO. Some of the Kalinga awardees are Nobel Laureates including Dr. Louis de Broglie, Dr. George Porter, Sir Peter Medawar and Dr. Nicolai G. Basov. Others such as Bertand Russel, Carlvon Frisch and Konrad Lorenz were awarded the Nobel Prize subsequently. It may be noted that this is the only award in the area of 'popularization of science. The next award would be presented at the 4<sup>th</sup> World Science Forum in Budapest in November, 2009.

### Regional Centre for Biotechnology Training and Education

Union Cabinet approved on 20th November 2008 establishment of a Regional Centre for Biotechnology Training and Education in India (Category-2 Institute under auspices of UNESCO) with a revised budget of Rs. 99.55 crores. The Centre would be a regional hub for interdisciplinary education and training in biotechnology.

## Man and Biosphere (MAB) Programme

India has been playing a key role in the evolution of UNESCO's Man and Biosphere Programme (MAB) since its inception. In the year 2009, Nokrek Biosphere Reserve (Meghalaya), Similipal Biosphere Reserve (Orissa) and Pachmarhi Biosphere Reserve (Madhya Pradesh) have been included in the World Network of Biosphere Reserves. These are in addition to the other 4 Reserves including Sunderbans, Nanda Devi, Nilgiri Biosphere and Gulf of Mannar Reserves.

## Major Programme III: Social and Human Sciences

### Commemorative Activities for 60<sup>th</sup> Anniversary of Universal Declaration of Human Rights

As an original signatory of the Universal Declaration on Human Rights adopted by the UN General Assembly on 10<sup>th</sup> December 1948, India participated in the year long commemoration of its 60<sup>th</sup> anniversary. Some of these events included:

- Participation in the exhibition entitled "Sixty Years of Human Rights Education" held in UNESCO Headquarters, Paris from 8<sup>th</sup> to 10<sup>th</sup> December 2008 which was greatly appreciated. The exhibits were contributed by NCERT and National Human Rights Commission for this event and demonstrated India's commitment to human rights education.
- Participation in the Round Table on Human Rights and Cultural Diversity organized by the Non - Aligned Movement at UNESCO Headquarters, Paris on 3 December 2008. India underlined that education was the best tool to raise understanding of cultural diversity and foster respect for it.

### International Bioethics Committee (IBC) and the Inter-governmental Bioethics Committee (IGBC)

India is represented on the International Bioethics Committee (IBC) by its expert, Professor H. Sharat

Chandra. India is also a member of the Intergovernmental Bioethics Committee (IGBC). A joint session of the two Committees was held in UNESCO Headquarters, Paris from 30-31 October 2008, to discuss the advancement of the work of IBC on Social Responsibility and Health and Cloning and Governance. India is also a member of the IBC Working Group on Social Responsibility and Health.

## Major Programme IV: Culture

### 32<sup>nd</sup> Session of the World Heritage Committee.

As a State Party to the World Heritage Convention, India attended the 32<sup>nd</sup> session of the World Heritage Committee held in Quebec, Canada from 2-10 July 2008 which approved our nomination of "Extension of the Mountain Railways of India: Kalka Shimla Railways".

India is also making efforts for inclusion of other sites such as Nalanda in the Tentative List for Heritage sites. These sites on the Tentative List would subsequently be considered by the World Heritage Committee for inscription on the World Heritage List.

### 3<sup>rd</sup> Extraordinary Session of Committee for Safeguarding of Intangible Cultural Heritage at Istanbul, Turkey from 4<sup>th</sup> to 8<sup>th</sup> November 2008.

This meeting was intended to develop Operational Directives for the Implementation of the Convention for the Safeguarding of Intangible Cultural Heritage which is of fundamental importance to India as a binding international instrument to safeguard this heritage, thus helping to enrich cultural diversity. As Vice President representing the Asia Pacific Region, India played an important role in the deliberations in the meeting.

An important development was the establishment of the Representative List of the Intangible Cultural Heritage of Humanity. Kutiyattam (Sanskrit

Theatre), the tradition of Vedic Chanting and Ramlila-the traditional performance of the Ramayana have been included from India in this list. Many Indian NGOs have been successful in receiving accreditation such as the Bhartiya Lok Kala Mandir, Sanskriti Prathistan and Vrinda Kathak Centre due to strong advocacy by India.

## **2<sup>nd</sup> session of the General Assembly of States Parties to the Convention for the Safeguarding of Intangible Cultural Heritage**

The 2<sup>nd</sup> session of the General Assembly of States Parties to the Convention for the Safeguarding of Intangible Cultural Heritage was held in UNESCO Headquarters, Paris from 16-19 June 2008. India was elected from the Asia and Pacific region to the Bureau.

India played a leading role in the negotiations between the Asia and the Pacific region and the Arab group for the sharing of the floating seat for the election of the 24 member Intergovernmental Committee. During this session, many States Parties commended India for hosting the Experts' Meeting on the Convention in Delhi (2-4 April, 2007). This meeting had fed into the substantive issues related to drafting of the Operational Directives.

## **1st Extraordinary Session of Committee on Cultural Diversity, Paris from 24<sup>th</sup> to 27th June 2008 and 2<sup>nd</sup> Ordinary Session of Committee, Paris from 8<sup>th</sup> to 12<sup>th</sup> December 2008.**

India had participated actively in the drafting of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions and was the 22<sup>nd</sup> country in the world and the first country from Asia Pacific region to ratify the Convention in December 2006.

Both meetings were intended to operationalize the Convention through the drafting of Operational

Guidelines which would be adopted by a Conference of States Parties in June 2009. India represented the Asia Pacific Region on the Bureau for both meetings and contributed substantially to the discussions. India's role in operationalisation of Article 16 of the Convention relating to Preferential Treatment for Developing Countries is key to the success of the Convention. Article 16 provides an unique opportunity to promote and protect cultural diversity by enabling developed countries to contribute to maintaining cultural diversity by volunteering to give preferential treatment to developing countries in this field. India is one of the voluntary contributors to the Cultural Diversity Fund. India has contributed a sum of Rs. 6,81,504/- to this fund.

## **Extraordinary Session of the Intergovernmental Committee for the Promoting of the Return of Cultural Property to its Country of Origin**

An Extraordinary Session of the Intergovernmental Committee for the Promoting of the Return of Cultural Property to its Country of Origin was held in Seoul, Republic of Korea from 25-28 November 2008. This meeting also commemorated the 30<sup>th</sup> anniversary of the establishment of the Committee. India has always taken a principled stand on the issue. Cultural objects whether displaced during war or colonial times, should be returned to the country of origin. India has participated in the drafting of "Declaration of Principles relating to Cultural Objects Displaced in Connection with World War II" and has been playing a facilitating role in negotiations for the adoption of this draft declaration.

## **Major Programme V: Communication and Information**

The International Programme for the Development of Communication (IPDC) is an important UNESCO Programme where India's voluntary annual contribution of US \$ 30,000 is much appreciated. India has been playing a

proactive role in promoting use of multilingualism in cyberspace. The 3<sup>rd</sup> Internet Governance Forum (IGF) was held in Hyderabad from 3<sup>rd</sup>-6<sup>th</sup> December 2008. In the IGF, UNESCO organized workshops on "Freedom of Expression in Cyberspace: Internet Filtering and Censorship" and Access to Public Held Information with a Development Perspective". During the year, National Mission for Manuscripts of India in association with UNESCO, completed a research study entitled "Legal and Policy Framework for Promoting Equitable Access to Documentary Heritage" to assist in the development of legal and policy framework and protocols for promoting equitable access to documentary heritage, relevant to India and other South Asian countries.

### **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 currently about 2007 people from 43 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.

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 in October 2008 for a period of 4 years.

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 Plan, an amount of Rs.570.00 lakh and under Non-Plan, an amount of Rs.127.00 lakh have been released for the year 2008-09.

In addition to the construction activities on Sri Aurobindo International Institute for Educational Research (SAIER) and Bharat Niwas, the Foundation has undertaken construction work on 'Swagatam' Guest House, up-gradation of Sri Aurobindo Auditorium and Auroville Foundation office, during this year. The Foundation celebrated 40<sup>th</sup> Anniversary of the establishment of Auroville on a grand scale in October 2008 at UNESCO, Paris.

### **International Cooperation**

The International Cooperation Cell (ICC) 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 so as to have a more focused attention to such collaborations. EEPs/MOUs 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, South Africa, Ethiopia, Vietnam and Oman had been signed earlier. MoUs with Norway and Chile have been signed during the year. In addition MoUs for mutual recognition and equivalence of degrees, diplomas and other educational qualifications with many countries are also under consideration. As part of this, a trilateral MoU between India, Brazil and South Africa (IBSA) is in place since 2007 for

cooperation in the field of higher education. Another MoU was signed on 21<sup>st</sup> January 2008 between Ministry of Human Resource Development and British High Commission for operation of the India-UK Higher Education Leadership Development Programme. Further, a Joint Statement between India and UK for strengthening cooperation and exchange in education was issued on 26<sup>th</sup> September 2008. A Joint Declaration was signed on 12<sup>th</sup> November, 2008 on cooperation in the field of Education between India & European Union. This was followed by signing of another Joint Declaration on multilingualism between India & European Union on 7<sup>th</sup> March, 2009. Following Joint Working Group meetings under EEP/ MoU were held during the current year:

- 2<sup>nd</sup> Joint Working Group (JWG) on Education between India and Australia was held in New Delhi on 16.9.2008.
- India-Brazil-South Africa (IBSA) Sectoral Working Group on Education meeting was held in New Delhi on 7.10.2008.
- Small Working Group meeting between India and New Zealand was held in New Delhi on 6.11.2008.
- 1<sup>st</sup> Joint Working Group (JWG) on Education between India and United Kingdom was held via video conferencing on 6<sup>th</sup> February, 2009.
- 1<sup>st</sup> Joint Working Group (JWG) on Education between India and Oman was held in Oman on 29-30 March, 2009.

The IC Cell also coordinates the Cooperation with SAARC, Commonwealth, and ASEAN as well as other bilateral/ multilateral cooperation programmes in the Education Sector. Shri R.P. Agrawal, Secretary, Department of Higher Education led the Indian delegation to the 1<sup>st</sup> SAARC Education Minister's Meeting held on 26-27 March, 2009 at Colombo alongwith Prof. Sukhadeo Thorat, Chairman, University Grants Commission & Shri Sunil Kumar, Joint Secretary (Higher Education), Ministry of HRD.

**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 China, Singapore, UK, Lao PDR, South Africa, Sweden and Malaysia visited India and had fruitful exchange of views for further cooperation. Other important dignitaries from Bahrain, UK, Switzerland, Nigeria, Norway 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.

# 15



**Women Empowerment**



## Women Empowerment

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The goals of human development are closely intertwined with development and empowerment of women, who, as an independent group constitute about 496 million (2001 Census) representing 48 percent of the total population of India. They not only constitute valuable human resources of the country but their development in the socio economic arena sets pace for sustainable growth of the economy.

### Constitutional Provisions

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women.

### National Policy on Education (NPE) 1986

The National Policy on Education (NPE) adopted by Parliament in 1986 lays special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of Girls and Women.

The policy envisages that education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women' studies will be promoted as a part of various courses and educational

institutions encouraged to take up active programmes to further women's development.

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 of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

The National Policy for Empowerment of Women 2001 envisaged introduction of a gender perspective in the budgeting process as an operational strategy.

### Gender Budgeting

Gender Budgeting is understood as a dissection of the Government budget to establish its gender-differential impacts and to translate gender commitments into budgetary commitments. Thus Gender Budgeting:

- Looks at Government budget from a gender perspective to assess how it addresses the needs of women in all sectors.
- It does not seek to create a separate budget but to provide affirmative action to address the specific needs of women.
- Gender responsive budgeting initiatives provide a way for assessing the impact of government revenue and expenditure on women.

## Gender Budgeting and Five-Year Plan

The plan documents have over the years reflected the evolving trends in gender matters. Formal earmarking of funds for women began with the Women's Component Plan. However, gender sensitivity in allocation of resources started with the Seventh Plan.

The Approach Paper to the Eleventh Plan clearly states 'gender equity requires adequate provisions to be made in policies and schemes across Ministries and Departments. It also entails strict adherence to gender budgeting across the board.'

## Mahila Samakhya

This programme 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 MS programme recognized the centrality of education in empowering women to achieve equality. The Mahila Sanghas or women's collectives at the village level provide the women a space to meet, reflect, ask questions and articulate their thoughts and needs and make informed choices. The MS Societies have been set up in 11 States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Madhya Pradesh, Uttar Pradesh & Uttarakhand.

Under the MS programme, Mahila Shikshan Kendras have also been opened to provide condensed courses and to create a cadre of educated and aware women in backward regions. These Kendras provide condensed quality and gender sensitive education to adolescent girls who have never gone to school, school dropouts, and adult women.

An amount of Rs.38.00 crore was provided for the financial year 2008-09, out of which Rs.37.81 crore was spent.

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

NPEGEL Scheme is a holistic effort to address obstacles to girls education at the micro level through flexible, decentralized process and decision making. NPEGEL is implemented in Educationally Backward Blocks (EBB) and addresses the needs of girls who are 'in' as well as 'out' of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend schools regularly.

## Kasturba Gandhi Balika Vidyalaya (KGBV)

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 and 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 offer compels girls to discontinue their education. KGBV addressed this through setting up residential schools, in the block itself.

KGBV scheme very specially targets:

- Adolescent girls who are unable to go to regular schools.
- Out of school girls in the 10+ 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.

The KGBV scheme provides for a minimum reservation of 75% seats for girls from SC/ST/OBC and minority communities and 25% to girls from families that live below the poverty line.

## National Literacy Mission (NLM)

The National Literacy Mission (NLM), set up in May, 1988, provides for functional literacy to non-

literate in the 15-35 age group. The National Literacy Mission (NLM) has always had and will continue to retain a gender focus in its literacy programmes, with greater attention to women from SC, ST and minority groups. Literacy of women and girls is of crucial importance to the issue of gender inequality; Literacy contributes positively to women's empowerment, in terms of self-esteem, economic independence and social emancipation. Participation in adult literacy programmes enables women to gain access to and challenge male domains by, for instance, entering male-dominated areas of work and participating in household finances. Literacy classes also provide women with a social space, away from home.

Significant progress has been made in female literacy, which has increased at a faster rate compared to male literacy from 1981 onwards. Consequently, the male-female literacy differential at 26.62 percentage points in 1981 was reduced to 24.84 percentage points in 1991, which has been further reduced to 21.6 percentage in

2001, as growth in female literacy was recorded at a higher rate of 14.41 percentage points as compared to the corresponding figure for males at 11.72.

## Women in Higher Education

There has been a phenomenal growth in the number of women students enrolled in higher education since independence. Women enrolment was less than 10% of the total enrolment on the eve of independence and it has risen to 40.60% in the beginning of 2008-09.

The women enrolment as a percentage of total enrolment in a State is the highest in Kerala (61.16%) and the lowest in Bihar (24.50%). In terms of absolute numbers of women enrolment, Maharashtra tops the list of States with 7.04 lakh, followed by Uttar Pradesh (5.95 lakh).

The faculty-wise distribution of women enrolment information system of Higher Education at the beginning of academic year 2008-09 was as under:-

Sl.No.	Faculty	Women Enrolment (Provisional)	% of total women enrolment
1.	Arts	2562219	50.99
2.	Science	1014034	20.18
3.	Commerce/Management	827608	16.47
4.	Education	92961	1.85
5.	Engineering/Technology	209540	4.17
6.	Medicine	183410	3.65
7.	Agriculture	12059	0.24
8.	Veterinary Science	4019	0.08
9.	Law	82409	1.64
10.	Others	36686	0.73
	<b>Total:-</b>	<b>5024945</b>	<b>100.00</b>

Source: University Grants Commission, New Delhi

Reducing the gender gap in Secondary and Higher Education is a focus area. The Department of Higher Education has undertaken several schemes for the benefit of girls & Women. Such schemes have been listed below:-

**(i) Indira Gandhi Scholarships for single girl child for pursuing higher and technical education**

The University Grants Commission has introduced a postgraduate Indira Gandhi Scholarship scheme for single girl child with the purpose of supporting higher education through scholarship to such girls who happen to be the only child in their families. The scheme is applicable to such single girl child who has taken admission in master's degree programme in any recognized university or a postgraduate college. 1200 Scholarships per year @ Rs. 2,000/- per month (for 20 months) are awarded. During the financial year 2008-09, a sum of Rs. 13.27 crore was spent for this purpose. Duration of the Scholarship is two years. 1875 candidates have been given scholarships in the year 2008-09.

**(ii) Construction of Women's Hostels**

With a view to provide hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential available for the development of the society at large, as also to bring about gender equity and equal representation of women, the UGC has decided to continue the special scheme for the Construction of Women's Hostel during the 11th Plan period. An amount of Rs.254.06 crores was spent during 2008-09.

**(iii) Women's study centres in universities for gender studies and policies in respect of empowerment of women and their role in society**

This scheme was started in the year 1986. The UGC Programme for promotion of Women's studies envisages assistance to universities and colleges for setting up Centres for Women's Studies. Under the scheme, there are a total of 67

Women Studies Centres established in various universities/ colleges. An amount of Rs.3.11 crores was spent during 2008-09.

**(iv) Day Care Centres for children of University employees / Faculty and Married Students and Scholars**

The objective of the scheme is to provide day care facilities within the university on payment basis for children of around three months to six years of age, when their parents (university employees / students / scholars) are away from home during day time.

**(v) Schemes for creating exclusive infrastructural facilities like common room, toilets, etc. for women**

The objective of the scheme is to provide assistance for creating and strengthening infrastructure for women students, teachers and non-teaching staff in universities. All eligible universities under Section 2(f) and 12(B) of the UGC Act are considered for assistance.

**(vi) Capacity Building for Women Managers in Higher Education**

The UGC is also providing financial assistance for organizing Training of Trainers (TOT) Workshops under the scheme of Capacity Building for Women Managers in Higher Education. 19 Universities/ Institutions/Colleges were provided financial assistance of Rs.3.00 lakh each for 13 Residential Workshops and Rs.1,00,000/- each for six Non-residential Workshops. An amount of Rs.3.02 crore was spent during the year 2008-09.

**(vii) Part Time Research Associateship for Women**

To provide opportunities to unemployed women who have Ph.D. Degree to their credit and have an aptitude towards research but due to personal and domestic reasons are unable to pursue the research work on regular basis, a scheme called Part-time Research Associateship for Women has been implemented by UGC. The research may be taken up in any field of Humanities, Social Sciences

including languages, Sciences and Engineering and Technology. Hundred slots per year are available under the scheme. An amount of Rs.0.77 crore was spent during the year 2008-09.

#### **(viii) Tuition Fee Waiver scheme for Women, Economically Backward and Physically Handicapped Meritorious Students**

AICTE also has a scheme to encourage tuition fee waiver for girls students by incentivising the technical institutions by way of sanctioning them additional intake capacity upto 10% if they provide tuition fee waiver atleast 10% or students belonging to girls economically weaker sections and physically challenged categories in the ratio of 2:3:1.

#### **Construction of Women's Hostels in Polytechnics**

Under the Scheme of Sub-Mission on Polytechnics, construction of women's hostels is one component of the scheme for which financial assistance will also be provided.

#### **Scholarship Scheme for College and University students**

This is a "Central Sector Scheme of Scholarship for College and University Students." The Scholarship is awarded on the basis of the results of senior secondary examination. The scholarship is being awarded to 41000 girls (and 41000 boys)



IIT Kanpur

per annum for graduate/postgraduate students in colleges and universities and for professional courses, such as Medical, Engineering etc. The Scholarship is paid for 10 months in an academic year. The rate of Scholarship is Rs.10,000 per annum for the first three years of graduate level studies and Rs.20,000 per annum for PG level studies and 4th & 5th year of professional courses. The scholarship is directly credited into the account of the students.

Under the various schemes/programmes of Language Development run by the Subordinate Offices/Autonomous organizations at least 30% of the beneficiaries are women.

#### **Gender Budget Cell (GBC)**

Gender Budgeting Cell serves as focal points for co-ordinating Gender Budget initiated both intra and inter ministerial. The role envisaged for these cells interalia includes:

- Act as a nodal agency for all gender responsive budgeting initiatives.
- Pilot action on gender sensitive review of public expenditure and policies.
- Guide and undertake collection of gender disaggregated data for target group of beneficiaries covered under expenditure, revenue raising/policy/legislation.
- Guide Gender Budgeting initiatives within Departments as well as in field units responsible for implementing government programmes.
- Conduct gender based impact analysis, beneficiary needs assessment and beneficiary incidence analysis to (i) Establish effectiveness of public expenditure (ii) Identify scope for re-prioritization of public expenditure.

A Gender Budget Cell has been created in the Department of Higher Education for giving a gender sensitive orientation to the budgeting process. It coordinates the information on gender

budgeting for Performance Budgets and brings out the Scheme-wise provisions and physical targets benefiting women. The Cell is headed by the Economic Advisor.

### AICTE

For establishment of new technical institutions exclusively for women certain norms have been relaxed by the AICTE. The details are as under:

- a. Land: For the technical institutions exclusively set up for women, the land norms prescribed for establishment of technical institutions have been relaxed up to 50% in rural category and 20% in Metro & State Capital category and 10% in Mega Cities category.
- b. FDR and Processing Fee: 20% relaxations are allowed in FDR amount and processing fees for establishment of new technical institutions exclusively set up for women.

- c. Built up area & Number of courses and intake: The total built up area required for setting up of new institutions are as per existing norms. However, to start with institutions for women will be allowed up to 5 courses with total annual intake of 300 with each course intake not exceeding 90.
- d. Single window system for processing proposals for establishment of technical institutions exclusively for women put in place.



Girls Hostel, IIT, Guwahati

### Number of Technical Institutions exclusively for Women approved in the year 2008-09

Regions	States/UTs	Engg	Pharmacy	BHMCT	**	PGDM	***	MBA+	MCA=	BFA\$	Architecture
		NOI*	NOI	NOI	NOI	NOI	NOI	NOI	NOI	NOI	NOI
Northern	Uttar Pradesh	10	1	0	2	4	0	0	0	0	0
	Uttaranchal	1	0	0	0	1	0	0	0	0	0
Northwest	Haryana	10	0	0	1	3	1	0	0	0	0
	Punjab	6	0	0	0	2	0	0	0	0	0
	Rajasthan	2	0	0	0	0	0	0	0	0	0
Southern	Andhra Pradesh	36	0	0	0	3	3	0	0	0	0
	Tamil Nadu	8	0	0	0	0	0	0	0	0	0
Southwest	Karnataka	1	0	0	0	0	0	0	0	0	0
Western	Maharashtra	3	0	0	1	0	0	0	0	0	0
	<b>Grand TOTAL</b>	<b>77</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>13</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Number of Institutions  
 \*\* BHMCT Bachelor in Hotel Management & Catering Technology  
 \*\*\* Post Graduation Diploma in Management  
 + Master in Business Administration  
 = Master in Computer Applications  
 \$ Bachelor in Fine Art

# 16



**Persons with Disabilities**

## Persons with Disabilities

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National Policy on Education, 1986 as modified in 1992 lays special emphasis on education of Handicapped. Policy states that the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare with normal growth and to enable them to face life with courage and confidence. The following steps will be taken:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iii) Adequate arrangements will be made to give vocational training to the disabled.
- iv) Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, had been enacted under Article 253 of the Constitution read with item No. 13 of the Union List. The Act inter-alia has provisions for free education till the disabled children attain the age of 18 years; to promote the integration of students with disabilities in the normal schools; to equip the special School for children with disabilities with vocational training facilities.

National Policy for Persons with Disabilities emphasised that every child with disability has access to appropriate pre-school, primary and

secondary level education by 2020 and three percent reservation for persons with disabilities in admission to higher educational institutions shall be enforced.

### Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) programme ensures that every child in 6-14 years of age with special needs, irrespective of the kind, category



and degree of disability, is provided meaningful and quality education.

SSA provides integrated and inclusive education to all children with special needs. This includes education through Schools, open Schools, non formal and alternative Schools, distance education and learning, special Schools. Wherever necessary, home based education, remedial teaching, part time classes, community based rehabilitation (CBR) and vocational education are also provided.

### Components

- SSA provides financial support up to Rs.1,200/- per child for integration of disabled children, as per specific proposals, per year.



- 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 are also provided with the main objective of preparing children with special needs for Schools, thereby ensuring better quality inclusion.
- Home-based education is provided for children with severe profound disabilities.
- 18.63 lakh teachers have been provided 3-5 days additional training for better orientation to Inclusive Education.
- 93,470 teachers have been trained in 26 States with Rehabilitation Council of India for 90 days and act as Resource Persons in districts/blocks
- 29 States have appointed 9,310 resource teachers and 1000 NGOs are involved in the IE programme in 29 States.
- 12.67 lakh (71.29%) children with special needs have been provided assistive devices.

### Identification and enrolment

Household surveys and special surveys have been conducted by all States to identify children with special needs. 28.52 lakh children with special needs have been identified. 23.17 lakh children with special needs (81.25% of those identified) are enrolled in schools. Further 91,058 children with special needs are being covered through EGS/AIE in 19 states/ UTs and 1,13,755 children with special needs are being provided home-based education in 25 States/ UTs. In all 88.43 % of the identified children with special needs in 2008-09 have been covered through various strategies.

### Barrier-free access

Making schools barrier free to easy access to children with special needs is incorporated in the SSA framework. Till now 6.48 lakh schools (56.37%) have been provided with barrier free access.

### Teacher Training & Resource Support

- 25.97 lakh teachers have been provided training through regular teacher training programmes, which include a 2-3 day capsule on inclusive education.

### 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.

### NGO involvement

1000 NGOs across 29 States are involved in providing support to inclusive education. These include Arushi in MP, Spastics Society of Eastern India, Kolkatta, Sri Ramkrishna Mission Vidyapith, Coimbatore and National Association for Blind, Mumbai and other renowned NGOs. NGOs also provide technical assistance for planning of inclusive education; awareness generation; community mobilization; early detection, identification and assessment of children with special needs and 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 and provision of essential assistive devices (aids & appliances)

### Outcomes

- Better identification: From 6.83 lakh children with special needs identified in

2002-03, the number of children with special needs has increased to 28.52 lakh in 2008-09.

- Higher Enrolment: From 5.66 lakh children with special needs enrolled in schools in 2002-03, the enrolment of children with special needs stands at 23.17 lakh (2008-09). Coverage of children with special needs through regular schools, AIE and home-based education today stands at 88.43%.

## Higher Education

The Department of Higher Education through various organisations, like UGC, Central Universities, AICTE have taken several initiatives to promote the higher/ professional education among the persons with disability. These initiatives can be categorized into (i) providing enabling environment, (ii) human resource development, and (iii) promotion of the higher education for persons with disability. Important Programmes/ Schemes initiated by the UGC, AICTE and various central educational institutions are given below :

### Integrated Scheme for differently-abled persons

Teacher preparation in Special Education (TEPSE) Scheme.

- To launch special education teacher preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings.
- The scheme provides financial assistance to offer B.Ed and M.Ed degree courses with specialization in one of the disability area.

### Higher Education for persons with Special Needs (HEPSN)

- To create an environment at the higher education institutions including Universities to enrich higher education learning experiences of differently abled persons.
- To create awareness about the capabilities of differently abled persons.

- To construct facilities aimed at improving accessibility, purchase of equipment to enrich learning.
- There are three components of the scheme,
  - Establishing of Enabling Units for Differently abled person;
  - Providing Access to Differently abled persons;
  - Providing Special Equipment to augment Educational Services for Differently abled persons.

### Visually - Challenged Teachers.

- The scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a reader by using teaching and learning aids by way or providing Reader's Allowance and funds for purchase of Braille books recorded materials, etc.

### Tuition Fee Waiver Scheme for Physically Handicapped Meritorious Students

- Applicability
  - The proposed scheme is applicable to the students of all AICTE approved technical institutions offering :
    - o Bachelors programmes in Engineering, Pharmacy, HMCT, Architecture and Applied Arts and Crafts.
    - o Diploma Programmes of three years duration in all disciplines.
- Amount of Waiver
  - The waiver is limited to the tuition fee as approved by the State Level Fee Committee for self-financing institutions and by the government for the Government and Government aided institutions.
- Incentive to the institutions
  - The AICTE allows 10% additional intake over and above the sanctioned intake under this category.

As per the Approval Process Handbook, January, 2008 of AICTE, all institutions are required to provide a barrier free environment.

### Summary of the Guidelines in respect of Persons with Disability issued by the UGC to Universities and Colleges

- Employment of persons with disabilities in teaching posts.
- 3% reservation for the persons with disabilities in the appointment of Lecturers and in admissions of all courses.
- 5% relaxation in marks at master's level for persons with disabilities for appearing in NET examination.
- Relaxations in upper age limit upto 5 years to persons with disabilities in admissions.
- Directions to follow the provisions of Disability Act. 1995.
- Circulars regarding Department of Disabilities Studies and taking steps to make the institutions barrier free.
- 5% marks relaxation in post graduate 1st year for physically challenged awardee under the scheme of Indira Gandhi Post Graduate Scholarship for single girl child.
- Facilities for Cassette recorders for blind students.
- UGC has issued circulars to all Universities inter-alia include the following :-

Relaxation of 5% marks i.e. from 55% to 50% at master's level and graduate level under the terms of "Good academic record" at par with SC/ST candidate to physically and visually impaired candidates for appointment as Principal, Professor, Reader, Lecturer, Registrar, Deputy Registrar, Assistant Registrar, Librarian, Deputy Librarian, Assistant Librarian etc.

- UGC has approved establishment of Disability Monitoring Unit in UGC office.

Relaxations provided by the UGC to Persons with Disabilities in the NET Examination

- Relaxation of 5% marks for NET admission.
- Relaxation of 5 years in age limit for Junior Research Fellowship.
- 5% relaxation in marks while deciding cut off marks.
- 3% reservation for the award of JRF.
- Relaxation in the NET Examination fee.
- 30 minutes extra time for Paper-I & Paper-II and 45 minutes for Paper-III.
- Provide the services of a writer, if they are not in a position to write the papers.

Upgradation of existing Polytechnics to integrate the Persons with Disabilities : This Scheme has been formulated with aim to integrate Persons with Disabilities into maintaining at Technical and Vocational Education. 50 existing polytechnics have been selected for upgradation. 1250 disabled students will be registered for diploma level course every year. 5000 disabled students will be enrolled for short term technical and vocational courses.

In the light of provisions of PWD Act, 1995 and Government directives, central educational institutions have provided the following basic facilities to the persons with disability:

- (i) Developing of barrier free infrastructure, like ramps/lifts/toilets.



Tezpur University, Assam

- (ii) Resources rooms have been set up which provide Braille books, Talking books, IT facilities like computer, Braille printer with suitable software and other required equipments.
- (iii) Programmes and Courses namely B.Ed. (Special Education), M.Ed. (special Education) are offered by various Universities.

The Jawaharlal Nehru University has the distinction of producing a galaxy of scholars (through various centres/schools) with specialization in Disability Studies, Human Rights and Allied Areas. In keeping with the interdisciplinary character of JNU, a series of research works have been/or are being carried out by the scholars of the university at M.Phil, Ph.D and post Ph.D levels in the field of Disability Studies. Moreover, plethora of seminars, symposia/ conferences are organised from time to time by programme on Human Rights Teaching

& other centres/schools on diverse aspects of issues related to the field of disability studies.

University of Delhi through an MoU with the National Thermal Power Corporation Ltd. (NTPC) had entered into collaboration to establish one of the first of its kind, modern and well equipped ICT training and resource centers for the PwDs at the University of Delhi. Focusing on the Information Communication Technology, so crucial today for the empowerment of persons with disabilities, the fully renovated and accessible centre is well equipped with the best and the latest assistive software devices. The Equal Opportunity Cell (EOC) of the University of Delhi, constituted in 2006, also functions from the premises of this Centre and conducts and supervises all the activities at the Centre. The Centre runs various literacy training programmes in Computers, English Language, Sign Language, Short Term Courses, Career Counselling, Sensitization Workshops, Seminars and provides books and audio and assistive devices to the PwDs as per their requirement.

# Annexures

## Annexure-1

**Details of Children Beneficiaries, Foodgrains Allocation and Central Assistance released to States/UTs under Mid-Day-Meal Scheme during 2008-09 (Primary + Upper Primary)**

(Rs. in lakhs)

Sl. No.	States/UTs	No. of Children	Foodgrains Allocation (In MTs)	Cost of foodgrains (Payment to FCI)	Cooking cost	Transportation	MME	Total Recurring Central Assistance	Kitchen Sheds @ Rs. 60,000/- per unit		Kitchen Devices @ Rs. 5,000/- per unit		Total Non-Recurring CA (Col. 11+13)	Grand Total (Col.5+9+14)
									Unit	Amount	Unit	Amount		
1	2	3	4	5	6	7	8	9 (6+7+8)	10	11	12	13	14	15
<b>Non-NER States</b>														
1	Andhra Pradesh	6887278	171474.82	3513.96	6503.86	321.51	165.29	6990.66					0.00	10504.62
2	Bihar	9558205	236481.5	9185.56	18892.98	2754.50	786.47	22433.95	31078	18646.80	4777	238.85	18885.65	50505.17
3	Chhattisgarh	3304273	79354.28	6122.00	10521.18	292.99	266.23	11080.40	26727	16036.20	30774	1538.70	17574.90	34777.30
4	Goa	135700	3474.03	81.61	515.17	24.41	7.13	546.71					0.00	628.32
5	Gujarat	4148467	98249.91	2298.86	13785.95	736.86	270.92	14793.73	9303	5581.80			5581.80	22674.39
6	Haryana	1906690	45074.54	1849.41	5748.36	292.78	44.05	6085.19					0.00	7934.60
7	Himachal Pradesh	851857	23833.21	990.65	2975.13	275.44	75.42	3325.99	11298	6778.80	7163	358.15	7136.95	11453.59
8	J&K	1244314	28810.02	1946.81	3523.55	360.11	30.12	3913.78					0.00	5860.59
9	Jharkhand	3670116	93517.5	9403.35	7572.50	300.05	316.32	8188.87	4510	2706.00			2706.00	20298.22
10	Karnataka	5810209	144705.26	8337.13	20776.14	944.77	146.45	21867.36					0.00	30204.49
11	Kerala	3237186	78020.67	4812.11	10441.13	585.15	174.51	11200.79					0.00	16012.90
12	Madhya Pradesh	8810608	216034.65	11361.36	29257.32	1816.66	630.74	31704.72	29268	17560.80	5869	293.45	17854.25	60920.33
13	Maharashtra	12097360	309755.58	15924.15	35610.80	2828.70	1171.76	39611.26	38048	22828.80			22828.80	78364.21
14	Orissa	4410700	104468.7	8063.10	12264.40	783.51	194.02	13241.93	18749	11249.40	10977	548.85	11798.25	33103.28
15	Punjab	2169128	57278.14	2655.13	7389.39	398.14	187.06	7974.59	12822	7693.20			7693.20	18322.92

Sl. No.	States/UTs	No. of Children	Foodgrains Allocation (In MTs)	Cost of foodgrains (Payment to FCI)	Cooking cost	Transportation	MME	Total Recurring Central Assistance	Kitchen Sheds @ Rs. 60,000/- per unit			Kitchen Devices @ Rs. 5,000/- per unit			Total Non-Recurring CA (Col. 11+13)	Grand Total (Col.5+9+14)
									Unit	Amount	Unit	Amount	Unit	Amount		
1	2	3	4	5	6	7	8	9 (6+7+8)	10	11	12	13	14	15		
16	Rajasthan	5901981	135743.62	7945.17	9370.81	471.28	239.36	10081.45	47581	24034.12			24034.12	42060.74		
17	Tamilnadu	5362961	133261.16	5250.66	20017.03	981.04	510.21	21508.28	3804	2282.40	8526	426.30	2708.70	29467.64		
18	Uttarakhand	1124549	26821.8	2719.97	3585.00	690.64	82.10	4357.73	19199	11519.40	6127	306.35	306.35	7384.05		
19	Uttar Pradesh	17933115	410403.07	26312.19	38678.49	3134.92	730.33	42543.74	19199	11519.40	46999	2349.95	13869.35	82725.28		
20	West Bengal	10950072	270021.52	10041.12	25789.80	150.80	127.88	26068.48	36958	22174.80			22174.80	58284.40		
	<b>Total</b>	<b>109514769</b>	<b>2666783.98</b>	<b>138814.3095</b>	<b>283218.99</b>	<b>18144.255</b>	<b>6156.37</b>	<b>307519.6146</b>	<b>289345</b>	<b>169092.52</b>	<b>121212</b>	<b>6060.6</b>	<b>175153.12</b>	<b>621487.0441</b>		
<b>UTs with legislature</b>																
21	Delhi	1521962	35798.19	887.52	5366.72	165.55	168.44	5700.71					0.00	6588.23		
22	Puducherry	95028	2305.44	126.50	342.38	17.28	6.71	366.37	92	55.20			55.20	548.07		
	<b>Total</b>	<b>1616990</b>	<b>38103.63</b>	<b>1014.01</b>	<b>5709.10</b>	<b>182.83</b>	<b>175.15</b>	<b>6067.08</b>	<b>92.00</b>	<b>55.20</b>	<b>0.00</b>	<b>0.00</b>	<b>55.20</b>	<b>7136.29</b>		
<b>UTs without legislature</b>																
23	A&N islands	39380	977.85	82.31	145.71	7.33	3.71	156.75	276	165.60			165.60	404.66		
24	Chandigarh	85163	2124.42	43.42	287.70	15.93	8.10	311.73	111	23.34			23.34	378.49		
25	D&N Haveli	38500	923.4	29.47	140.93	6.92	3.57	151.42					0.00	180.89		
26	Daman&Diu	18480	439.88	16.48	66.60	3.29	1.68	71.57					0.00	88.05		
27	Lakshadweep	9656	240.6	0.00	18.25	0.89	0.46	19.59					0.00	19.59		
	<b>Total</b>	<b>191179</b>	<b>4706.15</b>	<b>171.68</b>	<b>659.19</b>	<b>34.36</b>	<b>17.52</b>	<b>711.06</b>	<b>387</b>	<b>188.94</b>	<b>0.00</b>	<b>0.00</b>	<b>188.94</b>	<b>1071.68</b>		
<b>NER STATES</b>																
28	Arunachal Pradesh	181349	4233.48	724.17	561.89	39.69	13.97	615.55					0.00	1339.72		
29	Assam	4263593	106737.65	2809.86	16076.64	1472.66	268.01	17817.31	10048	6028.80			0.00	26655.97		
30	Manipur	300466	7003.62	538.52	933.85	129.70	5.93	1069.48					0.00	1607.99		
31	Meghalaya	399975	9398.09	796.92	935.10	27.27	17.61	979.98	1294	776.40			0.00	2553.30		

Sl. No.	States/UTs	No. of Children	Foodgrains Allocation (In MTs)	Cost of foodgrains (Payment to FCI)	Cooking cost	Trans- portation	MME	Total Central Assistance	Kitchen Sheds @ Rs. 60,000/- per unit			Kitchen Devices @ Rs. 5,000/- per unit			Total Non-Recurring CA (Col. 11+13)	Grand Total (Col.5+9+14)
									Unit	Amount	Unit	Amount	Unit	Amount		
1	2	3	4	5	6	7	8	9 (6+7+8)	10	11	12	13	14	15		
32	Mizoram	152271	3762.81	250.89	700.94	56.19	19.58	776.71	901	540.60		0.00	540.60	1568.20		
33	Nagaland	214893	4638.25	317.53	771.98	57.97	20.89	850.84	22	13.20		0.00	13.20	1181.57		
34	Sikkim	86330	2013.53	121.22	316.33	18.16	5.65	340.13	59	35.40		0.00	35.40	496.75		
35	Tripura	511319	13045.3	646.67	2226.37	163.06	37.08	2426.51	722	433.20		0.00	433.20	3506.38		
	Total	6110196	150832.73	6205.77407	22523.1	1964.6956	388.71	24876.50562	13046	7827.6	0	0	7827.6	38909.87969		
	GRAND TOTAL	117433134	2860426.49	146205.77	312110.38	20326.14	6737.75	339174.26	302870.00	177164.26	121212.00	6060.60	183224.86	668604.89		
	Or-Say, Rs. in Crore	11.74		1462.06	3121.10	203.26	67.38	3391.74		1771.64		60.61	1832.25	6686.05		



## Annexure-2

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### State-wise No. of DIETs, CTEs & IASEs sanctioned and functional

Sl. No.	State/UT	No. of Distts	Number of DIETs/CTEs/ IASEs Sanctioned			Number of DIETs/CTEs/ IASEs Functional		
			DIETs/DRCs	CTEs	IASEs	DIETs/DRCs	CTEs	IASEs
1	Andhra Pradesh	23	23	8	2	23	8	2
2	Arunachal Pradesh	15	11	0	0	11	0	0
3	Assam	23	23	8	2	18	8	2
4	Bihar	37	24	6	0	24	4	0
5	Chhattisgarh	16	16	1	1	12	1	1
6	Goa	2	1	0	0	1	0	0
7	Gujarat	25	26	8	2	26	8	2
8	Haryana	19	19	0	1	19	0	1
9	Himachal Pradesh	12	12	1	0	12	1	0
10	Jammu & Kashmir	14	14	2	0	14	2	0
11	Jharkhand	22	22	1	0	19	1	0
12	Karnataka	27	27	9	2	27	9	2
13	Kerala	14	14	3	1	14	3	1
14	Madhya Pradesh	45	45	6	3	38	6	2
15	Maharashtra	35	34	12	2	29	12	2
16	Manipur	9	9	1	0	9	1	0
17	Meghalaya	7	7	2	0	7	2	0
18	Mizoram	8	8	0	1	8	0	1
19	Nagaland	8	8	1	0	6	1	0
20	Orissa	30	30	10	2	30	10	2
21	Punjab	17	17	2	1	12	2	1
22	Rajasthan	32	32	9	2	30	9	2
23	Sikkim	4	3	0	0	1	0	0
24	Tamil Nadu	30	29	5	2	29	5	2
25	Tripura	4	4	1	0	4	1	0
26	Uttar Pradesh	70	70	3	3	70	3	3
27	Uttarakhand	13	13	3	1	13	3	1
28	West Bengal	18	18	4	2	16	4	2
29	A & N Islands	2	1	0	0	1	0	0
30	Delhi	9	9	0	2	9	0	2
31	Pondicherry	4	1	0	0	1	0	0
32	Lakshadweep	1	1	0	0	1	0	0
33	Daman & Diu	2	0	0	0	0	0	0
34	Dadra & Nagar Haveli	1	0	0	0	0	0	0
35	Chandigarh	1	0	0	0	0	0	0
	<b>Total</b>	<b>599</b>	<b>571</b>	<b>106</b>	<b>32</b>	<b>534</b>	<b>104</b>	<b>31</b>

## Annexure-3

### Central assistance released during 2008-09 under Centrally Sponsored Scheme of Teacher Education

(Rs. in lakhs)

S. No.	Name of State	Amount released
1.	Andhra Pradesh	552.50
2.	Arunachal Pradesh	272.06
3.	Assam	1198.97
4.	Bihar	218.66
5.	Chhattisgarh	1057.14
6.	Goa	54.86
7.	Gujarat	1721.06
8.	Haryana	1103.81
9.	Himachal Pradesh	710.81
10.	Jammu & Kashmir	379.84
11.	Jharkhand	223.10
12.	Karnataka	1914.70
13.	Kerala	1586.47
14.	Madhya Pradesh	1531.42
15.	Maharashtra	668.50
16.	Manipur	309.77
17.	Meghalaya	384.84
18.	Mizoram	498.26
19.	Nagaland	428.29
20.	Orissa	793.99
21.	Punjab	803.12
22.	Rajasthan	840.67
23.	Sikkim	
24.	Tamil Nadu	1800.18
25.	Tripura	22.00
26.	Uttar Pradesh	4946.61
27.	Uttarakhand	300.00
28.	West Bengal	457.27
29.	A & N Islands	
30.	Delhi	489.63
31.	Puducherry	67.06
32.	Lakshadweep	
	<b>Total:-</b>	<b>25335.59</b>

(Rs. in crores)

(i) Central assistance released to States/UTs	:	253.36
(ii) Funds released to NCERT	:	0.35
(iii) Total	:	253.71

## Annexure-4

299

**Table Indicating the number of scholarships to States/UTs on the basis of 2/3rd (66.67%) weightage on the enrolment in classes VII and VIII and 1/3rd (33.33%) weightage on child population of the relative age under National Means-cum- Merit Scholarship Scheme**

S.No.	States/UTs	No. of Scholarships on the basis of 66.67% weight age to Enrolment & 33.33% weight age to Child Population
1	Andhra Pradesh	7008
2	Arunachal Pradesh	122
3	Assam	2411
4	Bihar	5433
5	Chhattisgarh	2246
6	Goa	144
7	Gujarat	5097
8	Haryana	2337
9	Himachal Pradesh	832
10	Jammu & Kashmir	1091
11	Jharkhand	1959
12	Karnataka	5534
13	Kerala	3473
14	Madhya Pradesh	6446
15	Maharashtra	11682
16	Manipur	255
17	Meghalaya	231
18	Mizoram	103
19	Nagaland	180
20	Orissa	3314
21	Punjab	2210
22	Rajasthan	5471
23	Sikkim	58
24	Tamil Nadu	6695
25	Tripura	351
26	Uttar Pradesh	15143
27	Uttaranchal	1048
28	West Bengal	7250
29	A&N Islands	42
30	Chandigarh	85
31	D&N Haveli	22
32	Daman & Diu	16
33	Delhi	1576
34	Lakshadweep	10
35	Pondicherry	125
	<b>Total</b>	<b>100000</b>

## Annexure-5

**Statement showing the name of State/UTs, total number of selected candidates and the total amount sanctioned under National Means-cum-Merit Scholarship Scheme during 2008-09**

(Amount in Rs.)

Sl. No.	Name of the State	No. of Scholarships allotted	Total No. of selected candidates	Amount released for quarter ending December, 2008	Amount released for the quarter ending March, 2009
1.	Punjab	2210	1922/1900*	28,83,000	28,50,000
2.	Goa	144	126	1,89,000	1,89,000
3.	Chattisgarh	2246	210	3,15,000	3,15,000
4.	Daman & Diu	16	16	24,000	24,000
5.	Bihar	5433	1104	16,56,000	16,56,000
6.	Tripura	351	136	2,04,000	2,04,000
7.	Rajasthan	5471	1832/1722*	27,48,000	25,83,000
8.	Tamil Nadu	6695	6069	91,03,500	91,03,500
9.	Pudducherry	125	125	1,87,500	1,87,500
10.	Maharashtra	11682	9579	1,43,68,500	1,43,68,500
11.	Delhi	1576	629	9,43,500	9,43,500
12.	Sikkim	58	57	85,500	85,000
13.	Chandigarh	85	85	1,27,500	1,27,500
14.	Jharkhand	1959	902	13,53,000	13,53,000
15.	Gujarat	5097	857	12,85,500	12,85,000
16.	West Bengal	7250	2601	39,01,500	39,01,500
17.	Mizoram	103	103	1,54,500	1,54,500
18.	Kerala	3473	3473	52,09,500	--
19.	Andaman & Nicobar	42	42	63,000	--
20.	Orissa	3314	2151	32,26,500	--
21.	Nagaland	180	2	3,000	--
22.	Uttrakhand	1048	857	12,85,500	--
23.	Meghalaya	231	113	---	#3,39,000
24.	Arunachal Pradesh	122	122	----	#3,66,000
	<b>Total</b>	<b>58,911</b>	<b>32,981</b>	<b>4,93,17,000</b>	<b>4,00,35,500</b>

\* Actual Number of Selected Candidates.

# For both quarters December, 2008 and March, 2009

## Annexure-6

301

**Statement showing the name of State/UTs, No. of eligible girls and the actual amount sanctioned under the Centrally Sponsored Scheme' Incentive to Girls for Secondary Education' during 2008-09**

(Amount in Rs.)

Sl. No.	Name of the State/UT	Total Number of eligible girls	Total amount to be released
1.	Chhatisgarh	24590	7,37,70,000
2.	Goa	594	17,82,000
3.	Daman & Diu	121	3,63,000
4.	Bihar	26105	7,83,15,000
5.	Sikkim	552	16,56,000
6.	Kerala	21829	6,54,87,000
7.	Himachal Pradesh	2176	65,28,000
8.	Delhi	7567	2,27,01,000
9.	Pudducherry	1526	45,78,000
10.	Dadar & Nagar Haweli	818	24,54,000
11.	Chandigarh	339	10,17,000
12.	Tamil Nadu	121292	36,38,76,000
13.	Karnataka	81190	24,35,70,000
14.	Rajasthan	16074	4,82,22,000
15.	Mizoram	2691	80,73,000
16.	Punjab	30191	9,05,73,000
17.	Nagaland	161	4,83,000
	<b>Total</b>	<b>3,37,816</b>	<b>101,34,48,000</b>

## Annexure-7

302

### Statement showing States/UTs wise schools sanctioned under the Centrally sponsored Scheme of ICT in Schools during 2008-09.

(as on 31.3.2009)

S. No.	States/UTs	School sanctioned for coverage	Mode of implementation
1.	Andhra Pradesh	2000	BOOT Model
2	Chhattisgarh	800	BOOT Model
3	Gujarat	2500	BOOT Model
4	Haryana	1000	BOOT Model
5	Himachal Pradesh	628	BOOT Model
6	Jammu & Kashmir	200	Outright Purchase
7	Karnataka	4396	BOOT Model
8	Kerala	3055	BOOT Model
9	Madhya Pradesh	1000	BOOT Model
10	Maharashtra	2500	BOOT Model
11	Meghalaya	75	Outright Purchase
12	Mizoram	100	Outright Purchase
13	Punjab	2000	BOOT Model
14	Rajasthan	2000	BOOT Model
15	Tamilnadu	400	BOOT Model
16	Tripura	282	BOOT Model
17	Uttarakhand	500	BOOT Model
18	Uttar Pradesh	1500	BOOT Model
19	West Bengal	1400	Outright Purchase
20	A& N Islands	14	Outright Purchase
	<b>Total</b>	<b>26350</b>	

(1789 Schools sanctioned under Outright Purchase and 24561 Schools on BOOT Model)

## Annexure-8

303

### Statement showing States/UTs wise fund released under the Centrally sponsored Scheme of ICT in Schools during 2008-09.

(as on 31.3.2009)

S. No.	States/UTs	Amount released (Rs. in lakh)
1	Andhra Pradesh	5250.00
2.	Arunachal Pradesh	67.38
3	Bihar	895.93
4	Chhattisgarh	2417.53
5	Goa	432.00
6	Haryana	1250.00
7	Himachal Pradesh	772.44
8	Karnataka	3150.00
9	Kerala	4071.00
10	Manipur	195.98
11	Punjab	3017.40
12	Rajasthan	1050.00
13	Tamilnadu	2681.00
14	Uttarakhand	150.00
15	West Bengal	762.42
16	Meghalaya	428.88
17	Nagaland	815.00
18	Andaman & Nicobar Islands	18.00
19	Daman & Diu	41.00
	Total	27466.00

## Annexure-9

304

**Statement-1: Total Number of Recognised Institutions in India 2006-07 (Provisional)**

S.No.	States/UTs	Primary/ Junior Basic Schools	Middle/ Senior Basic Schools	High Schools/ Higher Secondary/ Intermediate/ Pre-Degree/ Junior Colleges	Degree and above level		Universities/ Deemed Universities/ Institutions of National Importance
					Colleges for General Education	Colleges for Professional Education*	
1	Andhra Pradesh	62162	17823	16292	1674	1051	21
2	Arunachal Pradesh	1438	588	240	10	7	2
3	Assam	30094	11347	5881	348	66	7
4	Bihar	40294	13369	3106	800	63	15
5	Chhattisgarh	32731	11351	4155	334	57	8
6	Goa	1219	71	459	23	20	1
7	Gujarat	16443	22621	7967	535	552	21
8	Haryana	6843	2573	5634	168	151	8
9	Himachal Pradesh	11525	2566	2462	110	72	5
10	Jammu & Kashmir	13369	5202	1498	65	155	7
11	Jharkhand	18941	7878	1280	113	44	7
12	Karnataka	28499	27849	13280	462	823	24
13	Kerala	6817	3037	5510	189	303	10
14	Madhya Pradesh	98345	37095	9144	712	337	17
15	Maharashtra	42467	26863	20337	1018	972	42
16	Manipur	2563	769	804	58	11	2
17	Meghalaya	6351	2259	774	58	5	1
18	Mizoram	1700	1081	581	22	5	1
19	Nagaland	1520	481	449	42	7	1
20	Orissa	46722	17322	9407	700	124	12
21	Punjab	13291	2481	4042	232	228	11
22	Rajasthan	57656	31011	12961	812	244	21
23	Sikkim	761	217	163	5	7	1
24	Tamil Nadu	7394	2563	9831	693	869	37
25	Tripura	1998	1007	674	14	7	2
26	Uttar Pradesh	137366	44121	14745	1676	426	34
27	Uttarakhand	15058	4263	2333	107	53	11
28	West Bengal	49986	1241	8841	375	236	20
29	A&N Islands	215	64	96	3	3	0
30	Chandigarh	25	9	121	12	14	3
31	D&N Haveli	169	102	33	0	0	0
32	Daman & Diu	53	24	28	1	3	0
33	Delhi	2595	638	1697	68	71	18
34	Lakshadweep	21	4	13	2	1	0
35	Puducherry	319	118	249	17	37	1
	<b>INDIA</b>	<b>756950</b>	<b>300008</b>	<b>165087</b>	<b>11458</b>	<b>7024</b>	<b>371</b>

\* Professional Educational includes Engineering, Technical, Arch., Medical, Teacher Training Colleges and Polytechnics.



## Statement-2: Enrolment by Statges 2006-07 as on 30-09-2006 (Provisional)

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Sec./Hr.Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	3736789	3626448	7363237	1962614	1826051	3788665	1858749	1522713	3381462	936080	584644	1520724
2	Arunachal Pradesh	107717	93086	200803	36104	30204	66308	26972	20442	47414	6411	4139	10550
3	Assam	1635272	1610482	3245754	698495	628270	1326765	474401	351332	825733	145227	70534	215761
4	Bihar	6642044	4861916	11503960	1704129	1069057	2773186	740725	372802	1113527	440098	99640	539738
5	Chhattisgarh	1663506	1532040	3195546	722219	623636	1345855	391223	278869	670092	114737	84933	199670
6	Goa	60351	54571	114922	37112	31993	69105	31552	30989	62541	11158	12761	23919
7	Gujarat	3706139	2854784	6560923	1471131	1061510	2532641	1094320	757380	1851700	339554	241216	580770
8	Haryana	1172867	1024429	2197296	68616	575118	1243734	533279	434801	968080	202426	151058	353484
9	Himachal Pradesh	356461	319784	676245	214310	191286	405596	225019	189458	414477	61433	60432	121865
10	Jammu & Kashmir	602094	532434	1134528	270245	209091	479336	204414	159019	363433	73526	59286	132812
11	Jharkhand	2172616	1892153	4064769	659866	481868	1141734	249724	163107	412831	160602	101486	262088
12	Karnataka	2955183	2769823	5725006	1564940	1431702	2996642	1279630	1140133	2419763	634160	427296	1061456
13	Kerala	1287887	1236345	2524232	828995	765865	1594860	795149	823536	1618685	205861	245506	451367
14	Madhya Pradesh	6219123	5593845	11812968	2481031	2024475	4505506	1587768	940881	2528649	698758	296604	995362
15	Maharashtra	6167188	5481262	11648450	3288865	3037026	6325891	2622705	2154958	4777663	1111132	695693	1806825
16	Manipur	191717	178041	369758	77437	69405	146842	53793	49243	103036	21517	18940	40457
17	Meghalaya	287555	276153	563708	87696	92033	179729	44444	44114	88558	21130	19410	40540
18	Mizoram	77954	73023	150977	27849	26483	54332	20097	19553	39650	8491	5353	13844
19	Nagaland	117337	107378	224715	47291	44980	92271	28214	26421	54635	17105	11137	28242
20	Orissa	2347078	2138237	4485315	1001821	852282	1854103	760763	610156	1370919	352413	86137	438550
21	Punjab	1021123	901430	1922553	582416	491731	1074147	486386	382499	868885	204219	169242	373461
22	Rajasthan	4998342	4328223	9326565	2175437	1389429	3564866	1364911	671832	2036743	347034	177347	524381
23	Sikkim	43055	41944	84999	14671	16448	31119	9140	9356	18496	5869	4302	10171

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**Statement-2: Enrolment by Statges 2006-07 as on 30-09-2006 (Provisional)**

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Sec./Hr.Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	TamilNadu	3162388	2983583	6145971	1897478	1764446	3661924	1580242	1572456	3152698	916528	671004	1587532
25	Tripura	257203	235966	493169	104665	99691	204356	70588	57326	127914	15039	11063	26102
26	Uttar Pradesh	13900748	11911174	25811922	4376159	3076517	7452676	3945832	2276340	6222172	1209583	693906	1903489
27	Uttarakhand	614059	588094	1202153	295135	275588	570723	281470	232115	513585	92392	82761	175153
28	West Bengal	4462031	4400088	8862119	1941345	1903354	3844699	1443933	1056483	2500416	514382	321443	835825
29	A&N Islands	19582	18592	38174	12046	10769	22815	10304	9725	20029	1741	1900	3641
30	Chandigarh	28094	23308	51402	14356	12480	26836	14857	14223	29080	28525	28668	57193
31	D&N Haveli	19832	18227	38059	7835	5285	13120	4554	2769	7323	0	0	0
32	Daman & Diu	8800	7603	16403	4696	4047	8743	3634	3198	6832	858	421	1279
33	Delhi	882968	768051	1651019	468942	419553	888495	404398	352056	756454	677522	506370	1183892
34	Lakshadweep	3737	3507	7244	2275	2083	4358	2325	2212	4537	105	154	259
35	Puducherry	56771	54095	110866	35308	32252	67560	32110	32486	64596	18004	14450	32454
	INDIA	70985611	62540119	133525730	29783530	24576008	54359538	22677625	16764983	39442608	9593620	5959236	15552856

**Statement 3: Gross Enrolment Ratio (All Categories of Students) in the age group 6-11, 11-14 and 14-18 years during 2006-07 as on 30-09-2006 (Provisional)**

S.No.	States/UTs	Classes I-VI(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	96.3	96.6	96.5	76.6	74.3	75.5	53.1	46.1	49.7
2	Arunachal Pradesh	143.6	129.3	136.6	91.1	78.2	84.7	51.3	42.3	47.0
3	Assam	97.6	99.2	98.4	67.6	63.5	65.6	35.2	27.8	31.6
4	Bihar	106.3	82.3	94.7	45.8	31.5	39.0	16.0	9.2	12.8
5	Chhattisgarh	127.2	119.1	123.2	92.7	82.3	87.6	38.5	28.7	33.7
6	Goa	121.6	117.5	119.6	96.5	90.5	93.6	56.2	56.1	56.1
7	Gujarat	127.9	111.3	120.1	82.5	67.5	75.4	45.8	36.0	41.2
8	Haryana	86.6	90.2	88.2	79.1	81.7	80.3	46.5	45.2	45.9
9	Himachal Pradesh	113.2	113.0	113.1	109.3	106.3	107.9	82.4	74.9	78.8
10	Jammu & Kashmir	105.8	100.3	103.1	70.9	58.4	64.9	38.4	31.8	35.2
11	Jharkhand	117.8	105.4	111.7	58.8	45.4	52.3	17.3	12.3	14.9
12	Karnataka	108.4	105.5	107.0	90.6	86.8	88.8	53.2	50.2	51.7
13	Kerala	93.1	93.8	93.4	101.0	96.8	98.9	69.7	74.6	72.1
14	Madhya Pradesh	153.7	146.9	150.4	101.6	90.0	96.0	49.9	33.3	42.1
15	Maharashtra	116.1	111.0	113.6	100.9	102.1	101.5	57.7	53.0	55.5
16	Manipur	166.7	160.4	163.6	106.1	99.1	102.6	52.2	49.1	50.7
17	Meghalaya	183.2	180.5	181.8	98.1	105.5	101.8	38.1	39.0	38.6
18	Mizoram	162.4	155.4	158.9	87.5	85.9	86.7	46.2	46.0	46.1
19	Nagaland	91.0	89.5	90.2	59.7	61.9	60.8	23.3	24.1	23.7
20	Orissa	116.4	111.7	114.1	79.1	70.3	74.8	45.4	37.8	41.6
21	Punjab	78.1	85.4	81.3	68.1	70.1	69.0	41.0	38.5	39.9
22	Rajasthan	123.1	116.9	120.2	89.7	63.6	77.3	44.4	24.7	35.1

S.No.	States/UTs	Classes I-V(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XIII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	143.5	144.6	144.1	67.6	79.1	73.2	32.7	33.7	33.2
24	TamilNadu	117.8	117.8	117.8	110.3	108.1	109.2	65.8	69.0	67.4
25	Tripura	146.1	139.6	142.9	86.3	86.1	86.2	43.7	38.0	41.0
26	Uttar Pradesh	117.9	109.2	113.7	59.6	46.9	53.6	42.0	28.0	35.5
27	Uttarakhand	119.2	125.7	122.3	91.4	92.8	92.1	64.4	57.9	61.3
28	West Bengal	102.1	103.4	102.8	70.0	71.9	70.9	38.4	30.0	34.4
29	A&N Islands	105.2	106.8	106.0	104.4	101.6	103.1	50.5	52.8	51.6
30	Chandigarh	64.7	57.4	61.1	46.7	50.4	48.3	32.3	38.6	35.1
31	D&N Haveli	159.8	157.0	158.5	101.9	74.8	88.9	44.6	30.1	37.7
32	Daman & Diu	141.8	131.0	136.6	122.1	114.5	118.5	71.2	69.5	70.4
33	Delhi	105.7	105.9	105.8	90.4	96.9	93.3	55.5	57.0	56.2
34	Lakshadweep	59.4	60.4	59.9	59.2	58.9	59.1	41.4	48.0	44.4
35	Puducherry	152.5	133.2	142.4	114.8	101.4	108.0	78.7	78.4	78.5
	INDIA	1114.4	107.8	111.2	77.4	69.5	73.6	44.4	36.4	40.6

**Statement 4: Enrolment by Statges (Scheduled Caste Students) 2006-07 as on 30-09-2006 (Provisional)**

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Sec./Hr.-Sec./Pre-Degree (Classes IX-XII)			Higher Education		Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
1	Andhra Pradesh	715816	699646	1415462	374490	340673	715163	346141	279881	626022	134332	67335	201667
2	Arunachal Pradesh	209	131	340	119	78	197	113	65	178	10	3	13
3	Assam	169523	162589	332112	79654	72075	151729	64064	51753	115817	7951	4075	12026
4	Bihar	1135850	756317	1892167	277911	151404	429315	69694	31451	101145	54593	6079	60671
5	Chhattisgarh	315517	332873	648390	129666	115437	245103	74401	45597	119998	18692	13102	31795
6	Goa	1405	1362	2767	664	651	1315	411	376	787	219	210	429
7	Gujarat	332886	290246	623132	142154	106747	248901	92763	60384	153147	25836	15870	41707
8	Haryana	313870	284802	598672	149870	130669	280539	94699	71220	165919	25181	11804	36985
9	Himachal Pradesh	101356	95406	196762	56479	52264	108743	46727	40394	87121	8047	6653	14700
10	Jammu & Kashmir	47723	40500	88223	24429	20744	45173	16264	14048	30312	3931	3232	7163
11	Jharkhand	373105	311507	684612	86493	55839	142332	31364	17555	48919	6471	2968	9438
12	Karnataka	589281	552485	1141766	295286	259814	555100	220340	180054	400394	80560	45888	126448
13	Kerala	135066	127936	263002	82481	75397	157878	73218	80581	153799	16990	21249	38239
14	Madhya Pradesh	1104973	993711	2098684	445125	350884	796009	290342	157447	447789	119651	89026	208677
15	Maharashtra	913977	821642	1735619	490698	438547	929245	379701	291072	670773	105642	72712	178354
16	Manipur	4681	4275	8956	2906	2747	5653	2035	1737	3772	603	571	1174
17	Meghalaya	1633	1391	3024	1285	1020	2305	1036	937	1973	246	237	483
18	Mizoram	158	129	287	95	89	184	125	116	241	1	1	2
19	Nagaland	0	0	0	0	0	0	0	0	0	121	104	225
20	Orissa	477282	448909	926191	189792	157110	346902	96730	72961	169691	23782	5329	29111
21	Punjab	474314	432222	906536	215417	189350	404767	128140	104411	232551	30861	18352	49213
22	Rajasthan	1019518	864572	1884090	381373	223983	605356	200547	84742	285289	48297	16560	64858
23	Sikkim	3028	2938	5966	856	893	1749	395	398	793	815	826	1641

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Sec./Hr.Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	TamilNadu	780769	747743	1528512	313896	293496	607392	358890	359260	718150	117364	66130	183494
25	Tripura	48396	45047	93443	21859	21817	43676	13357	10199	23556	2579	1788	4367
26	Uttar Pradesh	3784531	2309664	6094195	1077140	406316	1483456	631554	146018	777572	246788	126357	373145
27	Uttarakhand	159724	152592	312316	73064	64377	137441	42573	26027	68600	11876	7502	19378
28	West Bengal	1305586	1207676	2513262	493494	396089	889583	302415	227977	530392	72210	31179	103390
29	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
30	Chandigarh	4659	3819	8478	2452	2245	4697	1887	1691	3578	2030	1803	3833
31	D&N Haveli	355	304	659	156	164	320	147	101	248	0	0	0
32	Daman & Diu	415	350	765	227	191	418	237	206	443	20	26	46
33	Delhi	116530	96040	212570	48808	50644	99452	33071	34416	67487	16609	11297	27906
34	Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
35	Puducherry	10132	9997	20129	6608	6231	12839	5537	5600	11137	2808	1959	4767
	INDIA	14442268	11798821	26241089	5464947	3987985	9452932	3618918	2398675	6017593	1185116	650230	1835346

**Statement 5: Gross Enrolment Ratio (SC Students) in the age group 6-11, 11-14 and 14-18 years during 2006-07 as on 30-09-2006 (Provisional)**

S.No.	States/UTs	Classes I-VI(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	103.9	104.9	104.4	80.9	78.5	79.7	59.1	53.4	56.4
2	Arunachal Pradesh	20.9	34.5	24.6	55.6	36.1	45.8	76.2	54.7	66.6
3	Assam	148.8	147.8	148.3	107.1	99.5	103.9	66.7	56.9	61.9
4	Bihar	105.1	75.4	90.8	49.2	31.1	40.8	11.5	5.9	8.9
5	Chhattisgarh	192.7	209.9	201.2	132.6	122.8	127.8	60.3	41.0	51.1
6	Goa	135.4	133.9	134.7	78.8	85.3	81.9	35.9	35.1	35.5
7	Gujarat	160.3	157.2	158.8	105.1	89.8	97.9	50.1	37.1	44.0
8	Haryana	108.3	114.2	111.0	84.9	88.4	86.5	40.3	36.6	38.7
9	Himachal Pradesh	122.2	123.6	122.9	110.8	109.7	110.2	67.8	63.9	65.9
10	Jammu & Kashmir	120.2	112.5	116.5	80.8	73.3	77.9	39.9	35.8	37.9
11	Jharkhand	153.7	132.0	143.0	63.7	45.0	54.8	18.5	12.3	15.7
12	Karnataka	116.6	112.6	114.7	94.3	88.5	91.5	52.2	48.7	50.6
13	Kerala	109.0	107.5	108.3	108.0	102.4	105.3	65.7	74.3	70.0
14	Madhya Pradesh	168.4	164.2	166.4	112.9	101.5	107.6	58.5	39.9	50.2
15	Maharashtra	157.6	148.0	152.9	134.8	133.1	134.0	76.9	68.8	73.2
16	Manipur	160.1	153.4	156.8	154.9	150.2	152.6	89.7	77.6	83.7
17	Meghalaya	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18	Mizoram	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
19	Nagaland	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
20	Orissa	134.8	133.5	134.2	88.3	76.5	82.5	34.7	27.1	31.0
21	Punjab	110.8	118.7	114.4	81.0	84.4	82.6	35.0	33.8	34.5
22	Rajasthan	133.2	125.6	129.6	89.3	59.1	75.1	36.6	18.9	28.6

S.No.	States/UTs	Classes I-V(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XIII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	187.9	185.4	149.2	74.7	77.2	76.0	22.2	21.7	22.0
24	Tamil Nadu	135.4	137.2	136.3	86.0	83.6	84.8	73.1	76.8	74.9
25	Tripura	161.4	154.9	158.2	97.9	101.2	99.5	44.1	36.5	40.5
26	Uttar Pradesh	140.6	92.9	117.7	69.6	30.2	51.3	35.3	9.5	23.3
27	Uttarakhand	155.5	161.4	158.4	120.3	116.0	118.3	54.2	37.0	46.1
28	West Bengal	122.1	116.1	119.1	73.5	62.1	68.0	33.3	29.0	31.3
29	A&N Islands	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
30	Chandigarh	49.8	41.7	47.1	39.2	42.8	42.7	21.7	21.8	21.7
31	D&N Haveli	192.0	149.7	169.8	115.2	149.7	130.7	64.9	53.2	59.6
32	Daman & Diu	189.5	173.8	182.0	133.6	118.0	126.0	141.6	103.3	120.8
33	Delhi	70.2	70.6	70.4	48.5	58.5	52.9	24.7	29.2	26.8
34	Lakshadweep	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
35	Puducherry	150.7	133.9	141.8	116.2	105.0	110.5	71.6	70.0	70.8
	INDIA	131.5	115.3	123.7	83.1	67.3	75.6	43.7	33.2	38.8



**Statement 6: Enrolment by Statges (Scheduled Tribes Students) 2006-07 as on 30-09-2006 (Provisional)**

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Sec./Hr.Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	394884	366888	761772	163215	125964	289179	128593	81499	210092	46029	23955	69984
2	Arunachal Pradesh	77416	67774	145190	24919	21322	46241	18281	13994	32275	5015	3344	8358
3	Assam	233975	229230	463205	113334	98920	212254	85845	60155	146000	15204	8362	23566
4	Bihar	71114	45889	117003	14615	9486	24101	4861	2513	7374	2777	998	3776
5	Chhattisgarh	530401	497953	1028354	194833	163783	358616	98176	62092	160268	17232	9331	26563
6	Goa	3775	3374	7149	2743	2544	5287	1754	1616	3370	321	281	601
7	Gujarat	632974	536843	1169817	189347	156429	345776	125923	91247	217170	30737	20987	51724
8	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
9	Himachal Pradesh	19556	18409	37965	12171	10749	22920	10127	9367	19494	2799	2767	5566
10	Jammu & Kashmir	78292	67030	145322	27850	18083	45933	13579	10476	24055	5425	4529	9954
11	Jharkhand	663271	554373	1217644	184142	146789	330931	63650	44979	108629	8853	4737	13589
12	Karnataka	229616	215366	444982	113442	98451	211893	79698	59175	138873	25148	11181	36329
13	Kerala	21311	19911	41222	9953	9063	19016	7715	8363	16078	2164	2784	4948
14	Madhya Pradesh	1472792	1369700	2842492	462236	368575	830811	182682	98278	280960	102031	72805	174837
15	Maharashtra	706760	595813	1302573	279883	231117	511000	166723	106676	273399	50495	31432	81927
16	Manipur	69187	60856	130043	20551	17307	37858	12784	10797	23581	6900	6079	12978
17	Meghalaya	229872	222344	452216	69894	74075	143969	34897	34720	69617	12854	13279	26133
18	Mizoram	77796	72894	150690	27754	26394	54148	19972	19437	39409	4167	3842	8009
19	Nagaland	108598	97459	206057	44393	41000	85393	25892	23344	49236	7879	6648	14527
20	Orissa	677503	598542	1276045	186409	138101	324510	86467	62256	148723	21440	3033	24472
21	Punjab	0	0	0	0	0	0	0	0	0	0	0	0
22	Rajasthan	736641	626003	1362644	267452	156106	423558	151234	66149	217383	38554	11939	50493
23	Sikkim	15688	15849	31537	5047	6132	11179	3075	3636	6711	531	315	845

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Sec./Hr.Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	Tamil Nadu	58177	46881	105058	14062	12032	26094	13821	11876	25697	4823	2352	7175
25	Tripura	107675	94835	202510	34936	29499	64435	18333	13077	31410	2501	1620	4121
26	Uttar Pradesh	20050	12952	33002	8758	3512	12270	5328	1937	7265	2084	1079	3163
27	Uttarakhand	24666	24385	49051	12453	11597	24050	8789	6796	15585	3755	2787	6542
28	West Bengal	342223	299532	641755	109686	74214	183900	68852	38208	107060	11415	5739	17155
29	A&N Islands	1574	1376	2950	695	647	1342	803	867	1670	114	120	234
30	Chandigarh	0	0	0	0	0	0	0	0	0	406	377	783
31	D&N Haveli	14145	13488	27633	5632	3535	9167	3372	1822	5194	0	0	0
32	Daman & Diu	939	882	1821	565	472	1037	298	206	504	83	33	116
33	Delhi	4295	3657	7952	1388	1673	3061	1224	1330	2554	7663	5344	13007
34	Lakshadweep	3737	3507	7244	2275	2083	4358	2325	2212	4537	105	154	259
35	Puducherry	0	0	0	0	0	0	0	0	0	0	0	0
	<b>INDIA</b>	<b>7628903</b>	<b>6783995</b>	<b>14412898</b>	<b>2604633</b>	<b>2059654</b>	<b>4664287</b>	<b>1445073</b>	<b>949100</b>	<b>2394173</b>	<b>439077</b>	<b>262175</b>	<b>701252</b>

**Statement 7: Gross Enrolment Ratio (ST Students) in the age group 6-11, 11-14 and 14-18 years during 2006-07 as on 30-09-2006 (Provisional)**

S.No.	States/UTs	Classes I-VI(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	102.8	101.6	102.3	81.5	75.1	78.6	57.6	42.0	50.3
2	Arunachal Pradesh	152.9	137.1	145.1	95.7	81.5	88.6	51.6	41.0	46.4
3	Assam	95.0	100.9	97.8	84.4	78.6	81.6	47.3	32.9	40.0
4	Bihar	115.0	78.5	97.3	40.1	31.8	36.4	12.0	7.2	9.8
5	Chhattisgarh	135.8	129.8	132.8	80.7	69.2	75.0	31.3	20.1	25.7
6	Goa	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	Gujarat	136.7	124.1	130.6	70.8	64.0	67.5	37.7	30.3	34.2
8	Haryana	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9	Himachal Pradesh	147.1	144.9	146.0	145.4	136.7	141.2	91.4	85.5	88.5
10	Jammu & Kashmir	108.3	98.9	103.7	62.6	45.1	54.3	24.2	21.1	22.8
11	Jharkhand	144.2	119.4	131.7	61.4	50.9	56.2	17.1	12.5	14.8
12	Karnataka	107.9	108.3	108.1	90.0	83.2	86.7	47.8	41.0	44.7
13	Kerala	125.2	122.8	124.0	105.4	103.2	104.4	57.3	64.7	60.9
14	Madhya Pradesh	170.5	164.2	167.4	94.6	78.0	86.5	32.2	18.4	25.5
15	Maharashtra	147.9	121.1	134.3	87.1	78.5	83.0	40.8	28.8	35.1
16	Manipur	160.0	146.9	153.6	78.3	70.3	74.4	33.0	29.5	31.3
17	Meghalaya	166.8	164.2	165.5	89.5	96.5	93.0	34.7	34.8	34.7
18	Mizoram	167.6	161.6	164.6	90.1	88.3	89.2	47.6	47.0	47.3
19	Nagaland	92.5	88.7	90.6	61.6	61.5	61.5	23.3	22.9	23.1
20	Orissa	129.8	122.3	126.2	66.2	52.2	59.4	25.3	19.4	22.4
21	Punjab	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
22	Rajasthan	113.9	103.3	108.7	92.1	60.7	77.4	42.4	20.7	32.2

S.No.	States/UTs	Classes I-V(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XIII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	251.2	250.4	250.8	110.1	136.8	123.3	53.8	60.9	57.4
24	Tamil Nadu	186.8	162.4	175.1	73.6	68.3	71.0	57.0	56.1	56.6
25	Tripura	157.1	144.1	150.7	84.6	76.8	80.9	36.0	27.7	32.0
26	Uttar Pradesh	170.1	118.8	145.4	74.6	33.5	55.2	94.4	39.7	69.0
27	Uttarakhand	148.3	154.2	151.1	130.3	127.6	129.0	65.7	56.1	61.2
28	West Bengal	113.2	97.1	105.1	65.9	50.3	58.6	32.6	20.0	26.6
29	A&N Islands	96.4	98.7	97.5	74.3	75.0	74.6	50.6	59.3	54.7
30	Chandigarh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
31	D&N Haveli	155.4	154.5	155.0	98.0	67.7	83.5	47.2	26.2	36.9
32	Daman & Diu	128.5	126.5	127.5	123.9	115.3	119.8	53.6	39.4	46.7
33	Delhi	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
34	Lakshadweep	60.4	61.7	61.0	60.9	60.4	60.6	43.1	49.5	46.0
35	Puducherry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	INDIA	134.3	123.8	129.1	80.2	68.2	74.4	35.8	25.3	30.7

**Statement 8: Dropout rates in Classes (I-V), (I-VIII) and (I-X) for the year 2006-07**

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	23.7	24.4	24.0	55.7	57.8	56.7	62.4	64.8	63.6
2	Arunachal Pradesh	30.9	29.7	30.4	53.9	54.2	54.0	67.0	66.8	66.9
3	Assam	45.7	42.8	44.3	72.7	74.7	73.6	78.2	77.1	77.7
4	Bihar	49.6	54.1	51.6	76.0	76.2	76.1	84.0	87.0	85.1
5	Chhattisgarh *	23.1	27.6	25.3	0.0	0.0	0.0	0.0	0.0	0.0
6	Goa	-13.4	3.1	-5.5	-6.2	2.4	-2.0	42.7	36.8	39.9
7	Gujarat	21.7	30.1	25.7	45.2	54.6	49.3	56.7	58.5	57.5
8	Haryana	11.5	6.6	9.3	0.0	0.0	0.0	42.5	44.3	43.3
9	Himachal Pradesh	6.1	7.5	6.8	3.2	5.9	4.5	25.4	31.0	28.2
10	Jammu & Kashmir	13.7	11.0	12.5	44.1	37.0	41.2	62.1	61.4	61.8
11	Jharkhand *	40.5	43.4	41.9	0.0	0.0	0.0	0.0	0.0	0.0
12	Karnataka	12.1	11.6	11.9	38.8	38.8	38.8	54.8	53.2	54.1
13	Kerala	0.0	0.0	0.0	0.0	0.0	0.0	3.2	-0.7	1.3
14	Madhya Pradesh	0.0	0.0	0.0	48.7	48.1	48.4	67.4	74.6	70.5
15	Maharashtra	-0.4	5.8	2.6	22.9	20.8	21.9	45.3	50.0	47.5
16	Manipur	44.4	47.1	45.7	40.6	41.9	41.2	46.7	40.5	43.8
17	Meghalaya	44.8	43.4	44.1	62.5	58.3	60.4	76.4	75.3	75.9
18	Mizoram	50.3	48.9	49.6	63.7	61.3	62.6	75.1	70.9	73.2
19	Nagaland	20.1	20.3	20.2	38.0	39.2	38.6	66.9	68.0	67.4
20	Orissa	26.9	28.8	27.8	65.0	59.1	62.6	69.3	62.0	66.3
21	Punjab	14.2	4.9	9.9	29.3	30.5	29.9	43.9	49.4	46.5
22	Rajasthan	36.4	45.0	40.7	58.5	67.3	62.3	69.4	79.3	73.6

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	29.1	19.4	24.3	68.1	63.5	65.9	84.8	85.2	85.0
24	TamilNadu	8.6	7.4	8.0	0.0	0.0	0.0	43.6	39.7	41.7
25	Tripura	18.2	18.1	18.2	52.2	48.7	50.5	73.7	75.4	74.6
26	Uttar Pradesh	30.1	32.2	31.1	45.3	42.4	44.2	42.2	52.4	46.2
27	Uttarakhand *	19.7	17.5	18.6	0.0	0.0	0.0	0.0	0.0	0.0
28	West Bengal	30.9	29.4	30.1	63.0	59.5	61.4	71.0	73.5	72.2
29	A&N Islands	5.8	7.0	6.4	8.2	9.8	9.0	26.3	26.1	26.2
30	Chandigarh	22.2	22.7	22.5	38.1	35.5	36.9	57.1	51.2	54.4
31	D&N Haveli	27.4	41.3	34.3	34.3	55.3	44.0	66.7	75.0	70.5
32	Daman & Diu	4.2	6.0	5.0	11.8	13.9	12.8	42.4	44.3	43.3
33	Delhi	-5.7	4.0	-1.0	20.7	26.4	23.5	31.4	39.3	35.3
34	Lakshadweep	-1.4	1.2	-0.2	0.0	0.0	0.0	32.7	41.2	36.8
35	Puducherry	0.0	0.0	0.0	0.0	0.0	0.0	13.1	5.9	9.7
	INDIA	24.4	26.6	25.4	46.6	45.3	46.0	58.6	61.5	59.9

\* Dropout rates are shown combined with the respective parent state.

**Statement 9: Dropout rates in SC Students in Classes (I-V), (I-VIII) and (I-X) for the year 2006-07**

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	26.9	27.3	27.1	59.5	63.0	61.2	68.2	71.4	69.8
2	Arunachal Pradesh	87.8	91.8	89.8	21.9	45.2	33.3	25.7	50.0	37.7
3	Assam	37.3	36.0	36.7	70.6	70.5	70.5	76.2	72.8	74.7
4	Bihar	59.8	62.7	61.0	80.8	80.3	80.6	91.7	92.9	92.1
5	Chhattisgarh *	1.1	-5.2	-2.0	-	-	-	-	-	-
6	Goa	-6.1	12.7	3.1	29.6	21.3	25.6	71.2	75.2	73.1
7	Gujarat	1.5	5.4	3.4	40.4	58.5	48.9	62.4	73.0	67.3
8	Haryana	14.7	14.2	14.5	14.3	18.0	16.1	58.8	64.2	61.3
9	Himachal Pradesh	9.5	10.6	10.0	16.7	17.9	17.3	48.9	53.3	51.1
10	Jammu & Kashmir	26.7	25.8	26.3	12.0	24.0	17.7	47.3	31.6	41.0
11	Jharkhand *	28.1	30.0	28.9	-	-	-	-	-	-
12	Karnataka	14.5	15.2	14.8	38.8	45.0	41.8	54.0	59.7	56.8
13	Kerala	0.0	0.0	0.0	-9.5	-5.0	-7.3	12.2	5.0	8.7
14	Madhya Pradesh	0.0	0.0	0.0	42.2	45.6	43.7	61.0	73.2	66.2
15	Maharashtra	-3.5	4.3	0.3	23.0	25.0	24.0	49.4	55.8	52.5
16	Manipur	64.8	57.5	61.3	-	-	-	-	-	-
17	Meghalaya	82.6	81.4	82.0	61.7	66.1	63.8	70.9	71.8	71.4
18	Mizoram	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-
20	Orissa	34.1	36.2	35.1	70.3	70.3	70.3	74.3	73.7	74.1
21	Punjab	28.5	26.0	27.3	50.7	48.9	49.9	62.3	67.8	64.9
22	Rajasthan	44.9	54.4	49.6	61.2	70.4	65.0	77.2	86.8	81.2

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	43.9	33.9	39.1	73.2	65.0	69.5	89.3	88.9	89.2
24	Tamil Nadu	13.0	12.6	12.8	18.0	19.2	18.6	36.0	29.1	32.7
25	Tripura	0.0	0.0	0.0	43.4	40.0	41.8	72.7	77.8	75.2
26	Uttar Pradesh	47.4	68.4	57.2	52.6	70.7	59.4	66.0	88.9	74.6
27	Uttarakhand *	34.3	33.0	33.6	-	-	-	-	-	-
28	West Bengal	35.8	44.0	39.9	67.6	70.2	68.8	80.4	83.4	81.8
29	A&N Islands	-	-	-	-	-	-	-	-	-
30	Chandigarh	0.0	0.0	0.0	42.7	44.8	43.7	76.1	70.5	73.5
31	D&N Haveli	29.0	22.1	25.8	6.5	16.4	11.4	33.9	52.5	43.5
32	Daman & Diu	-16.4	10.9	-2.4	0.0	0.0	0.0	40.0	7.1	24.8
33	Delhi	0.0	0.0	0.0	40.8	33.6	37.3	31.6	21.5	26.7
34	Lakshadweep	-	-	-	-	-	-	-	-	-
35	Puducherry	0.0	0.0	0.0	0.0	0.0	0.0	19.3	12.4	16.0
	INDIA	32.4	39.9	36.0	51.6	55.0	53.0	66.6	72.2	69.0

\* Dropout rates are shown combined with the respective parent state.



**Statement-10: Dropout rates in ST Students in Classes (I-V), (I-VIII) and (I-X) for the year 2006-07**

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	44.9	51.3	48.1	75.8	80.3	78.0	80.1	84.0	81.9
2	Arunachal Pradesh	48.1	46.4	47.3	58.3	57.6	58.0	71.7	72.6	72.1
3	Assam	52.5	52.7	52.6	77.3	77.3	77.3	80.9	78.1	79.8
4	Bihar	49.2	49.1	49.1	97.9	97.7	97.8	98.9	99.1	99.0
5	Chhattisgarh *	29.3	33.7	31.5	-	-	-	-	-	-
6	Goa	-	-	-	-	-	-	-	-	-
7	Gujarat	33.2	38.5	35.7	62.8	66.5	64.5	71.2	74.4	72.7
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	0.0	0.0	0.0	0.0	0.0	0.0	27.3	39.5	33.4
10	Jammu & Kashmir	38.1	30.7	34.8	40.0	33.5	37.5	43.6	26.9	37.0
11	Jharkhand *	51.5	56.7	53.8	-	-	-	-	-	-
12	Karnataka	11.9	12.7	12.3	32.0	42.0	36.9	56.1	59.5	57.7
13	Kerala	1.1	3.2	2.1	5.9	13.2	9.5	48.4	39.3	44.1
14	Madhya Pradesh	0.0	0.0	0.0	60.9	61.2	61.0	83.1	87.5	85.0
15	Maharashtra	10.7	20.6	15.4	45.2	47.9	46.5	71.7	79.4	75.3
16	Manipur	63.7	70.2	66.8	61.5	64.2	62.8	68.4	68.3	68.4
17	Meghalaya	51.9	48.0	49.9	65.7	61.6	63.7	79.6	78.4	79.0
18	Mizoram	50.3	48.9	49.6	63.8	61.4	62.7	74.7	70.6	72.8
19	Nagaland	42.8	45.0	43.8	36.3	31.5	34.1	66.2	66.1	66.1
20	Orissa	32.3	36.3	34.2	82.6	81.4	82.1	85.2	83.5	84.5
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	31.5	45.3	38.4	57.2	63.4	59.7	74.7	82.5	77.7

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	-14.0	-37.5	-25.4	43.7	25.5	35.0	72.4	65.2	69.0
24	Tamil Nadu	8.8	16.8	12.5	44.6	51.0	47.8	69.6	66.6	68.3
25	Tripura	36.7	41.7	39.1	64.3	65.0	64.6	83.7	85.1	84.4
26	Uttar Pradesh	81.6	87.1	84.1	72.0	84.9	77.5	77.9	90.8	83.4
27	Uttarakhand *	16.7	16.6	16.7	-	-	-	-	-	-
28	West Bengal	41.8	52.5	47.0	80.9	74.9	78.9	88.0	85.0	87.0
29	A&N Islands	-0.3	1.5	0.6	28.2	27.7	27.9	36.5	26.3	31.8
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	29.7	47.0	38.5	38.5	62.3	49.5	70.0	80.0	74.5
32	Daman & Diu	-4.1	2.4	-0.9	28.3	41.7	34.6	73.8	77.3	75.5
33	Delhi	-7.9	30.7	13.7	16.6	-41.5	-8.9	24.8	25.6	25.2
34	Lakshadweep	-2.2	6.1	1.7	-5.8	0.0	0.0	2.1	13.1	7.3
35	Puducherry	-	-	-	-	-	-	-	-	-
	INDIA	30.6	35.9	33.2	62.8	62.2	62.5	77.8	79.8	78.7

\* Dropout rates are shown combined with the respective parent state.

### Statement-11: Number of Teachers in 2006-07 (Provisional) as on 30.9.06

S.No.	States/UTs	Primary Schools			Middle / Upper Primary Schools			Sec./Hr.Sec Schools		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	89116	78607	167723	64144	48244	112388	124808	74007	198815
2	Arunachal Pradesh	2709	1360	4069	2884	1281	4165	3221	951	4172
3	Assam	55990	29701	85691	54626	19288	73914	58842	22040	80882
4	Bihar	71263	27319	98582	51724	21734	73458	22270	3524	25794
5	Chhattisgarh	54167	21025	75192	24984	10226	35210	19793	9259	29052
6	Goa	451	3290	3741	623	1660	2283	2135	2692	4827
7	Gujarat	24906	15074	39980	88606	99163	187769	55641	20413	76054
8	Haryana	15076	13851	28927	8290	6819	15109	43501	38209	81710
9	Himachal Pradesh	16583	13936	30519	8208	3773	11981	19463	13695	33158
10	Jammu & Kashmir	22881	15805	38686	18773	14000	32773	17898	11621	29519
11	Jharkhand	33736	8893	42629	25556	10341	35897	7824	4720	12544
12	Karnataka	34818	31399	66217	84153	103206	187359	59218	41240	100458
13	Kerala	10477	30596	41073	14022	31401	45423	38319	94366	132685
14	Madhya Pradesh	131767	57734	189501	64544	16265	80809	59904	36427	96331
15	Maharashtra	76117	114662	190779	114175	90037	204212	199512	92203	291715
16	Manipur	4774	2993	7767	5056	3541	8597	6931	4876	11807
17	Meghalaya	7838	6907	14745	5072	4335	9407	3096	2504	5600
18	Mizoram	3888	4211	8099	4841	2430	7271	3208	1489	4697
19	Nagaland	4985	2963	7948	3902	2361	6263	5191	3595	8786
20	Orissa	78677	45009	123686	24129	7932	32061	65271	19394	84665
21	Punjab	14469	24207	38676	6263	6943	13206	28908	38146	67054

S.No.	States/UTs	Primary Schools			Middle / Upper Primary Schools			Sec./Hr.Sec Schools		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
22	Rajasthan	86070	37102	123172	133899	59779	193678	101142	38418	139560
23	Sikkim	3512	4396	7908	1103	717	1820	1152	647	1799
24	Tamil Nadu	38221	76423	114644	22059	42238	64297	96075	135914	231989
25	Tripura	6215	1590	7805	6603	1716	8319	11915	5557	17472
26	Uttar Pradesh	309439	131593	441032	132944	37588	170532	166377	32186	198563
27	Uttarakhand	22150	25738	47888	12713	7286	19999	24881	10108	34989
28	West Bengal	109840	43675	153515	6579	2372	8951	98172	40668	138840
29	A&N Islands	406	584	990	325	464	789	1328	1416	2744
30	Chandigarh	46	185	231	11	25	36	655	2374	3029
31	D&N Haveli	351	293	644	181	122	303	168	169	337
32	Daman & Diu	80	387	467	122	137	259	174	124	298
33	Delhi	7467	17795	25262	1611	6237	7848	19789	45791	65580
34	Lakshadweep	173	153	326	62	25	87	278	132	410
35	Puducherry	678	2315	2993	539	857	1396	2733	3734	6467
	<b>INDIA</b>	<b>1339336</b>	<b>891771</b>	<b>2231107</b>	<b>993326</b>	<b>664543</b>	<b>1657869</b>	<b>1369793</b>	<b>852609</b>	<b>2222402</b>

# Annexure-10

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## Department of Higher Education Statement showing details of Grants Released to NGO's for the Year 2008-09

(Amount in Rs.)

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
1	ACTION FOR WOMEN & AWARENESS(AWHAN)	ORISSA	9-34/2008-EHV	2/6/2009	50000
2	AHILYADEVI SHIKSHAN PRASARAK & BAHUUDDSHIYA MANDAL	WASHIM	9-11/2007-EHV	9/17/2008	100000
3	AKHIL BHARTIYA MAHILA UDYOG KALYAN & SHIKSHA SAMITI	NEW DELHI	9-35/2006-EHV	3/5/2009	100000
4	Ambica Shiksha Samaj Kalyan Samite, Bhopal	BHOPAL	9-33/2008-EHV	2/4/2009	82500
5	ANKUR PRAGATISHEEL MAHILA KENDRA	MADHYA PRADESH	9-27/2008-EHV	2/4/2009	225000
6	ANKUR PRAGATISHEEL MAHILA KENDRA	MADHYA PRADESH	9-80/2006-EHV	9/15/2008	150000
7	B. P. Rural Development Society	MEGHALAYA	9-8/2008-EHV	2/5/2009	100000
8	BANKI ANCHALIKA ADIBASI HARIJAN KALYANA PARISAD, CUTTACK	ORISSA	9-37/2008-EHV	2/6/2009	87000
9	BASTI AREA DEVELOPMENT COUNCIL	BALESHWAR	9-55/2006-EHV	2/5/2009	125000
10	BASTI AREA DEVELOPMENT COUNCIL	BALESHWAR	9-67/2008-EHV	3/9/2009	125000
11	BENGAL FINE ARTS COLLEGE, NORTH 24 PARGANAS	NORTH24-PARGANAS	9-16/2007-EHV	1/7/2009	150000
12	BETTER INSTITUTE FOR RURAL DEVELOPMENT & ACTION	DHENKANAL	9-71/2008-EHV	3/9/2009	100000
13	BISWABANDHU MISSION, BURDWAN	BARDDHAMAN	9-17/2007 EHV	7/14/2008	100000
14	BISWABANDHU MISSION, BURDWAN	BARDDHAMAN	9-19/2008-EHV	2/4/2009	156000
15	C.P. RAMASWAMI AIYAR FOUNDATION	CHENNAI	9-58/2006-EHV	12/19/2008	373000
16	Centre for International Strategic and Development Studies, Mumbai	MUMBAI	17-30/2006-IC	11/26/2008	25000
17	Centre For Media Studies, Saket, New Delhi	NEW DELHI	7-1/2005-EHV	7/1/2008	213200
18	Cetre for studies in civilizations	NEW DELHI	7-3/2007-U-3	12/22/2008	1850000
19	Darshan Cultural Society, Kottayam	KOTTAYAM,	9-34/2006-EHV	6/4/2008	125000
20	DR. AMBEDKAR GRAMODYOG SEVA SANGATHAN	BAREILLY,	9-14/2008-EHV	3/2/2009	75000
21	dyan Deep Jankalyan Foundation, Pune	PUNE,	9-4/2008-EHV	3/2/2009	115000
22	GHUNGRU PRASHIKSHAN SANSTHAN	ALLAHABAD,	9-24/2008-EHV	2/4/2009	255000
23	GHUNGRU PRASHIKSHAN SANSTHAN	ALLAHABAD,	9-82/2006 EHV	8/7/2008	131000
24	Gowthami Educational Society, Prakasam	PRAKASAM,	9-13/2008-EHV	2/4/2009	78000
25	HAMDARD EDUCATION SOCIETY	NEW DELHI,	9-43/2006-EHV	7/28/2008	363000
26	HAMDARD EDUCATION SOCIETY	NEW DELHI,	9-72/2008-EHV	3/4/2009	400000
27	INDIAN NATIONAL TRUST FOR ART & CULTURAL HERITAGE	NEW DELHI,	9-119/2003-EHV	1/1/2009	225000
28	INDRAJAL CULTURAL FOUNDATION	NEW DELHI,	9-43/2008-EHV	3/4/2009	225000
29	INDRAJAL CULTURAL FOUNDATION	NEW DELHI,	9-65/2006 EHV	7/28/2008	250000
30	JAGRITI VIHARA, MCCLUSKIEGANJ, Ranchi	RANCHI,	9-198/2004-EHV	6/11/2008	95000
31	KANGLEI MIME THEATRE REPERTORY, Manipur	IMPHAL,	9-23/2008-EHV	2/5/2009	197500
32	KANGLEI MIME THEATRE REPERTORY, Manipur	IMPHAL,	9-73/2006-EHV	9/25/2008	200000

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
33	Karmatak Lingayat Education Society's Gurusiddappa Kotambri Law College	DHARWAD,	17-73/2004-IC	1/2/2009	36010
34	KARUNAMAYA YOUTH CLUB (R), BIDAR	BIDAR,	9-14/2007-EHV	3/2/2009	50000
35	KHARIA BASTI KHATKHATI WOMEN AND CHILD DEVELOPMENT SAMMITI	KARBI ANGLONG,	9-57/2008-EHV	3/6/2009	100000
36	LOK CHHANDA CULTURAL UNIT	Midnapore,	9-18/2008-EHV	2/6/2009	275000
37	LOK CHHANDA CULTURAL UNIT	Midnapore,	9-48/2006-EHV	7/15/2008	265500
38	MITRA MANDALI TARUN SAMAJ SAMITI, BHARATPUR	BHARATPUR,	9-26/2008-EHV	2/6/2009	250000
39	MITRA MANDALI TARUN SAMAJ SAMITI, BHARATPUR	BHARATPUR,	9-3/2007-EHV	12/19/2008	125000
40	NANDIKAR	KOLKATA,	9-42/2008-EHV	3/5/2009	250000
41	National Youth Project, New Delhi	NEW DELHI,	9-94/2004-EHV	6/11/2008	48618
42	NEW CULTURE EDUCATION SOCIETY	BHOPAL,	9-1/2008-EHV	2/6/2009	100000
43	Orissa Media Centre	BHUBANESHWAR,	9-5/2008-EHV	3/9/2009	175000
44	PADATIK,Kolkata	KOLKATA,	9-49/2006-EHV	8/25/2008	60000
45	PADATIK,Kolkata	KOLKATA,	9-50/2006-EHV	12/19/2008	175000
46	PALLI NIKETAN, BALANGIR	BALANGIR ,	9-36/2008-EHV	2/6/2009	70000
47	PANCHAM,Delhi	NEW DELHI,	9-11/2008-EHV	2/4/2009	468000
48	PANCHAM,Delhi	NEW DELHI,	9-32/2007-EHV	7/30/2008	150000
49	PRAGATI PATHGAMINI, LUCKNOW	LUCKNOW,	9-24/2006-EHV	12/19/2008	100000
50	RAJAYOGA EDUCATION & RESEARCH FOUNDATION	YELLAPUR,	9-45/2008-EHV	3/9/2009	290000
51	RAJAYOGA EDUCATION & RESEARCH FOUNDATION	YELLAPUR,	9-63/2006-EHV	1/1/2009	250000
52	RAM KRISHNA INSTITUTE OF MORAL & SPIRITUAL EDUCATION	MYSORE,	9-84/2006 EHV	7/15/2008	500000
53	RAMAKRISHNA MISSION	NEW DELHI,	9-9/2008-EHV	2/6/2009	270500
54	RANG YATRA	LUCKNOW,	9-28/2008-EHV	3/2/2009	162500
55	RANG YATRA	LUCKNOW,	9-53/2006-EHV	8/25/2008	156000
56	RENAISSANCE, KOLKATA	KOLKATA,	9-27/2006-EHV	1/13/2009	100000
57	S.P. MEMORIAL SHIKSHA NIKETAN SAMITI	KAMRUP,	9-16/2008-EHV	2/5/2009	139500
58	S.P. MEMORIAL SHIKSHA NIKETAN SAMITI	KAMRUP,	9-59/2006 EHV	7/28/2008	91000
59	SAKET MAHILA KALYAN SAMITI, NAWABGANJ	GONDA,	9-22/2007-EHV	10/23/2008	62500
60	SAKSHI, CENTRE FOR INFORMATION, EDUCATION & COMMUNION	NEW DELHI,	9-44/2006-EHV	7/28/2008	112000
61	SAKSHI, CENTRE FOR INFORMATION, EDUCATION & COMMUNION	NEW DELHI,	9-49/2008-EHV	2/6/2009	132000
62	SAMOOH THEATRE, JAMMU	JAMMU,	9-2/2007-EHV	1/13/2009	135000
63	SANKALP,Delhi	NEW DELHI,	9-29/2007-EHV	9/8/2008	500000
64	SANKALP,Delhi	NEW DELHI,	9-46/2008-EHV	2/9/2009	250000
65	Sanskar Jyoti, Maharani's College Campus, Jaipur	JAIPUR,	9-33/2005-EHV	8/25/2008	219500
66	SAVE, HELP & DEVELOP (SHADE), AIZWAL	AIZWAL,	9-13/2007-EHV	3/6/2009	50000
67	SCST Backward Women And children Development Organization in Rural Areas	THOUBAL,	9-118/2004-EHV	12/2/2008	200000

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
68	Sewa Sankalp Samiti, Sehore	SEHORE,	9-12/2007-EHV	6/4/2008	50000
69	SHASTRI MODEL SCHOOL, MOHALI	MOHALI,	9-87/2004-EHV	3/2/2009	100000
70	SOCIETY FOR NATURE, EDUCATION & HEALTH (SNEH)	BHUBANESHWAR,	9-25/2008-EHV	2/9/2009	250000
71	SOCIETY FOR NATURE, EDUCATION & HEALTH (SNEH)	BHUBANESHWAR,	9-31/2007-EHV	6/20/2008	450000
72	Socil-Service Art Group,	NEW DELHI,	9-1/2007-EHV	6/26/2008	350000
73	Socil-Service Art Group,	NEW DELHI,	9-20/2008-EHV	2/4/2009	350000
74	SOCIO-ECONOMIC DEVELOPMENT ORGANISATION	GUWAHATI,	9-2/2008-EHV	2/13/2009	95000
75	SOHAN, KOLKATA	KOLKATA,	9-31/2006-EHV	9/15/2008	100000
76	SOHAN, KOLKATA	KOLKATA,	9-38/2008-EHV	3/2/2009	100000
77	SPIC MACAY	NEW DELHI,	9-7/2007-EHV	8/25/2008	1250000
78	SRI AUROBINDO CENTRE FOR ADVANCED RESEARCH	PONDICHERRY,	9-50/2008-EHV	2/6/2009	113000
79	SRI AUROBINDO CENTRE FOR ADVANCED RESEARCH	PONDICHERRY,	9-75/2006-EHV	9/19/2008	113000
80	SRI AUROBINDO EDUCATION SOCIETY, DELHI	NEW DELHI,	9-69/2006-EHV	1/7/2009	500000
81	SRI SATHYA SAI INTERNATIONAL CENTRE & SCHOOL FOR HUMAN VALUES	NEW DELHI,	9-54/2008-EHV	2/18/2009	500000
82	SRI SATHYA SAI INTERNATIONAL CENTRE & SCHOOL FOR HUMAN VALUES	NEW DELHI,	9-6/2007-EHV	9/2/2008	500000
83	VEDANTA CULTURAL FOUNDATION, MUMBAI	MUMBAI,	9-33/2007-EHV	2/25/2009	500000
84	Vijay Kala Krida Sanskritik Sansthan, Kolhapur	KOLHAPUR,	9-32/2008-EHV	2/6/2009	37500
85	VIVEKANANADA NIDHI,Kolkata	KOLKATA,	9-3/2008-EHV	2/6/2009	130000
86	VIVEKANANADA NIDHI,Kolkata	KOLKATA,	9-67/2006-EHV	3/9/2009	333500
87	Women's Income Generation Centre, WIGC Complex, Thoubal	THOUBAL,	9-221/2004-EHV	10/23/2008	126000
88	Women's Income Generation Centre, WIGC Complex, Thoubal	THOUBAL,	9-53/2008-EHV	3/18/2009	198000
89	YOUNG ENVOYS INTERNATIONAL	HYDERABAD,	9-10/2008-EHV	2/6/2009	75000
90	YUVAK BIRADARI (BHARAT)	MUMBAI,	9-21/2008-EHV	3/5/2009	250000
91	YUVAK BIRADARI (BHARAT)	MUMBAI,	9-8/2007 EHV	7/28/2008	500000

## Annexure-11

### Department of School Education & Literacy Statement showing details of Grants Released to NGO's for the Year 2008-09

(Amount in Rs.)

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
1	A Handicapped Service Foundation	KHAMMAM	6-4/2008-AE-3	1/28/2009	1500000
2	Adoor Young Men Association & Social Service Society	Pathanamthitta	6-4/2008-AE-3	1/28/2009	1500000
3	Akhil Bhartiya Brij Samaj Kalyan Sanstha	MATHURA	6-4/2008-AE-3	1/28/2009	1500000
4	All India Minorities Welfare Society	LUCKNOW	6-4/2008-AE-3	1/28/2009	1500000
5	All India Parivartan Sewa Samiti West Patel Nagar	NEW DELHI	6-4/2008-AE-3	1/28/2009	1500000
6	Allama Iqbal Welfare and Educaation Society	SAHARANPUR	6-4/2008-AE-3	1/28/2009	1500000
7	Alpsankhyak Evam Harijan Samaj Kalyan Kendra	MUZAFFARPUR	6-4/2008-AE-3	2/26/2009	1500000
8	andra Pradesh Mahila Samantha Society	HYDERABAD	7-6/2008-EE-7	12/24/2008	16900000
9	andra Pradesh Mahila Samantha Society	HYDERABAD	7-6/2008-EE-7	2/26/2009	7500000
10	andra Pradesh Mahila Samantha Society	HYDERABAD	F.7-6/2008-EE-7	7/1/2008	24089000
11	Assam Mahila Samata Society	GUWAHATI	7-3/2008-EE-7	1/9/2009	14500000
12	Assam Mahila Samata Society	GUWAHATI	7-3/2008-EE-7	3/25/2009	194000
13	Assam Mahila Samata Society	GUWAHATI	F.7-3/2008-EE-7	7/1/2008	19480000
14	Assiciation for Welfare of the handicapped	CALICUT	6-4/2008-AE-3	1/28/2009	1500000
15	Bapuji Grameen Vikas Samiti Siddar	KARWAR	7-111/2002-Sch-1	12/31/2008	800000
16	Bastar Samajik Jan Vikas Samiti	DANTEWADA	6-4/2008-AE-3	2/26/2009	1500000
17	Bihar Mahila Samakhya Society	PATNA	7-10/2008-EE-7	2/9/2009	15000000
18	Bihar Mahila Samakhya Society	PATNA	F.7-10/2008-EE-7	7/1/2008	19670000
19	Brij Bhushan Memorial Society	AGRA	6-4/2008-AE-3	2/26/2009	1500000
20	Chhattisgarh Mahila Samakhya Society	RAIPUR	7-11/2008-EE-7	2/10/2009	2200000
21	Children's Association Residence Education Sewa Samiti	CHITTOOR	17-76/2001-Sch-1	12/31/2008	700000
22	Gramiya Social Welfare Society Nagapattinam	NAGAPATTINAM	6-4/2008-AE-3	2/26/2009	1500000
23	GRAMVIKAS PARISHAD NAGAON	NAGAON	6-4/2008-AE-3(Pt)	2/27/2009	1500000
24	GUJARAT VIDYAPITH	AHMEDABAD	6-4/2008-AE-3	2/26/2009	1500000
25	Himmat Gramin YUVA Club(Yuva Himmat) Noida	GAUTAMBUDH NAGAR	29-13/99-AE-6/4	7/14/2008	144815
26	Jan Shikshan Sansthan	BALANGIR	5-3/2008 AE 3	6/24/2008	625000
27	JAN SHIKSHAN SANSTHAN CHANDULI	CHANDALI	43-1/2008-AE-4	6/24/2008	625000
28	JAN SHIKSHAN SANSTHAN CHANDULI	CHANDALI	43-1/2008-AE-4	7/22/2008	625000
29	JAN SHIKSHAN SANSTHAN CHANDULI	CHANDALI	43-1/2008-AE-4	2/13/2009	1190000
30	JAN SHIKSHAN SANSTHAN GURGAON	GURGAON	15-1/2008-AE-5	11/17/2008	1250000
31	JAN SHIKSHAN SANSTHAN GURGAON	GURGAON	F.15-1/2008- A.E.5	6/24/2008	625000
32	JAN SHIKSHAN SANSTHAN GURGAON	GURGAON	F.15-1/2008-AE-5	8/8/2008	625000



Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
33	JAN SHIKSHAN SANSTHAN SONBHADRA	SONBHADRA	43-1/2008-AE-4	7/14/2008	625000
34	JAN SHIKSHAN SANSTHAN SONBHADRA	SONBHADRA	43-1/2008-AE-4	2/13/2009	1248447
35	JAN SHIKSHAN SANSTHAN SONBHADRA	SONBHADRA	F.43-1/2008-A.E-4	6/24/2008	625000
36	JAN SHIKSHAN SANSTHAN (WEST IMPHAL)	IMPHAL	51-2/2008-AE-6	7/7/2008	625000
37	JAN SHIKSHAN SANSTHAN (WEST IMPHAL)	IMPHAL	51-2/2008-AE-6	11/20/2008	1122780
38	JAN SHIKSHAN SANSTHAN AGARTALA	AGARTALLA	51-2/2008-AE-6	7/7/2008	625000
39	JAN SHIKSHAN SANSTHAN AGARTALA	AGARTALLA	51-2/2008-AE-6	11/20/2008	649260
40	JAN SHIKSHAN SANSTHAN AGARTALA	AGARTALLA	5-18/2005-AE-8	3/23/2009	868488
41	JAN SHIKSHAN SANSTHAN AGRA	AGRA	43-1/2008 AE 4	6/24/2008	625000
42	JAN SHIKSHAN SANSTHAN AGRA	AGRA	43-1/2008-AE-4	7/22/2008	625000
43	JAN SHIKSHAN SANSTHAN AGRA	AGRA	43-1/2008-AE-4	1/1/2009	1236671
44	JAN SHIKSHAN SANSTHAN	AHMEDABAD	21-1/2008-AE-1	3/19/2009	917674
45	JAN SHIKSHAN SANSTHAN AHMEDNAGAR	AHMADNAGAR	15-1/2008-AE-5	11/17/2008	1427936
46	JAN SHIKSHAN SANSTHAN AHMEDNAGAR	AHMADNAGAR	F.15-1/2008-AE-5	6/24/2008	625000
47	JAN SHIKSHAN SANSTHAN AIZWAL	AIZWAL	F.51-2/2008-AE-6	9/2/2008	610644
48	JAN SHIKSHAN SANSTHAN AIZWAL	AIZWAL	51-2/2008-AE-6	7/7/2008	625000
49	JAN SHIKSHAN SANSTHAN AIZWAL	AIZWAL	51-2/2008-AE-6	11/20/2008	1135268
50	JAN SHIKSHAN SANSTHAN AJMER	AJMER	21-1/2008-AE-1	3/19/2009	1333098
51	JAN SHIKSHAN SANSTHAN AJMER	AJMER	F.21-1/2008-AE-1	8/7/2008	618722
52	JAN SHIKSHAN SANSTHAN AJMER	AJMER	F.21-1/2008-AE.1	7/3/2008	750000
53	JAN SHIKSHAN SANSTHAN ALIGARH	ALIGARH	43-1/2008 AE 4	6/24/2008	625000
54	JAN SHIKSHAN SANSTHAN ALIGARH	ALIGARH	43-1/2008-AE-4	7/14/2008	625000
55	JAN SHIKSHAN SANSTHAN ALIGARH	ALIGARH	43-1/2008-AE-4	1/23/2009	1250000
56	JAN SHIKSHAN SANSTHAN ALLAHABAD	ALLAHABAD	43-1/2008-AE-4	6/24/2008	625000
57	JAN SHIKSHAN SANSTHAN ALLAHABAD	ALLAHABAD	43-1/2008-AE-4	7/14/2008	625000
58	JAN SHIKSHAN SANSTHAN ALLAHABAD	ALLAHABAD	43-1/2008-AE-4	7/14/2008	625000
59	JAN SHIKSHAN SANSTHAN ALLAHABAD	ALLAHABAD	43-1/2008-AE-4	1/1/2009	1248581
60	JAN SHIKSHAN SANSTHAN ALLAHABAD	ALLAHABAD	43-1/2008-AE-4	1/23/2009	1247721
61	JAN SHIKSHAN SANSTHAN ALLAHABAD (DAWS)	ALLAHABAD	F.43-1/2008-A.E-4	6/24/2008	625000
62	JAN SHIKSHAN SANSTHAN ALMORA	ALMORA	5-3/2008-AE-3	12/17/2008	1250000
63	JAN SHIKSHAN SANSTHAN ALMORA	ALMORA	F.5-3/2008-AE-3	8/8/2008	603000
64	JAN SHIKSHAN SANSTHAN ALMORA	ALMORA	5-3/2008 AE 3	6/24/2008	625000
65	Jan Shikshan Sansthan Alto Parvari Goa	Alto-Parvari	51-1/2008-AE-6	12/15/2008	1247518
66	Jan Shikshan Sansthan Alto Parvari Goa	Alto-Parvari	F.51-1/2008-A.E-6	7/3/2008	625000
67	Jan Shikshan Sansthan Alto-Parvari Goa	PANAJI	F.51-1/2008-AE-6	8/11/2008	625000
68	JAN SHIKSHAN SANSTHAN AMBEDKARNAGAR	AMBEDKARNAGAR	43-1/2008 AE 4	6/24/2008	625000
69	JAN SHIKSHAN SANSTHAN AMBEDKARNAGAR	AMBEDKARNAGAR	43-1/2008-AE-4	1/1/2009	1250000

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70	JAN SHIKSHAN SANSTHAN AMETHI	AMETHI	43-1/2008-AE-4	7/14/2008	625000
71	JAN SHIKSHAN SANSTHAN AMETHI	AMETHI	43-1/2008-AE-4	1/1/2009	1241481
72	JAN SHIKSHAN SANSTHAN AMETHI	AMETHI	F.43-1/2008-A.E-4	6/24/2008	625000
73	Jan Shikshan Sansthan Ananthapur	ANANTAPUR	51-1/2008-AE-6	12/15/2008	1250000
74	Jan Shikshan Sansthan Ananthapur	ANANTAPUR	F.51-1/2008-A.E-6	7/3/2008	625000
75	Jan Shikshan Sansthan Ananthapur	ANANTAPUR	F.51-1/2008-AE-6	8/11/2008	625000
76	Jan Shikshan Sansthan Ananthapur	ANANTAPUR	5-48/2003-AE-6	9/24/2008	2500000
77	JAN SHIKSHAN SANSTHAN ANGUL	ANGUL	5-3/2008-AE-3	12/17/2008	1250000
78	JAN SHIKSHAN SANSTHAN ANGUL	ANGUL	F.5-3/2008-AE-3	8/8/2008	625000
79	JAN SHIKSHAN SANSTHAN ANGUL	ANGUL	F.5-3/2008-AE.3	6/24/2008	625000
80	JAN SHIKSHAN SANSTHAN ARWAL	ARWAL	5-1/2008-AE-8	6/24/2008	625000
81	JAN SHIKSHAN SANSTHAN ARWAL	ARWAL	5-1/2008-AE-8	7/14/2008	625000
82	JAN SHIKSHAN SANSTHAN ARWAL	ARWAL	5-1/2008-AE-8	1/6/2009	1249941
83	JAN SHIKSHAN SANSTHAN	AURANGABAD	15-1/2008-AE-5	11/17/2008	1500000
84	JAN SHIKSHAN SANSTHAN	AURANGABAD	5-1/2008-AE-8	7/14/2008	625000
85	JAN SHIKSHAN SANSTHAN	AURANGABAD	5-1/2008-AE-8	12/12/2008	1248820
86	JAN SHIKSHAN SANSTHAN	AURANGABAD	F.15-1/2008-AE-5	6/24/2008	750000
87	JAN SHIKSHAN SANSTHAN	AURANGABAD	F.15-1/2008-AE-5	8/8/2008	750000
88	JAN SHIKSHAN SANSTHAN AZAMGARH	AZAMGARH	43-1/2008 AE 4	6/24/2008	625000
89	JAN SHIKSHAN SANSTHAN AZAMGARH	AZAMGARH	43-1/2008-AE-4	2/13/2009	427048
90	JAN SHIKSHAN SANSTHAN BAGALKOT	BAGALKOT	5-1/2008-AE-8	6/24/2008	625000
91	JAN SHIKSHAN SANSTHAN BAGALKOT	BAGALKOT	5-1/2008-AE-8	7/14/2008	388183
92	JAN SHIKSHAN SANSTHAN BAGALKOT	BAGALKOT	5-1/2008-AE-8	12/12/2008	1218761
93	JAN SHIKSHAN SANSTHAN BAGESHWAR	BAGESHWAR	5-3/2008-AE-3	12/17/2008	1250000
94	JAN SHIKSHAN SANSTHAN BAGESHWAR	BAGESHWAR	F.5-3/2008-AE-3	8/8/2008	203496
95	JAN SHIKSHAN SANSTHAN BAGESHWAR	BAGESHWAR	5-3/2008 AE 3	6/24/2008	625000
96	JAN SHIKSHAN SANSTHAN BAHRAICH	BAHRAICH	43-1/2008-AE-4	6/24/2008	625000
97	JAN SHIKSHAN SANSTHAN BAHRAICH	BAHRAICH	43-1/2008-AE-4	7/14/2008	625000
98	JAN SHIKSHAN SANSTHAN BAHRAICH	BAHRAICH	43-1/2008-AE-4	1/1/2009	1248706
99	JAN SHIKSHAN SANSTHAN BALANGIR	BALANGIR	5-3/2008-AE-3	12/17/2008	1249350
100	JAN SHIKSHAN SANSTHAN BALANGIR	BALANGIR	F.5-3/2008-AE-3	8/8/2008	608730
101	JAN SHIKSHAN SANSTHAN BALANGIR	BALANGIR	5-4/2008 AE 3	7/9/2008	625000
102	Jan Shikshan Sansthan Balasore	BALASORE	5-3/2008-AE-3	1/19/2009	1243091
103	Jan Shikshan Sansthan Balasore	BALASORE	F.5-3/2008-AE-3	8/8/2008	547223
104	Jan Shikshan Sansthan Balasore	BALASORE	F.5-4/2008-AE-3	7/9/2008	625000
105	JAN SHIKSHAN SANSTHAN BANDA	BANDA	43-1/2008-AE-4	7/14/2008	373814
106	JAN SHIKSHAN SANSTHAN BANDA	BANDA	43-1/2008-AE-4	1/1/2009	1280324

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107	JAN SHIKSHAN SANSTHAN BANDA	BANDA	F.43-1/2008-A.E-4	6/24/2008	625000
108	JAN SHIKSHAN SANSTHAN BANGLORE	BANGALORE	5-1/2008-AE-8	6/24/2008	875000
109	JAN SHIKSHAN SANSTHAN BANGLORE	BANGALORE	5-1/2008-AE-8	7/14/2008	629221
110	JAN SHIKSHAN SANSTHAN BANGLORE	BANGALORE	5-1/2008-AE-8	12/12/2008	1657603
111	JAN SHIKSHAN SANSTHAN BANKURAWB	BANKURA	15-1/2008-AE-5	11/17/2008	1143720
112	JAN SHIKSHAN SANSTHAN BANKURAWB	BANKURA	F.15-1/2008- A.E.5	6/24/2008	625000
113	JAN SHIKSHAN SANSTHAN BARABANKI	BARABANKI	43-1/2008-AE-4	6/24/2008	625000
114	JAN SHIKSHAN SANSTHAN BARABANKI	BARABANKI	43-1/2008-AE-4	7/14/2008	186514
115	JAN SHIKSHAN SANSTHAN BARABANKI	BARABANKI	43-1/2008-AE-4	1/1/2009	1221480
116	Jan Shikshan Sansthan Bareilly	BAREILLY	43-1/2008 AE 4	6/24/2008	625000
117	Jan Shikshan Sansthan Bareilly	BAREILLY	43-1/2008-AE-4	7/22/2008	625000
118	Jan Shikshan Sansthan Bareilly	BAREILLY	43-1/2008-AE-4	2/13/2009	1128000
119	JAN SHIKSHAN SANSTHAN BASTI	BASTI	43-1/2008 AE 4	6/24/2008	625000
120	JAN SHIKSHAN SANSTHAN BASTI	BASTI	43-1/2008-AE-4	7/22/2008	625000
121	JAN SHIKSHAN SANSTHAN BASTI	BASTI	43-1/2008-AE-4	1/23/2009	1249323
122	JAN SHIKSHAN SANSTHAN BEED	BID	15-1/2008-AE-5	11/17/2008	1239256
123	JAN SHIKSHAN SANSTHAN BEED	BID	F.15-1/2008- A.E.5	6/24/2008	625000
124	JAN SHIKSHAN SANSTHAN BEED	BID	F.15-1/2008-AE-5	8/8/2008	625000
125	JAN SHIKSHAN SANSTHAN BETUL	BETUL	5-3/2008-AE-3	1/19/2009	1240000
126	JAN SHIKSHAN SANSTHAN BETUL	BETUL	F.5-3/2008-AE-3	8/8/2008	625000
127	JAN SHIKSHAN SANSTHAN BETUL	BETUL	5-3/2008 AE 3	6/24/2008	625000
128	JAN SHIKSHAN SANSTHAN BHADOHI	BHADOHI	43-1/2008-AE-4	6/24/2008	625000
129	JAN SHIKSHAN SANSTHAN BHADOHI	BHADOHI	43-1/2008-AE-4	7/14/2008	625000
130	JAN SHIKSHAN SANSTHAN BHADOHI	BHADOHI	43-1/2008-AE-4	1/23/2009	1249099
131	JAN SHIKSHAN SANSTHAN BHADRAK	BHADRAK	5-3/2008-AE-3	12/17/2008	1250000
132	JAN SHIKSHAN SANSTHAN BHADRAK	BHADRAK	F.5-3/2008-AE-3	8/8/2008	625000
133	JAN SHIKSHAN SANSTHAN BHADRAK	BHADRAK	5-3/2008 AE 3	6/24/2008	625000
134	JAN SHIKSHAN SANSTHAN BHARUCH	BARAUCH	21-1/2008-AE-1	12/15/2008	1241288
135	JAN SHIKSHAN SANSTHAN BHARUCH	BARAUCH	F.21-1/2008-AE-1	8/7/2008	625000
136	JAN SHIKSHAN SANSTHAN BHARUCH	BARAUCH	F.21-1/2008-AE.1	7/3/2008	625000
137	JAN SHIKSHAN SANSTHAN BHIMTAL	BHIMTAL	5-3/2008-AE-3	12/17/2008	1205030
138	JAN SHIKSHAN SANSTHAN BHIMTAL	BHIMTAL	F.5-3/2008-AE-3	8/8/2008	298775
139	JAN SHIKSHAN SANSTHAN BHIMTAL	BHIMTAL	F.5-3/2008-AE.3	6/24/2008	625000
140	JAN SHIKSHAN SANSTHAN BHIND	BHIND	5-3/2008-AE-3	12/17/2008	1250000
141	JAN SHIKSHAN SANSTHAN BHIND	BHIND	F.5-3/2008-AE-3	8/8/2008	625000
142	JAN SHIKSHAN SANSTHAN BHIND	BHIND	5-3/2008 AE 3	6/24/2008	625000
143	JAN SHIKSHAN SANSTHAN BHOPAL	BHOPAL	5-3/2008-AE-3	12/17/2008	1247200

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144	JAN SHIKSHAN SANSTHAN BHOPAL	BHOPAL	F.5-3/2008-AE-3	8/8/2008	625000
145	JAN SHIKSHAN SANSTHAN BHOPAL	BHOPAL	5-3/2008 AE 3	6/24/2008	625000
146	JAN SHIKSHAN SANSTHAN BHOPAL	BHOPAL	5-3/2008 AE 3	6/24/2008	625000
147	JAN SHIKSHAN SANSTHAN	BHUBANESHWAR	5-3/2008-AE-3	12/17/2008	1250000
148	JAN SHIKSHAN SANSTHAN	BHUBANESHWAR	F.5-3/2008-AE-3	8/8/2008	625000
149	JAN SHIKSHAN SANSTHAN	BHUBANESHWAR	F.5-3/2008-AE.3	6/24/2008	625000
150	JAN SHIKSHAN SANSTHAN	BIKANER	21-1/2008-AE-1	3/19/2009	1408562
151	JAN SHIKSHAN SANSTHAN	BIKANER	F.21-1/2008-AE-I	7/3/2008	625000
152	Jan Shikshan Sansthan Birbhum West Bengal	BIRBHUM	15-1/2008-AE-5	11/17/2008	1174842
153	Jan Shikshan Sansthan Birbhum West Bengal	BIRBHUM	F.15-1/2008-AE-5	6/24/2008	625000
154	Jan Shikshan Sansthan Birbhum West Bengal	BIRBHUM	F.15-1/2008-AE-5	8/8/2008	625000
155	JAN SHIKSHAN SANSTHAN BOKARO	BOKARO	21-1/2008-AE-1	12/15/2008	1281617
156	JAN SHIKSHAN SANSTHAN BOKARO	BOKARO	F.21-1/2008-AE-I	7/3/2008	625000
157	JAN SHIKSHAN SANSTHAN BULDANA	BULDHANA	15-1/2008-AE-5	11/17/2008	1250000
158	JAN SHIKSHAN SANSTHAN BULDANA	BULDHANA	F.15-1/2008- A.E.5	6/24/2008	625000
159	JAN SHIKSHAN SANSTHAN BULDANA	BULDHANA	F.15-1/2008-AE-5	8/8/2008	537641
160	Jan Shikshan Sansthan Buxar Bihar	BUXAR	5-1/2008-A.E-8	6/24/2008	625000
161	Jan Shikshan Sansthan Buxar Bihar	BUXAR	5-1/2008-AE-8	7/14/2008	625000
162	Jan Shikshan Sansthan Buxar Bihar	BUXAR	5-1/2008-AE-8	12/12/2008	1250000
163	JAN SHIKSHAN SANSTHAN CALICUT	CALICUT	51-1/2008-AE-6	8/11/2008	625000
164	JAN SHIKSHAN SANSTHAN CALICUT	CALICUT	51-1/2008-AE-6	12/15/2008	1243447
165	JAN SHIKSHAN SANSTHAN CALICUT	CALICUT	F.51-1/2008-A.E-6	7/3/2008	625000
166	JAN SHIKSHAN SANSTHAN CHANDIGARH	CHANDIGARH	15-1/2008-AE-5	11/17/2008	1500000
167	JAN SHIKSHAN SANSTHAN CHANDIGARH	CHANDIGARH	F.15-1/2008- A.E.5	6/24/2008	750000
168	JAN SHIKSHAN SANSTHAN CHANDIGARH	CHANDIGARH	F.15-1/2008-AE-5	8/8/2008	750000
169	JAN SHIKSHAN SANSTHAN CHENNAI	CHENNAI	5-3/2008-AE-3	12/17/2008	1750000
170	JAN SHIKSHAN SANSTHAN CHENNAI	CHENNAI	F.5-3/2008-AE-3	8/8/2008	874788
171	JAN SHIKSHAN SANSTHAN CHENNAI	CHENNAI	5-3/2008 AE 3	6/24/2008	875000
172	JAN SHIKSHAN SANSTHAN CHHATARPUR	CHHATARPUR	5-3/2008-AE-3	1/19/2009	1211000
173	JAN SHIKSHAN SANSTHAN CHHATARPUR	CHHATARPUR	5-3/2008 AE 3	6/24/2008	625000
174	JAN SHIKSHAN SANSTHAN CHITRAKOOT	CHITRAKUT	43-1/2008-AE-4	7/14/2008	404004
175	JAN SHIKSHAN SANSTHAN CHITRAKOOT	CHITRAKUT	43-1/2008-AE-4	1/23/2009	1238124
176	JAN SHIKSHAN SANSTHAN CHITRAKOOT	CHITRAKUT	F.43-1/2008-AE-4	6/24/2008	625000
177	JAN SHIKSHAN SANSTHAN COIMBATORE	COIMBATORE	5-3/2008-AE-3	1/19/2009	1500000
178	JAN SHIKSHAN SANSTHAN COIMBATORE	COIMBATORE	F.5-3/2008-AE-3	8/8/2008	750000
179	JAN SHIKSHAN SANSTHAN COIMBATORE	COIMBATORE	F.5-3/2008-AE.3	6/24/2008	750000
180	JAN SHIKSHAN SANSTHAN CUTTACK	CUTTACK	5-3/2008-AE-3	12/17/2008	1500000

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181	JAN SHIKSHAN SANSTHAN CUTTACK	CUTTACK	F.5-3/2008-AE-3	8/8/2008	750000
182	JAN SHIKSHAN SANSTHAN CUTTACK	CUTTACK	5-3/2008 AE 3	6/24/2008	750000
183	JAN SHIKSHAN SANSTHAN DAMOH	DAMOH	5-3/2008-AE-3	1/19/2009	1206195
184	JAN SHIKSHAN SANSTHAN DAMOH	DAMOH	F.5-3/2008-AE-3	8/8/2008	606805
185	JAN SHIKSHAN SANSTHAN DAMOH	DAMOH	5-4/2008 AE 3	7/9/2008	625000
186	JAN SHIKSHAN SANSTHAN DATIA	DATIA	5-3/2008-AE-3	12/17/2008	1248304
187	JAN SHIKSHAN SANSTHAN DATIA	DATIA	F.5-3/2008-AE-3	8/8/2008	625000
188	JAN SHIKSHAN SANSTHAN DATIA	DATIA	5-3/2008 AE 3	6/24/2008	625000
189	JAN SHIKSHAN SANSTHAN DAVANGERE	DAVANGERE	5-1/2008-AE-8	6/24/2008	625000
190	JAN SHIKSHAN SANSTHAN DAVANGERE	DAVANGERE	5-1/2008-AE-8	7/14/2008	524762
191	JAN SHIKSHAN SANSTHAN DAVANGERE	DAVANGERE	5-1/2008-AE-8	12/12/2008	1250000
192	JAN SHIKSHAN SANSTHAN	DEHRADUN	5-3/2008-AE-3	1/19/2009	942314
193	JAN SHIKSHAN SANSTHAN	DEHRADUN	5-3/2008 AE 3	6/24/2008	625000
194	JAN SHIKSHAN SANSTHAN DELHI	NEW DELHI	5-1/2008-A.E-8	6/24/2008	625000
195	JAN SHIKSHAN SANSTHAN DELHI	NEW DELHI	5-1/2008-AE-8	6/24/2008	625000
196	JAN SHIKSHAN SANSTHAN DELHI	NEW DELHI	5-1/2008-AE-8	7/14/2008	625000
197	JAN SHIKSHAN SANSTHAN DEORIA	DEORIA	43-1/2008-AE-4	6/24/2008	625000
198	JAN SHIKSHAN SANSTHAN DEORIA	DEORIA	43-1/2008-AE-4	7/14/2008	604114
199	JAN SHIKSHAN SANSTHAN DEORIA	DEORIA	43-1/2008-AE-4	2/13/2009	1117007
200	JAN SHIKSHAN SANSTHAN DEWAS	DEWAS	5-3/2008-AE-3	12/17/2008	1211755
201	JAN SHIKSHAN SANSTHAN DEWAS	DEWAS	F.5-3/2008-AE-3	8/8/2008	619245
202	JAN SHIKSHAN SANSTHAN DEWAS	DEWAS	5-3/2008 AE 3	6/24/2008	625000
203	JAN SHIKSHAN SANSTHAN DHANBAD	DHANBAD	21-1/2008-AE-1	12/15/2008	1250000
204	JAN SHIKSHAN SANSTHAN DHANBAD	DHANBAD	F.21-1/2008-AE-I	8/7/2008	625000
205	JAN SHIKSHAN SANSTHAN DHANBAD	DHANBAD	F.21-1/2008-AE.1	7/3/2008	625000
206	JAN SHIKSHAN SANSTHAN DHANBAD	DHANBAD	5-4/2005-AE-8/AE-1	3/23/2009	1182384
207	JAN SHIKSHAN SANSTHAN DHAR	DHAR	5-3/2008-AE-3	12/17/2008	1133500
208	JAN SHIKSHAN SANSTHAN DHAR	DHAR	F.5-3/2008-AE-3	8/8/2008	625000
209	JAN SHIKSHAN SANSTHAN DHAR	DHAR	5-3/2008 AE 3	6/24/2008	625000
210	JAN SHIKSHAN SANSTHAN DHARAVI	MUMBAI	15-1/2008-AE-5	11/17/2008	1740920
211	JAN SHIKSHAN SANSTHAN DHARAVI	MUMBAI	F.15-1/2008- A.E.5	6/24/2008	875000
212	JAN SHIKSHAN SANSTHAN DHARAVI	MUMBAI	F.15-1/2008-AE-5	8/8/2008	875000
213	JAN SHIKSHAN SANSTHAN DHENKANAL	DHENKANAL	5-3/2008-AE-3	12/17/2008	1249126
214	JAN SHIKSHAN SANSTHAN DHENKANAL	DHENKANAL	F.5-3/2008-AE-3	8/8/2008	458374
215	JAN SHIKSHAN SANSTHAN DHENKANAL	DHENKANAL	5-3/2008 AE 3	6/24/2008	625000
216	JAN SHIKSHAN SANSTHAN DHOLPUR	DHAULPUR	21-1/2008-AE-1	12/15/2008	1249097
217	JAN SHIKSHAN SANSTHAN DHOLPUR	DHAULPUR	F.21-1/2008-AE-I	7/3/2008	625000

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218	JAN SHIKSHAN SANSTHAN DHOLPUR	DHAULPUR	F.21-1/2008-AE-1	8/7/2008	621264
219	JAN SHIKSHAN SANSTHAN DHULE	DHULE	15-1/2008-AE-5	11/17/2008	1200900
220	JAN SHIKSHAN SANSTHAN DHULE	DHULE	F.15-1/2008- A.E.5	6/24/2008	625000
221	JAN SHIKSHAN SANSTHAN DHULE	DHULE	F.15-1/2008-AE-5	8/8/2008	622600
222	JAN SHIKSHAN SANSTHAN DIMAPUR	DIMAPUR	F.51-2/2008-AE-6	9/2/2008	620092
223	JAN SHIKSHAN SANSTHAN DIMAPUR	DIMAPUR	51-2/2008-AE-6	7/7/2008	625000
224	JAN SHIKSHAN SANSTHAN DIMAPUR	DIMAPUR	51-2/2008-AE-6	11/20/2008	866767
225	JAN SHIKSHAN SANSTHAN ELURU	WEST GODAVARI	51-1/2008-AE-6	7/3/2008	625000
226	JAN SHIKSHAN SANSTHAN ELURU	WEST GODAVARI	51-1/2008-AE-6	12/15/2008	951294
227	JAN SHIKSHAN SANSTHAN ERNAKULAM	ERNAKULAM COCHIN	51-1/2008 Ae 6	7/3/2008	625000
228	JAN SHIKSHAN SANSTHAN ERNAKULAM	ERNAKULAM COCHIN	51-1/2008-AE-6	8/11/2008	624910
229	JAN SHIKSHAN SANSTHAN ERNAKULAM	ERNAKULAM COCHIN	51-1/2008-AE-6	12/15/2008	1245055
230	JAN SHIKSHAN SANSTHAN ETAWAH	ETAWAH	43-1/2008-AE-4	6/24/2008	625000
231	JAN SHIKSHAN SANSTHAN ETAWAH	ETAWAH	43-1/2008-AE-4	7/14/2008	610229
232	JAN SHIKSHAN SANSTHAN ETAWAH	ETAWAH	43-1/2008-AE-4	2/13/2009	1235071
233	JAN SHIKSHAN SANSTHAN FAIZABAD	FAIZABAD	43-1/2008-AE-4	7/14/2008	625000
234	JAN SHIKSHAN SANSTHAN FAIZABAD	FAIZABAD	43-1/2008-AE-4	7/14/2008	625000
235	JAN SHIKSHAN SANSTHAN FAIZABAD	FAIZABAD	43-1/2008-AE-4	1/1/2009	1247914
236	JAN SHIKSHAN SANSTHAN FAIZABAD	FAIZABAD	F.43-1/2008-A.E-4	6/24/2008	625000
237	JAN SHIKSHAN SANSTHAN FARRUKHABAD	FARRUKHABAD	43-1/2008-AE-4	7/14/2008	275905
238	JAN SHIKSHAN SANSTHAN FARRUKHABAD	FARRUKHABAD	43-1/2008-AE-4	2/13/2009	900142
239	JAN SHIKSHAN SANSTHAN FARRUKHABAD	FARRUKHABAD	F.43-1/2008-A.E-4	6/24/2008	625000
240	JAN SHIKSHAN SANSTHAN FATEHPUR	FATEHPUR	43-1/2008-AE-4	7/14/2008	625000
241	JAN SHIKSHAN SANSTHAN FATEHPUR	FATEHPUR	43-1/2008-AE-4	1/23/2009	1248667
242	JAN SHIKSHAN SANSTHAN FATEHPUR	FATEHPUR	F.43-1/2008-A.E-4	6/24/2008	625000
243	JAN SHIKSHAN SANSTHAN GAYA	GAYA	5-1/2008-AE-8	6/24/2008	625000
244	JAN SHIKSHAN SANSTHAN GAYA	GAYA	5-1/2008-AE-8	7/14/2008	625000
245	JAN SHIKSHAN SANSTHAN GAYA	GAYA	5-1/2008-AE-8	12/12/2008	1250000
246	JAN SHIKSHAN SANSTHAN GHAZIABAD	GHAZIABAD	43-1/2008-AE-4	7/14/2008	625000
247	JAN SHIKSHAN SANSTHAN GHAZIABAD	GHAZIABAD	43-1/2008-AE-4	1/23/2009	1250000
248	JAN SHIKSHAN SANSTHAN GHAZIABAD	GHAZIABAD	F.43-1/2008-A.E-4	6/24/2008	625000
249	JAN SHIKSHAN SANSTHAN GONDA	GONDA	43-1/2008-AE-4	7/14/2008	582166
250	JAN SHIKSHAN SANSTHAN GONDA	GONDA	43-1/2008-AE-4	1/1/2009	1247833
251	JAN SHIKSHAN SANSTHAN GONDA	GONDA	F.43-1/2008-A.E-4	6/24/2008	625000
252	JAN SHIKSHAN SANSTHAN GONDIA	GONDIA	15-1/2008-AE-5	11/17/2008	1250000
253	JAN SHIKSHAN SANSTHAN GONDIA	GONDIA	F.15-1/2008- A.E.5	6/24/2008	625000
254	JAN SHIKSHAN SANSTHAN GONDIA	GONDIA	F.15-1/2008-AE-5	8/8/2008	625000

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255	JAN SHIKSHAN SANSTHAN GORAKHPUR	GORAKHPUR	43-1/2008-AE-4	6/24/2008	625000
256	JAN SHIKSHAN SANSTHAN GORAKHPUR	GORAKHPUR	43-1/2008-AE-4	7/22/2008	625000
257	JAN SHIKSHAN SANSTHAN GORAKHPUR	GORAKHPUR	43-1/2008-AE-4	2/13/2009	879494
258	JAN SHIKSHAN SANSTHAN GUNA	GUNA	5-3/2008-AE-3	12/17/2008	1186554
259	JAN SHIKSHAN SANSTHAN GUNA	GUNA	F.5-3/2008-AE-3	8/8/2008	625000
260	JAN SHIKSHAN SANSTHAN GUNA	GUNA	F.5-3/2008-AE.3	6/24/2008	625000
261	JAN SHIKSHAN SANSTHAN GUNTUR	GUNTUR	51-1/2008 Ae 6	7/3/2008	750000
262	JAN SHIKSHAN SANSTHAN GUNTUR	GUNTUR	51-1/2008-AE-6	8/11/2008	750000
263	JAN SHIKSHAN SANSTHAN GUNTUR	GUNTUR	51-1/2008-AE-6	12/15/2008	1487005
264	JAN SHIKSHAN SANSTHAN GWALIOR	GWALIOR	5-3/2008-AE-3	12/17/2008	1250000
265	JAN SHIKSHAN SANSTHAN GWALIOR	GWALIOR	F.5-3/2008-AE-3	8/8/2008	367508
266	JAN SHIKSHAN SANSTHAN GWALIOR	GWALIOR	5-3/2008 AE 3	6/24/2008	625000
267	JAN SHIKSHAN SANSTHAN HALDIA	HALDIA	15-1/2008-AE-5	11/17/2008	1250000
268	JAN SHIKSHAN SANSTHAN HALDIA	HALDIA	F.15-1/2008- A.E.5	6/24/2008	625000
269	JAN SHIKSHAN SANSTHAN HALDIA	HALDIA	F.15-1/2008-AE-5	8/8/2008	625000
270	JAN SHIKSHAN SANSTHAN HARDOI	HARDOI	43-1/2008-AE-4	7/14/2008	625000
271	JAN SHIKSHAN SANSTHAN HARDOI	HARDOI	43-1/2008-AE-4	1/23/2009	1250000
272	JAN SHIKSHAN SANSTHAN HARDOI	HARDOI	F.43-1/2008-A.E-4	6/24/2008	625000
273	JAN SHIKSHAN SANSTHAN HAZARIBAGH	HAZARIBAGH	21-1/2008-AE-1	12/15/2008	1207756
274	JAN SHIKSHAN SANSTHAN HAZARIBAGH	HAZARIBAGH	F.21-1/2008-AE-1	8/7/2008	625000
275	JAN SHIKSHAN SANSTHAN HAZARIBAGH	HAZARIBAGH	F.21-1/2008-AE.1	7/3/2008	625000
276	Jan Shikshan Sansthan Hazipur	VAISHALI	5-1/2008-AE-8	7/14/2008	625000
277	Jan Shikshan Sansthan Hazipur	VAISHALI	5-1/2008-AE-8	12/12/2008	1248000
278	JAN SHIKSHAN SANSTHAN HOSHANGABAD	HOSHANGABAD	5-3/2008-AE-3	12/17/2008	1186600
279	JAN SHIKSHAN SANSTHAN HOSHANGABAD	HOSHANGABAD	F.5-3/2008-AE-3	8/20/2008	625000
280	JAN SHIKSHAN SANSTHAN HOSHANGABAD	HOSHANGABAD	5-3/2008 AE 3	6/24/2008	625000
281	JAN SHIKSHAN SANSTHAN HOWRAH	HAWRAH	15-1/2008-AE-5	11/17/2008	1187264
282	JAN SHIKSHAN SANSTHAN HOWRAH	HAWRAH	F.15-1/2008-AE-5	6/24/2008	625000
283	JAN SHIKSHAN SANSTHAN HOWRAH	HAWRAH	F.15-1/2008-AE-5	8/8/2008	625000
284	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	51-1/2008 Ae 6	7/3/2008	750000
285	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	51-1/2008-AE-6	8/11/2008	750000
286	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	51-1/2008-AE-6	12/15/2008	1500000
287	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	51-1/2008-AE-6	12/15/2008	1750000
288	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	F.51-1/2008-A.E-6	7/3/2008	875000
289	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	F.51-1/2008-AE-6	8/11/2008	875000
290	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	5-135/2003-AE-8/6	12/24/2008	1800000
291	JAN SHIKSHAN SANSTHAN HYDERABAD	HYDERABAD	5-54/2003-AE-8/6	3/23/2009	2241289

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292	JAN SHIKSHAN SANSTHAN IDUKKI	IDUKKI	51-1/2008 Ae 6	7/3/2008	625000
293	JAN SHIKSHAN SANSTHAN IDUKKI	IDUKKI	51-1/2008-AE-6	8/11/2008	625000
294	JAN SHIKSHAN SANSTHAN IDUKKI	IDUKKI	51-1/2008-AE-6	12/15/2008	1242364
295	JAN SHIKSHAN SANSTHAN	INDORE	5-3/2008-AE-3	1/19/2009	1502280
296	JAN SHIKSHAN SANSTHAN	INDORE	F.5-3/2008-AE-3	8/8/2008	747720
297	JAN SHIKSHAN SANSTHAN	INDORE	5-3/2008 AE 3	6/24/2008	750000
298	JAN SHIKSHAN SANSTHAN JAGATSINGHPUR	JAGATSINGHPUR	5-3/2008-AE-3	12/17/2008	1167118
299	JAN SHIKSHAN SANSTHAN JAGATSINGHPUR	JAGATSINGHPUR	F.5-3/2008-AE-3	8/8/2008	229607
300	JAN SHIKSHAN SANSTHAN JAGATSINGHPUR	JAGATSINGHPUR	5-3/2008 AE 3	6/24/2008	625000
301	JAN SHIKSHAN SANSTHAN JAIPUR	JAIPUR	5-4/2008 AE 3	7/9/2008	625000
302	Jan Shikshan Sansthan Jajpur	JAIPUR	5-3/2008-AE-3	12/17/2008	1250000
303	Jan Shikshan Sansthan Jajpur	JAIPUR	F.5-3/2008-AE-3	8/8/2008	528801
304	JAN SHIKSHAN SANSTHAN JALAUN	JALAUN	43-1/2008-AE-4	7/14/2008	624620
305	JAN SHIKSHAN SANSTHAN JALAUN	JALAUN	43-1/2008-AE-4	2/13/2009	1244715
306	JAN SHIKSHAN SANSTHAN JALAUN	JALAUN	F.43-1/2008-A.E-4	6/24/2008	625000
307	JAN SHIKSHAN SANSTHAN JALGAON	JALGAON	15-1/2008-AE-5	11/17/2008	1250000
308	JAN SHIKSHAN SANSTHAN JALGAON	JALGAON	F.15-1/2008- A.E.5	6/24/2008	625000
309	JAN SHIKSHAN SANSTHAN JALGAON	JALGAON	F.15-1/2008-AE-5	8/8/2008	625000
310	JAN SHIKSHAN SANSTHAN JALPAIGURI	JALPAIGURI	15-1/2008-AE-5	11/17/2008	1249960
311	JAN SHIKSHAN SANSTHAN JALPAIGURI	JALPAIGURI	F.15-1/2008- A.E.5	6/24/2008	625000
312	JAN SHIKSHAN SANSTHAN JALPAIGURI	JALPAIGURI	F.15-1/2008-AE-5	8/8/2008	624924
313	JAN SHIKSHAN SANSTHAN JAMMU	JAMMU	5-1/2008-AE-8	6/24/2008	625000
314	JAN SHIKSHAN SANSTHAN JAMMU	JAMMU	5-1/2008-AE-8	6/24/2008	750000
315	JAN SHIKSHAN SANSTHAN JAMMU	JAMMU	5-1/2008-AE-8	7/14/2008	750000
316	JAN SHIKSHAN SANSTHAN JAMMU	JAMMU	5-1/2008-AE-8	7/14/2008	474922
317	JAN SHIKSHAN SANSTHAN JAMMU	JAMMU	5-1/2008-AE-8	12/12/2008	1090370
318	JAN SHIKSHAN SANSTHAN JAMSHEDPUR	JAMSHEDPUR	21-1/2008-AE-1	12/15/2008	1500542
319	JAN SHIKSHAN SANSTHAN JAMSHEDPUR	JAMSHEDPUR	F.21-1/2008-AE-1	7/3/2008	750000
320	JAN SHIKSHAN SANSTHAN JAMSHEDPUR	JAMSHEDPUR	F.21-1/2008-AE-1	8/7/2008	503846
321	JAN SHIKSHAN SANSTHAN JAUNPUR	JAUNPUR	43-1/2008-AE-4	7/14/2008	625000
322	JAN SHIKSHAN SANSTHAN JAUNPUR	JAUNPUR	43-1/2008-AE-4	1/1/2009	1246920
323	JAN SHIKSHAN SANSTHAN JAUNPUR	JAUNPUR	F.43-1/2008-A.E-4	6/24/2008	625000
324	JAN SHIKSHAN SANSTHAN JHABUA	JHABUA	5-3/2008-AE-3	1/19/2009	1246852
325	JAN SHIKSHAN SANSTHAN JHABUA	JHABUA	F.5-3/2008-AE-3	8/8/2008	625000
326	JAN SHIKSHAN SANSTHAN JHABUA	JHABUA	5-3/2008 AE 3	6/24/2008	625000
327	JAN SHIKSHAN SANSTHAN JODHPUR	JODHPUR	21-1/2008-AE-1	12/15/2008	1499901
328	JAN SHIKSHAN SANSTHAN JODHPUR	JODHPUR	F.21-1/2008-AE-1	7/3/2008	750000



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329	JAN SHIKSHAN SANSTHAN JODHPUR	JODHPUR	F.21-1/2008-AE-1	8/7/2008	750000
330	JAN SHIKSHAN SANSTHAN JORHAT	JORHAT	22-1/2008-AE-1	3/12/2009	1157390
331	JAN SHIKSHAN SANSTHAN JORHAT	JORHAT	F.22-1/2008-AE-1	8/8/2008	383106
332	JAN SHIKSHAN SANSTHAN JORHAT	JORHAT	F.22-1/2008-AE.1	7/4/2008	625000
333	JAN SHIKSHAN SANSTHAN KACHCHH	KACHCHH	21-1/2008-AE-1	12/15/2008	1230405
334	JAN SHIKSHAN SANSTHAN KACHCHH	KACHCHH	F.21-1/2008-AE-1	7/3/2008	625000
335	JAN SHIKSHAN SANSTHAN KACHCHH	KACHCHH	F.21-1/2008-AE-1	8/7/2008	459091
336	Jan Shikshan Sansthan Kakinada	EAST GODAVARI	51-35/2008-AE-6	1/16/2009	947247
337	JAN SHIKSHAN SANSTHAN KALOL	GANDHINAGAR	21-1/2008-AE-1	12/15/2008	1204246
338	JAN SHIKSHAN SANSTHAN KALOL	GANDHINAGAR	F.21-1/2008-AE-1	8/7/2008	312610
339	JAN SHIKSHAN SANSTHAN KALOL	GANDHINAGAR	F.21-1/2008-AE.1	7/3/2008	625000
340	JAN SHIKSHAN SANSTHAN KAMRUP	KAMRUP	22-1/2008-AE-1	3/12/2009	1072295
341	JAN SHIKSHAN SANSTHAN KAMRUP	KAMRUP	F.22-1/2008-AE-1	8/8/2008	573396
342	JAN SHIKSHAN SANSTHAN KAMRUP	KAMRUP	F.22-1/2008-AE.1	7/4/2008	625000
343	JAN SHIKSHAN SANSTHAN KANCHEEPURAM	KANCHIPURAM	5-3/2008-AE-3	12/17/2008	1177075
344	JAN SHIKSHAN SANSTHAN KANCHEEPURAM	KANCHIPURAM	F.5-3/2008-AE-3	8/8/2008	625000
345	JAN SHIKSHAN SANSTHAN KANCHEEPURAM	KANCHIPURAM	5-4/2008 AE 3	7/9/2008	625000
346	JAN SHIKSHAN SANSTHAN Kannur	KANNUR	51-1/2008-AE-6	8/11/2008	625000
347	JAN SHIKSHAN SANSTHAN Kannur	KANNUR	51-1/2008-AE-6	12/15/2008	1205995
348	JAN SHIKSHAN SANSTHAN Kannur	KANNUR	F.51-1/2008-AE-6	7/3/2008	625000
349	JAN SHIKSHAN SANSTHAN KANPUR	KANPUR	43-1/2008 AE 4	6/24/2008	750000
350	JAN SHIKSHAN SANSTHAN KANPUR	KANPUR	43-1/2008-AE-4	7/14/2008	750000
351	JAN SHIKSHAN SANSTHAN KANPUR	KANPUR	43-1/2008-AE-4	1/23/2009	1500000
352	JAN SHIKSHAN SANSTHAN KARWAR	KARWAR	5-1/2008-AE-8	6/24/2008	625000
353	JAN SHIKSHAN SANSTHAN KARWAR	KARWAR	5-1/2008-AE-8	7/14/2008	625000
354	JAN SHIKSHAN SANSTHAN KARWAR	KARWAR	5-1/2008-AE-8	1/6/2009	1250000
355	JAN SHIKSHAN SANSTHAN KATNI	KATNI	5-3/2008-AE-3	12/17/2008	1232949
356	JAN SHIKSHAN SANSTHAN KATNI	KATNI	F.5-3/2008-AE-3	8/8/2008	505390
357	JAN SHIKSHAN SANSTHAN KATNI	KATNI	F.5-3/2008-AE.3	6/24/2008	625000
358	JAN SHIKSHAN SANSTHAN KAUSHAMBI	KAUSHAMBI	43-1/2008-AE-4	6/24/2008	625000
359	JAN SHIKSHAN SANSTHAN KAUSHAMBI	KAUSHAMBI	43-1/2008-AE-4	7/22/2008	625000
360	JAN SHIKSHAN SANSTHAN KAUSHAMBI	KAUSHAMBI	43-1/2008-AE-4	2/13/2009	1250000
361	Jan Shikshan Sansthan Keonjhar	KEONJHAR	5-3/2008-AE-3	1/19/2009	1250000
362	Jan Shikshan Sansthan Keonjhar	KEONJHAR	F.5-3/2008-AE-3	8/8/2008	625000
363	JAN SHIKSHAN SANSTHAN KEONJHARGARH	KENDUJHARGARH	5-3/2008 AE 3	6/24/2008	625000
364	JAN SHIKSHAN SANSTHAN KOLLAM	KOLLAM	51-1/2008-AE-6	8/11/2008	625000
365	JAN SHIKSHAN SANSTHAN KOLLAM	KOLLAM	51-1/2008-AE-6	12/15/2008	762799

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366	JAN SHIKSHAN SANSTHAN KOLLAM	KOLLAM	F.51-1/2008-A.E-6	7/3/2008	625000
367	JAN SHIKSHAN SANSTHAN KORAPUT	KORAPUT	5-3/2008-AE-3	12/17/2008	1123746
368	JAN SHIKSHAN SANSTHAN KORAPUT	KORAPUT	F.5-3/2008-AE-3	8/8/2008	503610
369	JAN SHIKSHAN SANSTHAN KORAPUT	KORAPUT	5-3/2008 AE 3	6/24/2008	625000
370	JAN SHIKSHAN SANSTHAN KOTA	KOTA	21-1/2008-AE-1	12/15/2008	1500000
371	JAN SHIKSHAN SANSTHAN KOTA	KOTA	F.21-1/2008-AE-1	7/3/2008	750000
372	JAN SHIKSHAN SANSTHAN KOTA	KOTA	F.21-1/2008-AE-1	8/7/2008	746600
373	JAN SHIKSHAN SANSTHAN KOTTAYAM	KOTTAYAM	51-1/2008-AE-6	7/3/2008	625000
374	JAN SHIKSHAN SANSTHAN KOTTAYAM	KOTTAYAM	51-1/2008-AE-6	8/11/2008	620427
375	JAN SHIKSHAN SANSTHAN KOTTAYAM	KOTTAYAM	51-1/2008-AE-6	12/15/2008	1030006
376	Jan Shikshan Sansthan Lakheempur Kheri	LAKHEEMPURI KHERI	43-1/2008-AE-4	1/23/2009	1250000
377	Jan Shikshan Sansthan Lakheempur Kheri	LAKHEEMPURI KHERI	6-3/2006-AE-8/AE-4	9/23/2008	1250000
378	JAN SHIKSHAN SANSTHAN LUCKNOW	LUCKNOW	43-1/2008 AE 4	6/24/2008	625000
379	JAN SHIKSHAN SANSTHAN LUCKNOW	LUCKNOW	43-1/2008-AE-4	6/24/2008	750000
380	JAN SHIKSHAN SANSTHAN LUCKNOW	LUCKNOW	43-1/2008-AE-4	7/14/2008	750000
381	JAN SHIKSHAN SANSTHAN LUCKNOW	LUCKNOW	43-1/2008-AE-4	7/22/2008	625000
382	JAN SHIKSHAN SANSTHAN LUCKNOW	LUCKNOW	43-1/2008-AE-4	1/1/2009	1474449
383	JAN SHIKSHAN SANSTHAN LUCKNOW	LUCKNOW	43-1/2008-AE-4	1/1/2009	1250000
384	JAN SHIKSHAN SANSTHAN LUDHIANA	LUDHIANA	15-1/2008-AE-5	11/17/2008	1250000
385	JAN SHIKSHAN SANSTHAN LUDHIANA	LUDHIANA	F.15-1/2008- A.E.5	6/24/2008	625000
386	JAN SHIKSHAN SANSTHAN LUDHIANA	LUDHIANA	F.15-1/2008-AE-5	8/8/2008	625000
387	JAN SHIKSHAN SANSTHAN MADURAI	MADURAI	5-3/2008-AE-3	12/17/2008	1296941
388	JAN SHIKSHAN SANSTHAN MADURAI	MADURAI	F.5-3/2008-AE.3	6/24/2008	750000
389	Jan Shikshan Sansthan Mahabub Nagar	MEHBUBNAGAR	F.51-1/2008-AE-6	8/26/2008	625000
390	Jan Shikshan Sansthan Mahabub Nagar	MEHBUBNAGAR	51-1/2008-AE-6	12/15/2008	1225525
391	Jan Shikshan Sansthan Mahabub Nagar	MEHBUBNAGAR	F.51-1/2008-AE-6	7/3/2008	625000
392	JAN SHIKSHAN SANSTHAN MALAPPURAM	MALAPPURAM	51-1/2008-AE-6	7/3/2008	625000
393	JAN SHIKSHAN SANSTHAN MALAPPURAM	MALAPPURAM	51-1/2008-AE-6	8/11/2008	625000
394	JAN SHIKSHAN SANSTHAN MALAPPURAM	MALAPPURAM	51-1/2008-AE-6	12/15/2008	1147353
395	JAN SHIKSHAN SANSTHAN MANDLA	MANDLA	5-3/2008-AE-3	12/17/2008	997737
396	JAN SHIKSHAN SANSTHAN MANDLA	MANDLA	F.5-3/2008-AE-3	8/8/2008	622703
397	JAN SHIKSHAN SANSTHAN MANDLA	MANDLA	5-3/2008 AE 3	6/24/2008	625000
398	JAN SHIKSHAN SANSTHAN MAUNATHBHANJAN	MAUNATHBHANJAN	43-1/2008-AE-4	7/22/2008	625000
399	JAN SHIKSHAN SANSTHAN MAUNATHBHANJAN	MAUNATHBHANJAN	43-1/2008-AE-4	1/23/2009	1247253
400	JAN SHIKSHAN SANSTHAN MAUNATHBHANJAN	MAUNATHBHANJAN	F.43-1/2008-A.E-4	6/24/2008	625000
401	JAN SHIKSHAN SANSTHAN MEDINIPUR	Midnapore	15-1/2008-AE-5	11/17/2008	1250000
402	JAN SHIKSHAN SANSTHAN MEDINIPUR	Midnapore	F.15-1/2008- A.E.5	6/24/2008	625000

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403	JAN SHIKSHAN SANSTHAN MEDINIPUR	Midnapore	F.15-1/2008-AE-5	8/8/2008	625000
404	JAN SHIKSHAN SANSTHAN MIRZAPUR	MIRZAPUR	43-1/2008-AE-4	6/24/2008	625000
405	JAN SHIKSHAN SANSTHAN MIRZAPUR	MIRZAPUR	43-1/2008-AE-4	7/14/2008	625000
406	JAN SHIKSHAN SANSTHAN MIRZAPUR	MIRZAPUR	43-1/2008-AE-4	1/1/2009	1241749
407	JAN SHIKSHAN SANSTHAN MOHALI	MOHALI	15-1/2008-AE-5	11/17/2008	1250000
408	JAN SHIKSHAN SANSTHAN MOHALI	MOHALI	F.15-1/2008- A.E.5	6/24/2008	625000
409	JAN SHIKSHAN SANSTHAN MOHALI	MOHALI	F.15-1/2008-AE-5	8/8/2008	625000
410	JAN SHIKSHAN SANSTHAN MORENA	MORENA	5-3/2008-AE-3	12/17/2008	1249840
411	JAN SHIKSHAN SANSTHAN MORENA	MORENA	F.5-3/2008-AE-3	8/8/2008	625000
412	JAN SHIKSHAN SANSTHAN MORENA	MORENA	5-3/2008 AE 3	6/24/2008	625000
413	JAN SHIKSHAN SANSTHAN MYSORE	MYSORE	5-1/2008-AE-8	6/24/2008	750000
414	JAN SHIKSHAN SANSTHAN MYSORE	MYSORE	5-1/2008-AE-8	7/14/2008	750000
415	JAN SHIKSHAN SANSTHAN MYSORE	MYSORE	5-1/2008-AE-8	12/12/2008	1421078
416	JAN SHIKSHAN SANSTHAN NAHARLAGUN	NAHARLAGUN	F.51-2/2008-AE-6	9/2/2008	625000
417	JAN SHIKSHAN SANSTHAN NAHARLAGUN	NAHARLAGUN	51-2/2008-AE-6	7/7/2008	625000
418	JAN SHIKSHAN SANSTHAN NAHARLAGUN	NAHARLAGUN	51-2/2008-AE-6	11/20/2008	1250000
419	JAN SHIKSHAN SANSTHAN NALANDA	NALANDA	5-1/2008-A.E-8	6/24/2008	625000
420	JAN SHIKSHAN SANSTHAN NALANDA	NALANDA	5-1/2008-AE-8	7/14/2008	625000
421	JAN SHIKSHAN SANSTHAN NALANDA	NALANDA	5-1/2008-AE-8	12/12/2008	1250000
422	JAN SHIKSHAN SANSTHAN NAMAKKAL	VELLORE	5-3/2008-AE-3	12/17/2008	790911
423	JAN SHIKSHAN SANSTHAN NAMAKKAL	VELLORE	5-3/2008 AE 3	6/24/2008	625000
424	JAN SHIKSHAN SANSTHAN NANDURBAR	NANDURBAR	15-1/2008-AE-5	11/17/2008	1250000
425	JAN SHIKSHAN SANSTHAN NANDURBAR	NANDURBAR	F.15-1/2008-AE-5	6/24/2008	625000
426	JAN SHIKSHAN SANSTHAN NANDURBAR	NANDURBAR	F.15-1/2008-AE-5	8/8/2008	625000
427	JAN SHIKSHAN SANSTHAN NARENDRAPUR	NARENDRAPUR	15-1/2008-AE-5	11/17/2008	1500000
428	JAN SHIKSHAN SANSTHAN NARENDRAPUR	NARENDRAPUR	F.15-1/2008- A.E.5	6/24/2008	750000
429	JAN SHIKSHAN SANSTHAN NARENDRAPUR	NARENDRAPUR	F.15-1/2008-AE-5	8/8/2008	750000
430	Jan Shikshan Sansthan Narsinghpur	NARSINGHPUR	5-3/2008-AE-3	2/6/2009	1250000
431	Jan Shikshan Sansthan Narsinghpur	NARSINGHPUR	F.5-3/2008-AE-3	8/8/2008	625000
432	Jan Shikshan Sansthan Narsinghpur	NARSINGHPUR	F.5-4/2008-AE-3	7/9/2008	625000
433	JAN SHIKSHAN SANSTHAN NASHIK	NASHIK	15-1/2008-AE-5	11/17/2008	1250000
434	JAN SHIKSHAN SANSTHAN NASHIK	NASHIK	F.15-1/2008- A.E.5	6/24/2008	625000
435	JAN SHIKSHAN SANSTHAN NASHIK	NASHIK	F.15-1/2008-AE-5	8/8/2008	625000
436	JAN SHIKSHAN SANSTHAN NOIDA	NOIDA	43-1/2008-AE-4	7/14/2008	625000
437	JAN SHIKSHAN SANSTHAN NOIDA	NOIDA	43-1/2008-AE-4	1/23/2009	883999
438	JAN SHIKSHAN SANSTHAN NOIDA	NOIDA	F.43-1/2008-A.E-4	6/24/2008	625000
439	JAN SHIKSHAN SANSTHAN NUAPADA	NUAPADA	5-2/2007-AE-3	3/30/2009	147000

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440	JAN SHIKSHAN SANSTHAN NUAPADA	NUAPADA	5-3/2008-AE-3	1/19/2009	1103000
441	JAN SHIKSHAN SANSTHAN NUAPADA	NUAPADA	F.5-3/2008-AE-3	8/8/2008	625000
442	JAN SHIKSHAN SANSTHAN NUAPADA	NUAPADA	5-3/2008 AE 3	6/24/2008	625000
443	JAN SHIKSHAN SANSTHAN ONGOLE	ONGOLE	51-1/2008 Ae 6	7/3/2008	625000
444	JAN SHIKSHAN SANSTHAN ONGOLE	ONGOLE	51-1/2008-AE-6	12/15/2008	1247602
445	JAN SHIKSHAN SANSTHAN ONGOLE	ONGOLE	F.51-1/2008-AE-6	8/11/2008	624378
446	Jan Shikshan Sansthan PalakkadKerala	PALAKKAD	51-1/2008-AE-6	8/11/2008	535380
447	Jan Shikshan Sansthan PalakkadKerala	PALAKKAD	51-1/2008-AE-6	12/15/2008	1224566
448	Jan Shikshan Sansthan PalakkadKerala	PALAKKAD	F.51-1/2008-AE-6	7/3/2008	625000
449	JAN SHIKSHAN SANSTHAN PANIPAT	PANIPAT	15-1/2008-AE-5	11/17/2008	1296386
450	JAN SHIKSHAN SANSTHAN PATNA	PATNA	5-1/2008-AE-8	6/24/2008	625000
451	JAN SHIKSHAN SANSTHAN PATNA	PATNA	5-1/2008-AE-8	6/24/2008	625000
452	JAN SHIKSHAN SANSTHAN PATNA	PATNA	5-1/2008-AE-8	6/24/2008	625000
453	JAN SHIKSHAN SANSTHAN PATNA	PATNA	5-1/2008-AE-8	7/14/2008	623764
454	JAN SHIKSHAN SANSTHAN PATNA	PATNA	5-1/2008-AE-8	1/6/2009	1233291
455	JAN SHIKSHAN SANSTHAN PILIBHIT	PILIBHIT	43-1/2008-AE-4	6/24/2008	625000
456	JAN SHIKSHAN SANSTHAN PILIBHIT	PILIBHIT	43-1/2008-AE-4	7/14/2008	625000
457	JAN SHIKSHAN SANSTHAN PILIBHIT	PILIBHIT	43-1/2008-AE-4	1/1/2009	1241340
458	JAN SHIKSHAN SANSTHAN PRATAPGARH	PRATAPGARH	43-1/2008-AE-4	6/24/2008	625000
459	JAN SHIKSHAN SANSTHAN PRATAPGARH	PRATAPGARH	43-1/2008-AE-4	7/14/2008	624828
460	JAN SHIKSHAN SANSTHAN PRATAPGARH	PRATAPGARH	43-1/2008-AE-4	1/1/2009	1248369
461	Jan Shikshan Sansthan Prayas Jahangirpuri Delhi	NEW DELHI	5-1/2008-AE-8	12/12/2008	1250000
462	JAN SHIKSHAN SANSTHAN PUNE	PUNE	15-1/2008-AE-5	11/17/2008	1500000
463	JAN SHIKSHAN SANSTHAN PUNE	PUNE	F.15-1/2008- A.E.5	6/24/2008	750000
464	JAN SHIKSHAN SANSTHAN PUNE	PUNE	F.15-1/2008-AE-5	8/8/2008	750000
465	JAN SHIKSHAN SANSTHAN PURI	PURI	5-3/2008-AE-3	1/19/2009	1246000
466	JAN SHIKSHAN SANSTHAN PURI	PURI	F.5-3/2008-AE-3	8/8/2008	625000
467	JAN SHIKSHAN SANSTHAN PURI	PURI	5-3/2008 AE 3	6/24/2008	625000
468	JAN SHIKSHAN SANSTHAN PURULIA	PURULIYA	15-1/2008-AE-5	11/17/2008	1250035
469	JAN SHIKSHAN SANSTHAN PURULIA	PURULIYA	F.15-1/2008- A.E.5	6/24/2008	625000
470	JAN SHIKSHAN SANSTHAN PURULIA	PURULIYA	F.15-1/2008-AE-5	8/8/2008	611997
471	JAN SHIKSHAN SANSTHAN RADHANPUR	PATAN	21-1/2008-AE-1	12/15/2008	1180876
472	JAN SHIKSHAN SANSTHAN RADHANPUR	PATAN	F.21-1/2008-AE-1	8/7/2008	623109
473	JAN SHIKSHAN SANSTHAN RADHANPUR	PATAN	F.21-1/2008-AE.1	7/3/2008	625000
474	JAN SHIKSHAN SANSTHAN RAE BARELI	RAE BARELI	43-1/2008-AE-4	7/14/2008	625000
475	JAN SHIKSHAN SANSTHAN RAE BARELI	RAE BARELI	43-1/2008-AE-4	1/1/2009	1249503
476	JAN SHIKSHAN SANSTHAN RAE BARELI	RAE BARELI	F.43-1/2008-A.E-4	6/24/2008	625000

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477	JAN SHIKSHAN SANSTHAN RAICHUR	RAICHUR	5-1/2008-AE-8	7/31/2008	911135
478	JAN SHIKSHAN SANSTHAN RAICHUR	RAICHUR	5-1/2008-AE-8	12/12/2008	1250000
479	JAN SHIKSHAN SANSTHAN RAIGARH	RAIGARH	15-1/2008-AE-5	11/17/2008	1223453
480	JAN SHIKSHAN SANSTHAN RAIGARH	RAIGARH	F.15-1/2008-AE-5	6/24/2008	625000
481	JAN SHIKSHAN SANSTHAN RAIGARH	RAIGARH	F.15-1/2008-AE-5	8/8/2008	625000
482	JAN SHIKSHAN SANSTHAN RAIPUR	RAIPUR	21-1/2008-AE-1	12/15/2008	1196953
483	JAN SHIKSHAN SANSTHAN RAIPUR	RAIPUR	21-1/2008-AE-1	9/30/2008	489000
484	JAN SHIKSHAN SANSTHAN RAIPUR	RAIPUR	F.21-1/2008-AE-1	7/3/2008	625000
485	JAN SHIKSHAN SANSTHAN RAISEN	RAISEN	5-3/2008-AE-3	12/17/2008	1250000
486	JAN SHIKSHAN SANSTHAN RAISEN	RAISEN	F.5-3/2008-AE-3	8/8/2008	625000
487	JAN SHIKSHAN SANSTHAN RAISEN	RAISEN	5-4/2008 AE 3	7/9/2008	625000
488	JAN SHIKSHAN SANSTHAN RAJNANDGAON	RAJNANDGAON	21-1/2008-AE-1	12/15/2008	1176650
489	JAN SHIKSHAN SANSTHAN RAJNANDGAON	RAJNANDGAON	F.21-1/2008-AE.1	7/3/2008	625000
490	JAN SHIKSHAN SANSTHAN RANCHI	RANCHI	21-1/2008-AE-1	12/15/2008	1241316
491	JAN SHIKSHAN SANSTHAN RANCHI	RANCHI	F.21-1/2008-AE-1	7/3/2008	625000
492	JAN SHIKSHAN SANSTHAN RANCHI	RANCHI	F.21-1/2008-AE-1	8/7/2008	426618
493	JAN SHIKSHAN SANSTHAN RATLAM	RATLAM	5-3/2008-AE-3	12/17/2008	1249244
494	JAN SHIKSHAN SANSTHAN RATLAM	RATLAM	F.5-3/2008-AE-3	8/8/2008	625000
495	JAN SHIKSHAN SANSTHAN RATLAM	RATLAM	5-3/2008 AE 3	6/24/2008	625000
496	JAN SHIKSHAN SANSTHAN REWA	REWA	5-3/2008-AE-3	12/17/2008	878614
497	JAN SHIKSHAN SANSTHAN REWA	REWA	F.5-3/2008-AE-3	8/8/2008	486578
498	JAN SHIKSHAN SANSTHAN REWA	REWA	5-3/2008 AE 3	6/24/2008	625000
499	JAN SHIKSHAN SANSTHAN ROHTAK	ROHTAK	15-1/2008-AE-5	11/17/2008	1250000
500	JAN SHIKSHAN SANSTHAN ROHTAK	ROHTAK	F.15-1/2008- A.E.5	6/24/2008	625000
501	JAN SHIKSHAN SANSTHAN ROHTAK	ROHTAK	F.15-1/2008-AE-5	8/8/2008	625000
502	JAN SHIKSHAN SANSTHAN ROURKELA	ROURKELA	5-3/2008-AE-3	1/19/2009	1500000
503	JAN SHIKSHAN SANSTHAN ROURKELA	ROURKELA	F.5-3/2008-AE-3	8/8/2008	750000
504	JAN SHIKSHAN SANSTHAN ROURKELA	ROURKELA	5-3/2008 AE 3	6/24/2008	750000
505	Jan Shikshan Sansthan Sabarkantha	SABAR KANTHA	21-1/2008-AE-1	12/15/2008	1222364
506	Jan Shikshan Sansthan Sabarkantha	SABAR KANTHA	F.21-1/2008-AE-1	8/7/2008	625000
507	Jan Shikshan Sansthan Sabarkantha	SABAR KANTHA	F.21-1/2008-AE.1	7/3/2008	625000
508	JAN SHIKSHAN SANSTHAN SAGAR	SAGAR	5-3/2008-AE-3	12/17/2008	1234167
509	JAN SHIKSHAN SANSTHAN SAGAR	SAGAR	F.5-3/2008-AE-3	8/8/2008	264083
510	JAN SHIKSHAN SANSTHAN SAGAR	SAGAR	5-3/2008 AE 3	6/24/2008	625000
511	JAN SHIKSHAN SANSTHAN SAMBALPUR	SAMBALPUR	5-3/2008-AE-3	12/17/2008	1250000
512	JAN SHIKSHAN SANSTHAN SAMBALPUR	SAMBALPUR	F.5-3/2008-AE-3	8/8/2008	521683
513	JAN SHIKSHAN SANSTHAN SAMBALPUR	SAMBALPUR	5-3/2008 AE 3	6/24/2008	625000

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514	JAN SHIKSHAN SANSTHAN SATNA	SATNA	5-3/2008-AE-3	1/19/2009	1249154
515	JAN SHIKSHAN SANSTHAN SATNA	SATNA	F.5-3/2008-AE-3	8/8/2008	297465
516	JAN SHIKSHAN SANSTHAN SATNA	SATNA	5-3/2008 AE 3	6/24/2008	625000
517	JAN SHIKSHAN SANSTHAN SEHORE	SEHORE	5-3/2008-AE-3	12/17/2008	1250000
518	JAN SHIKSHAN SANSTHAN SEHORE	SEHORE	F.5-3/2008-AE-3	8/8/2008	625000
519	JAN SHIKSHAN SANSTHAN SENAPATI	SENAPATI	F.51-2/2008-AE-6	9/2/2008	625000
520	JAN SHIKSHAN SANSTHAN SENAPATI	SENAPATI	51-2/2008-AE-6	7/7/2008	625000
521	JAN SHIKSHAN SANSTHAN SENAPATI	SENAPATI	51-2/2008-AE-6	11/20/2008	1250000
522	JAN SHIKSHAN SANSTHAN SHAHJAHANPUR	SHAHJAHANPUR	43-1/2008 AE 4	6/24/2008	625000
523	JAN SHIKSHAN SANSTHAN SHAHJAHANPUR	SHAHJAHANPUR	43-1/2008-AE-4	1/1/2009	707706
524	JAN SHIKSHAN SANSTHAN SHAJAPUR	SHAJAPUR	5-3/2008-AE-3	1/19/2009	669924
525	JAN SHIKSHAN SANSTHAN SHAJAPUR	SHAJAPUR	F.5-3/2008-AE-3	8/8/2008	396650
526	JAN SHIKSHAN SANSTHAN SHAJAPUR	SHAJAPUR	F.5-3/2008-AE.3	6/24/2008	625000
527	JAN SHIKSHAN SANSTHAN SHIMOGA	SHIMOGA	5-1/2008-AE-8	6/24/2008	625000
528	JAN SHIKSHAN SANSTHAN SHIMOGA	SHIMOGA	5-1/2008-AE-8	7/14/2008	625000
529	JAN SHIKSHAN SANSTHAN SHIMOGA	SHIMOGA	5-1/2008-AE-8	12/12/2008	1249084
530	Jan Shikshan Sansthan Shrawasti Uttar Pradesh	SHRAVASTI	43-1/2008 AE 4	6/24/2008	625000
531	Jan Shikshan Sansthan Shrawasti Uttar Pradesh	SHRAVASTI	43-1/2008-AE-4	7/14/2008	625000
532	Jan Shikshan Sansthan Shrawasti Uttar Pradesh	SHRAVASTI	43-1/2008-AE-4	2/13/2009	1230500
533	JAN SHIKSHAN SANSTHAN SIDDARTHANAGAR	SIDHARTH NAGAR	43-1/2008-AE-4	1/23/2009	1875000
534	JAN SHIKSHAN SANSTHAN SIDDARTHANAGAR	SIDHARTH NAGAR	F.43-1/2008-A.E-4	6/24/2008	625000
535	JAN SHIKSHAN SANSTHAN SIDHI	SIDHI	5-3/2008-AE-3	12/17/2008	1248386
536	JAN SHIKSHAN SANSTHAN SIDHI	SIDHI	F.5-3/2008-AE-3	8/8/2008	594698
537	JAN SHIKSHAN SANSTHAN SIDHI	SIDHI	F.5-3/2008-AE.3	6/24/2008	625000
538	JAN SHIKSHAN SANSTHAN SILCHAR	SILCHAR	22-1/2008-AE-1	3/12/2009	1249346
539	JAN SHIKSHAN SANSTHAN SILCHAR	SILCHAR	F.22-1/2008-AE-1	8/8/2008	625000
540	JAN SHIKSHAN SANSTHAN SILCHAR	SILCHAR	F.22-1/2008-AE.1	7/4/2008	625000
541	JAN SHIKSHAN SANSTHAN SINDHUDURG	SINDHUDURG	15-1/2008-AE-5	11/17/2008	1227615
542	JAN SHIKSHAN SANSTHAN SINDHUDURG	SINDHUDURG	F.15-1/2008-AE-5	6/24/2008	625000
543	JAN SHIKSHAN SANSTHAN SINDHUDURG	SINDHUDURG	F.15-1/2008-AE-5	8/8/2008	452012
544	JAN SHIKSHAN SANSTHAN SINDHUDURG	SINDHUDURG	15-1/2008-AE-5	2/9/2009	99805
545	JAN SHIKSHAN SANSTHAN SIRSA	SIRSA	15-1/2008-AE-5	11/17/2008	1250000
546	JAN SHIKSHAN SANSTHAN SIRSA	SIRSA	F.15-1/2008- A.E.5	6/24/2008	625000
547	JAN SHIKSHAN SANSTHAN SIRSA	SIRSA	F.15-1/2008-AE-5	8/8/2008	471201
548	JAN SHIKSHAN SANSTHAN SITAPUR	SITAPUR	43-1/2008-AE-4	6/24/2008	625000
549	JAN SHIKSHAN SANSTHAN SITAPUR	SITAPUR	43-1/2008-AE-4	1/23/2009	1248860
550	JAN SHIKSHAN SANSTHAN SIVAGANGA	SIVAGANGA	5-3/2008-AE-3	12/17/2008	1164596

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551	JAN SHIKSHAN SANSTHAN SIVAGANGA	SIVAGANGA	F.5-3/2008-AE-3	8/8/2008	497559
552	JAN SHIKSHAN SANSTHAN SIVAKASI	SIVAKASI	5-3/2008-AE-3	12/17/2008	1250911
553	JAN SHIKSHAN SANSTHAN SIVAKASI	SIVAKASI	F.5-3/2008-AE-3	8/8/2008	624089
554	JAN SHIKSHAN SANSTHAN SIVAKASI	SIVAKASI	5-3/2008 AE 3	6/24/2008	625000
555	JAN SHIKSHAN SANSTHAN SONEPAT	SONIPAT	15-1/2008-AE-5	11/17/2008	1250000
556	JAN SHIKSHAN SANSTHAN SONEPAT	SONIPAT	F.15-1/2008- A.E.5	6/24/2008	625000
557	JAN SHIKSHAN SANSTHAN SONEPAT	SONIPAT	F.15-1/2008- A.E.5	6/24/2008	625000
558	JAN SHIKSHAN SANSTHAN SONEPAT	SONIPAT	F.15-1/2008-AE-5	8/8/2008	625000
559	JAN SHIKSHAN SANSTHAN SONEPUR (SARAN)	SARAN	5-1/2008-AE-8	6/24/2008	625000
560	JAN SHIKSHAN SANSTHAN SONEPUR (SARAN)	SARAN	5-1/2008-AE-8	7/14/2008	625000
561	JAN SHIKSHAN SANSTHAN SONEPUR (SARAN)	SARAN	5-1/2008-AE-8	12/12/2008	1250000
562	JAN SHIKSHAN SANSTHAN SULTANPUR	SULTANPUR	43-1/2008-AE-4	7/14/2008	625000
563	JAN SHIKSHAN SANSTHAN SULTANPUR	SULTANPUR	43-1/2008-AE-4	1/1/2009	1231551
564	JAN SHIKSHAN SANSTHAN SULTANPUR	SULTANPUR	F.43-1/2008-A.E-4	6/24/2008	625000
565	JAN SHIKSHAN SANSTHAN SURAT	SURAT	21-1/2008-AE-1	12/15/2008	1494167
566	JAN SHIKSHAN SANSTHAN SURAT	SURAT	F.21-1/2008-AE-1	8/7/2008	750000
567	JAN SHIKSHAN SANSTHAN SURAT	SURAT	F.21-1/2008-AE.1	7/3/2008	750000
568	Jan Shikshan Sansthan Tangdar J&K	KUPWARA	5-1/2008-AE-8	1/6/2009	1249276
569	JAN SHIKSHAN SANSTHAN TEHRI GARHWAL	TEHRI GARHWAL	5-3/2008-AE-3	12/17/2008	1250000
570	JAN SHIKSHAN SANSTHAN TEHRI GARHWAL	TEHRI GARHWAL	F.5-3/2008-AE-3	8/8/2008	625000
571	JAN SHIKSHAN SANSTHAN TEHRI GARHWAL	TEHRI GARHWAL	5-3/2008 AE 3	6/24/2008	625000
572	JAN SHIKSHAN SANSTHAN	THIRUVANANTHAPURAM	51-1/2008-AE-6	8/11/2008	727864
573	JAN SHIKSHAN SANSTHAN	THIRUVANANTHAPURAM	51-1/2008-AE-6	12/15/2008	1462727
574	JAN SHIKSHAN SANSTHAN	THIRUVANANTHAPURAM	F.51-1/2008-A.E-6	7/3/2008	750000
575	JAN SHIKSHAN SANSTHAN	THIRUVANANTHAPURAM	5-87/2003-AE-3/6	9/3/2008	253557
576	JAN SHIKSHAN SANSTHAN THIRUVARUR	THIRUVARUR	5-3/2008-AE-3	12/17/2008	1132801
577	JAN SHIKSHAN SANSTHAN THIRUVARUR	THIRUVARUR	F.5-3/2008-AE-3	8/8/2008	532697
578	JAN SHIKSHAN SANSTHAN THIRUVARUR	THIRUVARUR	5-3/2008 AE 3	6/24/2008	625000
579	JAN SHIKSHAN SANSTHAN THOUBAL	THOUBAL	51-2/2008-AE-6	7/7/2008	625000
580	JAN SHIKSHAN SANSTHAN THOUBAL	THOUBAL	51-2/2008-AE-6	11/20/2008	1875000
581	JAN SHIKSHAN SANSTHAN THRISSUR	THRISSUR	51-1/2008-AE-6	8/11/2008	334500
582	JAN SHIKSHAN SANSTHAN THRISSUR	THRISSUR	51-1/2008-AE-6	12/15/2008	1249998
583	JAN SHIKSHAN SANSTHAN THRISSUR	THRISSUR	F.51-1/2008-A.E-6	7/3/2008	625000
584	JAN SHIKSHAN SANSTHAN TIRUCHIRAPALLI	TIRUCHCHIRAPPALLI	5-3/2008-AE-3	12/17/2008	1250000
585	JAN SHIKSHAN SANSTHAN TIRUCHIRAPALLI	TIRUCHCHIRAPPALLI	F.5-3/2008-AE-3	8/8/2008	625000
586	JAN SHIKSHAN SANSTHAN TIRUCHIRAPALLI	TIRUCHCHIRAPPALLI	5-3/2008 AE 3	6/24/2008	625000
587	JAN SHIKSHAN SANSTHAN TIRUPATI	TIRUPATI	51-1/2008 Ae 6	7/3/2008	625000

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588	JAN SHIKSHAN SANSTHAN TIRUPATI	TIRUPATI	51-1/2008-AE-6	8/11/2008	578185
589	JAN SHIKSHAN SANSTHAN TUMKUR	TUMKUR	5-1/2008-AE-8	6/24/2008	625000
590	JAN SHIKSHAN SANSTHAN TUMKUR	TUMKUR	5-1/2008-AE-8	7/14/2008	418000
591	JAN SHIKSHAN SANSTHAN TUMKUR	TUMKUR	5-1/2008-AE-8	12/12/2008	1221875
592	JAN SHIKSHAN SANSTHAN UJJAIN	UJJAIN	5-3/2008-AE-3	12/17/2008	1278497
593	JAN SHIKSHAN SANSTHAN UJJAIN	UJJAIN	F.5-3/2008-AE-3	8/8/2008	5706
594	JAN SHIKSHAN SANSTHAN UJJAIN	UJJAIN	5-3/2008 AE 3	6/24/2008	625000
595	JAN SHIKSHAN SANSTHAN UMARIA	UMARIA	5-3/2008-AE-3	12/17/2008	978929
596	JAN SHIKSHAN SANSTHAN UMARIA	UMARIA	F.5-3/2008-AE-3	8/8/2008	615571
597	JAN SHIKSHAN SANSTHAN UMARIA	UMARIA	5-3/2008 AE 3	6/24/2008	625000
598	JAN SHIKSHAN SANSTHAN UNNAO	UNNAO	43-1/2008-AE-4	6/24/2008	625000
599	JAN SHIKSHAN SANSTHAN UNNAO	UNNAO	43-1/2008-AE-4	7/14/2008	625000
600	JAN SHIKSHAN SANSTHAN UNNAO	UNNAO	43-1/2008-AE-4	1/1/2009	1250000
601	JAN SHIKSHAN SANSTHAN VADODARA	VADODARA	21-1/2008-AE-1	12/15/2008	1500000
602	JAN SHIKSHAN SANSTHAN VADODARA	VADODARA	F.21-1/2008-AE-1	7/3/2008	750000
603	JAN SHIKSHAN SANSTHAN VADODARA	VADODARA	F.21-1/2008-AE-1	8/7/2008	750000
604	JAN SHIKSHAN SANSTHAN VARANASI	VARANASI	43-1/2008-AE-4	6/24/2008	625000
605	JAN SHIKSHAN SANSTHAN VARANASI	VARANASI	43-1/2008-AE-4	7/14/2008	625000
606	JAN SHIKSHAN SANSTHAN VARANASI	VARANASI	43-1/2008-AE-4	7/14/2008	625000
607	JAN SHIKSHAN SANSTHAN VARANASI	VARANASI	43-1/2008-AE-4	1/1/2009	1249650
608	JAN SHIKSHAN SANSTHAN VARANASI	VARANASI	43-1/2008-AE-4	1/1/2009	1245285
609	JAN SHIKSHAN SANSTHAN VARANASI	VARANASI	F.43-1/2008-A.E-4	6/24/2008	625000
610	JAN SHIKSHAN SANSTHAN VIJAYAWADA	VIJAYAWADA	51-1/2008-AE-6	8/11/2008	750000
611	JAN SHIKSHAN SANSTHAN VIJAYAWADA	VIJAYAWADA	51-1/2008-AE-6	12/15/2008	1500000
612	JAN SHIKSHAN SANSTHAN VIJAYAWADA	VIJAYAWADA	F.51-1/2008-A.E-6	7/3/2008	750000
613	JAN SHIKSHAN SANSTHAN VIJAYAWADA	VIJAYAWADA	F.5-51/2003-AE-8/6	8/18/2008	1788393
614	JAN SHIKSHAN SANSTHAN VISAKHAPATNAM	VISHAKHAPATNAM	51-1/2008-AE-6	12/15/2008	1500000
615	JAN SHIKSHAN SANSTHAN VISAKHAPATNAM	VISHAKHAPATNAM	F.51-1/2008-A.E-6	7/3/2008	750000
616	JAN SHIKSHAN SANSTHAN VISAKHAPATNAM	VISHAKHAPATNAM	F.51-1/2008-AE-6	8/11/2008	750000
617	JAN SHIKSHAN SANSTHAN WASHIM	WASHIM	15-1/2008-AE-5	11/17/2008	1223909
618	JAN SHIKSHAN SANSTHAN WASHIM	WASHIM	F.15-1/2008- A.E.5	6/24/2008	625000
619	JAN SHIKSHAN SANSTHAN WASHIM	WASHIM	F.15-1/2008-AE-5	8/8/2008	625000
620	JAN SHIKSHAN SANSTHAN WEST DELHI	NEW DELHI	5-1/2008-AE-8	7/14/2008	526
621	JAN SHIKSHAN SANSTHAN WEST DELHI	NEW DELHI	5-1/2008-AE-8	12/12/2008	1237695
622	JAN SHIKSHAN SANSTHAN WORLI MUMBAI	MUMBAI	15-1/2008-AE-5	11/17/2008	1750000
623	JAN SHIKSHAN SANSTHAN WORLI MUMBAI	MUMBAI	F.15-1/2008- A.E.5	6/24/2008	875000
624	JAN SHIKSHAN SANSTHAN WORLI MUMBAI	MUMBAI	F.15-1/2008-AE-5	8/8/2008	875000



Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
625	JAN SHIKSHAN SANSTHAN YAVATMAL	YAVATMAL	15-1/2008-AE-5	11/17/2008	1250000
626	JAN SHIKSHAN SANSTHAN YAVATMAL	YAVATMAL	F.15-1/2008- A.E.5	6/24/2008	625000
627	JAN SHIKSHAN SANSTHAN YAVATMAL	YAVATMAL	F.15-1/2008-AE-5	8/8/2008	625000
628	Jan Shikshan SansthanBilashpur	BILASPUR	21-1/2008-AE-1	12/15/2008	1152932
629	Jan Shikshan SansthanBilashpur	BILASPUR	F.21-1/2008-AE-1	8/7/2008	625000
630	Jan Shikshan SansthanBilashpur	BILASPUR	F.21-1/2008-AE.1	7/3/2008	625000
631	JAN SHIKSHAN SANSTHANCHAMOLI	CHAMOLI	5-3/2008-AE-3	12/17/2008	1218313
632	JAN SHIKSHAN SANSTHANCHAMOLI	CHAMOLI	F.5-3/2008-AE-3	8/8/2008	625000
633	JAN SHIKSHAN SANSTHANCHAMOLI	CHAMOLI	5-4/2008 AE 3	7/9/2008	625000
634	Jan Shikshan SansthanWarangal	WARANGAL	51-1/2008-AE-6	12/15/2008	1380500
635	Jan Shikshan SansthanWarangal	WARANGAL	F.51-1/2008-AE-6	7/3/2008	625000
636	Jeevan Jyoti Club for Social Welfare and Rural Development	DHENKANAL	6-4/2008-AE-3	1/28/2009	1500000
637	JHARKHAND MAHILA SAMAKHYA SOCIETY	RANCHI	7-1/2008-EE-7	11/10/2008	34705000
638	JHARKHAND MAHILA SAMAKHYA SOCIETY	RANCHI	7-1/2008-EE-7	3/19/2009	2800000
639	JHARKHAND MAHILA SAMAKHYA SOCIETY	RANCHI	F.7-1/2008-EE-7	8/1/2008	5000000
640	Jirakpur Sistem Nivedita Seva Mission North-24 Parganas	NORTH24-PARGANAS	6-4/2008-AE-3	1/28/2009	1500000
641	Kamgar Foundation Korba	KORBA	6-4/2008-AE-3	1/28/2009	1500000
642	KAUSHIK KALA KENDRA BALLIA	BALLIA	6-4/2008-AE-3	2/26/2009	1500000
643	KERALA MAHILA SAMAKHYA SOCIETY VAZHUTACADU	THIRUVANANTHAPURAM	7-9/2008-EE-7	3/19/2009	3000000
644	KERALA MAHILA SAMAKHYA SOCIETY VAZHUTACADU	THIRUVANANTHAPURAM	F.7-9/2008-EE-7	8/18/2008	12323000
645	LATE SHRI RAJENDRA BIHARI MATHUR CHETNA SANSTHAN	MATHURA	6-4/2008-AE-3	2/26/2009	1500000
646	LOK KALYAN SAMITI LUCKNOW	LUCKNOW	6-4/2008-AE-3	2/26/2009	1500000
647	Madhya Pradesh Mahila Samakhya	BHOPAL	7-8/2008-EE-7	11/24/2008	1500000
648	Maharashtra Homeopathic Foundation Ahmednagar	AHMADNAGAR	6-4/2008-AE-3	1/28/2009	1500000
649	MAHASHAKTI SEVA KENDRA BHOPAL	BHOPAL	6-4/2008-AE-3	2/26/2009	1500000
650	Mahila Samakhya Gujarat	AHMEDABAD	7-4/2008-EE-7	12/24/2008	8400000
651	Mahila Samakhya Gujarat	AHMEDABAD	F.7-4/2008-EE-7	7/4/2008	9119000
652	Mahila Samakhya Uttarakhand	DEHRADUN	7-2/2008 EE-7	5/30/2008	5000000
653	Mahila Samakhya Uttarakhand	DEHRADUN	7-2/2008-EE-7	11/21/2008	15000000
654	Mahila Samakhya Uttarakhand	DEHRADUN	7-2/2008-EE-7	2/18/2009	4500000
655	Mahila Samakhya Uttarakhand	DEHRADUN	F.7-2/2008-EE-7	8/25/2008	12500000
656	Mahila Samakhya Karnataka	BANGALORE	7-7/2008-EE-7	12/19/2008	15000000
657	Mahila Samakhya Karnataka	BANGALORE	7-7/2008-EE-7	2/26/2009	8000000
658	Mahila Samakhya Karnataka	BANGALORE	F.7-7/2008-EE-7	8/8/2008	34670000
659	Mahila Samakhya Uttar Pradesh	LUCKNOW	7-5/2008-EE-7	10/15/2008	45500000

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
660	Mahila Samakhya Uttar Pradesh	LUCKNOW	7-5/2008-EE-7	1/21/2009	20000000
661	Mahila Samakhya Uttar Pradesh	LUCKNOW	F.7-5/2008-EE-7	6/3/2008	20000000
662	Milli Education & Welfare Society Kishanganj	KISHANGANJ	6-4/2008-AE-3	1/28/2009	1500000
663	National Documentation Centre on Literacy And Population Education	NEW DELHI	21-1/2009-AE-6	3/23/2009	910000
664	Navada Gramudyog Vikas Samiti Amroha UP	AMROHA	6-4/2008-AE-3	1/28/2009	1500000
665	NEW PUBLIC SCHOOL SAMITI LUCKNOW	LUCKNOW	21-2/2006-AE-4	7/8/2008	104825
666	NIRDESH	MUZAFFARPUR	6-4/2008-AE-3	1/28/2009	1500000
667	NORTH HIRAPARA WOMEN & CHILD DEVELOPMENT SOCIETY	DHULA	6-4/2008-AE-3	1/28/2009	1500000
668	Pratima Shiksha Parisar Samiti Sagar MP	SAGAR	6-4/2008-AE-3	1/28/2009	1500000
669	PRAYAS JUVENILE AID CENTRE(JAC) SOCIETY NEW DELHI	NEW DELHI	6-4/2008-AE-3	2/26/2009	1500000
670	RAHMANI FOUNDATION MUNGER	MUNGER	6-4/2008-AE-3	1/28/2009	1500000
671	RAJEEV SMRITI GAS PIDIT PUNARWAS KENDRA BHOPAL	BHOPAL	6-4/2008-AE-3	2/26/2009	1500000
672	REGIONAL DOCUMENTATION CENTRE FOR ADULT EDUCATION	HYDERABAD	21-1/2009-AE-6	3/23/2009	611055
673	REGIONAL RESOURCE CENTRE FOR ADULT & CONTINUING EDN.	CHANDIGARH	16-1/2008-AE-5	11/17/2008	2096534
674	REGIONAL RESOURCE CENTRE FOR ADULT & CONTINUING EDN.	CHANDIGARH	21-1/2009-AE-6	3/23/2009	977683
675	REGIONAL RESOURCE CENTRE FOR ADULT & CONTINUING EDN.	CHANDIGARH	F.16-1/2008-AE-5	7/3/2008	1000000
676	Rinchen Zangpo Society for Spiti Development Spiti	LAHUL & SPITI	6-4/2008-AE-3	1/28/2009	1500000
677	SAK Memorial Educational & Cultural Society Surguja	SURGUJA	6-4/2008-AE-3	1/28/2009	1500000
678	Samaj Kalyan Shiksha Sansthan Kushinagar	KUSHINAGAR	17-187/2001-Sch-1	1/20/2009	1100000
679	SAMARPAN RURAL DEVELOPMENT FOUNDATION GANDHINAGAR	GANDHINAGAR	6-4/2008-AE-3	2/26/2009	1500000
680	Samta Lok Shikshan Samiti Gulbarga	GULBARGA	6-4/2008-AE-3	1/28/2009	1500000
681	SANIDHYABhopal	BHOPAL	6-4/2008-AE-3	1/28/2009	1500000
682	Sankalp Seva Samiti jhalawar	JHALAWAR	6-4/2008-AE-3	1/28/2009	1500000
683	Shaheed Virender Smarak Samiti Panipat	PANIPAT	29-1/2004-AE-4/AE-5	10/7/2008	267548
684	Shikshit Yuva Sewa Samity Basti UP	BASTI	14-76/2005-IE	7/3/2008	2578684
685	Shree Balaji Shikshan Prasasrak Mandal Beed	BID	6-4/2008-AE-3	1/28/2009	1500000
686	Shri Nath Samaj Seva Sansthan Sheopur	SHEOPUR	6-4/2008-AE-3	1/28/2009	1500000
687	SOCIAL ACTION FOR INTEGRATED DEVELOPMENT SERVICE	ADILABAD	6-4/2008-AE-3	2/26/2009	1500000
688	SOCIETY FOR HEALTH AND EDUCATIONAL DEVELOPMENT	HYDERABAD	6-4/2008-AE-3	2/26/2009	1500000

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
689	SPRINGDALES EDUCATION SOCIETY N.DELHI	NEW DELHI	9-11/2006-AE-4	5/5/2008	216179
690	SRC FOR ADULT EDUCATION & CONTINUING EDUCATION SPACE	HYDERABAD	21-1/2009-AE-6	3/23/2009	1316147
691	SRC FOR ADULT EDUCATION & CONTINUING EDUCATION SPACE	HYDERABAD	50-16/2008-AE-6	11/21/2008	3007429
692	SRC FOR ADULT EDUCATION & CONTINUING EDUCATION SPACE	HYDERABAD	F..50-21/2006-AE.6	4/30/2008	252255
693	SRC FOR ADULT EDUCATION & CONTINUING EDUCATION SPACE	HYDERABAD	F.50-16/2008-AE-6	7/15/2008	2992571
694	SRC ASIAN DEVELOPMENT RESEARCH INSTITUTE	RANCHI	21-1/2009-AE-6	3/23/2009	37167
695	SRC ASIAN DEVELOPMENT RESEARCH INSTITUTE	RANCHI	22-1/2008-AE-1	10/31/2008	1198084
696	SRC ASIAN DEVELOPMENT RESEARCH INSTITUTE	RANCHI	22-1/2008-AE-1	12/10/2008	2983700
697	SRC ASIAN DEVELOPMENT RESEARCH INSTITUTE	RANCHI	F.22-1/2008-AE-1	7/9/2008	1500000
698	SRC ASIAN DEVELOPMENT RESEARCH INSTITUTE	PATNA	13-1/2008 AE 8	7/9/2008	2956586
699	SRC ASIAN DEVELOPMENT RESEARCH INSTITUTE	PATNA	13-1/2008-AE-8	12/18/2008	3035930
700	SRC BHARAT GYAN VIGYAN SAMITI TRIPURA	AGARTALLA	F.50-16/2008-AE-6	7/21/2008	1000000
701	SRC JAMIA MILIA ISLAMIA N.DELHI	NEW DELHI	13-1/2008 AE 8	7/9/2008	2000000
702	SRC JAMIA MILIA ISLAMIA N.DELHI	NEW DELHI	13-1/2008-AE-8	12/18/2008	1387210
703	SRC JAMIA MILIA ISLAMIA N.DELHI	NEW DELHI	21-1/2009-AE-6	3/23/2009	1228211
704	SRC MAHARASHTRA STATE INSTITUTE OF ADULT EDUCATION	AURANGABAD	F.16-1/08-AE-5	8/8/2008	997243
705	SRC MAHARASHTRA STATE INSTITUTE OF ADULT EDUCATION	AURANGABAD	F.16-1/2008-AE-5	7/3/2008	1000000
706	SRC MAHARASHTRA STATE INSTITUTE OF ADULT EDUCATION	AURANGABAD	16-1/2008-AE-5	11/17/2008	2000000
707	SRC MAHARASHTRA STATE INSTITUTE OF ADULT EDUCATION	AURANGABAD	21-1/2009-AE-6	3/23/2009	583269
708	SRC NORTH-EASTERN HILL UNIVERSITY	EAST KHASI	50-16/2008-AE-6	8/18/2008	966000
709	SRC NORTH-EASTERN HILL UNIVERSITY	EAST KHASI	51-16/2008-AE-6	12/10/2008	1906951
710	SRC NORTH-EASTERN HILL UNIVERSITY	EAST KHASI	F.50-16/2008-AE-6	7/21/2008	1000000
711	SRC NORTH-EASTERN HILL UNIVERSITY	EAST KHASI	21-1/2009-AE-6	3/26/2009	898893
712	SRC UNIVERSITY OF KASHMIR	SRINAGAR	13-1/2008-AE-8	7/9/2008	1532031
713	SRC UNIVERSITY OF KASHMIR	SRINAGAR	13-1/2008-AE-8	12/18/2008	1053832
714	State Resource Centre For Adult & Continuing Education	BHOPAL	21-1/2009-AE-6	3/23/2009	313207
715	State Resource Centre For Adult & Continuing Education	BHOPAL	22-1/2008-AE-1	12/10/2008	1996079
716	State Resource Centre For Adult & Continuing Education	BHOPAL	F.10-1/2008-AE-3	7/10/2008	2000000
717	State Resource Centre For Adult Education	AHMEDABAD	F.22-1/2008-AE-1	8/7/2008	977044

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
718	State Resource Centre For Adult Education	AHMEDABAD	21-1/2009-AE-6	3/23/2009	503762
719	State Resource Centre For Adult Education	AHMEDABAD	22-1/2008-AE-1	12/10/2008	1845829
720	State Resource Centre For Adult Education	AHMEDABAD	F.22-1/2008-AE-1	7/9/2008	1000000
721	State Resource Centre For Adult Education	DEHRADUN	10-1/2008-AE-3	7/10/2008	2260215
722	State Resource Centre For Adult Education	DEHRADUN	21-1/2009-AE-6	3/23/2009	693473
723	State Resource Centre For Adult Education	DEHRADUN	50-16/2008-AE-6	11/21/2008	3003087
724	State Resource Centre For Adult Education	INDORE	21-1/2009-AE-6	3/23/2009	1111881
725	State Resource Centre For Adult Education	INDORE	22-1/2008-AE-1	12/10/2008	2976819
726	State Resource Centre For Adult Education	INDORE	F.10-1/2008-AE-3	7/10/2008	2948711
727	State Resource Centre For Adult Education	KOLKATA	16-1/2008-AE-5	8/8/2008	1499777
728	State Resource Centre For Adult Education	KOLKATA	16-1/2008-AE-5	11/17/2008	3000000
729	State Resource Centre For Adult Education	KOLKATA	21-1/2009-AE-6	3/23/2009	948987
730	State Resource Centre For Adult Education	KOLKATA	F.16-1/2008-AE-5	7/3/2008	1500000
731	State Resource Centre For Adult Education	BHUBANESHWAR	10-1/2008-AE-3	8/8/2008	925124
732	State Resource Centre For Adult Education	BHUBANESHWAR	10-1/2008-AE-3	7/10/2008	1000000
733	State Resource Centre Assam	GUWAHATI	21-1/2009-AE-6	3/26/2009	392547
734	State Resource Centre	CHENNAI	10-1/2008-AE-3	8/8/2008	1462670
735	State Resource Centre	CHENNAI	10-1/2008-AE-3	7/10/2008	1500000
736	State Resource Centre	CHENNAI	21-1/2009-AE-6	3/23/2009	593133
737	State Resource Centre	CHENNAI	50-21/07-AE-6/AE-5	12/1/2008	3001734
738	State Resource Centre	PATNA	13-1/2008-AE-8	12/18/2008	2923908
739	State Resource Centre	GUWAHATI	22-2/2008-AE-1	1/29/2009	2000000
740	State Resource Centre	GUWAHATI	F.22-2/2008-AE-1	7/23/2008	1000000
741	State Resource Centre	GUWAHATI	F.22-2/2008-AE-1	8/19/2008	918895
742	State Resource Centre	GUWAHATI	50-22/2007-AE-6/AE-1	3/24/2009	1264603
743	State Resource Centre	JAIPUR	F.22-3/2008-AE-1	8/8/2008	1500000
744	State Resource Centre	JAIPUR	21-1/2009-AE-6	3/23/2009	160973
745	State Resource Centre	JAIPUR	21-1/2009-AE-6	3/23/2009	666752
746	State Resource Centre	JAIPUR	22-1/2008-AE-1	12/10/2008	3000000
747	State Resource Centre	JAIPUR	22-3/2008-AE-1	11/6/2008	1500000
748	State Resource Centre	JAIPUR	50-66/2007-AE-6/AE-1	3/26/2009	753932
749	State Resource Centre	LUCKNOW	21-1/2009-AE-6	3/23/2009	801560
750	State Resource Centre	LUCKNOW	45-1/2008 AE 4	7/4/2008	1692763
751	State Resource Centre	LUCKNOW	45-1/2008-AE-4	1/20/2009	3147398
752	State Resource Centre	MYSORE	13-1/2008-AE-8	7/9/2008	3000000
753	State Resource Centre	MYSORE	13-1/2008-AE-8	12/18/2008	2796036
754	State Resource Centre	MYSORE	21-1/2009-AE-6	3/23/2009	900357

Sr.No	Grantee's Name	Grantee's Address	Sanction No.	Sanction Date	Amount Released
755	State Resource Centre	THIRUVANANTHAPURAM	21-1/2009-AE-6	3/23/2009	278546
756	State Resource Centre	PATTOM	50-16/2008-AE-6	11/21/2008	2999664
757	STATE RESOURCE CENTRE	PATTOM	F.50-16/08-AE-6	8/4/2008	1407000
758	STATE RESOURCE CENTRE	PATTOM	F.50-16/2008-AE-6	7/15/2008	1500000
759	STATE RESOURCE CENTRE	PUNE	F.16-1/08-AE-5	8/8/2008	1036762
760	STATE RESOURCE CENTRE	PUNE	F.16-1/2008-AE-5	7/3/2008	1500000
761	STATE RESOURCE CENTRE	PUNE	16-1/2008-AE-5	11/17/2008	3108979
762	STATE RESOURCE CENTRE	PUNE	21-1/2009-AE-6	3/23/2009	1061789
763	STATE RESOURCE CENTRE	RAIPUR	22-1/2008-AE-1	12/10/2008	1596285
764	STATE RESOURCE CENTRE	RAIPUR	F.22-1/2008-AE-1	7/9/2008	1413054
765	STATE RESOURCE CENTRE SEARCH	ROHTAK	F.16-1/2008-AE-5	8/8/2008	730937
766	STATE RESOURCE CENTRE SEARCH	ROHTAK	16-1/2008-AE-5	11/17/2008	1972283
767	STATE RESOURCE CENTRE SEARCH	ROHTAK	21-1/2009-AE-6	3/23/2009	861144
768	STATE RESOURCE CENTRE SEARCH	ROHTAK	F.16-1/2008-AE-5	7/3/2008	1000000
769	State Resource Centre	SHIMLA	21-1/2009-AE-6	3/23/2009	494101
770	State Resource Centre	SHIMLA	50-16/2008-AE-6	11/21/2008	2102237
771	State Resource Centre	SHIMLA	F.50-16/2008-AE-6	7/15/2008	1000000
772	STATE RESOURCUE CENTRE	PATNA	13-1/2008-AE-8	7/9/2008	2987730
773	SURJUGA SEWA UNNATI SANSTHAN	SURGUJA	6-4/2008-AE-3	2/26/2009	1500000
774	SWARGIYA SARDAR SINGH SMRITI SHIKSHA SAMITI	TIKAMGARH	6-4/2008-AE-3	2/26/2009	1500000
775	The 5'th dimension Academy	GWALIOR	6-4/2008-AE-3	1/28/2009	1500000
776	UDYOG BHARTI	AHMEDABAD	6-4/2008-AE-3	2/26/2009	1500000
777	UMA EDUCATIONAL & TECHNICAL SOCIETY	EAST GODAVARI	7-43/2002-Sch-1	3/23/2009	500000
778	UNIVERSAL PROGRESSIVE STUDY AND CULTURAL FORUM	COOCH BEHAR	6-4/2008-AE-3	2/26/2009	1500000
779	Urdu Education Society Akola	AKOLA	6-4/2008-AE-3	1/28/2009	1500000
780	VIDARBHA GRAM VIKAS SHIKSHA MANDAL	CHANDRAPUR	6-4/2008-AE-3	2/26/2009	1500000
781	VIDYA BHARTI SANSTHAN	SIKAR	6-4/2008-AE-3	2/26/2009	1500000
782	Vidya Bharti Sansthan	WARDHA	6-4/2008-AE-3	1/28/2009	1500000
783	Vidya Vikas Mandal Nandurbar	NANDURBAR	6-4/2008-AE-3	1/28/2009	1500000
784	VOICE New Delhi	NEW DELHI	9-6/2006-AE-4/AE-8	10/17/2008	100000
785	Yuba Jyoti Jubak Sangh	BHUBANESHWAR	6-4/2008-AE-3	1/28/2009	1500000
786	Zila Saksharata Samiti Basti	BASTI	25-1/2005-D-II(AE)/AE-4	7/8/2008	1500000
787	ZILLA SAKSHARATA SAMITI	MEWAT	F.25-19/2005-D.II(AE)/AE-4	5/26/2008	2500000
788	ZILLA SAKSHARATA SAMITI	MEWAT	F.43-10/2006-AE.4	5/19/2008	1500000
789	ZILLA SAKSHARATA SAMITI	MEWAT	F.6-3/2005-D.II(AE)/AE.4	5/21/2008	4000000

## Annexure-12

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### Statement of grants of Rs.1.00 lakh and above sanctioned to various VHOs during the financial year 2008-2009 by Central Hindi Directorate

Sl. No.	Name of the Organization	Amount of grant sanctioned (in Rs.)
<b>ASSAM</b>		
1.	Assam Rashtrabhasha Prachar Samiti, Guwahati	25,59,600
2.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, North Lakhimpur, Assam	5,48,040
3.	Assam Rajya Rashtrabhasha Prachar Samiti, Jorhat	25,17,015
<b>MANIPUR</b>		
4.	Manipur Hindi Prachar Sabha, Akampat	1,44,600
5.	Manipur Hindi Parishad, Imphal	3,89,625
6.	Manipur Rashtrabhasha Prachar Samiti, Imphal	3,81,600
<b>MEGHALAYA</b>		
7.	Meghalay Rashtrabhasha Prachar Samiti, Shillong	6,39,150
<b>MIZORAM</b>		
8.	Mizoram Hindi Prachar Sabha, Aizwal	5,54,550
<b>KARNATAKA</b>		
9.	Mysore Hindi Prachar Parishad, Bangalore	32,77,762
10.	Karnataka Hindi Prachar Samiti, Jayanagar, Bangalore	23,93,025
11.	Karnataka Mahila Hindi Sewa Samiti, Bangalore	24,23,700
12.	Dakshin Bharat Hindi Prachar Sabha, (Karnataka) Dharwar	58,78,800
13.	Sri Jaya Bharati Hindi Vidyalaya, Bangalore	1,20,375
14.	Manas Education Society, Tumker	1,32,150
15.	Adarsh Hindi Vidyalaya, Bangalore	1,26,300
16.	Hindi Shaikshanik Sewa Samiti, Bijapur	1,89,120
17.	Janata Shikshan Samiti, Hubli	1,31,790
18.	Hindi Prachar Sangh, Mudhol	2,86,275
19.	Hindi Vidyapeeth Hubli	1,48,470
20.	Karnataka Hindi Prachar Samiti, Gulbarga	1,08,225
21.	Belgaon Vidhagiya Hindi Sewa Shikshan Samiti, Hubli	1,30,320
22.	Zilla Hindi Premi Mandal, Bellary	1,05,600
23.	Mimbai Hindi Vidyapeeth, Karnataka Branch	1,60,350
24.	Karnataka Hindi Sabha, Mandya	1,07,025

Sl. No.	Name of the Organization	Amount of grant sanctioned (in Rs.)
<b>GUJARAT</b>		
25.	Gujrat Vidyapeeth, Ahmedabad	3,76,800
26.	Mumbai Hindi Vidyapeeth Gujrat	2,16,900
27.	Gujrat Prantiya Rashtrabhasha Prachar Samiti, Ahmedabad	1,08,450
<b>MAHARASHTRA</b>		
28.	Mumbai Hindi Vidyapeeth Mumbai	28,00,350
29.	Mumbai Prantiya Rashtrabhasha Prachar Sabha, Mumbai	5,87,850
30.	Mumbai Hindi Sabha, Mumbai	5,31,420
31.	Maharashtra Rashtrabhasha Sabha, Pune	8,02,425
32.	Rashtrabhasha Prachar Samiti, Vardha	7,11,570
33.	Vidharbha Rashtrabhasha Prachar Samiti, Nagpur	1,63,875
34.	Hindustani Prachar Sabha, Mumbai	1,21,800
35.	Maharashtra Hindi Prachar Sabha, Aurangabad	4,23,000
36.	Maharashtra Rashtrabhasha Prachar Samiti, Pune	1,29,750
37.	Rashtra Bhasha Vikas Parishad, Pune	1,08,600
38.	Akhil Bhartiya Rashtra Bhasha Vikas Samiti Mimbai	1,08,600
<b>GOA</b>		
39.	Gomantaka Rashtrabhasha Vidyapeeth, Madgaon, Goa	3,06,975
40.	Dakshin Bharat Hindi Prachar Sabha, Goa Branch	4,25,250
41.	Mumbai Hindi Vidyapeeth (Goa Branch)	1,91,700
<b>ANDHRA PRADESH</b>		
42.	Dakshin Bharat Hindi Prachar Sabha, Hyderabad, Andhra Pradesh	47,87,070
43.	Nagar Hindi Vergsanchalk Siwam Adhyapak Sangh	2,49,870
44.	Bhart Vikas Hindi Mahavidyalya, Hyderabad	1,14,450
45.	Hindi Prachar Sabha, Hyderabad	3,82,650
46.	Andhra Pradesh Hindi Prachar Sabha, Hyderabad	10,69,350
<b>ORISSA</b>		
47.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Cuttack	4,49,865
48.	Orissa Rashtrabhasha Parishad, Jagannathdham	5,60,400
49.	Hindi Shiksha Samiti, Shankarpur, Cuttack	1,36,800
<b>JHARKHAND</b>		
50.	Hindi Vidyapeeth, Deoghar	4,22,888

Sl. No.	Name of the Organization	Amount of grant sanctioned (in Rs.)
<b>TAMILNADU</b>		
51.	Dakshin Bharat Hindi Prachar Sabha, Cheenai, City Scheme	21,28,950
52.	Dakshin Bharat Hindi Prachar Sabha, Chennai (for P.G. Centres)	39,10,360
53.	Dakshin Bharat Hindi Prachar Sabha, Chennai (National Research Library)	1,91,100
54.	Dakshin Bharat Hindi Prachar Sabha, Ooty Branch	3,78,900
55.	Dakshin Bharat Hindi Prachar, Trichy	48,67,800
56.	Punjab Association Chennai	1,53,600
<b>KERALA</b>		
57.	Dakshin Bharat Hindi Prachar Sabha (Kerala), Ernakulam	23,49,675
58.	Kerala Hindi Prachar Sabha, Thiruvananthapuram	18,04,125
59.	Gandhi Smarak Gram Sewa Kendram, Alpuza	1,69,500
60.	Hindi Vidyapeeth, Thiruvananthapuram	1,93,500
61.	Hindi Vidyapeeth, Payyanur	1,18,125
<b>DELHI</b>		
62.	Akhil Bhartiya Hindi Sanstha Sangha, New Delhi	15,55,000
63.	New Delhi Sandhya Kalin Hindi Sansthan	1,00,500
64.	Bhartiya Anuwad Parishad, New Delhi	3,38,250
65.	Nagari Lipi Parishad, New Delhi	3,64,950
<b>UTTAR PRADESH</b>		
66.	Hindi Sahitya Sammelan, Prayag, Allahabad	5,96,250
<b>PONDICHERRY</b>		
67.	Dakshin Bharat Hindi Prachar Sabha (Pondicherry Branch)	2,58,375
<b>LAKSHDWEEP</b>		
68.	Dakshin Bharat Hindi Prachar Sabha, Lakshdweep Branch	1,32,750
<b>RAJASTHAN</b>		
69.	Hindi Prachar Prasar Sansthan, Jaipur	1,10,175
<b>WEST BENGAL</b>		
70.	Paschim Banga Rashtrabhasha Prachar Samiti, Kolkata	1,00,920
<b>TOTAL</b>		<b>3,064,574</b>

*It is also stated that no utilization certificate is pending for the grants released to VHOs during the previous three years preceding 2007-2008*



## Annexure-13

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### Statement of grants of Rs. 5.00 lakh and above sanctioned to various Organizations during the financial year 2008-2009 by Rashtriya Sanskrit sansthan.

(Amount in Lakhs of Rupees)

S.No.	Name of the Organization	Grant
ANDHRA PRADESH		
1	Sanskrit Bhasha Prachar Samiti Hyderabad	21.96
2	Sanskrit Bhasha Prachar Sabha, Chittoor, AP	7.20
BIHAR		
3	Sanskrit Mahavidyalaya, Madhbani, Bihar	11.70
4	Shree Ram Sunder Skt Vishwa Vidya Pratisthan Bihar	7.29
DELHI		
5	Arya Kanya Gurukul, Rajinder Nager, New Delhi	5.10
6	Arsh Kanya Girukul , Narela	9.24
7	Shri Hanuman Sanskrit Mahavidyalaya, New Delhi	5.82
GUJRAT		
8	Darshnam Skt Mahavidyalaya, Gujrat	5.82
HARYANA		
9	Shrimathi Radhi Devi Sansthan Ambala	5.10
10	Shri Jai Ram Vidyapeetha, Kurshetra	6.54
11	Sh Brahaman Sanskirt Mahavidyalaya Jind	5.10
KARNATAKA		
12	Sri Siddaganga Gurukul Karnataka	6.66
13	Sh Raghavendra Bharathi, Saveda Sanskrit Vidya Smasthan Karnataka	5.13
14	Sh. Raj Rajeshwari Vidya Samasthan Karnataka	5.88
KERALA		
15	Kodungallur Vidwat Peetam Trichur	5.82
16	Vishwa Sanskrit LPratisthamnaam Kotapuram. Trichur	8.64
17	Sree Sankara Smt Vidyapeetha Kollam,. Kerala	5.04
MADHYA PRADESH		
18	Shree Purshottam SKt Vidyalaya M.P	5.76

S.No.	Name of the Organization	Grant
<b>MANIPUR</b>		
19.	Manipur Sanskrit Praishad, Manipur	7.92
20.	Radha Madhav Sanskrit Mahavidyalaya, Manipur	8.04
<b>ORISSA</b>		
21.	Lok Bhasha Prachar Samiti Saradha bali, Puri, orissa	7.20
22.	Saraswati Skt. Mahila Mahavidyalaya Barti PO Patenigaon (Via) Tarpur (Orissa)	5.10
<b>PUNJAB</b>		
23.	Shri Guru Virjanand Gurukul Punjab	5.82
<b>RAJSTHAN</b>		
24.	Mukhyadhishtata, Gurukul Chittorgarh (Rajasthan)	6.60
<b>UTTAR PRADESH</b>		
25.	Shri Dadu Baslram Skt. Mahavidyalaya, Meerut (U.P)	7.32
26.	Shri Surya Narayan Smark Skt. Vidyalaya, Allahabad (U.P)	5.70
27.	Kanya Gurukul Mahavidyalaya, Aligarh (U.P)	8.76
28.	Shri Batuknath Skt. M.V, Varanasi (U.P)	7.35
29.	Srimad Dayanand Kanya Gurukul Mahavidyalaya, Rajabpur, U.P	8.04
<b>UTTARANCHAL</b>		
30.	Gurukul Mahavidyalaya, Jwalapur, Uttaranchal	8.04
31.	Shri Shankar Saran Giri Sanskrit Vidyapeetha, Almora (Uttaranchal)	5.82
<b>WEST BENGAL</b>		
32.	Sri Sri Sitaramdas Omkarnath Sanskrit Siksha Samsad, Calcutta (W.B)	5.49
33.	Bharati Chatuspathi Skt. Mahavidyalaya Nadia (W.B)	5.10
34.	Purbachal Skt. Prachar Parishad, Kolkata	5.10
<b>TAMIL NADU</b>		
35.	The Sanskrit Education Society, Madras (TN)	5.04
<b>TOTAL</b>		<b>246.24</b>

## Annexure-14

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### Statement of grant of Rs. 1.00 lakhs and above sanctioned to various organizations during the financial 2008-09 by MSRVVP

(Amount in Rupees)

S.No.	Name & Address of NGO	Grant
<b>ANDHRA PRADESH</b>		
01.	Veda Parishat Pattabhipuram Guntur	1,68,000/-
02.	Sarvaraya Educational Trust, Kakinada	1,17,000/-
03.	Vedvedanta Gurukula Mahavidyalaya, Madipadu, Guntur	3,42,000/-
04.	Sri Sankara Gurukula Veda Pathashala, Hyderabad	4,65,000/-
<b>GUJARAT</b>		
05	Bhartiya Chaturdham Veda Bhawan Nyas, Dwarka	3,24,000/-
06	Sri Shardapeetha Vidyasabha, Dwarka	3,87,000/-
<b>KARNATAKA</b>		
07	Vidyaranya Vidyapeeth Trust Committee, Hospet	1,86,000/-
08	Sri Manik Prabhu Veda Pathashala, Maniknagar, Dist. Bidar	11,56,050/-
09	Sri Veda Sanskrit Gurukula Pathashala, Srirangapattam	1,98,000/-
<b>KERALA</b>		
10	Kamkoti Yajurveda Pathahala Brahmaswam Madhom, Trussur	1,05,000/-
11	Tantra Vidyapeetham, Alwaye	3,40,000/-
12	The Veda Rakshna Samithi, Palghat	2,46,000/-
<b>MAHARASHTRA</b>		
13	Shri Sant Gyaneshwar Veda Vidya Pratishthan, Aurangabad	3,60,000/-
14	Vedacharya Ghaisas Guruji Vedapathashala, Pune	2,64,000/-
15	Sachchidanand Veda Swadhyaya Pratishthan Dist. Parbhani	8,04,000/-
16	Sri Swami Akhandanand Vedavedanga Sanskrit Mahavidyalaya, Nasik	4,38,000/-
<b>MADHYA PRADESH</b>		
17	Acharya Vachaspati ShuklaSanskrit Vedaviyalaya, Guna	5,40,000/-
18	Gangadhar Veda Vidya Mandir, Ujjain	2,94,000/-
19	Nabhimandal Veda Vidya Parmarthik Nyas, Ujjain	8,43,000/-
<b>ORISSA</b>		
20	Bhartiya Chaturdham Veda Bhawan Nyas, Puri	2,10,000/-
21	Sri Garudadhwaaja Vasudeva Yagnaalkya Veda Pathashala Puri	6,24,000/-

S.No.	Name of the Organization	Grant
22	Shri Naitik Punaruthan Samiti Cuttack	1,23,000/-
23	Sri Ramanadacharya Kanva Veda Pathashala, Puri	2,70,000/-
24	Veda Pathashala, Brahmpur, Gunjam	4,41,000/-
25	Gurukula Vedapathashala, Puri	2,97,000/-
<b>PUNJAB</b>		
26	Shri Guru Virajanand Smarak Samiti Trust, Jalandhar	1,17,000/-
<b>RAJASTHAN</b>		
27	Sri Balram Veda Pathashala, Sri babaji Ki Kui, Jaipur	3,09,000/-
28	Sri Jankinath Veda Vidyalaya, Rewasa, Sikar	3,36,000/-
29	Shri Munikul Bhramcharya Ashram Veda Sansthan, Barundani, Bhilwara	12,78,000/-
30	Shri Veer Hanuman Rishkul Vedavidyalaya, Jaipur	2,70,000/-
31	Sri Mahadeva Shishu Gunjan Veda Sansthan, Begu	4,65,483/-
<b>TRIPURA</b>		
32	Tripura Rajya Veda Vidya Prasaran Samiti, Agartala	1,41,000/-
<b>TAMIL NADU</b>		
33	Sri Ahobila Muth Samskrita Vidya Abhivardhnini Sabha, Chennai	2,70,000/-
34	The Raja Veda Kavya Pathashala, Kumbakonam	16,80,000/-
35	Shri Shiva Ram Trust, Chennai	1,68,000/-
36	Kalavai Guruparampara Veda Vidya Trust, Chennai	2,57,235/-
37	Sri Shukla Yajurveda Dharma Shastra Pathashala, Kanchipuram	1,80,000/-
38	Sri Abhinava Vidyatheertha Bharti Veda Pathashala, Rajapalayam	2,88,000/-
<b>UTTAR PRADESH</b>		
39	Acharya Ramesh Guruji Veda Pathashala, Karanwas, Buland Shahar	5,25,000/-
40	Bhartiya Chaturdham Veda Bhawan Nyas, Prayag	3,24,000/-
41	Unnayana Sanstha Veda Pathashala, Varanasi	4,26,000/-
42	Swami Narottamanand Giri Veda Vidyalaya, Jhusi, Allahabad	4,46,000/-
43	Shri Pattabhiram Shasri Veda Mimansa Anusandhan Kendra, Varanasi	9,18,000/-
44	Shri Dudheshwar Veda Vidyapitha, Ghaziabad	2,04,000/-
45	Shri Jayendra Sarswati Veda Pathshala, Chitrakoot	5,85,000/-
46	Jagatguru Sankaracharya Swami Swarupanand Saraswati Nyas, Varanasi	10,53,000/-
47	Acharya Shri Rameshguru Veda Pathashala, Vrandavan	4,29,000/-
48	Sri Sitaramdas Omkarnath Vedic Vidyapeeth, Ayodhyaya	1,10,000/-
49	Unnayan Vedic Sansthan, Varanasi	1,26,000/-
<b>WEST BENGAL</b>		
50	Sri Sitaramdas Omkarnath Sanskrita Shiksha Samsad, Kolkata	5,70,000/-
51	Sati Deb Vasha Siksha Niketan, Vishwakalyan Foundation, Navdeep	2,70,000/-
<b>Total: -</b>		<b>Rs.2,12,87,768/-</b>

## Annexure-15

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### Statement of grants of Rs. 1.00 lakh and above sanctioned to various voluntary organizations during the financial year 2008-09 by MHRD under the Scheme of Assistance for Strengthening Education In Human Values

S.No.	Name of the Organization	Amount (Rs. in lakh)
<b>ASSAM</b>		
1	B.P.Rural Development Society, H.O. Behind R.K. Dispur Shillong	1.00
2	S.P. Memorial Shiksha Niketan Samiti, H.O. Haflong Road, 3rd Km., Govind Nagar, P.O. Govind Nagar, Umrangshy, distt., N.C. Hills Assam-788931	2.30
<b>DELHI</b>		
3.	Centre for Media Centre, Saket, New Delhi	2.13
4	SANKALP, A-216, Somdatt Chamber-I, 5, Bhikaji Cama Place, New Delhi-110066	7.50
5	Sri Satya Sai International Central and School, Lodhi Road, New Delhi	10.00
6	Socio-Service Art Group, P-31, West Patel Nagar, New Delhi-110008	7.00
7.	Sri Aurobindo Education Society, Sri Aurobindo Marg, New Delhi-110016	5.00
8	SPIC - MACAY, 41/42 Lucknow Road, Delhi - 110054	12.50
9	Ramakrishna Mission Ramakrishna Marg, New Delhi - 110055	2.70
10.	SAKSHI, Defence Colony, New Delhi	2.44
11.	Pancham Mayur Vihar Phase-III, Delhi 110006	6.18
12.	Rajayoga Education & Research Foundation, Universal Rajyoga Institute, E-38 A, Rajouri Garden, New Delhi - 110027	5.40
13	Hamdard Education Society, Talimabad, Sangam Vihar, New Delhi-110062	7.63
14.	Indrajal Cultural Foundation, A-502, Anmol Apartments Plot No. 3A, Sector-2 Dwaraka, New Delhi-110075	4.75
15.	Indian National Trust for Art & Cultural Heritage, 71, Lodhi Estate, New Delhi - 110003	2.25
16	Akhil Bhartiya Mahila Udyog Kalyan & Shiksha Samiti, Utthan Bhawan, B-290, New Ashok Nagar, Opp. Eastend Apartment, New Delhi-110096	1.00
<b>JAMMU &amp; KASHMIR</b>		
17.	Samooch Theatre, Behind H.No.32, Lane No.1-A, Talab Tillo, Jammu-180002	1.35
<b>KARNATAKA</b>		
18.	Ramakrishna Institute of Moral and Spiritual Edn. (RIMSE) Yadav Giri, Mysore,	5.00
<b>KERALA</b>		
19.	Darshan Cultrual Society, Sastri Road, Kottayam	1.25

S.No.	Name of the Organization	Grant
<b>MADHYA PRADESH</b>		
20.	Ankur Pragatisheel mahila Kendra, Gurjar Bhawan, Gyatri Nagar, Shajapur, M.P.,	3.75.
21.	New Culture Education Society, Baghel Bhawan Karariya Form, Chandbadh Bhopal (M.P.)	1.00
<b>MIZORAM</b>		
22.	Kharia Basti Khathati, Women and child Development, Aizwal, Mizoram	1.00
<b>MANIPUR</b>		
23.	Women & Income Generation Centre WIGC Complex Manipur	3.24
24.	The SC/ST Backward Women and child Dev. Organization Thoubal Dist, (Manipur-795148)	2.00
25.	Kanglei Mime Theatre Reperotry, Moirangakhom Makha, Yumnam Leikai Imphal - 795001, Manipur	3.97
<b>MAHARASHTRA</b>		
26.	Ahilyadevi Shikshan Prasarak & Bahudeshiya Prasarak & Bahudeshiya Mandal, Washim, Maharashtra	1.00
27.	Yuvak Biradari (Bharat) Hazarimal Somani Marg, Near Capital cinema, Mumbai 400001	7.50
28.	Dyan Deep Jankalyan Foundation, 407 Shukrawar Peth, Shivaji road, Pune Maharashtra-411 002	1.15
29.	Vedanta Cultural Foundation 1 A, Landsend Dongarsi Road, Malabar Hill, Mumbai - 400006	5.00
<b>ORISSA</b>		
30.	Society for Nature Education and Health (SNEH), A/30, HIG Duplex, Baramunda Housing Estate Coloney Baramunda, Bhubaneswar-751003, Orissa	7.00
31.	Basti Area Development Council, At/PO sovarampur, district Balasore, Orissa	2.50
32.	Better Institute for Rural Development and Action (Birda) At Kankalanda PO Mahimagadi, district Dhenkanal, District Dhenkanal, Pin - 759014 (Orissa)	1.00
33.	Orissa Media Centre Ekamra Vihar, Nayapallia Bhubanswar	1.75
<b>PUNJAB</b>		
34.	Shastri Model School, Phase-I, S.A.S. Nagar, Mohali-160055	1.00
<b>PONDICHERRY</b>		
35.	Sri Aurobindo Centre for Advance Research (SACAR Trust) 39, Vanniyar Street Vaithikuppam, Pondicherry-605012	2.26
<b>RAJASTHAN</b>		
36.	Mirta Mandali Tarun Samaj Samiti, Bharatpur, dahi Wali Gali, Bharatpur (Rajasthan)	3.75
37.	Sanskar Jyoti, 4-B, Maharani College Campus, New Digg House, Jaipur - 302004	2.19

S.No.	Name of the Organization	Grant
<b>TAMIL NADU</b>		
38.	C.P.Rameswamy Aiyar Foundation, Chennai, TamilNadu	3.73
<b>UTTAR PRADESH</b>		
39.	Ghungru Prashikshan Sansthan, 160 A, Preetam Nagar, Allahabad-211001, U.P.	3.86
40.	Rangyatra 68/221, Gandhi Nagar, Lucknow. UP	3.18
41.	Akhil Bhartiya Samaj Kalyan Pratisthan, Sewapuri Bhikhampur road, Deoria, U.P.	1.00
42.	Pragati Pathagamini, D-1 sahu coloney, Sitapur road Lucknow - 2260 20, Uttar Pradesh	1.00
<b>WEST BENGAL</b>		
43.	Vivekananda Nidhi, 149/1E, Rashbehari Avenue Calcutta 790029	4.63
44.	Nandikar, 47/1, Shyam Bazar Street, Calcutta-700004	2.50
45.	Biswabadnhu Mission, P.O. Srikhanda, P.S. - Katwa, Dist.-Burdwan - 713150, W.B.	2.56
46.	Bengal fine Arts college P.O. Chandpara Bazar, Uttar Chabbish Parganas, West Bengal -743245	1.50
47.	PADATIK, 6/7 A.J.C. Bose Road, Kolkata	1.75
48.	Renaissance, 8 B, nalin Sarkar Street, Hatibagan, Kolkata - 700 004	1.00
49.	Shohan, 7 A, Telipara Lane Kolkata - 700004	2.00
50.	Lok Chanda Cultural Unit Rabindra nagar, Midnapure West Bengal	5.41
<b>Total</b>		<b>172.56</b>

## Summary of important Audit Observations made by the C&AG

<p>Delay in construction of UNESCO house leading to avoidable rental charges.</p>	<p>Failure of the Ministry to construct the UNESCO house, for which the land was allotted in 1998, has delayed the project besides avoidable payment of Rs.2.86 crore on account of rent for the hired UNESCO building for the period from September 2001 to July 2007. The Ministry will continue to incur expenditure on account of rental liability at the rate of Rs.48 lakh per annum till the building is constructed.</p> <p style="text-align: right;">(Report No. CA 1 of 2008)</p>
<p>Jamia Millia Islamia</p> <p>Loss due to negligence</p>	<p>Negligent planning and response to the notice by Jamia Millia Islamia in not taking decision to obtain refund of the allotment money from GNIDA even in the face of certainty of forfeiture of deposit of Rs.2.08 crore led to the loss of the entire amount.</p> <p style="text-align: right;">(Report No. CA 2 of 2008)</p>
<p>Kendriya Vidyalaya Sangathan</p> <p>Unplanned construction of squash courts</p>	<p>Failure of the Commissioner, Kendriya Vidyalaya Sangathan to exercise due diligence in ascertaining the feasibility of utilisation of the squash courts and in ensuring compliance to the commitments by SRFI for running the facility before sanctioning the project of construction of squash courts in Kendriya Vidyalayas rendered Rs.1.97 crore spent on their construction unfruitful.</p> <p style="text-align: right;">(Report No. CA 2 of 2008)</p>
<p>Indira Gandhi National Open University</p> <p>Performance audit of Indira Gandhi National Open University</p>	<ul style="list-style-type: none"> <li>• IGNOU did not carry out comprehensive need assessment studies to assess the firm demand before introduction of new programmes resulting in low success rates of new programmes. IGNOU did not carry out regular revision of programmes impacting on the overall quality of programmes and resulting in decline in enrolments in some popular programmes.</li> <li>• There were delays in despatch of study material and declaration of results resulting in inconvenience to students.</li> <li>• Placement services offered by IGNOU were ineffective and could not meet the objective of assisting the students to secure appropriate jobs.</li> </ul>



- Despite an expenditure of Rs.33.38 crore on setting up and operation of Gyan Vani stations, their utilisation was far below the available programme hours.
- Gyan Darshan channels can only be viewed by students in regional and study centers. IGNOU's inability to ensure the telecast of Gyan Darshan channels by popular media service providers resulted in low viewership. Teleconferencing facility has not been utilized to the full extent due to poor response from students and lack of facilities in 1145 study centers.
- Distance Education Council's (DEC) regulation of Open and Distance Learning (ODL) system in State Open Universities (SOUs) and Correspondence Course Institutes (CCIs) was not effective. Many universities continue to offer programmes to students without getting DEC's approval.
- Despite release of grants worth Rs.77.46 crore to 13 State Open Universities and 68 Correspondence Course Institutes, most of the programmes of State Open Universities and Correspondence Course Institutes remained unapproved by DEC.
- Execution and expenditure on plan schemes such as establishment of national network of open and distance education, establishment of national center for innovation in distance education and schemes for disadvantaged groups and regions was negligible resulting in non-achievement of objectives.
- IGNOU suffered a loss of interest of Rs.3.75 crore due to injudicious investments.

(Report No. PA 3 of 2008)

#### National Programme for Nutritional Support to Primary Education (Midday Meal Scheme)

#### Performance audit of Nutritional Support to Primary Education (Midday Meal Scheme)

The Midday Meal Scheme is a laudable programme of the Government of India designed to improve the status of primary education by addressing the societal problems of poverty and hunger. Several improvements have been made in the contents of MDM as the scheme progressed. For instance, in the revised scheme of 2006, the calorie content has been increased from 300 calories to 450 calories and the protein content from 8-12 grams to 12 grams. The performance audit has sought to examine the implementation of the scheme and suggest ways whereby the delivery of the scheme can be improved and direct and indirect outcomes are measured and evaluated. Following are the highlights of the audit findings:

- Even after more than a decade of running the programme, there is a lack of clarity regarding the objectives to be achieved by the scheme. There was a qualitative shift in the focus of the Scheme in September 2006 from education (with its emphasis on enrolment, learning levels and attendance) to nutrition and health.

- Ministry had not assessed the impact of the programme in terms of increase in enrolment, attendance and retention levels of children. The data collected from schools selected for audit did not disclose any definite pattern in enrolment, attendance and retention levels of children over the years.
- The Ministry has been unable to establish a system of reliable data capture and reporting by the states. Many states resorted to over reporting of the enrolment while projecting the requirement of funds. There was no system of cross checking the data of enrolment furnished by the state Government.
- One of the objectives of the scheme was to positively impact the nutritional and health levels of primary school children; which was the main objective of the revised scheme in September 2006. The Ministry was yet to collect data on the nutritional status of children covered under the midday meal scheme. Nor were linkages with the Ministry of Health and Family Welfare for the health checks prescribed under the scheme followed up by the Ministry. In most states the children were not administered micro nutrient supplements and de-worming medicines.
- The audit of the implementation of the scheme countrywide displayed weak internal controls and monitoring. The provisions for programme evaluation and regular monitoring and inspections in the scheme design, were not effectively followed nor the results analysed for review of errors and introduction of changes on the basis of lessons learnt. The steering and monitoring committees set up by the Ministry to monitor the scheme at national and state level did not meet regularly. While at the national level, the committee met only twice since its inception in 2005 against the scheduled five meetings, the states fared even worse.
- In most of the schools sample checked in audit, regular inspections were not carried out to ensure the overall quality of midday meal served and nor were basic records such as issue and receipt of foodgrains, meal quality and evidence of community participation (through village education committees and parent teach associations) maintained.
- Audit of the implementation of the scheme in the states disclosed leakages, deficient infrastructure, delayed release of funds and inflated transportation costs etc.
- The Ministry failed to put in place an effective system to ensure that teachers are not assigned the responsibilities that would interfere with teaching activities. Many instances of the teachers spending considerable teaching time in supervising the cooking and serving of meals were noticed, resulting in loss of teaching hours.

(Report No. PA 13 of 2008)

## Annexure-17

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### LIST OF INSTITUTIONS DECLARED AS DEEMED-TO-BE-UNIVERSITIES UNDER SECTION 3 OF THE UGC ACT, 1956 (As on 31.03.2009)

S.No.	Name of Institutions
<b>ANDHRA PRADESH</b>	
1.	Rashtriya Sanskrit Vidyapeeth, Tirupati.
2.	Shri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam.
3.	International Institute of Information Technology, Hyderabad.
4.	Gandhi Institute of Technology and Management (GITAM), Visakhapatnam.
5.	Vignan's Foundation for Science, Technology and Research, Vadlamudi, Guntur.
6.	Koneru Lakshmaiah Education Foundation, Vijayawada
7.	ICFAI University, Hyderabad
<b>ARUNACHAL PRADESH</b>	
8.	North Eastern Regional Institute of Science & Technology, Itanagar.
<b>BIHAR</b>	
9.	Bihar Yoga Bharati, Munger.
10.	Nava Nalanda Mahavihara, Nalanda.
<b>GUJARAT</b>	
11.	Gujarat Vidyapith, Ahmedabad.
12.	Sumandeep Vidyapeeth, Village Piparia, Taluka Waghodia, District Vadodara
<b>HARYANA</b>	
13.	National Dairy Research Institute, Karnal.
14.	National Brain Research Centre, Gurgaon
15.	Maharishi Markandeshwar University, Mullana-Ambala
16.	Manav Rachna International University, Faridabad
17.	Lingaya's University, Nachauli, Old Faridabad-Jasana Road, Faridabad
<b>JHARKHAND</b>	
18.	Birla Institute of Technology, Mesra, Ranchi.
19.	Indian School of Mines, Dhanbad.
<b>KARNATAKA</b>	
20.	Indian Institute of Science, Bangalore.
21.	Manipal Academy of Higher Education, Manipal.
22.	National Institute of Mental Health & Neuro Sciences, Bangalore.

S.No.	Name of Institutions
23.	Swami Vivekananda Yoga Anusandhana Samsthana, Bangalore
24.	Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore
25.	International Institute of Information Technology, Bangalore.
26.	K.L.E. Academy of Higher Education and Research, Belgaum
27.	Sri Devaraj Urs Academy of Higher Education and Research, Tamaka, Kolar.
28.	Yenepoya University, Mangalore.
29.	Bijapur Liberal District Education University, Bijapur.
30.	Jagadguru Sri Shivarathreeswara University(JSSU), Mysore.
31.	Sri Siddhartha Academy of Higher Education, Siddharthanagar, Tumkur.
32.	Nitte University, Mangalore.
33.	Christ College, Hosur Road, Bangalore.
34.	Jain University, Bangalore
<b>KERALA</b>	
35.	Kerala Kalamandalam, Vallathol Nagar, Cheruthuruthy, Thrissur
36.	Indian Institute of Space Science and Technology (IISST), Thiruvananthapuram.
<b>MADHYA PRADESH</b>	
37.	Lakshmbai National Institute of Physical Education, Gwalior.
38.	Indian Institute of Information Technology & Management, Gwalior.
<b>MAHARASHTRA</b>	
39.	Bharati Vidyapeeth, Pune.
40.	Central Institute of Fisheries Education, Mumbai.
41.	Deccan College Post-Graduate and Research Institute, Pune.
42.	Gokhale Institute of Politics & Economics, Pune.
43.	Indira Gandhi Institute of Development Research, Mumbai.
44.	Defence Institute of Advanced Technology (formerly Institute of Armament Technology), Pune.
45.	International Institute for Population Sciences, Mumbai.
46.	Tata Institute of Social Sciences, Mumbai.
47.	Tilak Maharashtra Vidyapeeth, Pune.
48.	Tata Institute of Fundamental Research, Mumbai
49.	Symbiosis International University (formerly Symbiosis International Educational Centre), Pune
50.	Padmashree Dr. D.Y. Patil Vidyapeeth, Nerul, Navi Mumbai
51.	Narsee Monjee Institute of Management Studies, Mumbai
52.	Dr. D. Y. Patil Vidyapeeth, Pimpri, Pune
53.	Pravara Institute of Medical Sciences, Loni, Dist. Ahmednagar

S.No.	Name of Institutions
54.	Datta Meghe Institute of Medical Sciences, Nagpur
55.	Krishna Institute of Medical Sciences, Karad, Satara
56.	Homi Bhabha National Institute, Mumbai
57.	D. Y. Patil Medical College, Kolhapur
58.	MGM Institute of Health Sciences, Navi, Mumbai
59.	Institute of Chemical Technology, Matunga, Mumbai
<b>ORISSA</b>	
60.	Kalinga Institute of Industrial Technology, Bhubaneswar
61.	Shiksha "O" Anusandhan, Khandagiri, Bhubaneswar.
<b>PUDUCHERRY</b>	
62.	Sri Balaji Vidyapeeth, Pillaiyarkuppam, Puducherry.
<b>PUNJAB</b>	
63.	Thapar Institute of Engineering & Technology, Patiala.
64.	Punjab Engineering College, Chandigarh
65.	Sant Longowal Institute of Engineering and Technology, Longowal, District Sangrur.
<b>RAJASTHAN</b>	
66.	Banasthali Vidyapith, Banasthali.
67.	Birla Institute of Technology & Science, Pilani.
68.	Janardan Rai Nagar Rajasthan Vidyapith, Udaipur.
69.	Jain Viswa Bharati Institute, Ladnun.
70.	Institute of Advanced Studies in Education (of Gandhi Vidya Mandir), Sardarshahr
71.	Mody Institute of Technology & Science, Lakshmangarh, Rajasthan
72.	L.N.M. Institute of Information Technology, Jaipur
73.	The IIS University, Jaipur
<b>TAMIL NADU</b>	
74.	Avinashilingam Institute for Home Science & Higher Education for Women, Coimbatore.
75.	Gandhigram Rural Institute, Gandhigram.
76.	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Kancheepuram.
77.	Sri Ramachandra Medical College & Research Institute, Chennai.
78.	Vinayaka Mission's Research Foundation, Salem.
79.	Shanmuga Arts, Science, Technology & Research Academy (SASTRA), Thanjavur.
80.	Vellore Institute of Technology, Vellore
81.	Sathyabhama Institute of Science and Technology, Chennai.
82.	Bharath Institute of Higher Education & Research, Chennai

S.No.	Name of Institutions
83.	SRM Institute of Science & Technology, Chennai
84.	Amrita Vishwa Vidyapeetham, Coimbatore
85.	Dr. M G R Educational and Research Institute, Chennai
86.	Meenakshi Academy of Higher Education and Research, Chennai
87.	Karunya Institute of Technology and Sciences, Coimbatore.
88.	Saveetha Institute of Medical and Technical Sciences, Chennai
89.	Kalasalingam Academy of Research and Education, Anand Nagar, Krishnankoil, Virudhunagar [presently functioning as Arulmigu Kalasalingam College of Engineering, Anand Nagar, Krishnankoil, Viirudhunagar].
90.	Chennai Mathematical Institute, Chennai
91.	Periyar Maniammai Institute of Science & Technology (PMIST), Periyar Nagar, Thanjavur.
92.	Academy of Maritime Education and Training, Kanathur, Chennai.
93.	Ponnaiyah Ramajaym Institute of Science & Technology, Thanjavur,
94.	Hindustan Institute of Technology and Science, Padur, Old Mahabalipuram Road, Kelambakkam, Kancheepuram District.
95.	St. Peter's Institute of Higher Education and Research, Avadi, Chennai.
96.	Vel's Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai.
97.	Chettinad Academy of Research and Education (CARE), Padur, Kelambakkam, Kancheepuram District.
98.	Karpagam Academy of Higher Education, Coimbatore
99.	Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology, Chennai.
100.	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur.
101.	Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Kanyakumari District.
102.	B.S. Abdur Rahman Institute of Science & Technology, Seethakathi Estate, G.S.T. Road, Vandalur Post, Chengalpattu Taluk, Kancheepuram District.
<b>UTTRAKHAND</b>	
103.	Forest Research Institute, Dehradun.
104.	Gurukula Kangri Vishwavidyalaya, Haridwar.
105.	HIHT University, Swami Rama Nagar, P.O. Doiwala, Dehradun.
106.	Graphic Era University, Dehradun.
<b>UTTAR PRADESH</b>	
107.	Central Institute of Higher Tibetan Studies, Sarnath.
108.	Dayalbagh Educational Institute, Dayalbagh, Agra.
109.	Indian Veterinary Research Institute, Izatnagar.
110.	Allahabad Agricultural Institute, Allahabad.
111.	Indian Institute of Information Technology, Allahabad.
112.	Bhatkhande Music Institute, Lucknow.

S.No.	Name of Institutions
113.	Jaypee Institute of Information Technology, NOIDA
114.	Shobhit Institute of Engineering and Technology, Meerut
115.	Santosh University, Ghaziabad.
116.	Nehru Gram Bharati Vishwavidyalaya, Kotwa-Jamunipur, Dubwali, District Allahabad.
<b>WEST BENGAL</b>	
117.	Ramakrishna Mission Vivekananda Educational and Research Institute, Belur Math, Howrah
<b>NEW DELHI</b>	
118.	Indian Agricultural Research Institute, New Delhi
119.	Jamia Hamdard, New Delhi.
120.	School of Planning & Architecture, New Delhi
121.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
122.	National Museum Institute of the History of Art, Conservation and Museology, New Delhi
123.	TERI School of Advanced Studies, New Delhi.
124.	Rashtriya Sanskrit Sansthan, New Delhi
125.	Indian Institute of Foreign Trade, New Delhi
126.	Indian Law Institute, New Delhi.
127.	National School of Drama, New Delhi
128.	National Institute of Educational Planning and Administration, New Delhi.

*Note:- The National Institutes of Technology (NITs), which were earlier deemed-to-be-universities for the purpose of Section 3 of the UGC Act, 1956, have become Institutions of National Importance vide Gazette Notification No.F.20-22/2004-TS.III dated the 9th August, 2007.*

## AUTONOMOUS ORGANISATIONS 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 : <a href="http://www.ugc.ac.in/">http://www.ugc.ac.in/</a>	Dr. Sukhdeo Thorat Chairman TEL: 91-11-23239628/ 23221313 FAX: 91-11-23231797
		2.	Indian Council of Historical Research (ICHR), 35 - Ferozeshah Road, NEW DELHI - 110001. Website : <a href="http://www.ichrindia.org">www.ichrindia.org</a>	Prof. Sabyasachi Bhattacharya, Chairman, Tel : 91-11-23386033 (O) 91-495-0370328 (R) Fax: 91-11-23383421 Email: <a href="mailto:chairmanichr@gmail.com">chairmanichr@gmail.com</a>
		3.	Indian Council of Social Science Research (ICSSR), Post Box No. 10528, Aruna Asaf Ali Marg, New Delhi - 110067. Website : <a href="http://www.icssr.org">www.icssr.org</a>	Prof. Andre Beteille Chairman TEL: 91-11-26179679(O) 91-11-24645172(R) FAX: 91-11-26162516 EPBX No: 26741849-51
		4.	Indian Council of Philosophical Research (ICPR), 36, Tughlakabad Institutional Area, Near Batra Hospital, Tughlakabad, NEW DELHI - 110062. Website : <a href="http://www.icpr.nic.in/">http://www.icpr.nic.in/</a>	Prof. K. Ramakrishna Rao Chairman TEL: 91-11-29964758 TELFAX: 29964750 FAX: 91-11-29964755 E-mail : <a href="mailto:icpr@del2.vsnl.net.in">icpr@del2.vsnl.net.in</a>
		5.	National Council of Rural Institutes. 5-10-174, Shakar Bhawan, Fateh Maidan Road, Hyderabad - 500 004. Website: <a href="http://www.ncri.in">www.ncri.in</a>	Dr. S.V. Prabhat Chairman, Tel. : 91-40-3212813/ 23212120 Fax : 91-40-23212114
	2. Central Universities [39]	6.	University of Delhi, DELHI-110 007. Website <a href="http://www.du.ac.in/">http://www.du.ac.in/</a>	Prof. Deepak Pental Vice-Chancellor TEL:91-11-27667011/7190 FAX: 91-11-27667049/27666350 Email: <a href="mailto:vcdu@vsnl.com">vcdu@vsnl.com</a>
		7.	Jawaharlal Nehru University, New Mehrauli Road, NEW DELHI-110067. Website - <a href="http://www.jnu.ac.in/">http://www.jnu.ac.in/</a>	Prof. B.B. Bhattacharya Vice-Chancellor TEL:91-11-26741500 FAX: 91-11-26742641 Email: <a href="mailto:vcoffice@juniv.ernet.in">vcoffice@juniv.ernet.in</a>
		8.	Aligarh Muslim University, ALIGARH-202 002 Website : <a href="http://www.amu.ac.in">www.amu.ac.in</a>	Prof. P.K. Abdul Aziz Vice-Chancellor TEL: 91-571-2700994 FAX:91-571-2700528/ 2401815
		9.	Banaras Hindu University, VARANASI Varanasi - 221005 Website : <a href="http://www.bhu.ac.in">www.bhu.ac.in</a>	Prof. D.P.Singh Vice-Chancellor TEL: 91-542-2307220/2368938 FAX: 0542-2369951 Email: <a href="mailto:vcbhu@sify.com">vcbhu@sify.com</a>



Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		10.	Pondicherry University, PUDUCHERRY-605014. Website : <a href="http://www.pondiuni.edu.in">http://www.pondiuni.edu.in</a>	Prof. J.A.K.Tareen Vice-Chancellor TEL: 91-413-2655175/2656454 FAX: 91-413-2655265 Email: <a href="mailto:vc@pondyuniv.edu.in">vc@pondyuniv.edu.in</a>
		11.	University of Hyderabad, HYDERABAD-500134 Website : <a href="http://www.uohyd.ernet.in">http://www.uohyd.ernet.in</a>	Dr. Seyed E. Hasnain Vice-Chancellor TEL: 91-40-23010121 FAX: 91-40-23010145/ 23011090 <a href="mailto:vc@uohyd.ernet.in">vc@uohyd.ernet.in</a>
		12.	North Eastern Hill University, Lower Lachumere, SHILLONG-793022. Website: <a href="http://www.nehu.ac.in/">www.nehu.ac.in/</a>	Prof. Pramod Tandon Vice-Chancellor TEL: 91-364-2721003/ 2721004 FAX: 91-364-2550076/2551153
		13.	Indira Gandhi National Open University (IGNOU), IGNOU Complex, Maidan Garhi, NEW DELHI-110068. Website : <a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>	Prof. V.N. Rajsekharan Pillai, Vice-Chancellor TEL: 91-11-29532707/ 29532484 FAX: 91-11- 29535933
		14.	Assam University, SILCHAR-788011 Website : <a href="http://www.assamuniversity.nic.in">www.assamuniversity.nic.in</a> FAX:91-3842-270802/06 Email: <a href="mailto:auvc@sancharnet.in">auvc@sancharnet.in</a>	Prof. Tapodhir Bhattacharya Vice-Chancellor TEL: 91-3842-270801
		15.	Tezpur University, NAPPAM, Dist. Sonitpur, Tezpur-784 025, Assam Website: <a href="http://www.tezu.ernet.in">www.tezu.ernet.in</a>	Prof. Mihir K. Chaudhuri Vice-Chancellor TEL: 91-3712-267003,267115 FAX:91-3712-267006/215301 Email: <a href="mailto:mkc@tezu.ernet.in">mkc@tezu.ernet.in</a>
		16.	Visva Bharati Shanti Niketan - 731235 West Bengal Website : <a href="http://www.visva-bharati.ac.in/Index.htm">www.visva-bharati.ac.in/ Index.htm</a>	Prof. Rajat Kanta Roy Vice-Chancellor TEL: 91-3463-262451 FAX:91-3463-262672
		17.	Nagaland University, Kohima-797001 Nagaland Website: <a href="http://www.nagauniv.org">http://www.nagauniv.org</a>	Prof. K. Kannan Vice-Chancellor TEL: 91-370-2290488 FAX: 91-370-2290246
		18.	Jamia Millia Islamia, Jamia Nagar, New Delhi - 110023 Website : <a href="http://www.jmi.nic.in">www.jmi.nic.in</a>	Prof. Mushirul Hasan Vice-Chancellor TEL: 91-11-26984650/ 269826153 FAX: 91-11-26980229/ 26821232 E- Mail : <a href="mailto:vc@jmi.ernet.in">vc@jmi.ernet.in</a>
		19.	Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareilly Road, Lucknow - 226025. Website: <a href="http://www.bbauindia.org">www.bbauindia.org</a>	Prof. B. Hanumaih Acting Vice-Chancellor TEL: 91-522-240820 FAX: 91-522-2440821
		20.	Maulana Azad National Urdu University Gachibowli, Hyderabad-500032. Website : <a href="http://www.manuu.ac.in">www.manuu.ac.in</a>	Prof. K.R. Iqbal Ahmed Vice-Chancellor (Officiating) TEL: 91-40-23006601 FAX: 91-40-23006603/ 23006612/13/14/15 Email: <a href="mailto:secretarytovc@manuu.ac.in">secretarytovc@manuu.ac.in</a>

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		21.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Vardha, (Maharashtra) P.B.No.16, Panchitteeta, Arvi Road, Umri. Wardha - 442 001 Website: <a href="http://www.hindivishwa.nic.in/">http://www.hindivishwa.nic.in/</a>	Shri. Vibhuti Narain Rai, IPS Vice-Chancellor TEL: 91-7152-230907 FAX: 91-7152-230903
		22.	Manipur University Canchipur Imphal - 795003 Website: <a href="http://manipuruniv.ac.in">manipuruniv.ac.in</a>	Prof. Amuba Singh Vice-Chancellor TEL : 91-385-2435143-45 TELFAX: 91-385-2435145 FAX:389-2330644,42
		23.	Mizoram University P.B.No.190, Aizawl - 796012. Mizoram Website : <a href="http://www.mzu.edu.in">www.mzu.edu.in</a>	Prof. A.N. Rai TEL.: 91-389-2330650 FAX : 91-389-2330650,51
		24.	University of Allahabad Allahabad-211002, U.P Website : <a href="http://www.allduniv.edu">www.allduniv.edu</a>	Prof. R.G. Harshe Vice-Chancellor TEL : 91-532-2461157 FAX: 91-532-2451157/ 2461089
		25.	Rajiv Gandhi University Itanagar- 791112, Arunachal Pradesh Website : <a href="http://www.rgu.ac.in">www.rgu.ac.in</a>	Prof. K.C. Belliappa Vice-Chancellor Tel. 0360- 2277568 (0) FAX - 0360-2277889
		26.	Sikkim University C/o Youth Hostel, 6th Mile, Tadong Gangtok - 737102, Sikkim	Prof. M.P. Lama, Vice-Chancellor Tel : 03592-251462-63, 251436 FAX:03592-204343
		27.	Tripura University Suryamaninagar Agartala -799130, Tripura <a href="http://www.tripurauniversity.in">http://www.tripurauniversity.in</a>	Prof. A. Saha, Vice-Chancellor Tel : 0381-237 4801,4803 (0) Email: <a href="mailto:arunodaysaha@rediffmail.com">arunodaysaha@rediffmail.com</a>
		28.	The English and Foreign Languages University, O.U. Campus, Hyderabad - 500 007 Website : <a href="http://www.ciefl.ac.in">www.ciefl.ac.in</a>	Prof. Abhai Maurya, Vice-Chancellor Tel: 040-27098141 Fax: 040-27098402
		29.	Indira Gandhi National Tribal University, Amarkantak Madhya Pradesh	Prof. C D Singh Vice Chancellor
		30.	Central University of Bihar Vice Chancellor	Prof. Janak Pandey M.No.0933511445
		31.	Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhatisgarh	Prof Lakshman Chaturvedi, Vice Chancellor Phone: 260283,260353
		32.	Central University of Gujarat	Prof. R.K. Kale Vice Chancellor MNo.09818062333

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		33.	Central University of Haryana Sector 4, Mehroli Road, Gurgaon.	Prof. Mool Chand Sharma Vice Chancellor TEL: 011-26152255
		34.	Central University of Himachal Pradesh	
		35.	Central University of Jammu & Kashmir	Prof. Abdul Wahid Vice Chancellor TELE FAX: 0194-2421523
		36.	Central University of Jharkhand	Prof. D.T. Khathing Vice Chancellor
		37.	Central University of Karnataka	Prof. A.M. Pathan Vice Chancellor TEL: 08472-272057 M.No.09481000111
		38.	Central University of Kerala	Prof. Jancy George Vice Chancellor TEL: 0471-2592899 FAX: 0471-2593592
		39.	Doctor Harisingh Gaur Vishwa Vidyalyaya, Sagar - 470 003, Madhya Pradesh	Prof. N.S. Gajbhiye Vice Chancellor EPBX: 91-7582-264796, 223843 FAX-07582-264163
		40.	Central University of Orissa	Prof. Surabhi Banerjee Vice Chancellor TEL: 033-24642047 FAX: 033-28702055
		41.	Central University of Punjab	Prof. Jai Rup Singh Vice Chancellor M.No. 09876955155
		42.	Central University of Rajasthan	Prof. M.M. Salunkhe Vice Chancellor M.No: 09822069521 FAX:0231-2691533
		43.	Central University of Tamil Nadu	Prof. B.P. Sanjay Vice Chancellor TEL: 04366-240240
		44.	Hemvati Nandan Bahuguna Garhwal University	Prof. S.K. Singh Vice Chancellor TEL:01346-252167 FAX:01346-252174
	3. Others [2]	45.	Indian Institute of Advanced Studies (IIAS), Rashtrapati Nivas, Shimla - 171 005. Website : <a href="http://www.iias.org/">http://www.iias.org/</a>	Dr. Bhalchandra Mungekar Chairman, Te. : 91-0177-23096767 Fax: 91-0177-23096622 E-Mail: <a href="mailto:%20b.mungekar@yोजना.nic.in">mailto:%20b.mungekar@yोजना.nic.in</a>
		46.	National Commission for Minority Educational Institutions, 1st Floor, Jeevan Tara Building, 5, Sansad Marg, Patel Chowk, New Delhi - 110 001 Website: <a href="http://www.education.nic.in/minority.asp">www.education.nic.in/ minority.asp</a>	Justice M.S. A. Siddique, Chairman, Mr. R. Ranganath Secretary Tel: 91-11-23367759 Fax: 91-11-23343766

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
2. Technical Education	1. Apex level Bodies [2]	47.	All India Council of Technical Education (AICTE), 7th Floor, Chanderlok Building, Janpath, New Delhi - 110 001. Website : <a href="http://www.aicte.ernet.in/">http://www.aicte.ernet.in/</a>	Prof. R.A. Yadav Chairman TEL: 91-11-23724195/97 FAX: 91-11-23724196 Email : <a href="mailto:chairman@aicte.ernet.in">chairman@aicte.ernet.in</a> Dr. K. Narayana Rao, Member Secretary TEL: 91-11-23724191 FAX: 91-11-23724193 Email : <a href="mailto:knasa2k7@aicte.ernet.in">knasa2k7@aicte.ernet.in</a>
		48.	Council of Architecture, India Habitat Centre, Core-6-A, 1st Floor, Lodhi Road, New Delhi - 110 003. Website: <a href="http://www.coa-india.org/home/home.htm">www.coa-india.org/home/home.htm</a>	Dr. P.R. Mehta President TEL: 91-11-24648415 FAX: 91-11-24647746 E-Mail : <a href="mailto:coa@ndf.vsnl.net.in">coa@ndf.vsnl.net.in</a>
	2. IITs [13]	49.	Indian Institute of Technology (IIT), Hauz Khas, NEW DELHI - 110016 Website : <a href="http://www.iitd.ernet.in/">http://www.iitd.ernet.in/</a>	Prof.Surendra Prasad Director. Tel. : 91-11-26591701 FAX: 91-11-26582659 Email: <a href="mailto:director@admn.iitd.ac.in">director@admn.iitd.ac.in</a>
		50.	Indian Institute of Technology (IIT), P.O. IIT, KANPUR - 208076. Website : <a href="http://www.iitk.ac.in/">http://www.iitk.ac.in/</a>	Prof. S.G. Dhande Director TEL: 91-512-2590763, 2597258 FAX:91-512-2590260 , 2597790 E-mail: <a href="mailto:director@iitk.ac.in">director@iitk.ac.in</a> , <a href="mailto:gd@iitk.ac.in">gd@iitk.ac.in</a>
		51.	Indian Institute of Technology (IIT), Powai, MUMBAI - 400076. Website : <a href="http://www.iitb.ac.in">www.iitb.ac.in</a>	Prof. Devang Khakhar Director TEL: 91-022-25783645 FAX: 91-022-25723546 E-mail : <a href="mailto:director@iitb.ac.in">director@iitb.ac.in</a> <a href="mailto:amisra@iitb.ac.in">amisra@iitb.ac.in</a>
		52.	Indian Institute of Technology (IIT), P.O. KHARAGPUR - 721302. Website : <a href="http://www.iitkgp.ac.in">www.iitkgp.ac.in</a>	Prof. Damodar Acharya Director TEL: 91-03222-255386, 282002 FAX: 91-03222-282000 FAX (General) : 91-3222- 255303 E-mail : <a href="mailto:director@iitkgp.ernet.in">director@iitkgp.ernet.in</a>
		53.	Indian Institute of Technology (IIT), P.O. IIT, CHENNAI-600036. Website : <a href="http://www.iitm.ac.in/">http://www.iitm.ac.in/</a>	Prof. M.S. Ananth Director TEL: 91-044-22570694, 22578001 FAX: 91-044-22578003 E-mail : <a href="mailto:director@iitm.ac.in">director@iitm.ac.in</a> <a href="mailto:ananth@iitm.ac.in">ananth@iitm.ac.in</a>
		54.	Indian Institute of Technology (IIT), North Guwahati, GUWAHATI - 781039. Website : <a href="http://www.iitg.ernet.in/">http://www.iitg.ernet.in/</a>	Prof. Gautam Barua Director TEL: 91-361-2690401 FAX: 91-361-2692321, 2690762 E-mail: <a href="mailto:gb@iitg.ernet.in">gb@iitg.ernet.in</a>
		55.	Indian Institute of Technology (IIT), ROORKEE - 247667 Website : <a href="http://www.iitr.ernet.in">www.iitr.ernet.in</a>	Prof. S. C. Saxena Director TEL: 91-01332-272742, 285500 FAX: 91-01332-273560, 282815 Email: <a href="mailto:director@iitr.ernet.in">director@iitr.ernet.in</a>

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		56.	Indian Institute of Technology (IIT), Rajasthan (Mentored by IIT, Kanpur) Temporarily at : IIT, Kanpur	Prof. Prem Kumar Kalra Director TEL: 91-0512-2597220, 2590763 FAX:91-0512-259051260
		57.	Indian Institute of Technology (IIT), Gandhi Nagar (Mentored by IIT, Bombay Temporarily at : Vishwakarma Govt. Engineering College, Chandkheda, Ahmedabad.	Prof. Sudhir Kumar Jain, Director TEL: 91-22-25723488, 25767001
		58.	Indian Institute of Technology (IIT), Patna (Mentored by IIT, Guwahati) Temporarily at : Navin Govt. Polytechnic, Patliputra Colony, Patna 800013	Prof. Anil. K. Bhowmick, Director TEL:91-361-2690401
		59.	Indian Institute of Technology (IIT), Hyderabad (Mentored by IIT, Madras) Temporarily at : Ordinance Factory, Medak	Prof. U.B. Desai Director TEL: 91-44-22570694. 22578001
		60.	Indian Institute of Technology (IIT), Ropar (Mentored by IIT, Delhi) Temporarily at : IIT Delhi	Prof. M.K. Surappa Director TEL: 91-011-26591701
		61.	Indian Institute of Technology (IIT), Bhubaneshwar (Mentored by IIT, Kharagpur) Temporarily at : IIT, Kharagpur	Prof. Madusudan Chakraborty Director TEL: 91-3222-28200, 255386
	3. IIMs [7]	62.	Indian Institute of Management, Vastrapur, Ahmedabad - 380 015 Website : <a href="http://www.iimahd.ernet.in/">http://www.iimahd.ernet.in/</a>	Prof. Samir Kumar Barua Director TEL: 91-79-26308357, 26324848 FAX: 91-79-26306896, 26308345 E-mail : director@iimahd.ernet.in
		63.	Indian Institute of Management, Bannerghatta Road, Bangalore - 560 076. Website : <a href="http://www.iimb.ernet.in/">http://www.iimb.ernet.in/</a>	Prof. Pankaj Chandra Director TEL: 91-80-26583901, 26582450 Fax: 91-80-265 84050 E-mail : apte@iimbe.rnet.in
		64.	Indian Institute of Management, Joka, Diamond Harbour Road, Kolkata - 700 104 Website : <a href="http://www.iimcal.ac.in/">http://www.iimcal.ac.in/</a>	Dr. Shekhar Chaudhuri Director TEL: 91-33-24678310, 24678300-04 FAX: 91-33-24678307, 24677851 E-mail : director@iimcal.ac.in
		65.	Indian Institute of Management Kozhikode, Kunnamangalam P.O., Kozhikode - 673 571, Kerala . Website : <a href="http://www.iimk.ac.in/">http://www.iimk.ac.in/</a>	Prof. Debashis Chatterjee Director, TEL: 91-495-2803003(D) 2803001-3009 FAX: 91-495-2803010, 2803011 E-mail : director@iimk.ac.in
		66.	Indian Institute of Management, Indore, Pigdamber, Rau, Madhya Pradesh - 453 331 Website : <a href="http://www.iimidr.ac.in">www.iimidr.ac.in</a>	Prof. N. Ravichandran Director TEL: 91-731-4228400 FAX: 91-731-4228502, 4228800 E-mail : director@iimidr.ac.in

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	4. NITs [20]	67.	Indian Institute of Management, Prabandh Nagar, Off. Sitapur Road, Lucknow - 226 013. Website : <a href="http://www.iiml.ac.in/">http://www.iiml.ac.in/</a>	Dr. Devi Singh Director TEL: 91-522-2734001, 2734002 FAX: 91-522-2734005, 2734025, 2734026 E-mail : <a href="mailto:dsingh@iiml.ac.in">dsingh@iiml.ac.in</a>
		68.	Rajiv Gandhi Indian Institute of Management, Mayurbhanj Complex Shillong	Dr. Ashoke K. Dutta Director TEL: 91-364-2534526 FAX: 91-364-2230041
		69.	National Institute of Technology, CALICUT - 673601. Website : <a href="http://www.nitc.ac.in">www.nitc.ac.in</a>	Dr. G.R.C. Reddy Director TEL: 91-495-2286100, 2287201 FAX: 91-495-2287250 E-Mail : <a href="mailto:nitc@nitc.ac.in">nitc@nitc.ac.in</a>
		70.	S.V. National Institute of Technology, SURAT - 395607, (GUJARAT). Website : <a href="http://www.svnit.ac.in/">http://www.svnit.ac.in/</a>	Dr. P.D. Porey Director TEL: 91-261-2227334, 2201505 FAX: 91-261-2227334 E-Mail : <a href="mailto:director@svnit.ac.in">director@svnit.ac.in</a>
		71.	National Institute of Technology, Hazaratbal, SRINAGAR - 190006, J&K. Website : <a href="http://www.nitsri.net">www.nitsri.net</a>	Prof. M.S. Mubashshir Director (In-Charge) TEL: 91-194-2422032 Fax: 91-194-2420475 E-Mail :
		72.	Motilal Nehru National Institute of Technology, ALLAHABAD - 211004, (UP). Website : <a href="http://www.mnnit.ac.in">www.mnnit.ac.in</a>	Professor A.B. Samaddar Director TEL: 91-532-2445100, 2271101 FAX: 91-532-2445101, 2445077 E-Mail : <a href="mailto:director@mnnit.ac.in">director@mnnit.ac.in</a>
		73.	National Institute of Technology, DURGAPUR - 713209, (WEST BENGAL). Website : <a href="http://www.nitdgp.ac.in">www.nitdgp.ac.in</a>	Dr. Swapan Bhattacharya Director TEL: 91-343-2546397 FAX: 91-343-2546753, 2547375 E-Mail : <a href="mailto:director@recdgp.nic.in">director@recdgp.nic.in</a>
		74.	National Institute of Technology JAMSHEDPUR-831014, (JHARKHAND). Website : <a href="http://www.nitjsr.ac.in">www.nitjsr.ac.in</a>	Prof. Rajnish Shrivastava Director TEL: 91-657-2373375 FAX: 91-657-2382246, 2407642 E-mail : <a href="mailto:director_nitjsr@indiatimes.com">director_nitjsr@indiatimes.com</a>
		75.	Visvesvaraya National Institute of Technology NAGPUR - 440001. Website : <a href="http://www.vnitnagpur.ac.in">www.vnitnagpur.ac.in</a>	Prof. S.S. Gokhale Director TEL: 91-712-2223969 FAX: 91-712-2223969, 2224599 Email : <a href="mailto:prin@vrce.ernet.net.in">prin@vrce.ernet.net.in</a>
		76.	National Institute of Technology, Srinivasanagar, SURTHAKAL - 575 025. Website : <a href="http://www.nitk.ac.in">www.nitk.ac.in</a>	Dr. Sandeep Sancheti Director TEL : 91-824-2474034, FAX: 91-824-2476090 E-Mail : <a href="mailto:shivkumar@nitk.ac.in">shivkumar@nitk.ac.in</a>

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		77.	National Institute of Technology, WARANGAL - 506004, (AP) Website : <a href="http://www.nitw.ac.in/">http://www.nitw.ac.in/</a>	Prof. Y.V. Rao Director TEL: 91-870-2459216 FAX: 91-870-2459547, 2459119 E-Mail : pri@recw.ernet.in yvrao@recw.ernet.in
		78.	Malaviya National Institute of Technology, JAIPUR - 302017. (Rajasthan) Website : <a href="http://www.mnit.ac.in">www.mnit.ac.in</a>	Prof. R.P.Dahiya, Director E-Mail :sca@recjai.ac.in TEL: 91-141-2702954. 2702955 FAX: 91-141-2702107
		79.	National Institute of Technology, ROURKELA - 769008, (ORISSA). Website : <a href="http://www.nitrkl.ac.in/">http://www.nitrkl.ac.in/</a>	Prof. Sunil Kumar Sarangi Director TEL: 91-661-2472050 FAX: 91-661-2472926, 2462999 Email :principal@rec.ori.nic.in
		80.	Maulana Azad National Institute of Technology, BHOPAL - 462007. Website : <a href="http://www.manit.ac.in">www.manit.ac.in</a>	Dr. K. S. Pandey Director TEL: 91-755-267900 FAX: 91-755-2670562, 2670602, 2671175
		81.	National Institute of Technology, Tiruchirapalli- 620 015, (TAMIL NADU). Website: <a href="http://www.nitt.edu">www.nitt.edu</a>	Dr. M.Chidambaram Director TEL: 91-431-2500370 FAX: 91-431-2500144 E-mail : chidam@nitt.edu
		82.	National Institute of Technology, Kurukshetra - 132119, (HARYANA). Website: <a href="http://www.nitkr.org/">http://www.nitkr.org/</a>	Dr. M. N. Bandyopadhyay Director TEL: 91-1744-238083, 238044, FAX: 91-1744-238050 E-mail : mbandyopadhyay@yahoo.com
		83.	National Institute of Technology, Silchar - 788010, (ASSAM) Website : <a href="http://www.nits.ac.in">www.nits.ac.in</a>	Prof. Probir Kumar Bose Director (I/C) TEL: 91-3842-233179, FAX: 91-3842-233797 E-mail:director@nits.ac.in pkbanik@rediffmail.com
		84.	National Institute of Technology, Hamirpur - 177001 , (HIMACHAL PRADESH). Website: <a href="http://www.nitham.ac.in">www.nitham.ac.in</a>	Dr. I.K. Bhatt, Director TEL: 91-1972-222308 FAX: 91-1972-223834, 222584 E-mail : director@nitham.ac.in
		85.	National Institute of Technology, Patna - 800 005, BIHAR. Website: <a href="http://www.nitp.ac.in/">http://www.nitp.ac.in/</a>	Dr. U.C. Ray Director TEL: 0612-2670631 FAX:0612-2670631 E-mail : director@nitp.ac.in
		86.	Dr. B.R. Ambedkar National Institute of Technology, G.T. Road, Bye Pass, Jalandhar - 144 011, PUNJAB. Website: <a href="http://www.nitj.ac.in">www.nitj.ac.in</a>	Dr Moin Uddin Director TEL: 91-181-2690802 FAX: 91-181-2690320, 2690932, 299166

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		87.	National Institute of Technology Raipur, Chhattisgarh Website: www.nitr.ac.in	Dr.(Mrs.) Shashi Krishna Pandey Director Tel: 91-771-2254200, 2223969 FAX : 91-771-2254600
		88.	National Institute of Technology Agartala, Tripura Website: www.tec.nic.in	Prof. Probir Kumar Bose Director Tel : 91-381-2346630, 2346360, FAX : 91-381-2346630
	5. IITs [4]	89.	ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), Morena Link Road Gwalior - 474 003. Website : http://www.iiitm.ac.in/	Prof. S. G. Desmukh Director TEL: 91-751-2449704, 2449705 FAX: 91-751-2460313, 2461771
		90.	Indian Institute of Information Tehnology (IIIT) Deoghat, Jhalwa, Allahabad - 211 002 Website : www.iiita.ac.in	Dr.M.D.Tiwari Director Tel.91-532-2431684, 2552380 Fax91-532-2430006, 2461389 E-Mail: mailto:mdt@iiita.ac.in
		91.	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	Dr. Aparajita Ojha Acting Director Tel : 91-761-262273 FAX :91-761-2632524 E-mail : director@iiitdm.in
		92.	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 E-mail : nataraj@shiva.iitm.ernet.in
	6. IISc. Bangalore [1] & IISERs [5]	93.	Indian Institute of Science, BANGALORE - 560012. Website : http://www.iisc.ernet.in/	Prof. P. Balaram Director TEL: 91-80-23942222, 23600690 FAX: 91-80-23600936 E-Mail : dir@admin.iisc.ernet.in
		94.	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: 91-20-25902790, 25893238 FAX:91-20-25902660
		95.	Indian Institute of Science Education & Research (IISER), Kolkata, Temporarily at : IIT Kharagpur Kolkata Campus, HC Block, Sector-III, Kolkata - 700106. Website : http://www.iiserkol.ac.in/	Prof. Sushanta Dattagupta Director TEL: 91-33-23379793 FAX:91-33-23348091
		96.	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



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		97.	Indian Institute of Science Education & Research (IISER), Bhopal Temporarily at: ITI (Gas Rahat) Building Govindpura, Bhopal 462 023 Website: <a href="http://www.iiserbhopal.ac.in/">http://www.iiserbhopal.ac.in/</a>	Prof. Vinod K. Singh Director TEL: 91-755-2601087 Email: <a href="mailto:vindoks@iitk.ac.in">vindoks@iitk.ac.in</a>
		98.	Indian Institute of Science Education & Research (IISER), Thiruvananthapuram Temporarily at: CET Campus, Thiruvananthapuram - 695016 Website: <a href="http://www.iiserbhopal.ac.in/">http://www.iiserbhopal.ac.in/</a>	Prof. E.D. Jemmis Director TEL: 91-471-2112836 FAX: 91-471-2597442 Email: <a href="mailto:iisertvm@gmail.com">iisertvm@gmail.com</a>
	7. NITTTRs [4]	99.	National Institute of Technical Teachers' Training & Research Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091. Website: <a href="http://www.nitttrkol.ac.in">www.nitttrkol.ac.in</a>	Dr. S.K. Bhattacharya Director (I/C) TEL: 91-33-23370037, 23374125 FAX: 91-33-23376331
		100.	National Institute of Technical Teachers' Training & Research, Southern Region, Taramani PO, Chennai- 600 113. Website : <a href="http://www.nitttrc.ac.in">www.nitttrc.ac.in</a>	Dr. S. Mohan Director TEL: 91-44-22542334, 22541126 FAX: 91-44-2541126
		101.	National Institute of Technical Teachers' Training & Research, Shamla Hills, Bhopal - 462 002. Website : <a href="http://www.tttibhopal.com">www.tttibhopal.com</a>	Dr. V.K. Agrawal Director (I/C) TEL: 91-755-2661216 FAX: 91-755-2661996, 2220173 E-Mail : <a href="mailto:ttti@vsnl.com">ttti@vsnl.com</a> <a href="mailto:tttiwr@bom6.vsnl.net.in">tttiwr@bom6.vsnl.net.in</a>
		102.	National Institute of Technical Teachers' Training & Research, Sector 26, Chandigarh- 160 019. Website: <a href="http://www.nitttrchd.ac.in">www.nitttrchd.ac.in</a>	Dr. Parizat De Director (I/C) TEL: 91-172-2792369, 2791349 FAX: 91-172-2791366, 2793893
	8. Boards of Apprenticeship Training [4]	103.	Board of Apprenticeship Training, Western Region, New Admn. Building, 2nd Floor, ATI Campus, Sion-Trombay Road, Sion, MUMBAI - 400 022. Website: <a href="http://www.apprentice-engineer.com">www.apprentice-engineer.com</a>	Shri P.N. Jumle Director TEL: 91-22-2403891, 24053682 FAX: 91-22-24055923
		104.	Board of Practical Training (BOPT), Eastern Region, Block EA, Sector I (OPP. Labony Estate) PO Salt Lake City, Kolkata - 700 064. Website: <a href="http://www.bopter.gov.in/html/ImpAuth.htm">www.bopter.gov.in/html/ImpAuth.htm</a>	Mr. S. Meenakshi Sundaram Director TEL: 91-33-23370750, 23370751 FAX: 91-33-23216814
		105.	Board of Apprenticeship Training (BOAT), Plot No.16, Block-1-A, Lakhanpur, GT Road, Kanpur - 208024. Website : <a href="http://www.batnorth.nic.in">www.batnorth.nic.in</a>	Mr. R.K.Tandon Director TEL: 91-512-2851310 (Dir.) EPBX :2584056 , 2584057 FAX: 91-512-2581504, 2584052(NTMIS)
		106.	Board of Apprenticeship Training, (BOAT) CIT Campus, Taramani, Chennai - 600 113. Website: <a href="http://www.boatsr.tn.nic.in">www.boatsr.tn.nic.in</a>	Dr. A. Ayyakkannu Director TEL: 91-44-22541359 FAX: 91-44-22541563

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3. Languages	9. Others [7]  1. Sanskrit & Vedic Institutions [4]	107.	Indian School of Mines University, Dhanbad - 826004, Jharkhand. Website : <a href="http://www.ismdhanbad.ac.in/">http://www.ismdhanbad.ac.in/</a>	Prof. T. Kumar Director TEL: 91-326-202381,202486 FAX: 91-326-203042,202380
		108.	National Institute of Foundry and Forge Technology (NIFFT), P.O. Hatia, Ranchi - 834003, Jharkhand. Website : <a href="http://www.nifft.ernet.in">www.nifft.ernet.in</a>	Dr. T. Kumar Director TEL: 91-651-2290859 FAX: 91-651-2290860, 2291247 E-Mail : <a href="mailto:rch-nifft@sancharnet.in">rch-nifft@sancharnet.in</a>
		109.	National Institute of Industrial Engineering, Vihar Lake, PO- NITIE, MUMBAI - 400 087. Website : <a href="http://www.nitie.edu/">http://www.nitie.edu/</a>	Dr. S.D. Awale Director TEL: 91-22-28573371, FAX: 91-22-28573251 E-Mail : <a href="mailto:info@nitie.edu">info@nitie.edu</a>
		110.	School of Planning & Architecture, I.P. Estate, New Delhi - 110 002. Website : <a href="http://www.spa.ernet.in">www.spa.ernet.in</a>	Prof. Ranjit Mitra Director TEL: 91-11-23702395 FAX: 91-11-23702381, 23702383 E-Mail : <a href="mailto:root@spa.ernet.in">root@spa.ernet.in</a>
		111.	School of Planning & Architecture, Bhopal. Temporary at NIT Campus, Bhopal.	Dr. V.K. Singh Director (AC) TEL: 0755-4092392 FAX: 91-755-2670602
		112.	School of Planning & Architecture, Vijayawada. (Mentored by SPA, New Delhi)	Prof. Ranjit Mitra Director (AC) TEL: 91-11-23702395 FAX: 91-11-23702383
		113.	Sant Longowal Institute of Engineering & Technology (SLIET), Village Longowal, Distt: Sangrur Punjab 148106 Website: <a href="http://www.sliet.org">www.sliet.org</a>	Dr. V. Sahini Director (In-Charge) TEL: 91-1672-280057 FAX: 91-1672-284600
		114.	North Eastern Regional Institute of Science & Technology (NERIST), Nirjuli - 79110 (Itanagar), Arunachal Pradesh. Website: <a href="http://www.nerist.ac.in">www.nerist.ac.in</a>	Dr. Joram Begi Director (In-Charge) TEL: 91-360-2257584 FAX: 91-360-2244307, 2257872
		115.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, NEW DELHI. Website: <a href="http://www.sanskrit.nic.in/">http://www.sanskrit.nic.in/</a>	Prof. Radha Vallabh Tripathi Vice-Chancellor TEL: 91-11-28524993, 28524995, 28521994 FAX: 91-11-28521258, 28524387
		116.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel, New Mehrauli Road, NEW DELHI-110067. Website: <a href="http://www.slbsrsv.ac.in/home.asp">www.slbsrsv.ac.in/home.asp</a>	Dr. Vachaspati Upadhyaya Vice-Chancellor TEL: 91-11-26851253 FAX: 91-11-26851253
		117.	Rashtriya Sanskrit Vidyapeetha, TIRUPATI, (A.P.). Website: <a href="http://www.rsvidyapeetha.ac.in">www.rsvidyapeetha.ac.in</a>	Prof. Hare Krishna Satpathy Vice-Chancellor TEL:91-8574-27937 FAX: 91-8574-27937

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
4. Planning	2. Institutions related to Hindi and other Indian Languages [3]	118.	Maharshi Sandeepani Rashtriya Veda Vidya Pratishthan Ujjayini Development Authority, Administrative Building, Bharatpur, Ujjain - 456010.	Shri Shrikishore Mishra Secretary TEL: 91-734-2511530, 2510078 FAX: 91-734-2511530
		119.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, AGRA - 282005. Website : <a href="http://www.hindi.nic.in/">http://www.hindi.nic.in/</a>	Prof. Ramvir Singh, Acting Director TEL: 91-562-2530159, 2530086 FAX: 91-562-2530684
		120.	National Council for Promotion of Urdu Language, West Block No.I, R.K. Puram, New Delhi - 110 066.	Website <a href="http://www.urducouncil.nic.in">www.urducouncil.nic.in</a> Dr. Hamidullah Bhatt Director TEL: 91-11-26180104 FAX: 91-11-26180104
		121.	National Council for Promotion of Sindhi Language, 5th Floor, Darpan Building, R.C.Dutt Road, Alkapuri, Vadodra - 390005. Website : <a href="http://www.ncpsl.org/">http://www.ncpsl.org/</a>	Dr. Manohar B. Matlani Director TEL: 91-265-2342246 FAX: 91-265-2357331
		122.	National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, NIE Camp, NEW DELHI - 110016. Website: <a href="http://www.nuepa.org/">http://www.nuepa.org/</a>	Prof. R. Govinda Vice Chancellor (in charge) TEL: 91-11-26515472 FAX: 91-11-26853041
5. UNESCO		123.	Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, AUROVILLE - 605101, Tamil Nadu. Website: <a href="http://www.auroville.org">www.auroville.org</a> Dr. Karan Singh Chairman	Shri M. Ramaswamy, IAS Secretary TEL: 91-413-2622 222, 2622 414 FAX: 91-413-2623 496 E-mail : <a href="mailto:avfoundation@auroville.org">avfoundation@auroville.org</a>
6. Book Promotion		124.	National Book Trust of India, A-15, Green Park, NEW DELHI - 110016. Website: <a href="http://www.nbtindia.org.in">www.nbtindia.org.in</a>	Prof. Bipin Chandra Chairman TEL: 91-11-24526164 FAX: 91-11-24526169

#### ATTACHED OFFICES OF THE DEPARTMENT OF HIGHER EDUCATION

Languages		1.	Central Institute of Indian Languages, Manasagangotri, Mysore - 570 006 Website : <a href="http://www.ciiil.org">www.ciiil.org</a>	Director, TEL: 91 821 2515820 FAX: 91 821 2515032 E-mail: <a href="mailto:bhasha@sancharnet.in">bhasha@sancharnet.in</a> or <a href="mailto:udaya@ciiil.stpmv.soft.net">udaya@ciiil.stpmv.soft.net</a>
		2.	Central Hindi Directorate, R.K.Puram, New Delhi. Website: <a href="http://www.hindinideshalaya.nic.in">www.hindinideshalaya.nic.in</a>	Prof. K. Bijay Kumar Director, Tel. 91-11-26100758 Fax 91-11-26100758
		3.	Commission for Scientific and Technical Terminology, R.K.Puram, New Delhi. Website : <a href="http://www.cstt.nic.in">www.cstt.nic.in</a>	Prof. K. Bijay Kumar Chairman Tel: 91-11-26102882 Fax: 91-11-26102854

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
<b>PUBLIC SECTOR UNDERTAKING OF THE DEPARTMENT OF HIGHER EDUCATION</b>				
Public Sector Undertaking		1.	Educational Consultants of India Limited (EdCIL) Plot No. 18A, Sector - 16A, NOIDA - 201301, (UP). Website - www.edcil.co.in	Mrs. Anju Banerjee Chairperson and Managing Director TEL: 91-120-2515366 FAX: 91-120-2512010, 2515372 Email : root@edcil.co.in

## ANNUAL STATEMENT SHOWING THE REPRESENTATION OF THE PERSONS WITH DISABILITIES IN SERVICES (AS ON 1.1.2009)

MINISTRY / DEPARTMENT : Ministry of Human Resource Development

Group	Number of Employees				
	Total	In identified posts	VH	HH	OH
Group A	202	-	-	-	-
Group B	613	-	-	-	3
Group C	397	-	2	-	1
Group D	308	1	2	-	7
Total	1520	1	4	-	11

Note :

- (i) VH stands for Visually Handicapped (persons suffering from blindness or low vision)
- (ii) HH stands for Hearing Handicapped (persons suffering from hearing impairment)
- (iii) OH stands for Orthopaedically Handicapped (persons suffering from locomotor disability or cerebral palsy)

## Annexure-20

### ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs AS ON 1st JANUARY 2009 AND NUMBER OF APPOINTMENTS MADE DURING THE CALENDAR YEAR 2008

MINISTRY / DEPARTMENT : MINISTRY OF HUMAN RESOURCE DEVELOPMENT (Including Attached and Subordinate Offices)

Groups	Number of Employees			Number of appointments during the calendar year												
				By Direct Recruitment			By Promotion			By Other Methods						
	Total	SCs	STs	OBCs	Total	SCs	STs	OBCs	Total	SCs	STs	OBCs	Total	SCs	STs	OBCs
Group A	201	35	9	3	-	-	-	-	6	-	-	-	-	-	-	-
Group B	613	89	37	27	2	-	1	16	16	4	-	-	-	-	-	-
Group C	397	65	16	21	-	-	-	16	16	4	-	-	-	-	-	-
Group D (excluding Sweepers)	283	94	25	20	-	-	-	-	1	1	-	-	-	-	-	-
Group D Sweepers	25	16	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1519	299	89	71	2	-	1	39	39	9	-	-	-	-	-	-

# Annexure-21

## STATEMENT SHOWING THE NUMBER OF PERSONS WITH DISABILITIES APPOINTED DURING THE CALENDAR YEAR 2008

MINISTRY / DEPARTMENT : MINISTRY OF HUMAN RESOURCE DEVELOPMENT (Including Attached and Subordinate Offices)

Group	Number of Employees						DIRECT RECRUITMENT						PROMOTION								
	Number of Employees			Number of vacancies reserved			Number of Appointments Made			Number of vacancies reserved			Number of Appointments Made			Number of vacancies reserved			Number of Appointments Made		
	Total	VH	HH	OH	VH	HH	OH	Total	VH	HH	OH	Total	VH	HH	OH	Total	VH	HH	OH		
Group A	201	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Group B	613	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Group C	397	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Group D	308	2	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total	1519	4	-	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Note :

- (i) VH stands for Visually Handicapped (persons suffering from blindness or low vision)
- (ii) HH stands for Hearing Handicapped ( persons suffering from hearing impairment)
- (iii) OH stands for Orthopaedically Handicapped ( persons suffering from locomotor disability or cerebral palsy)



Kendriya Vidyalaya, Agra Cantt. No. 1



Banaras Hindu University



IIM, Bangalore



IIT, Kanpur



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