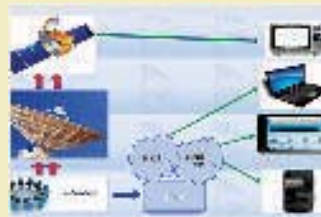राष्ट्रीय शिक्षा दिवस
IONAL EDUCATION DAY

ANNUAL REPORT 2012-13

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

ANNUAL REPORT
2012-13

सत्यमेव जयते

Department of School Education & Literacy
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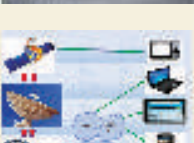
L to R (sitting): Shri Ashok Thakur, Secretary(HE), Dr. M.M. Pallam Raju, Hon'ble HRM, Shri R. Bhattacharya, Secretary (SE&L).

L to R : Ms. Amita Sharma, Additional Secretary, Ms. Vrinda Sarup, Additional Secretary, Shri J. Alam, Joint Secretary, Shri R.C. Meena, Economic Adviser, Shri Anil Kumar Singhal, PS to HRM, Dr. Nagesh Singh, Economic Adviser, Shri Amit Khare, Joint Secretary, Shri Yogendra Tripathi, Joint Secretary & Financial Adviser, Dr. Amarjeet Singh, Additional Secretary, Shri R.P. Sisodia, Joint Secretary, Ms. Shakila T. Shamshu, OSD, Ms. S. Radha Chauhan, Joint Secretary, Ms. Veena Ish, Joint Secretary.

C O N T E N T S

Chapter

01

OVERVIEW

OVERVIEW

The Ministry of Human Resource Development has two Departments i.e. Department of School Education & Literacy and the Department of Higher Education. The vision of the Department of School Education & Literacy is to ensure education of equitable quality for all to fully harness the Nation's human potential, and the vision of the Department of Higher Education is to realize India's human resource potential to its fullest in the education sector, with equity and excellence.

As a recognition of our vision, a number of initiatives are being taken by this Ministry both at School and higher education levels. The Central Government continues to play a leading role in the formulation and implementation of educational policies and programmes, the most notable of which is the National Policy on Education (NPE), 1986, as modified in 1992. Other initiatives include: providing universal access, ensuring retention and improving quality in elementary education, special emphasis on education of girls, establishment of pacesetting schools like Navodaya Vidyalayas in each district, vocationalisation of secondary education, synthesis of knowledge and inter-disciplinary research in higher education, starting more Open Universities in the States, strengthening of the All India Council for Technical Education, encouraging sports, physical education, Yoga and adoption of an effective evaluation method, etc.

The Ministry's endeavour has also been to achieve Education for All. Special emphasis is laid on education of children belonging to disadvantaged groups and simultaneously to provide greater opportunities for access to quality higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring. The RTE-SSA (Right of Children to Free and Compulsory Education (RTE) Act, 2009 –Sarva Shiksha Avhiyan) 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. The initiatives include: ensuring availability of primary and upper primary schools within the habitation (as prescribed under the RTE Rules), uniforms, textbooks, etc. Special Training interventions are also largely focused on girls and disadvantaged groups. Under SSA, the enrollment of SC children increased substantially leading to a significant drop in the number of out-of-school SC children from 8.2% in 2005 to 5.9% in 2009. Similarly, there is reduction in the percentage of out-of-school ST children from 9.5% in 2005 to 5.2% in 2009. In the case of children from Muslim minorities, the percentage of out-of-school children is reduced from 10% to 7.7% in the same period. This has been possible due to awareness among parents towards access to education and role of the States to make more and more schools available to SC, ST and Muslim minority children.

With a view to enhance 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 15th August 1995. Subsequently, the Scheme was extended to cover children of upper primary classes and the name of the Scheme was changed from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid-Day Meal in Schools'. The scheme has been revised from time to time in its content and coverage. The Mid Day Meal Scheme now covers 10.44 crore elementary class children in 12.12 lakh schools in the country. Recently, to increase the coverage of this scheme, Planning Commission has approved extension of Mid Day Meal scheme to unaided private schools in special focus areas. In addition, Planning Commission has also proposed fiscal incentives like tax exemptions to encourage private participation in the scheme.

Recognising the need for education for values in Schools, NCERT has brought out framework for schools on Education of values which articulates a comprehensive and pragmatic approach to value education in schools. Continuing with its efforts in the area of Value Education and in light of above framework, the Central Board of Secondary Education has decided to bring out the 'Value Education – A Handbook for Teachers'. In order to institute a sense of discipline and inculcation of moral values in youth, it has been decided to implement NCC as an elective subject with credit points in 30 autonomous colleges from academic year 2013-14 and will be extended to all other 400 autonomous colleges and interested universities from the academic year 2014-15. This initiative will help in instilling values of emotional integration, secularism, tolerance, sense of adventure and sensitivity to issues among youths.

Saakshar Bharat, a centrally sponsored scheme was launched in September, 2009 with prime focus on women and other disadvantaged groups in rural areas of low literacy States/UT. Through large scale countrywide environment building and Mass Mobilization Campaigns, voluntary teachers/preraks have been motivated and trained in large numbers and community has been mobilized. During the 12th Five Year Plan, it shall strive to raise the literacy rate to 80% and reduce the gender gap to less than 10%. Saakshar Bharat will give special focus on young adults and out of school adolescents for a paradigm shift from basic literacy to lifelong learning.

Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. Being at the apex of the educational pyramid, it has also a key role to play in producing teachers for the education system. In the context of the unprecedented explosion of knowledge, higher education has to become more dynamic as never before, constantly entering uncharted domain areas. The higher education system in India has grown remarkably, particularly in the Post Independence period, to become one of the largest systems of its kind in the world.

Substantial achievements have been made in increasing access, ensuring equity and improving quality of higher education. As per the first provisional report of All India Survey on Higher Education, the Gross Enrolment Ratio in 2010-11 (estimated) was

18.8. The improvement in higher education is being brought through restructuring academic programmes to ensure their relevance to modern market demands; domestic and global linkages with employers and external advisory resource support groups and tracer studies. Greater emphasis is also laid on recruitment of adequate and good quality teachers; complete revamping of teaching/learning methods by shifting from traditional repetitive experiments to open-ended design-oriented work for encouraging invention and research; compulsory interactive seminar-tutorials, broadening the content of science and engineering programmes to strengthen fundamental concepts, improving learning opportunities and conditions by updating text books and learning material; and improving self-directed learning with modern aids and development of IT network. To meet the challenges in the higher education sector, several reforms are undertaken by means of policy changes/executive orders as well as legislations. To leverage the potential of Information and Communication Technology (ICT), in teaching and learning process for the benefit of all the learners in higher educational institutions in an anytime any where mode, "The National Mission on Education through Information and Communication Technology" (NMEICT) is being implemented as a Centrally Sponsored Scheme. The University Grants Commission (UGC) which has the mandate for coordination and determination of standards in higher educational institutions has been implementing a number of schemes, aimed at improvement of quality of higher education in Indian Universities and colleges. The All India Council for Technical Education (AICTE) has also framed various norms and standards to regulate the technical institutions in the country for maintaining quality in these institutions. These norms and standards are uniformly applicable to all the colleges. To enhance the access to degree courses in EBDs of the country, so as to achieve expansion in higher education with inclusion, equity and quality, a new scheme has been introduced to provide central financial assistance for establishment of a Model Degree College in each of the identified 374 Educationally Backward Districts (EBDs) where Gross Enrolment Ratio (GER) for higher education is less than the national (GER). Further, to address the huge demand-supply mismatch for skilled workforce in the country, it is also proposed to set up 200 Community Colleges in States and UTs.

Technical Education also plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. The Indian Institutes of Technology (IITs) were set up to train scientists and engineers, with the aim to develop a skilled workforce to support the economic and social development of the country. Secondly, National Institute of Technology(NITs), formerly known as Regional Engineering Colleges(RECs) were set up to promote regional diversity and multi-cultural understanding in India. Thirdly, Polytechnics have been set up to offer diploma courses. To support excellence and transformation in Technical Education in the country, Technical Education Quality Improvement Programme (TEQIP) is being implemented. To address the increasing skill challenges of the growing Indian economy, steps are being taken to set up technical institutes in Public Private Partnership (PPP) mode. Further, the Sub-Mission on Polytechnics under coordinated Action for Skill Development having four components for

strengthening existing polytechnics, opening new polytechnics, setting up women's polytechnics and community polytechnics is being implemented.

The Ministry has bilateral and international collaborative arrangement in the education sector and undertakes the formulation, implementation and monitoring of Educational Exchange Programmes (EEPs) with various countries. India has already entered into Educational Exchange Programmes (EEPs)/Memorandum of Understandings (MoUs) with 38 countries. The EEPs/ MOUs envisage cooperation through several initiatives like (i) Exchange of scholars/ students/researchers; (ii) Sharing of information/ publications; (iii) Organizing joint seminars/ workshops/ conferences etc.; (iv) Working towards mutual recognition of qualifications; (v) Developing institutional linkages; and (vi) Providing scholarships to students/researchers.

As an independent group, women constitute 48% of the total population of India. They not only constitute valuable human resource of the country but their development in the socio-economic arena sets phase for sustainable growth of the economy. Various equity schemes are being implemented by the Ministry to promote higher education with special focus on the students belonging to disadvantaged and deprived sections of the society. The UGC has also undertaken several schemes for the benefit of girls and women in the area of Gender and Social Equity.

Moreover, in addition to the above, for the educational development of students of weaker sections of the society, a number of innovative initiatives have been taken by the Government which include (i) National Monitoring Committee on Minorities (ii) National Monitoring Committee for Education of SCs, STs and Persons with Disabilities (iii) Student Support Initiatives such as National Means-cum-Merit Scholarship Scheme (NMMSS), National Scheme of Incentive to Girls for Secondary Education (NSIGSE), Special Scholarship Scheme for Jammu & Kashmir, Scheme of Interest Subsidy on Educational Loans (iv) Regulations on prevention of discrimination and Establishment of Ombudsman and (v) development of an Anti-Ragging Web Portal.

Based on the recommendations of the Task Force constituted by the Planning Commission on differentiated Ministry/Department-wise earmarking of Plan funds under SCSP and TSP, the department of Higher Education has been kept under category III for earmarking of funds 15-16.2% and 7.5% for SCSP and TSP respectively. D/o SE&L has been kept under category IV for earmarking of funds more than 16.2% and 10.7% for SCSP and TSP respectively. In order to implement the recommendation of the Task Force, w.e.f. 2011-12 Omnibus Minor Head 789 for Special Component Plan for Scheduled Caste and 796 for Scheduled Tribes Sub-Plan have been opened.

Keeping in view the implementation of Direct Benefit Transfer (DBT) Scheme/System which envisages direct transfer of funds to beneficiary account through the Aadhaar Payment Bridge (APB), three schemes viz. National Means-cum-Merit Scholarship Scheme (NMMSS), National Scheme of Incentive to Girls for Secondary Education (NSIGSE) and Central Scheme of Scholarship for College and University Students have been covered under DBT. All the 43 pilot districts are covered for NMMSS and 31 pilot districts are covered for NSIGSE.

The Ministry's focus has been on the overall and balanced educational development of all regions of the country including North Eastern Regions (NER) and Jammu & Kashmir. As per Government instructions, 10% of the Ministry's Gross Budgetary Support is earmarked for NER. Recently, under Special Scholarship Scheme for Jammu & Kashmir, it has been decided to offer 5000 scholarships, per annum, over the next five years, to encourage the youth of J&K to pursue higher studies outside the State of Jammu & Kashmir(J&K). In addition, various concessions for the Wards of Kashmiri Migrants to pursue Higher Education are being provided. Emphasis is being given to set up more educational institutions in NER.

During the Twelfth Plan, the Ministry will continue its focus on expansion, equity and excellence with a greater emphasis on quality of higher education, while consolidating the gains of the Eleventh Plan.

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MAJOR INITIATIVES

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Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the growing challenges with the changing times. There comes a time in history when a new direction has to be given to revitalize an age-old process. Education is essential for all and is fundamental to their all round development, material and spiritual. To meet these challenges, the major initiatives that have been taken by this Ministry during the year under review are given below.

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE)

Article 21-A of the Constitution of India and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1st April 2010. This development implies that every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The reform processes initiated in 2010-11, pursuant to this important development, were continued during the year 2011-12 and 2012-13. All States/UTs have notified their State RTE Rules.

Amendment to the Right of Children to Free and Compulsory Education(RTE) Act, 2009 : The Right of Children to Free and Compulsory Education (Amendment) Act, 2012 was passed by the Parliament and published in the Gazette on 20th June, 2012 and has come into force with effect from 1st August, 2012. The Amendment to the Act inter alia provides:

i) Inclusion of:

- 'children with disabilities' within the meaning of child belonging to disadvantaged group

- Children suffering from cerebral palsy, autism and multiple disabilities as defined under National Trust Act

- option of home based education for children with severe and multiple disabilities; however, to be used as a preparatory step to schooling.

ii) Subject to the provisions of articles 29 and 30 of the Constitution, the provisions of this Act shall apply to conferment of rights on children to free and compulsory education.

iii) Nothing contained in the RTE Act shall apply to Madrasas, Vedic Pathasalas and educational institutions primarily imparting religious instruction.

iv) School Management Committees constituted under the Act by aided institutions shall perform advisory function only and shall not be required to prepare the School Development Plan.

v) The time limit within which the Pupil Teacher Ratio has to be adhered to by every school is 3 years (instead of six months provided earlier) from the commencement of the RTE Act.

TEACHER EDUCATION

Training of Untrained teachers:- The Department of School Education & Literacy has taken up an intensive drive for training of untrained teachers to meet the RTE deadlines for teacher training.

Revamping of Teacher Education:- The Department of School Education and Literacy (MHRD) has revamped the existing Centrally Sponsored Scheme of Teacher Education (TE). The main components of the revised Scheme are as under:

i) Strengthening and up-gradation of State Councils for Educational Research and Training/State Institutes of Education

ii) Strengthening of existing IASEs and up-gradation of Departments of Education of Universities into IASEs :

iii) Strengthening of CTEs and establishment of new CTEs

iv) Strengthening of existing DIETs and extending their mandate for training of teachers at the secondary level.

v) Establishment of Block Institutes of Teacher Education (BITEs) in 196 identified SC/ST/Minority concentration districts as elementary pre-service teacher education institutions

vi) Identification of 50 lead institutions, including Departments of Education in Universities, NUEPA, NCERT, Academic Staff Colleges and other institutions in the non-Government sector to conduct refresher courses for teacher educators.

vii) Provide hardware support, namely provisioning of satellite transmission facilities in the DIETs and provisioning of software support for developing content for orientation of teacher educators and teachers.

viii) Giving SCERTs and DIETs the mandate to involve not-for-profit organizations for conducting innovative field based programmes relating to teacher education, collaboration in in-service and pre-service teacher education, undertaking impact assessment studies and designing & developing locally relevant material for teachers and student-teachers of teacher education institutions.

ix) Developing and putting in place a comprehensive monitoring mechanism.

A comprehensive website: www.teindia.nic.in has been prepared for creating greater awareness on the issue of teacher education and to facilitate the effective implementation of the scheme. A Joint Review Missions for nine major States Assam, Bihar, Madhya Pradesh, Chhattisgarh, Jharkhand, Odisha, Uttar Pradesh and West Bengal to ensure effective implementation of the Centrally Sponsored Scheme for Teacher Education has been constituted.

Proposed National Mission on Teachers and Teaching : In pursuance of the announcement made by the Hon'ble President of India, Ministry of Human Resource Development held meeting with different stakeholders on 17th April 2012 to work out the contours to launch a National Mission for Teachers aimed at improving teacher education and faculty development. This was also discussed with State Secretaries of Higher & Technical Education in a meeting held on 13.4.2012 and in the CABE Meeting on 6th June, 2012 and in the meeting of the Consultative Committee attached to the Ministry of Human Resource Development held on 31st July, 2012.

It is proposed to launch a National Mission on Teachers to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development. This will be one of the major thrust areas of action during the 12th Five Year Plan.

The final contours of the Mission and its operational features are under discussion. The Mission, however, would address, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the other, it is also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers.

The Mission would focus on these goals in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.

The programmatic thrusts of the Mission would inter alia cover the following:

a) Enhancing the availability of teachers to meet the demands of the education systems. This would involve an analysis of the present policies and institutional/organisational structures at the local, district, State and National level for teacher development and management; and the development of a comprehensive policy and strategy to address issues relating to the preparation, recruitment and deployment of teachers;

b) Ensuring that all the existing set of teachers are provided with continuing professional development opportunities, and that teachers are properly supported with appropriate working conditions and adequately remunerated to ensure high levels of teacher performance, morale and motivation;

c) Development of guidelines/frameworks for the improvement of the existing institutional structures and processes involved in the continuing professional development of teachers, with a view to ensuring that teachers at all levels would receive high quality professional development opportunities that prepare them for carrying out their duties in diverse social, economic, cultural, and technological contexts;

d) Formulating strategies for attracting and retaining talented youth into the teaching profession; significantly raising the social and professional status of teachers; ensuring that teachers are properly supported with appropriate working conditions and incentives for performance that are needed to sustain high levels of teacher motivation and morale; giving teachers a sense of belonging and leadership in their profession and involving them more in policy dialogues and in participatory action research within their own teaching environments;

e) Enhancing quality of teaching, teacher education and teacher training and use of technology

The National Mission on Teachers, it is envisaged, would function through a national focal point that would help consolidate and strengthen on-going programmes related to teachers and teaching through effective coordination and synergetic action by significantly enhancing financial investment. The Mission may also expand the scope and initiate new programmes to meet the various goals mentioned above in consultation with various stakeholders, as we recognize that issues and concerns related to teachers are already being addressed by various National and State level departments and institutions.

4th International Conference on Teachers for Education for All (EFA) - 28-31 May 2012 with UNESCO : The Secretariat of the International Task Force on Teachers for EFA in close conjunction with the Government of India organized a three-day long Conference from 28 – 31 May, 2012 with UNESCO which focused on a range of issues related to teacher challenges for EFA. India was elected as the co-chair of the International Task Force on Teachers for EFA.

MID DAY MEAL(MDM) SCHEME

Portal for on-line review of Mid-Day-Meal (MDM) Scheme:- Web-enabled Management Information System with Interactive Voice Response System (IVRS) for monitoring of Mid Day Meal Scheme on real time basis is being developed with the help of National Informatics Centre (NIC). The annual data has been fed into the portal by almost all the schools and currently the monthly data entry is in progress. Once the MIS data entry is complete, the training on IVRS will also be imparted to States/UTs. Thereafter, the system will be able to provide reports instantly relating to children covered, food grains procured, utilized, non-provision of meals in schools, irregularities if any etc.

Planning Commission's approval of extension of MDM Scheme to unaided Private Schools in special focus areas:- Based on the recommendations of the Working Group on Elementary Education for 12th Plan, Planning Commission has proposed to cover the following categories of children under Mid Day Meal Scheme.

i) Children studying in 25,117 private unaided schools in SC/ST and Minority concentrated areas.

ii) Poor children admitted in neighbourhood private schools against the 25 percent earmarked seats under RTE.

iii) Children in pre-primary classes which are functional within the premises of Primary schools where mid-day meal is being served.

In addition, Planning Commission has also proposed fiscal incentives like tax exemptions to encourage private participation in the scheme.

VALUE EDUCATION

A Framework:- Responding to this urgent need about the education for values in Schools, NCERT has brought out framework for schools on Education of values which articulates a comprehensive and pragmatic approach to value education in schools. It includes vision, expectations, strategies and benchmarks for implementation and assessment of value education in schools. It offers precisely the kind of reflection that is required for a subject like value education.

Value Education Kit:- Continuing with its efforts in the area of Values Education and in light of above framework, the Central Board of Secondary Education has decided to bring out the 'Values Education – A Handbook for Teachers'. This Handbook comes with a Value Education Kit that contains Value Cards and a CD of songs symbolising values of Peace, Solidarity and respect for Nature. Value Based Questions in all major subjects for classes X and XII up to 3-5 marks have been introduced with effect from 2013 board examination. The Board has decided to follow an interdisciplinary approach in value education where values are intermingled with the content of all the major subjects in classes IX and XII.

Inculcation of moral values in youths:- In order to institute a sense of discipline and inculcation of moral values in youths, it has been decided to implement NCC as an elective subject with credit points in 30 autonomous colleges from academic year 2013-14 and extend to all other 400 autonomous colleges and interested universities from the academic year 2014-15. To launch this initiative, a one day workshop–"Introduction of NCC as an elective subject in schools and colleges" - was organized under the chairmanship of Hon'ble Minister for Human Resource Development on March 12, 2013. This initiative will help in instilling values of emotional integration, secularism, tolerance, sense of adventure and sensitivity to issues among youth.

REFORMS IN EXAMINATION PATTERN

Problem Solving Assessment:- To assess the ability to process, interpret and use information rather than assessing student's prior subject matter knowledge, Problem Solving Assessment has been introduced by CBSE for class IX and XI students from second term of 2012-2013. There is no specific syllabus for 'Problem Solving Assessment'. It will assess the Life Skills relating to areas; (i) Quantitative Reasoning; (ii) Qualitative Reasoning and (iii) Language Conventions.

Joint Entrance Examination 2013 for admission to Undergraduate Engineering Programmes in IIT, NIT and other Centrally Funded Technical Institutions: The proposal for introduction of Joint Entrance Examination for admission to engineering programs in the Centrally Funded Technical Institutions, including IITs/NITs, has its genesis in the 'in-principle' approval accorded by the Council of IITs in its meeting held on 14.9.2011. This was based on the recommendations of Ramasami Committee Report which suggested a common national examination with weightage to State Board results normalized on the basis of percentile formula for admission to engineering institutions. This was also endorsed 'in-principle' by the State Education Ministers on 22nd February, 2012 with the proviso that the States may adopt the same pattern of admission to the engineering institutions affiliated to State Universities or continue with their present system, as they may deem fit.

A JEE Apex Board (JAB) headed Former Director, IIT Bombay and comprising of members as 3 Directors from IITs, 3 Directors from NITs, 1 Director from IIIT, representative of State Governments, 1 representative of Deemed to be Universities, Chairman(CBSE), etc. has been constituted on 14th August, 2012. The JEE Apex Board (JAB) will have the final authority for

setting up the policies, rules, regulations for the conduct of JEE-MAIN. It will also coordinate with JEE-Advanced Group (JEE-IIT). A Resolution dated 1st October, 2012 on "policy framework for admissions to engineering programmes at the undergraduate level in the country". Based on the decision taken on the first meeting of the JEE Apex Board (JAB) held on 25.08.2012, CBSE has issued a notification about Joint Entrance Examination (JEE-2013) for admission to Undergraduate Engineering Programmes in IITs, NITs and other Centrally Funded Technical Institutions, etc. on 26.09.2012. Likewise the Joint Admission Board of IITs decided on 27th August, 2012 about JEE Advanced Test and a notification in this regard was published in the newspapers on 19th October, 2012, across the country.

INTRODUCTION OF CHINESE LANGUAGE BY CBSE FROM THE ACADEMIC SESSION 2012-13

In order to cater to the diverse needs of students in a globalised world and in view of China emerging as one of the major global economies and Mandarin being spoken by a large population of the world, CBSE is offering the language in class VI from the current academic session 2012-13. The major objectives of learning Mandarin are to build proficiency in the skills of listening, reading, writing and speaking the language; to bring in greater confidence among learners to use Mandarin in oral and written forms; to inculcate sensitivity and awareness regarding the culture and traditions of Mandarin and to facilitate self-learning to enable them to become independent.

META UNIVERSITY

Delhi University has set up a Meta University at Delhi in which, Jamia Milia Institute, Delhi University, Jawaharlal Nehru University and Indian Institute of Technology, New Delhi would participate. The main purpose of Meta Universities is to share learning resources by different universities by using latest technologies available in order to enable students to benefit from learning resources available in different institutions. Since the Government does not interfere in the academic matters of higher educational institutions, it is left to these institutions to collaborate and to identify the courses and areas to be offered through the Meta University. In a meeting held by these institutions, identified climate change, public health and education as thrust areas where information and knowledge could be shared by means of new emerging technologies.

Meta Universities represent 2nd Generation Universities, free from physical boundary condition and able to operate in virtual space, taking advantage of the innovation and flexibility possible in such domain. Hence the existing capabilities and resources of these institutions will be utilized and no separate funding for these institutions is proposed for the purpose.

IMPLEMENTATION OF DIRECT BENEFIT TRANSFER (DBT) SYSTEM

The Government of India has launched Direct Benefit Transfer (DBT) Scheme/System under which 34 schemes across the eight Ministries/Departments have been selected for DBT implementation in 43 pilot districts of 16 States/UTs. It envisages direct transfer of funds to beneficiary account through the Aadhaar Payment Bridge (APB). Three schemes viz. National Means-cum-Merit Scholarship Scheme (NMMSS), National Scheme of Incentive to Girls for Secondary Education (NSIGSE) and Central Scheme of Scholarship for College and University Students are covered under DBT. All the 43 pilot districts are covered for NMMSS and 31 pilot districts are covered for NSIGSE. In pursuance of the Government's decision, the digitised list of beneficiaries have been made available to concerned pilot districts and concerned authorities in the States/UTs. The Department has advised the State Governments to collect Aadhaar Number of each beneficiary and seed the digitised database of beneficiaries with Aadhaar Numbers. The States have also been advised to seed the Bank Accounts of the beneficiaries under both the schemes with Aadhaar Numbers to facilitate payment through Aadhaar Payment Bridge. The Department has, over the last two months, interacted extensively with State/UT Governments and the district authorities to impress upon them the need to ensure that beneficiaries are enrolled for Aadhaar numbers and Aadhaar numbers are seeded into digitised database and basic accounts.

MAJOR LEGISLATIVE INITIATIVES IN HIGHER EDUCATION

Several legislative initiatives aimed at restructuring the higher education system (general/technical) have been taken during the reporting period which are at various stages of finalization/consideration as given below:-

Title of Legislative Proposal(s)	Objectives
Higher Education and Research Bill 2011	The proposed Bill will cover all areas/disciplines of learning and disciplines including general, technical and professional education. Only agricultural education is excluded from its purview since agriculture falls within the State List in 7th Schedule of the Constitution.
The Educational Tribunals Bill, 2010	The Bill aims to provide a mechanism for adjudication of disputes involving stake-holders in the higher education sector including students, teachers, employees of higher educational institutions universities and institutions and statutory regulatory authorities, so as to reduce litigation in courts involving universities and higher education institutions.
The Prohibition of Unfair Practices in Technical Education Institutions, Medical Educational Institutions, and Universities Bill, 2010	This Bill provides for prohibition of certain unfair practices in respect of medical and professional educational institutions and universities, in order to protect the interests of students and applicants seeking admission to such institutions and for allied matters.
The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010	The Bill is for mandatory accreditation of all higher educational institutions through accreditation agencies registered by a regulatory authority created for the purpose at the national level.
The National Academic Depository Bill, 2011	The Bill provides for creation of a National Electronic Database of academic awards and its maintenance by an authorized depository.
The Universities for Research and Innovation Bill, 2011	The Bill provides a framework for the establishment of Universities for Research and Innovation, which will be set up in the public mode, purely privately funded, as well as Universities in the PPP mode.
The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010	This Bill is in the public interest which aims to maintain the standards of higher education within the country as well as to protect the interest of the student's community.
Amendment of Indian Institutes of Technology Act, 1961	This Bill envisages (a) inclusion of eight new IITs within the purview of the Institutes of Technology Act, 1961 and (b) conversion of the Institute of Technology, Banaras Hindu University (a constituent unit of the Banaras Hindu University, a Central University), into Indian Institute of Technology (Banaras Hindu University), Varanasi and integrating it with the IIT system in the country. Institute of Technology Act, 1961 has been amended to bring the eight new Indian Institute of

	Technology (IITs) at Bhubaneshwar, Gandhinagar, Hyderabad, Indore, Jodhpur, Mandi, Patna and Ropar within the ambit of the Act and convert the Institute of Technology – Banaras Hindu University(IT - BHU) to Indian Institute of Technology – Banaras Hindu University (IIT–BHU), Varanasi. The amended Act, has been into force with effect from 29th June, 2012.
Amendment to the Architects Act, 1972	The Architects (Amendment) Bill, 2010 was introduced in the Rajya Sabha on 31st August, 2010 to provide for- (a) Amendment of section 6, so as to amend sub-section (1) with a view to omit certain words therefrom and insert a new sub-section (6) with a view to provide for the notification of the names and addresses of the Members of the Council in the Official Gazette; and (b) Insertion of new sections 10A and 10B with a view to make provision for issuance of directions by the Central Government and to provide for supersession of Council on certain grounds and for a total period not exceeding two years.
National Institute of Technology (Amendment) Bill, 2010	To make National Institute of Technology Act, 2007 more comprehensive and effective, necessary amendments were moved on the following accounts:- (i) To incorporate 10 new NITs located in the States of Sikkim, Arunachal Pradesh, Manipur, Nagaland, Meghalaya, Mizoram, Uttarakhand, Delhi, Goa and Pondicherry as Institutions of National Importance. (ii) To strengthen existing transitional provisions of the NIT Act, 2007. (iii) To give representation to nearby premier Central Institution in the Board of Governors of NITs. (iv) To amend the procedure for appointment of Deputy Director in NITs; and (v) To incorporate Indian Institutes of Science Education and Research(IISERs) in the NIT Act by making suitable provision in the NIT Act, 2007. The NIT (Amendment) Act, 2012 received assent of the President of India on the 7th June, 2012 and since then the 10 new NITs and five IISERs are functioning under the ambit of the NIT Act, 2007.

Indian Institute of Information Technology Bill, 2012.	To ensure uniformity and autonomy in governance in respect of all the IIITs, as also to declare them as institutions of national importance a Bill, namely, Indian Institutes of Information Technology Bill, 2012 has been formulated. The Bill will be a novel experiment as both the Central Government institutions and the institutions set up in partnership with the State Government and industry are sought to be covered under a single legislation. It recognises the need to develop new knowledge in information technology and to provide manpower of global standards for the information technology industry which would in turn contribute to the development of industries.

INTERNATIONAL COLLABORATIONS IN THE FIELD OF HIGHER EDUCATION

India has signed Educational Exchange Programmes with 6 more countries, viz. Yemen, Qatar, Tajikistan, Burundi, Belarus and South Korea during 2012-13. India-US Higher Education Dialogue, India-New Zealand Education Council meeting, Round Table discussion on Skill and Innovations with UK, India-UK Education Forum, India-UK Joint Task Force on Qualifications, Joint Working Group meetings with Australia, Brazil, Israel, Vietnam, Botswana and New Zealand were the major collaborative events convened during 2012-13. The major bilateral tie-ups included research and Innovation partnerships, collaboration on skill development and community colleges, student mobility, jointly funded research initiatives, faculty and leadership development programmes and institutional level collaborations. Vice Chancellor level interactions were also held with Universities from different countries like Norway, Australia, New Zealand and Germany. The Singh-Obama 21st Century Knowledge Initiative is a major initiative with joint funding between India and USA for nurturing University linkages and Junior Faculty Development. Under this initiative, eight awards comprising four projects each led by major Indian and US Institutions have been announced during the current year. The UK-India Education and Research Initiative(UKIERI) is another bilateral programme which aims to substantially improve educational links between India and UK. The collaborations focused on four vital strands under the Initiative i.e. Leadership Development; Innovation Partnerships; Skill Development; and Mobility of Students. A joint Research Programme has been initiated between Indian and Israel in frontal areas of research with a joint funding mechanism. A Memorandum of Cooperation (MoC) on Student Mobility and Welfare was also signed between India and Australia. India is also active in multilateral forums like IBSA, SAARC, EAS, ASEAN, Commonwealth, etc. and is the lead country in 3 of the 13 projects adopted by the East Asia Summit Education Ministers' Meeting for regional coorperation.

RASHTRIYA UCCHATAR SHIKSHA ABHIYAN (RUSA)

Based on the recommendations of the Committee of CABE on University Reforms, a new Centrally Sponsored Scheme (CSS) named Rashtriya Ucchatar Shiksha Abhiyan (RUSA) has been envisioned during the 12th Plan, for incentivisation of State Governments for improving higher education. The CABE in its meeting held on 8th November, 2012 considered the Report of the CABE Committee and approved "in-principle" the RUSA scheme. After approval of the

competent authority, the Centrally Sponsored Scheme shall be launched during the 12th Plan period. RUSA is an umbrella mission mode project scheme that would subsume other existing schemes in the sector. The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the State level, by creating academic institutions that are self reliant in terms of quality management, have a greater inclination towards research and provides students with education that is relevant to them as well as the Nation as a whole. The primary components of RUSA includes creation of new institutions, expansion of existing institutions, infrastructural upgradation, establishing of bodies such as State Higher Education Councils, accreditation agencies, sectoral, affiliation, academic, examination reforms etc.

FACULTY IMPROVEMENT PROGRAMME

To augment faculty resources, the UGC evolved, under the 11th FYP, two specific schemes (a) Faculty Re-Charge Scheme, and (b) Scheme for Enhancing Faculty Resources of Universities with a view to enlarging and deepening the learning process in the universities by enlisting the help and cooperation of professionals and experts from outside the university-and-college mainstream.

At present there are 66 Academic Staff Colleges in the country which play an important role in professional development of teachers. They 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.

TECHNOLOGY ENABLED LEARNING

Under SSA, grant is available to each district for strengthening computer aided learning in schools to support enhancement of children's learning. The Information and Communication Technology in 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 amongst students of various socio-economic and other geographical barriers. 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. This was expected to be a major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points during the XI Five Year Plan period. The Mission has two major components; (a) providing connectivity, along with provision for access devices, to institutions and learners; and (b) Content generation. On the occasion of National Education Day, the President of India unveiled the innovative and modestly-priced Aakash Version 2.0 tablet in November, 2012 in the presence of Hon'ble Minister for Human Resource Development and Ministers of State for Human Resource Development. Some of the initiatives in technology-enabled education that can run on Aakash Version 2.0 tablet include Ten Thousand Teachers Training Programme – a live video interaction with participants, clicker applications for real time feedback in country-wide classroom, Daisy Books for differently abled students, NCERT Content, GNU Khata – an accounting package for barefoot accountants in rural areas and Scholarship Portal integrated with Aadhar.

Quality improvement: The University Grants Commission (UGC) which has the mandate for coordination and determination of standards in higher

educational institutions has been implementing a number of schemes, aimed at improvement of quality of higher education in Indian Universities and colleges, which inter alia includes introduction of Semester System, regular updating of curricula and Choice Based Credit Systems (CBCs), issue of Regulations on "Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2010", making National Eligibility Test (NET) and State Level Eligibility Test (SLET) compulsory requirements for appointment of teachers. The Commission has also notified UGC (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 which makes it mandatory for higher educational institutions to get themselves assessed and accredited by identified agencies. UGC has also framed guidelines for the scheme of Joint Appointment by Universities and Research Institutions to find ways and means of helping to improve the academic environment in the University system by promoting collaboration with other universities, National Laboratories, Institutes of National Importance in both disciplines of Sciences and Humanities & Social Sciences.

The All India Council for Technical Education (AICTE) has framed various norms and standards to regulate the technical institutions in the country for maintaining quality in these institutions. These norms and standards are uniformly applicable to all the colleges. AICTE has various schemes for improvement of quality and standard of higher education in the country such as Research Promotion Scheme (RPS), Research and Institutional Development (RID), Quality Improvement Programme (QIP), QIP Degree, DIP Polytechnics, Early Faculty Induction Scheme (EFIP), Emeritus Fellowship (EF), Visiting Professorship (VP), Career Awards etc.

NATIONAL VOCATIONAL EDUCATION QUALIFICATION FRAMEWORKS (NVEQF)

NVEQF is a descriptive framework that organizes qualifications according to a series of levels of knowledge along with skills. This is a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system. In September, 2012, the National Launch of Pilot Project under NVEQF was inaugurated by Hon'ble Minister for Human Resource Development. Haryana and West Bengal has been selected as pioneering States to implement the initial project.

SCHEME OF COMMUNITY COLLEGES

It is proposed to set up 200 Community Colleges in States and UTs, as there is a huge demand-supply mismatch for skilled workforce in the country. The Community colleges are being designed within the overall framework of National Vocational Education Qualification Framework (NVEQF). In order to finalize the proposal detailed consultation process was evolved through organizing the State Education Ministers' Conference, meeting of Committee of State Education Ministers, International Seminar to provide an opportunity of national as well as international exposure to the implementers of the Scheme.

ALL INDIA SURVEY ON HIGHER EDUCATION

All India Survey on Higher Education (AISHE) was initiated last year to build a robust database to assess the correct picture of Higher Education in the country. The first provisional report based on data collected

upto 31st July, 2012 has been released. As per the provisional report, Estimated students enrolment in India comes out to 26.65 million and Gross Enrolment Ratio (GER) at All India level is 18.8 (Male – 20.9, Female – 16.5).

EDUCATIONAL DEVELOPMENT OF WEAKER SECTIONS

Scheduled Caste Sub Plan and Tribal Sub Plan (SCSP & TSP) : On the basis of the recommendations of the Task Force, constituted by the Planning Commission, Omnibus Minor Head 789 for Spl-Component Plan for Scheduled Caste and 796 for Scheduled Tribes Sub Plan in the Detailed Demand for Grant-in-aid 2011-12 have been opened. The Planning Commission has kept the Department of Higher Education under Category III for earmarking of funds 15-16.2% and 7.50% for SCSP and TSP respectively. Department of School Education and Literacy has been kept under Category IV for earmarking of funds more than 16.2% and 10.70% for SCSP and TSP respectively. Accordingly provisions have been made in the budget.

National Monitoring Committee for Education of SCs, STs and Persons with Disabilities : To give due emphasis on the educational development of SCs, STs and Persons with Disability and have inclusive approach, a National Monitoring Committee (NMC) to advise the Government on all matters pertaining to education and its pursuit for SCs, STs and Persons with Disabilities have been constituted. To provide professional support to the NMC a Standing Committee and six Task Forces have been constituted. As per decision taken during the first meeting of the Standing Committee, held on 17th August, 2012, two Sub-Committees for drafting of guidelines for implementation of Scheduled Caste Sub Plan & Tribal Sub Plan (SCSP & TSP) for Schemes/Programmes of the Ministry have been constituted. The guidelines are expected to be finalized soon.

National Monitoring Committee on Minorities: The Committee has been reconstituted on 23rd December, 2011 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee has representations from eminent educationists, Members of Parliament, representatives of State Governments and representatives of Minority communities, educational institutions and other stake holders. The Committee is assisted by a Standing Committee and five Sub-Committees on (i) Vocational Education & Skill Development of Minorities, (ii) Implementation of Schemes Aimed at Minorities, (iii) Mapping of Educational Requirements of Minorities – Region & District wise, (iv) Girls' Education and (v) Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English have also been constituted. The Standing Committee and Sub-Committees have already visited a number of States and have interacted with the representatives of the minority communities, managements of educational institutions and other stakeholders. The reports of the Committee alongwith their recommendations are under finalization for furthering the cause of the minorities' education.

Establishment of New Model Degree Colleges in Educationally Backward Districts: A new scheme has been introduced to provide central financial assistance for establishment of a Model Degree College in each of the identified 374 Educationally Backward Districts (EBDs) where Gross Enrolment Ratio (GER) for higher education is less than the National GER. The main objective of the scheme is to enhance the access to degree courses in EBDs of the country, so as to achieve expansion in higher education with inclusion, equity and quality. Essentially, the scheme is a motivational one for State Governments to uplift under-served districts educationally by providing appropriate financial assistance.

Hostels: Hostel facilities also plays an important role in reducing the drop-out rates and facilitate the students from weaker sections to pursue their higher studies. In order to strengthen the infrastructure, various schemes like Construction & Running of Girls' Hostels for Students of Secondary & Higher Secondary Schools; women's Hostels in Polytechnics and Colleges; Kasturba Gandhi Balika Vidyalays (KGBVs); Model Schools in educationally backward districts/ blocks, etc. were implemented and strengthened.

Student Support Initiatives : In order to help the students belonging to weaker sections of the society, who are talented, but do not have the means to study further, various student support programmes/ schemes have been implemented. National Means-cum-Merit Scholarship Scheme (NMMSS) was launched with the objective to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. National Scheme of Incentive to Girls for Secondary Education (NSIGSE) has been started to establish an enabling environment to reduce the drop outs and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention up to the 18 years of age. Central Sector Scheme for University and College Students was introduced during XI Five Year Plan with the objective to provide financial assistance to meritorious students from low income families 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] will be awarded for graduate/postgraduate studies in colleges and universities and for professional courses, such as Medical, Engineering etc. Special Scholarship Scheme for Jammu & Kashmir

provides tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir who, after passing Class XII or equivalent examination, secure admission in Government colleges/institutes/other non-govt. institutes recognized by AICTE or UGC, or institutes created through an Act of the State Govt. located outside the State of Jammu & Kashmir. There will be reservation for SC, ST & OBC etc. as per norms of the State Government of J&K. The Central Sector Scheme of Interest Subsidy on Educational Loans provides full interest subsidy during the period of moratorium (i.e. duration of a recognised professional course plus 1 year, or 6 months after employment – whichever is earlier) on educational loans availed by all students belonging to economically weaker sections (with parental family income from all sources, less than Rs. 4.5 lakh annually) from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association (IBA).

Regulations on prevention of discrimination and Establishment of Ombudsman: Universities and colleges have their own grievance redressal mechanism to address the complaints of all students including the grievances pertaining to SC/ST students. However, UGC has also framed two important regulations namely, UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 and UGC (Establishment of Mechanisms for Grievance Redressal), Regulations, 2012 to ensure the implementation of Constitutional provisions relating to the SCs and STs and to check the incidents of discrimination and harassment against the students of these communities. These regulations have already been published in the official Gazette. The All India Council for Technical Education (Establishment of Mechanism for Grievance Redressal) Regulations, 2012, provides for establishment of a grievance

redressal committee in each technical institutions approved by the AICTE; and appointment of Ombudsman, by the Technological Universities for the purpose of redressal of grievances of the students, parents and others.

An Anti-Ragging Web Portal, developed by University Grants Commission in collaboration with Ed.CIL (India) and Planet E-Com Solutions, was launched by Hon'ble Minister of Human Resource Development in July, 2012.

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Chapter

03

ELEMENTARY EDUCATION

ELEMENTARY EDUCATION

India is a big country (area 3.3 million Sq. Km, seventh largest in the world) comprising 35 States and Union Territories with diverse socio-cultural histories, spread over widely varying geographical conditions. According to the provisional results of Census of India 2011, India's population increased to 1.21 billion in 2011 from 1.028 billion in 2001. Commitment to providing basic education for all is a goal enshrined in the Indian Constitution, which guarantees universal compulsory education as a fundamental right for every child in the age group 6-14. Successive development policies and plans have pursued this goal for the last six decades. As a result, impressive progress has been registered in education in general and elementary education in particular.

The Right to Free and Compulsory Education Act (2009): The Act came into force on April 1 2010. Subsequently the National and State Governments formulated consequential rules (e.g. the Model Rules, The Central Rules and the State Rules). SSA was designated as the primary though not the exclusive vehicle for implementing the Act. The rights perspective as well as the stipulations of the Act necessitated major changes in SSA Norms and approach which were effected to align the programme with the approach and standards of the Act. Subsequently the Framework of Implementation of SSA was rewritten. The revised approach brought to greater focus on child entitlements, equitable quality of education and continuous and comprehensive evaluation (CCE) etc. It also specified timelines to many of these provisions e.g. neighbourhood school, teachers according to the PTR standards and school infrastructure within 3 years and professionally qualified teachers within five years of the commencement of the Act.

All States/UTs have notified their RTE Rules. In addition, States/UTs took steps to issue several notifications reiterating the child centered provisions of the RTE Act. 34 States/UTs issued notifications prohibiting corporal punishment and mental harassment; prohibiting screening for admission and capitation fees; expulsion and detention; banning Board examinations till completion of elementary education and also notified academic authority under RTE Act.

The biggest and by far the most historic development during SSA has been the enactment and implementation of the RTE Act making free and compulsory education a fundamental and justifiable right. *Sarva Shiksha Abhiyan* (SSA) is implemented as India's main programme for universalising elementary education.

SARVA SHIKSHA ABHIYAN (SSA)

Article 21-A of the Constitution of India and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1st April 2010. This development has far reaching implications for elementary education and for the implementation of Sarva Shiksha Abhiyan, in the years to come. This development implies that every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The reform processes initiated in 2010-11, pursuant to this important development, were continued.

Sarva Shiksha Abhiyan (SSA) is one of the largest programmes in the world which was launched in the year 2001-02 as a flagship program of the Government to provide a comprehensive policy and budgetary framework to achieve this goal of universalization of elementary education. Presently SSA is funded primarily from Central budget. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.

ACHIEVEMENTS UNDER SSA

Universal Access & Reduction in Out of School Children(OoSC):- The first goal set for SSA was to improve enrolment in schools and reduce the number of out of school children. Universal provision of

schooling facility is prerequisite for universal enrolment. In SSA there has been a significant provisioning of primary schooling facilities across the country resulting in improved enrolment and reduced number of out of school children. The second significant action was expansion of upper primary schools in all unserved habitations.

Elementary Education (Class I to VIII, 6 – 13+ years)

Year	Enrolment (in lakh)	Gross Enrolment Ratio (GER) (%age)	Drop out Rate (%age)
2006-07	1881	97.1	45.9
2007-08	1927	100.3	42.7
2008-09(P)	1899	99.8	42.3
2009-10(P)	1951	102.5	42.4
2010-11(P)	1974	104.3	40.6

P – Provisional

New Schools:- Progress in achieving the goal of universal access under SSA has been consistent over the years. There were 1,73,757 habitations un-served by primary schools in 2002 - when SSA was launched. Over the years 2,02,491 primary schools have been sanctioned, of which 1041 were sanctioned in the 2012-13.

At the upper primary stage, there were 2,30,941 habitations un-served by upper primary schools in 2002. Over the years 1,56,954 upper primary schools have been sanctioned in a radius of 3 km, including 1613 sanctioned in 2012-13.

Expansion of Schooling facilities in SSA since 2007:- The foremost challenge during SSA-II was, provisioning of residual requirement for primary schools in all habitations, within a walk able distance and saturation of schooling facilities at upper primary level. The trend of sanctioning of schools shows that there has been a remarkable expansion of schooling facilities across the country during this period. SSA has provided over 77 thousand primary and over 70 thousand upper primary schools during this period (upto 31.03. 2012). Following is the status of schools sanctioned to the states during SSA II.

Provisioning of Schools during 2007-08 to 2012-13

S. No.	Year	Primary	Upper Primary
1	2007-08	16757	24105
2	2008-09	9858	19934
3	2009-10	9404	12145
4	2010-11 (incl. Supplementary approvals)	25381	9410
5	2011-12	14481	2843
6	2012-13	1041	1613
	Total	**76850**	**70050**

This includes upgradation of 42,979 EGS centers into regular schools (41,105 Primary and 1874 Upper Primary). These schools have been largely sanctioned to states with infrastructure gap such as Uttar Pradesh (28,619), West Bengal (24,178), Bihar (17,914), Rajasthan (13,472), Jammu & Kashmir (11,137) and Odisha (8,075).

Provision of Residential Schools and Hostels in remote Tribal/forest/hilly/desert Areas:- Realizing that there are many areas which are sparsely populated with low density of population (mostly tribal areas) and many children in urban areas who are in need of care and protection, SSA has successfully attempted to address context specific issues of states

with regard to access. The detail of Residential facilities sanctioned under SSA during this period is given below:

Year	Residential School	Capacity	Hostel	Capacity
2007-08	17	1700	0	0
2008-09	29	2900	60	4000
2009-10	4	400	1	100
2010-11	105	33450	6	600
2011-12	3	1100	10	1000
2012-13	18	1750	70	6150
Total	**176**	**41300**	**147**	**11800**

Special Training for mainstreaming out-of-school children: The RTE Act makes specific provision for Special Training for age-appropriate admission for out-of-school children. A majority of out-of-school children belong to disadvantaged communities: scheduled castes, scheduled tribes, Muslims, migrants, children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc need special training.

Special Training for never enrolled children or those who dropped out before completing elementary education requires (i) immediate enrolment in school (ii) organisation of special training of flexible duration to enable the child to be at par with other children, (iii) actual admission of the child in the age-appropriate class on completion of special training, and his/her participation in all class activities, (iv) continued support to the child, once admitted to the regular school, so that the child can integrate with the class socially, emotionally and academically. The RTE Act also provides that such children shall continue to be provided free and compulsory elementary education even after they cross 14 years of age.

The SSA Framework of Implementation provides that the duration of Special Training may be flexible, varying from 3 months to 2 years, depending on the child's needs. Special Training may be in the form of residential or non-residential courses organised, preferably in the premises of the school, but if such

facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used. At the end of the duration of Special Training for a particular child, the suitability of placing the child in a class may be reviewed. In the AWP&B 2012-13 a total of Rs.1561.68 crore has been provided for Special Training to 28.03 lakh out of school children.

Residential facilities: In sparsely populated or hilly and densely forested areas with difficult geographical terrains and in densely populated urban areas, where it is difficult to get land for establishing schools residential facilities are provided. In urban areas there are a number of urban deprived children: homeless and street children in difficult circumstances, without adult protection, who require not merely day-schooling facilities, but also lodging and boarding facilities. As of now SSA has provided 432 residential institutions with a capacity of around 64000 children.

Transportation or Escort facilities: The facility is available for children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or children with special needs. Such children may be provided support for transportation or escort facilities. The requirement of funds for this facility will be kept under the National Component, to be utilized on receipt/appraisal of district specific proposals from the State, justifying the need for providing transportation facility to children in sparsely populated, hilly/densely forested/desert terrains, as well as urban areas where unavailability of land makes it unviable to set up schools as per the 'neighbourhood' norms of the State. For the year 2012-13 SSA provided Rs. 34.35 crore for provisioning of transport and escort facility to 1.22 lakh children.

Uniforms: The RTE Act mandates free and compulsory education for all children in Government schools. SSA provides two sets of uniform to all girls, SC, ST children and Below Poverty Line (BPL) children, wherever (i) State Governments have incorporated provision of school uniforms as a child entitlement in their State RTE Rules, and (ii) State Governments are not already providing uniforms from the State budgets. In case any state government is partially subsidizing the cost of uniform being supplied to children in school, then the amount under SSA is restricted to the remaining children.

Ensuring an eight-year elementary education cycle: The National System of Education envisages a common educational structure. At the elementary level, the national system of education comprises five years of primary and three years of upper primary education. Efforts have been made to follow an eight-year elementary education cycle through out the country; however, few States continue to follow a seven-year elementary education cycle. SSA norms provide support to States to move towards an eight-year elementary education cycle through provisioning for additional teachers and classroom for Class VIII at the upper primary stage and teaching learning equipment for Classes V to VIII. Now all States/UTs have been provided support for moving to an eight year elementary education cycle by 2012-13.

MAHILA SAMAKHYA PROGRAMME

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 Government'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 rural, most-marginalised women's contexts and build their capacities to challenge it.

Status of MS programme : Currently the programme is being implemented in 121 districts (563 blocks) of ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttarakhand. A Society has also been registered to implement the MS programm in the State of Rajasthan. In a total of 47073 village level women's collectives have been formed with a membership of 1233492 women from 36792 villages.

The Sanghas have further been federated into 248 federations of which 77 are fully autonomous. Concurrently, 20048 Kishori Sanghas have been formed with a membership of 453785 young girls. 475 Nari Adalats are functioning currently across MS States which provide an alternative women sensitive justice system to women. More than 2000 cases of violence and gender based discrimination against women have been dealt with by these Nari Adalats. Similarly, Sangha members' participation in electoral processes has witnessed an upward trend during the period under review. Over 15000 women are currently representing in Panchayats as elected representatives. These women have impacted Panchayats' overall functioning (planning and budgeting) in favor of women.

Current focus and priorities : The current focus is on maintaining balance between consolidation (in older areas) and expansion of the programme (in new districts) while not compromising the quality of processes involved in mobilizing women. This would require intense engagement with Sanghas and federations in order to strengthen their capacities to become self- reliant and gradually lessen their dependence on MS. This would help MS withdraw from older areas and move to new districts. The tangible output of this focus can be seen in the number of autonomous federations which has increased

significantly during the period under review. Currently there are 248. Federations of which 77 are functioning independently with occasional resource support from MS.

Another major focus has been on ensuring active involvement of Sanghas and federations in the implementation of Right to Education (RTE). Ensuring nominations of Sangha members on School Management Committees set up under RTE, and monitoring the overall functioning of schools as per the provisions of RTE trough active involvement of Sangha members has been one of the concerns. Similarly, the community level awareness and education on issues of enrolment and retention in the context of RTE were put on the priority across all MS programmes. The no. of Sangha members nominated on SMCs has been included in the Results Framework of MS and is one of the key output indicators of MS intervention. Annual Outlay for Mahila Samakhya programme for the financial year 2012-13 is ₹ 60.00 crores.

BRIDGING GENDER AND SOCIAL CATEGORY GAPS IN ELEMENTARY EDUCATION

Girls Education : Bridging gender and social category gaps in elementary education is one of the four goals of SSA. Consequently, SSA attempts to reach out to girls and children belonging to SC, ST and Muslim Minority communities. SSA has also given attention to urban deprived children, children affected by periodic migration, and children living in remote and scattered habitations. SSA has identified Special Focus Districts on the basis of adverse performance on indicators of girls' enrolment, as well as concentration of SC, ST and minority communities.

RTE-SSA provides a clear thrust and special focus on education for girls and children belonging to disadvantaged groups and weaker sections. The general interventions under SSA apply to all girls and children belonging to disadvantaged and weaker sections; these include ensuring availability of primary and upper primary schools within the habitation as prescribed under the RTE Rules, uniforms, textbooks, etc. Special Training interventions are also largely focused on girls and disadvantaged groups, because it is this category of children who are most deprived of opportunities to pursue their education.

Story of Vennela

Kumari Vennela D/o Sampath R/o Chintalapally, Elkathurthi Mandal in Karimnagar district was admitted in KGBV Elkathurthi in VI Class during 2010-11. She is mentally retarded, unable to talk, movements and her health was not good. She could not attend to the day to day works herself. As she is from remote area and her hygiene condition was also not good, on seeing her conditions Smt. Pushpalatha the Special Officer of KGBV convinced her parents and was able to admit her in a KGBV. With special interest on the child, who was habituated to do Yoga and small physical exercises daily, Kumari Vennela is able to talk, walk freely and is attending day to day works herself. Now she is studying in VII class. Her parents are very happy due to the improvement in their daughter.

Kasturba Gandhi Balika Vidyalaya : KGBV are residential upper primary schools for girls from SC, ST, OBC, Muslim communities and BPL girls. KGBVs are set up in educational backward blocks where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education.

KGBVs reach out to Adolescent girls who are unable to go to regular schools to out of school girls in the 10+ age group who are unable to complete primary school and younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools. KGBVs provide 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.The

scheme is being implemented in 27 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal. As of now till 2012-13, 3609 KGBVs have been sanctioned in the country. 366519 girls are enrolled in these KGBVs.

Status of KGBVs

S. No.		Status of KGBV	Status % Wise
1	Total KGBV Sanctioned	3609	-
2	Total KGBV Operational	3528	98%
3	KGBV yet to be Operationalised	81	2% Gap in Operationalisation
4	**Enrollment Category wise:**		
(i)	SC Girls Enrolment	105834	28.88%
(ii)	ST Girls Enrolment	96384	26.30%
(iii)	OBC Girls Enrolment	94693	25.84%
(iv)	MINORITY Girls Enrolment	33654	9.18%
(v)	BPL Girls Enrolment	35954	9.81%
Total Girls enrolled		**366519**	**98.30%**
Targeted Enrolment		**372962**	**1.70% Gap in Enrolment**

Story of Mamatha & Manasa

Mamatha and Manasa, D/o J. Mahendher and Shobha, r/o Vadlur yella reddy villag lost their mother when they were infants. Due to ill health and poverty their mother had committed suicide. Later their father Mahendher died of a chronic pulmonary disease. They were brought up by their grandma who worked as servant maid and gardner in a temple premises for a period of time and then enrolled them in KGBV. Though the children were never enrolled in a school career they are performing very well. They have been admitted in KGBV Ramareddy as per their age group. They quickly attained the level of proficiency expected of a child in their classes. Now Mamatha is in class IX and Mamasa is in class VIII of KGBV Ramareddy. They have received many awards and appreciation and rewards by the special officers for their performance in studies and personal discipline.

NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL(NPEGEL)

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. Under NPEGEL 4.12 crore girls have been covered in 442 districts in 3353 Educationally Backward Blocks. 41,779 Model Cluster Schools are functioning under NPEGEL. 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.

EDUCATION OF SCHEDULED CASTES (SC)/ SCHEDULED TRIBES (ST) AND MINORITIES

Under SSA, the enrollment of SC children increased substantially. There was also a significant drop in the number of out-of-school SC children from 8.2% in 2005 to 5.9% in 2009. Similarly there is reduction in the percentage of out-of-school ST children from 9.5% 2005 to 5.2% in 2009. In the case of children from Muslim minorities the percentage of out-of-school children declined from 10% to 7.7% in the same period. This reflects a positive trend of increased awareness among parents towards accessing education, despite economic and social constraints, as also validating the effort by the State to make schools available to SC, ST and Muslim minority children.

Current efforts to promote elementary education among children from disadvantaged groups and weaker sections have been a mix of both general and specific/targeted. General efforts include: expanding infrastructure for physical access, incentives like uniforms/books/cycles, tracking disaggregated data to reflect social groups and gender dimensions, provision of mid day meals etc. Many specific/targeted programmes like uniforms, books that were originally special provisions for SC, ST children have been expanded to cover all children. Hostels and scholarships under the Ministry of Social Welfare are examples of specific/targeted programmes for SC children.

School Infrastructure allocations in Special Focus Districts (2012-13) in RTE-SSA

Identification of districts where disparities are high: RTE-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. Special Focus Districts have been identified for targeted interventions under SSA, which

School Infrastructure allocations to Special Focus Districts (2012-13) in RTE-SSA.

Items	Total SSA Sanctions*	Special Focus districts*	% in Special Focus districts
Primary Schools Opening	1037	803	77%
Upper Pry Schools Opening	1609	1064	66%
Recruitment of Teachers	133448	90914	68%
Construction of Primary Schools	1405	1162	83%
Construction of Upper Primary Schools	2179	1462	67%
Construction of Additional Classrooms	174502	123013	70%
Construction of Additional Classroom in lieu of UPS/PS	7892	5980	76%
Construction of Separate Girls Toilet	144032	86655	60%

*Sanctioned in 2012-13

include 34 districts with more than 20000 Out of School Children(OoSC), 36 districts with Gender Gap, 143 districts with Retention Rate (P) below 60%, 61 districts with high SC population (25% and above), 109 districts with high ST population (25% and above), 88 districts with high Muslim population (20% and above), 82 Left wing extremist affected districts, 94 boarder area districts and 121 districts where PM's 15 point programme is being implemented.

Inclusive Education : A group that forms a very important part of equity issues under SSA is Children with Special Needs (CWSN). RTE-SSA seeks to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided

support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.

- Special training for children with special needs (CWSN) with the main objective of preparing children with special needs for schools, thereby ensuring better quality inclusion for them.

  Home-based education for children with severe profound disabilities with the objective of either preparing children with special needs for schools and for life, by imparting to them basic life skills.

- Financial support up to ₹ 3000/- per child for integration of disabled children, as per specific proposals.

Centres for Autistic Children - An Innovation by Kerala SSA

A very novel initiative of Kerala SSA has been opening of Autism Centres mainly to reach out to children with Autism Spectrum Disorders (ASD). Four centres were opened in 2009 with the objectives of:

- Strengthening eye contact, eye- hand coordination and reduce behavioural problems in children with ASD
- Improving sensory integration and therapeutical skills in ASD children
- Strengthening academic competencies of the children with ASD
- Establishing a strong linkage between the special education teachers of the centre and the teachers of regular school, where such children are mainstreamed.

The teachers are trained on Autism through occupational therapists, physio- therapists, speech therapists, Trivandrum Medical College, University of Calicut on Autism for one and a half months and then they get refresher training on autism. They are trained on sensory- integration, academics, physiotherapy, occupational therapy and speech therapy. Children with ASD are also provided therapeutical services and training in communication. Parents are also actively involved who visit these Centres with their children to learn the skills being imparted to them. 42 such centres are currently operational in the State, covering 959 children with ASD.

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meaningful and quality education. The main components of SSA interventions for children with special needs include:

- Identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource

Household surveys and special surveys have been conducted by all states to identify children with special needs. 32.71 lakh children with special needs have been identified. 28.22 lakh children with special needs (86.27% of those identified) are enrolled in schools. Further 1.12 lakh children with special needs are being covered through School Readiness Programme in 23 states/UTs and 1.29 lakh children with special needs are being provided home-based education in 28 States/UTs. In all 93.66% of the identified children with special needs have been covered through various strategies.

Making schools barrier free for children with special needs for easy access is incorporated in the SSA framework. Till now 7.71 lakh schools (69.43%) have been provided with barrier free access. Focus is on

improving quality, monitoring of services provided to and retaining children with special needs in school. 99803 schools have been provided with disabled friendly toilets.

26.70 lakh teachers have been covered through regular teacher training programmes, which include a 2-3 day capsule on inclusive education so far. 23.22 lakh teachers have been provided 3-5 days additional training for better orientation to Inclusive Education. 1.38 lakh teachers have been trained in 33 States with Rehabilitation Council of India for 90 days and act as

Resource Persons in districts/blocks. 34 States/UTs have appointed 22156 resource teachers for providing support on inclusive education to regular teachers.

Story of Jitu Pairshika

Jitu Pairshika, 12 year old and 70% hearing impaired, belongs to Karadabandha village of Rayagada district. His father is a daily wages labourer and mother is a housewife. Jitu's mother used toxic medicines during pregnancy and there was no proper immunization. Jitu did not cry at the time of birth. The child's development history showed delayed language development.

When his age was one and half years, his parents realised that Jitu was not responding to them. Deafness led to dumbness and he started having speech problems. He could not manage to communicate with his parents even through non verbal, symbolic language. Though the parents manged to admit in the school, the teacher could not find any way out to help the child. The failure in communication made Jitu to drop out from school.

One day he was identified during medical assessment camp, which was organised by SSA, Rayagada and he was provided with a suitable hearing aid with V-cord model. Sri Abhimayu Padhan, Resource teacher, Muniguda started persuading the parents to use hearing aid for the child. Speech training was also provided to him and the parents were motivated to practice the same at home. Now the child is taking interest in rigorous training provided Jitu has improved in his concentration and is able to discriminate sounds with the help of hearing aid. He is also participating in curricular and co-curricular activities. Jitu is currently studying in class 6th in PUPS, Karada bandha.

Story of Suresh

7 year old Ubhodi Suresh, totally blind by birth lives in Bramanpally village of Bibinagar Mandal of Nalgonda District in Andhra Pradesh.

The child was identified during the RAID (Rapid Assessment-cum-Identification of Disabled), programme in 2008 and selected for home based education as he had no daily living skills. The resource teacher started intervention for the child as per the goals prepared under Individualized Education Plan (IEP). Slowly the parents and child started to show interest. The teacher helped the child learn Activities of Daily Living. The child started to learn to brush, to take bath, wearing clothes and how to comb his hair. After that the child was trained to recognize various sounds like the calling bell, telephone bell, cycle bell, different horns, etc. Then the child learnt to recognize various sounds of birds and animals. This way he strengthened his hearing skills. After hearing skills Suresh learnt to recognize different type of odors and smells of various flowers, fruits, etc. He was also taken to different shops to recognize the smells of foot wears, medicines, various food items, etc. He was also given orientation and mobility training so that he could walk in the nearby surroundings by using mobility technique. The teacher taught him Telugu letters in Braille. He showed interest in learning English letters also. Gradually he learned alphabets and to form simple words with the help of adapted Teaching Learning Material (TLM). The child was mainstreamed with the consent of his parents in the local School. Suresh joined UPS Brahmanapally with the support of Resource Teachers and Parents in class I in 2010. It was ensured that the school had a barrier free environment. The child was made to sit in the first row so that he could hear easily what the teacher was saying or teaching. The Resource Teacher also visited the school once in a week. The head master in the beginning was resistant to admit the child. The resource teacher then explained to the head master that how with little encouragement and training, CWSN could be mainstreamed in regular school along-side other children. The Headmaster examined and questioned Suresh, who was able to answer all questions asked by him. The headmaster was impressed and asked Suresh to join school. The resource teacher explained the use of various adaptations and accommodations needed to be made. She also taught the teacher use of various teaching strategies and use of TLM as per the needs of the child.

At present Suresh can undertake daily living activities and is perfect in mobility. He is able to recognize and can differentiate various sounds and can identify various objects, tastes, smells, etc. He has his own peer group in school and neighbourhood and participates in all activities at home and school.

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.

930 NGOs across 32 States/ UTs are involved in providing support to Inclusive Education. Arushi in Madhya Pradesh, Indian Institute of Cerebral Palsy, Kolkatta, Sightsavers in Rajasthan and National Association for Blind, Mumbai are some of the renowned NGOs helping SSA.

IMPROVING QUALITY

One of the major goals of RTE-SSA is to provide elementary education of equitable quality to every child. As such, the program aims to bring a broad shift towards improvement of what is happening schools including classroom process and build up systems that are child-friendly and inclusive, responsive to each child's needs and able to ensure their learning. Across the country, States are being supported to design and implement comprehensive Quality Improvement Programs, to bring about overall changes in their teachers training , curricula, learning materials, learning processes, learning outcomes, assessment and monitoring systems, in order to ensure that the quality of teaching learning is improved.

Curriculum Reform: The National Curriculum Framework (NCF) 2005 prepared by NCERT calls for a significant shift in the education system towards schools that are more child-friendly and inclusive, and teaching learning processes that are more constructivist in nature. Each State has been urged to renew its own State curriculum in light of NCF 2005 recommendations, by bringing in cohesive changes in their curriculum, teaching learning material, pedagogy and assessment systems. 16 States so far have renewed their curriculum based on NCF 2005, 9 States have followed the curriculum of NCERT, 3 States have followed the curriculum of neighboring States, 2 States are in the process of renewing textbooks accordingly, to make them more activity-based, child-friendly and sensitive to gender and marginalized groups.

Textbooks for children: All children are provided free textbooks up to class VIII. In 2012-13 provision was made for providing text books to 8.89 crore children. Concomitantly workbooks and worksheets are being provided by several States, to facilitate activity-based classroom processes and to supplement learning processes.

Continuous and Comprehensive Evaluation: Various states have been making efforts under SSA to move towards more continuous and comprehensive modes of assessment wherein each child's learning progress is continually tracked as an integral part of the teaching learning process, so that assessment does not become stressful or threatening to children. 26 States are developing their own module for implementation of CCE as well as modules for teachers training to implement CCE. Apart from said 25 states, five states are piloting CCE and planning to upscale CCE near future. To help States in their efforts, NCERT has developed an example CCE module and shared the same with the States.

Teacher Availability: Additional Teachers provided: To meet the shortage of teachers in elementary schools, 19.82 lakh additional teacher posts have been sanctioned under SSA up to 2012-13. Out of this, 12.42 lakh posts are reported to have been filled up. After RTE it is mandatory that only those people may be appointed as teachers who are able to clear Teacher Eligibility Tests (TET). CBSE has conducted three rounds of TETs and 25 States have

also conducted TET. Apart from these 2.38 lakh part-time instructors have also been sanctioned under Sarva Shiksha Abhiyan (SSA).

In-service Teacher Training: To upgrade skills of teachers, SSA provides for annual in-service training up to 20 days for all teachers. Support of ₹ 6000 per teacher per year is provided for two years to untrained teachers, already employed for the NCTE recognized training program. Apart from this induction training for 30 days is given to freshly trained recruits. In 2012-13, 38.24 lakh teachers have been approved by MHRD for in-service training, 2.45 lakh teachers for induction training. Also 2.38 lakh untrained teachers have been targeted to be trained under SSA. All training programmes cover pedagogical issues, including content and methodology, aimed at improving teaching learning transactions in classrooms and learning process in schools. Some of the major focus areas include guiding principles of NCF 2005, CCE, how children learn, subject-specific content or learning difficulties, activity-oriented methods, use of TLMs or learning kits, etc. States are oriented towards improvement of training program through four regional workshops.

Training of Headmasters: In order to orient the teachers in managerial skills the heads of the schools are provided training for 10 days in academic management, financial management and human resource management. During 2012-13 it was targeted to provide training to 312284 headmasters.

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 and other teacher education institutions in different States. The distance education 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. The Department of School education has had several rounds of consultations with the State Governments to develop a strategy for enabling teachers to acquire professional (Diploma in Elementary Education D.El.Ed) qualification through the Open Distance Learning (ODL) mode and seek approval of the NCTE. The NCTE has given permission to the States of Uttar Pradesh, Madhya Pradesh, Bihar and Orissa for training of the untrained teachers through SCERT, Lucknow and IGNOU, respectively.

ACADEMIC SUPPORT SYSTEM

Academic Support Structures: 6,720 Block Resource Centers (BRCs) and 75,799 Cluster Resource Centers (CRCs) have been set up till September, 2012 across the country as resource centers in each block and cluster, to provide decentralized academic support, training and supervision to teachers and schools.

School and Teacher Grants: SSA also provides annual Teacher Grants 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 2012-13, it 45.37 lakh teachers will receive Teacher grant (out of which 70% has already been achieved up to September, 2012). In addition, during 2012-13, about 13.39 lakh schools were targeted to receive School Grant (out of which 71% has already been achieved up to September, 2012). Further, for new schools, about 20707 schools were targeted to receive 'Teaching Learning Equipment' grant for school equipment and setting up expenses.

Computer aided learning: Under SSA, grant up to ₹ 50 lakh is available to each district for strengthening computer aided learning in schools to support enhancement of children's learning. Activities include providing computer equipment or labs to schools, development of curriculum-based e-learning materials in local languages, and training of teachers in computer use. Since inception of the program, approximately 67000 schools have been benefited from this intervention.

Improved learning processes and learning outcomes: In addition to the annual in–service teacher training and monthly reflective meetings; an annual grant of ₹ 500 is provided to each teacher to develop & use contextual teaching learning materials; action research is promoted to enable teachers to study various issues related to their teaching learning processes, etc.

Learning Enhancement Programs: 2% of the total SSA outlay for each district has been made available for 'Learning Enhancement Programs' that aim specifically at improving the quality of learning processes and learning outcomes. In 2012-13, 35 States have been supported for carrying out Learning Enhancement Programs focused on the primary level (especially for strengthening early reading and mathematics skills), and all the States have been supported for Learning Enhancement Programs with a focus on strengthening Science and Maths learning at the upper primary level.

Improving student learning outcomes: The impact of various quality interventions of SSA are reflected in the enhancement of children's learning levels which is a major thrust in SSA. National Surveys on learning achievement of students are conducted by NCERT every three years to assess the level of achievement of children in different subject areas at the end of classes III, V and VII/ VIII.

Quality Monitoring: A computerized District Information System for Education (DISE) is operational in the country which looks into several quality related parameters like student-classroom ratio, teacher-pupil ratio, teachers' profiles and examination results. In addition, Government of India, with the help of NCERT, has operationalised a quarterly monitoring system in the form of Quality Monitoring Tools (QMTs) to monitor quality aspects such as student attendance, teacher availability in schools, class room practices, student learning achievement, academic supervision provided by BRC/CRCs, community support, etc.

Research: Various independent assessments have been commissioned under SSA at the national level to provide independent feedback on quality related aspects of Sarva Shiksha Abhiyan (SSA). In 2012-13, a study on impact of in-service teacher training on class room transactions and a study on Inclusion and Exclusion of students in primary and upper primary schools has been completed.

Infrastructure: Progress in construction of school buildings till September, 2012 is as follows:

	Work Completed	Work in Progress	Total
School Buildings	2,58,857	25,175	2,84,032
Additional Classrooms	13,46,656	2,96,211	16,42,867
Drinking Water Facilities	2,13,617	4,203	2,17,820
Toilets	5,30,212	87,877	6,18,089

School infrastructure provisions, however, is not a standalone activity. The design and quality of school infrastructure has a significant impact on enrolment, attendance and retention of children in schools. Thus 'civil works' under SSA are undertaken to provide all weather schools as per provision of RTE Act.

SCHEME FOR PROVIDING QUALITY EDUCATION FOR MADARSAS (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 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 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.

The following amount has been released during the last three years under SPQEM:

Sl. No.	Year	Amount (₹ in lakh)	No. of Teachers	No. of Madarsas
1	2009-10	4623.54	4962	1979
2	2010-11	10147.00	11382	5045
3	2011-12	13953.40	14412	5934
4.	2012-13 (upto 1.1.2013)	14086.96	18547	8215

SCHEME OF INFRASTRUCTURE DEVELOPMENT IN MINORITY INSTITUTIONS (IDMI)

IDMI has been operationalized 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.

The following amount has been released during the last three years under IDMI:

Sl. No.	Year	Amount (₹ in lakh)	No. of Institutes
1	2009-10	448.00	22
2	2010-11	2298.43	122
3	2011-12	4843.60	259
4.	2012-13 (upto 31.1.2013)	2106.22	118

MID-DAY MEAL SCHEME

Background: The Mid-Day Meal Scheme covers children of Classes I-VIII studying in Government, Local Body, Government aided and National Child Labour Project schools and the centres run under Education Guarantee Scheme (EGS)/Alternative & Innovative Education (AIE) centres including Madarsas/Maktabs supported under Sarva Shiksha Abhiyan (SSA). It is the largest school feeding programme in the world, covering 10.44 crore children in 12.12 lakh elementary schools across the country.

Apart from promoting access and retention the MDMS has also contributed to social and gender equity. It has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children. The Office of the Supreme Court Commissioners which undertakes extensive review of various welfare schemes through field visits, has observed that the MDM is one of the more successful entitlement schemes of GOI and has resulted in an increase in enrollment and retention of children in primary schools.

Norms for Mid Day Meal Scheme

i) **Calorific Value of midday meal:-** The cooked mid-day meal consists of 100 grams of wheat/rice, 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat and provides 450 calories of energy and 12 grams of protein at primary stage. For upper primary stage children, it consists of 150 grams of wheat/rice, 30 grams of pulses,75 grams of vegetables and 7.5 grams of oil/fat and to provide 700 calories of energy and 20 grams of proteins.

ii) **Cooking cost under the MDM scheme:-** The cooking cost covers the expenditure on pulses, vegetables, cooking oils, condiments and fuel etc. The cooking cost has been enhanced by 7.5% in each of the last 4 years. The cooking cost is shared between the Centre and the NER States on 90:10 basis and with other States / UTs on 75:25 basis. Accordingly, the current cooking cost from 01.07.2012 and sharing pattern between the Centre and the States is as under:

Table 1: Cooking Cost

Stage	Total Cost permeal	Centre-State sharing			
		Non-NER States (75:25)		NER States (90:10)	
		Centre	State	Centre	State
Pry.	₹3.11	₹2.33	₹0.78	₹2.80	₹0.31
U. Pry.	₹4.65	₹3.49	₹1.16	₹4.19	₹0.46

Major achievements

a) Up to 3rd quarter of 2012-13, more than 10.44 crore children in 12.12 lakhs Institutions, have been covered under the MDMS.

b) The recent ASER survey found that the scheme was operational in 87% schools in the country and around 92% of the children were benefitting from the Scheme.

c) The Scheme has made special role in ensuring gender equity. The Census figures 2011 reveal that Male-Female literacy gap has gone down to 16% from 25%.

d) A total of 955479 kitchen-cum-stores were sanctioned during 2006-07 to 2012-13. So far a total number of 5.90 lac kitchens - cum - stores have been constructed and another 1.11 lakhs are in progress up to 2nd quarter of 2012-13.

e) Up to 2nd quarter of 2012-13, a total of 11.85 lakhs units of kitchen devices have been sanctioned and out of which 10.99 lakhs units have been procured.

f) 25.48 lakhs cook-cum-helpers have been engaged up to 2nd quarter of 2012-13.

Current Focus of the Scheme

a) The focus of the Scheme is to improve quality of the meal. Accordingly, an Expert Committee has been set up on 31st December, 2012 under the Chairmanship of Director, Nutrition Foundation of India, New Delhi for assessing the adequacy, improving quality and safety of Mid Day Meal served in the schools.

b) To strengthen the monitoring of the Scheme the MHRD has launched web enabled Management Information System (MIS). This will be integrated with Interactive Voice Response System (IVRS) to monitor the Scheme on a real time basis through community participation.

c) The Review Mission consisting of representatives of Ministry of HRD, representative of State Government, UNICEF and Office of Supreme Court Commissioner has been constituted by the MHRD to monitor the performance and implementation of the Scheme in the selected States and submit the reports to the respective State Government and Central Government. In addition 41 independent monitoring institutions also monitor the scheme on an ongoing basis.

d) The Social Audit Mechanism has been started in 2 districts viz. Chittoor and Khammam in Andhra Pradesh, on a pilot basis to empower the community members to monitor and implement the Scheme. This would be scaled up during 12th Plan to other States.

TEACHER EDUCATION

Strengthening of Teacher Education: The Government has approved a comprehensive scheme for revamping the existing Centrally Sponsored Scheme of Teacher Education (TE) at a cost of Rs 6308 crores during the 12th Plan. The main components of the revised Scheme are as under:

i) Strengthening and up-gradation of State Councils for Educational Research and Training/State Institutes of Education

ii) Strengthening of existing IASEs and up-gradation of Departments of Education of Universities into IASEs.

iii) Strengthening of CTEs and establishment of new CTEs

iv) Strengthening of existing DIETs and extending their mandate for training of teachers at the secondary level.

v) Establishment of Block Institutes of Teacher Education (BITEs) in 196 identified SC/ST/Minority concentration districts as elementary pre-service teacher education institutions

vi) Identification of 50 lead institutions, including Departments of Education in Universities, NUEPA, NCERT, Academic Staff Colleges and other institutions in the non-Government sector to conduct refresher courses for teacher educators.

vii) Provide hardware support, namely provisioning of satellite transmission facilities in the DIETs and provisioning of software support for developing content for orientation of teacher educators and teachers.

viii) Giving SCERTs and DIETs the mandate to involve not-for-profit organizations for conducting innovative field based programmes relating to teacher education, collaboration in in-service and pre-service teacher education, undertaking impact assessment studies and designing & developing locally relevant material for teachers and student-teachers of teacher education institutions.

ix) Developing and putting in place a comprehensive monitoring mechanism.

The Department of School Education & Literacy has prepared a comprehensive website: www.teindia.nic.in for creating greater awareness on the issue of teacher education and to facilitate the effective implementation of the revised scheme. The site provides detailed guidelines about the scheme; all reports on teacher education; review of the teacher education projects as well as research reports on the same. It has all the Acts and Regulations on Teacher Education. In addition there is detailed information on National Curriculum Framework 2005 as well as the National Curriculum Framework 2009 and Model Curriculum for D.El.Ed; B.Ed; M.Ed studies, to guide the states in implementing the scheme.

Joint Review Missions for Teacher education: The states/UTs proposals for strengthening Teacher Education under the revised scheme have been approved for funding by the Teacher Education

Appraisal Board. This has been followed by Joint review Missions by expert teams to 10 states Assam, Jharkhand, Bihar, Mizoram, UP, West Bengal, Odisha, J&K, MP and Chhatisgarh to ensure effective implementation of the Centrally Sponsored Scheme for Teacher Education. The main objective of the JRMs is to review status of progress and to consider issues related to programme planning, implementation, monitoring and evaluation, with respect to each of the programmatic interventions under the Scheme, in respect of each level of institution. The guiding principle is one of a Learning Mission: (a) learning of progress made against agreed indicators and processes, as well as (b) cross sharing of experiences that highlight strengths and weaknesses with a view to strengthening implementation capacities.

Training of untrained teachers: The Department has taken up an intensive drive for training of untrained teachers to meet the RTE deadlines for training of teachers. Since April, 2011, the NCTE has given approval to the proposals of the State Governments for training of 6,61,736 in-service untrained teachers through distance mode.

Name of the State	Sanctioned Intake
Bihar	191210
Chhatisgarh	45223
Jharkhand	15967
Madhya Pradesh	34902
Odisha	30067
Uttrakhand	2374
Uttar Pradesh	124000
Assam	68727
Arunachal Pradesh	8948
Meghalaya	7822
Manipur	6583
Nagaland	10863
West Bengal	115050
Grand Total	**661736**

The training will be carried out in collaboration with IGNOU; National Institute of Open Schooling as in Jharkhand; State Open Universities as in Assam; State Councils of Education Research and Training as in Chhattisgarh; State Board of Primary Education as in West Bengal.

To strengthen teacher education capacity, the States have obtained recognition for 81 new Government institutions, leading to capacity enhancement of 4,050 teacher-trainees in the high deficit States. The TE curriculum has been revised by NCTE in the light of National Curriculum Framework for Teacher Education 2009; model syllabi prepared. In addition 40 Schools of Education (SoEs) being established in the 12th Plan to augment the research and development work in the field of education, including teacher education.

4th International Conference on Teachers for EFA– May 2012 with UNESCO: A three-day long conference was organized from 28 – 31 May, 2012 in close conjunction with UNESCO which focused on a range of issues related to teacher challenges for EFA. The conference, Teacher Challenges for Education for All in India, brought together members of the Central and State governments as well as a wide range of stakeholders from non-governmental and civil society organizations at the national level as well as international organizations and provided a platform of discussions on the five following areas:

- Continuing professional development for teachers in India

- Decentralization: challenges and steps forward

- Feminization of the teacher force

- Public-private partnerships to address the teacher gap

- Monitoring & Evaluation of teacher policy reforms

India was elected as the co-chair of the International Task Force on Teachers for EFA.

NATIONAL BAL BHAVAN (NBB)

The National Bal Bhavan is an autonomous organization fully funded by the Ministry of Human Resource Development, Government of India. Recent efforts to further spread the Bal Bhavan methodology in different parts of the country have borne many fruitful results in increasing the number of Bal Bhavan and Bal Kendras during the years 2008 –2012 and there are presently 179 Bal Bhavans and Bal Kendras across the country. The most recent addition to the list of Bal Bhavans is Pathania Bal Bhavan, Rohtak, Haryana. In addition there are 54 Bal Bhavan Kendras at Delhi as also a rural unit at Mandi village at Delhi. They conduct varied creative activities for children specially children from deprived sections of society and also rural children. A Children's Creativity Centre – the first International centre on the pattern of National Bal Bhavan is functioning in Mauritius.

Activities of National Bal Bhavan:- The National Bal Bhavan has been contributing to enhancing, sustaining and nurturing creativity amongst children in the age group 5-16 years. The focal point of the activities is the child and the programmes are so designed that all round personality development is taken care of. Learning by doing and hands down exercises make the centre very popular with children. 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 inner potential and hidden talents

of children are given full opportunity to flourish. The National Bal Bhavan opens doors for all children irrespective of caste, gender, creed and economic status.

NBB's Programmes:- Throughout the year the National Bal Bhavan, Jawahar Bal Bhavan Mandi and the Bal Bhavan Kendras organises 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 also organised throughout the year. Important days were also observed at National Bal Bhavan like Earth Day, Rabindra Jayanti, Anti Terrorism Day, Sadbhvana Divas. Children of National Bal Bhavan also performed at various programmes of the Ministry of HRD – International Seminar, National Teachers Day Programme and Education Day Programme.

National Programme

Bal Shree Awards: The Bal Shree Scheme was initiated by National Bal Bhavan in 1995 to identify the exceptionally creative and innovative children of country in the fields of Arts, Performance, Writing and Scientific Innovation. 151 children selected from the previously held zonal camps participated at the National Level Camp. 60 children have been selected for being conferred with this honour for the year 2011. 204 children participated at the local level Bal Shree selection camp (Delhi state) 2012 held at National Bal Bhavan from 12th – 13th October 2012.

Children's Day Programme: On 14th November 2012 National Bal Bhavan organized the Children's day Programme with the theme 'Universal brotherhood and Peace'. Thousands of children from National Bal Bhavan, Bal Bhavan Kendras and Jawahar Bal Bhavan, Mandi, children of Member school, visiting schools took part in the special activities as also Bal Bhavan

Honourable Minister of HRD Dr. M.M. Pallam Raju enjoying a joy ride with children and official on Bal Bhavan Mini Train.

activities. The programme was inaugurated by the Honourable Minister for Human Resource Development Dr. M.M. Pallam Raju on Children's Day i.e. 14th November, 2012. On 19th November 2012–the birth Anniversary of Bal Bhavan's First Chairperson was observed with children. Plantation drive was undertaken and several cultural programmes including programmes to orient children with the life and time of Indira Gandhi was organized.

National Training Resource Centre: The National Training Resource Centre of National Bal Bhavan imparts teacher training with an objective to reach out to children through teachers who are well trained in creative teaching methodology. The National Training Resource Centre undertook several Integrated Training Programmes during the year.

National Children's Museum :- National Children's Museum is an integral part of National Bal Bhavan and has been planned for special groups of youngsters taking into consideration child psychology and his approach of looking at the world around him.

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Chapter

04

SECONDARY EDUCATION

SECONDARY EDUCATION

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

The scheme was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. The scheme envisages inter alia, to enhance the enrollment at secondary stage by providing a secondary school within a reasonable distance of habitation, with an aim to ensure GER of 100% by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc.

New Upgraded (under RMSA) Govt. Secondary School Building, Punjab.

Important physical facilities are provided, which include, apart from construction of new buildings for upgraded schools (i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water supply, (vii) Electricity/ telephone/ internet connectivity and (viii) Disabled friendly environment. (ix) Major repairs in existing schools

- **Improvement in quality** through, (i) Appointment of additional teachers to improve PTR (ii) In-service training of teachers, (iii) ICT enabled education, (iv) Curriculum reforms and (v) Teaching learning reforms.

- **Equity aspects** addressed through, (i) Special focus in micro planning, (ii) Preference to areas with concentration of SC/ST/Minority population for opening of schools, (iii) Special enrolment drive for the weaker sections, (iv) More female teachers in schools and (v) Separate toilet blocks for girls, (vi) residential quarters for teachers in remote and hilly areas

Funding pattern and fund flow:

The funding pattern under RMSA in respect of normal States is 75:25 and in case of North Eastern States it is 90:10. The scheme is being implemented by a Society set up by the State Governments for implementation of the Scheme.

Physical progress of implementation of RMSA (As on 31-12-2012)

Component of RMSA	Progress (in numbers)
School Annual Grant	63268
Minor Repair Grant	52426
Training for Head Master	31368
In-service training for existing teachers	296308
Training for new teachers	32477
Excursion trip for students (within state)	2479383
Learning enhancement	113331

Programmatic Support from external funding agencies to RMSA

- The World Bank, Department for International Development (DFID) and European Union have

committed to extend their support to the RMSA programme. In association with these Development Partners, the RMSA programme will be implemented during 2012-16. During this implementation period, for this programme, it is anticipated that DFID will financially support to the tune of 80 Million Pounds.

- International Experience of the External Funding Agencies will bring in technical expertise to the programme, besides additional financial resources for the programme.

VOCATIONALISATION OF EDUCATION (VE)

The salient features of the Revised Centrally Sponsored Scheme of Vocationalisation of Higher Secondary Education are as follows:

1. To enhance the employability of youth through competency based modular vocational courses; to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/interchangeability in qualifications; to fill the gap between educated and employable; and to decrease the pressure on academic higher education.

2. Under the Scheme Demand driven modular competency based vocational courses shall be identified and developed in collaboration with Industry/employers.

3. The courses would be offered through Higher Secondary Government, Government -Aided and Private Schools in conformity with the NVEQF system.

4. Major component of the Scheme includes (1) introduction of vocational courses in new schools and (2) strengthening of vocational courses in the existing schools.

5. Competency based instructional and learning materials would be made available for the identified vocational courses to the learners, teachers and trainers the adequate requirement in terms of tools, equipment and machinery for the development of soft and basic technical skills would be provided to the schools.

6. The certificates for vocational course as well as modules will be awarded by the concerned State Boards or the Central Boards.

7. Efforts will be made by the States/UTs to mainstream children belonging to special focus groups i.e. SC, ST, OBC, persons below poverty line, minority and children with special needs, with special attention to the girls belonging to these groups.

Physical progress of implementation of VE (As on 31-12-2012)

During 2012-13, a total of 540 schools were covered across eight States – Himachal Pradesh (100), Uttar Pradesh (100), Andhra Pradesh (46), Karnataka (250) and Sikkim (44 Schools). Funds were also released to 40, 93 and 60 schools of Haryana, West Bengal and Assam respectively, which were approved in 2011-12. In addition to this, funds were also released to Pandi Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) and Central Board of Secondary Education (CBSE) for development of curriculum amounting to a total expenditure of Rs.7969.33 lakhs.

National Vocational Education Qualification Framework (NVEQF)

NVEQF is a descriptive framework that organizes qualifications according to a series of levels of knowledge along with skills. These levels are defined in terms of learning outcomes i.e., the competencies which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training. Qualifications are made up of occupational standards for specific areas of learning units. This would provide the stakeholders such as the learners, education and skill training providers and employers to gain information about the broad equivalence of qualifications across specific skill sectors. It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system. The key elements of the NVEQF are to provide –

(a) national principles for providing Vocational Education (VE) leading to international equivalency,

(b) multiple entry and exit between VE, general education and job markets,

(c) *progression* within VE,

(d) *transfer* between VE and general education, and

(e) partnership with industry/employers

The National Vocational Education Qualifications Framework (NVEQF) would be assimilated into the National Skills Qualification Framework, once that framework is notified for the country.

Pilot Project under National Vocational Education Qualification Framework (NVEQF): Haryana and West Bengal has been selected as pioneering states to implement the initial pilot. Implementing this pilot will benefit students at the grassroots level and improve their future. Creating such a skilled workforce will also make States an attractive destination for industry and global companies.

The Scope of the pilot is Levels 1-4 (Class IX through XII) in 4 Industry Sectors (Information Technology (IT)/Information Technology Enabled Services (ITeS), Automotive; Security and Retail). This pilot will need appropriate school infrastructure, new curriculum and courseware/classroom content, trained teachers, assessment methodology, etc. Implementing this innovative program will have a transformational improvement on the school for the students, staff, facilities and reputation. On 3rd September, 2012 the National Pilot Project under NVEQF was launched.

To implement this project, Haryana has partnered with Wadhwani Foundation, a philanthropic organization and is managing the Project Management for this program under an MOU with the Government of Haryana. 40 schools, across 8 districts, which have been selected for introduction of this Pilot Project is based on the demographic information, socio economic status, students strength, school infrastructure and industries. The trades for each school have been finalized based on the placements opportunity, proximity to the industry, basic infrastructure already available in school, etc.

The State School Education Board has been entrusted the task of examination and certification along with Sector Skill Council (SSC) for the skills offered under the Pilot Project. For the integration of the NVEQF into the mainstream necessary actions have been taken, like NVEQF Cell, Introduction of the scheme in books of accounts, State Budget provision, etc. All the required staff like Teachers, Coordinators, etc has been selected and trained. As of now there are 4,461 Students who have been enrolled from the 40 schools. Parents counselling along with individual counselling were an integral part of the student's mobilization. Monitoring mechanism has been placed at field level, state and national level.

SETTING UP OF 6000 MODEL SCHOOLS AT BLOCK LEVEL AS BENCHMARK OF EXCELLENCE

Introduction : The scheme envisages providing quality education to talented rural children through setting up of 6,000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme was launched in 2008-09 and is being implemented from 2009-10.

Objectives : To have at least one good quality senior secondary school in every block.

◆ To have a pace setting role

◆ To try out innovative curriculum and pedagogy

◆ To be a model in infrastructure, curriculum, evaluation and school governance

Modes of Implementation : The scheme has two modes of implementation, viz, (i) 3,500 model schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments; and (ii) the remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in the blocks which are not educationally backward. While the component for setting up of 3,500 model schools in EBBs under State/UT Governments is operational since 2009-10, implementation of component for setting up of 2,500 model schools under PPP mode has been initiated from 2012-13.

Model Schools under State/UT Governments : Salient features: The salient features of the component of model schools under State/UT Governments are: -

➢ Land for these schools is to be identified and provided by the State/UT Governments free of cost.

➢ The medium of instruction is to be decided by the State/UT Governments. However, special emphasis will be given on teaching of English & spoken English.

➢ The schools to have classes from VI to XII, or IX to XII having two sections in each class.

Cost Norm : The non-recurring cost of setting up of a model school in Kendriya Vidyalaya(KV) template with classes VI to XII and classes IX to XII (with two sections in each class) will not normally exceed Rs.3.02 crore and Rs. 2.55 crore respectively. The recurring cost of a model school is Rs.0.75 crore per annum.

Sharing pattern : Presently, the sharing pattern for both recurring and non-recurring cost is 75:25 between the Centre and the State/UT Governments. However, such sharing pattern for special category States and upgraded Ashram Schools in all States, is 90:10.

Implementing Agency : The scheme is to be implemented by the State Government societies established for implementation of the scheme. The Central share is released to the implementing society directly. The applicable State share is also released to the implementing society by the respective State Government.

Progress in Implementation : Since inception of the scheme till 31.3.2013, model schools in 2,266 blocks covering 22 States have been approved and financial sanction amounting to Rs.2472.93 crore have been accorded for setting up 1,925 model schools in 21 States. In addition, grants worth Rs.64.46 crore have also been released towards recurring cost for 473 model schools in 8 States.

Model Schools under Public-Private Partnership (PPP) Mode

Salient features : The salient features of the component of model schools under PPP mode are:

i) 2,500 schools are proposed to be rolled out -

ii) The schools will be set up by private entity which may be a Trust or a Society or a not-for-profit company, incorporated under section– 25 of the Companies Act, 1956 on a design, build, finance and operate (DBFO) basis.

iii) The schools will be set up in the headquarters of the blocks other than EBBs and would have classes from VI to XII.

iv) The land will be procured by private entity on its own. However, the State Governments will be requested to assist the private entities in securing the required land.

v) The affiliation will be normally with CBSE.

vi) Government will contribute to recurring cost on per capita basis for the students sponsored by the Government. Besides, a sum equal to 25% of such support for such sponsored students, not

exceeding an amount equal to 10% of the capital investment in the school, shall also be provided as infrastructure grant.

vii) A Concession Agreement will be signed between the eligible private entities and the Central Government, initially for 10 years, which is extendable by mutual agreement.

The implementation of this component of the scheme has been initiated from 2012-13. Initiating the process, the Ministry had invited Expression of Interest (EOI) from private entities in March 2012 for setting up model schools under PPP mode and based on the encouraging response received thereto, Request for Qualification (RFQ) has been issued in July, 2012 to pre-qualify the eligible private entities. The applications have been processed and next stage of request for proposals is under process.

Construction and running of Girls' Hostel for students of secondary and higher secondary schools: The Centrally Sponsored Scheme "Construction and Running of Girls' Hostel for Students of Secondary and Higher Secondary Schools" was launched in 2008-09 and is being implemented from 2009-10. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of 3479 Educationally Backward Blocks (EBBs) in the country.

The main objective of the Scheme is to improve access to and retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors.

The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority communities and BPL families form the target group of the Scheme. At least 50% of girls' students should be from SC, ST, OBC and Minority Communities. Students passing out of KGBVs will be given preference in admission in hostels.

The Scheme is implemented by the State Government Societies established for implementation of the Scheme, with the sharing pattern being 90:10 between Government of India and State Governments. The Central share is released to the State Governments, which in turn releases it to the implementing agencies along with their own share.

1999 hostels in 22 States have been approved by Project Approval Board (PAB) upto March, 2013, out of which 1155 hostels in 19 states were sanctioned.

INFORMATION & COMMUNICATION TECHNOLOGY (ICT) IN SCHOOLS

The scheme has following essentially four components.

i) Partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.

ii) Establishment of smart schools, which shall be technology demonstrators.

iii) Teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.

(iv) Development of a e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

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 development of e-contents, Internet connectivity & set up of smart schools.

Financial Assistance and cost norms : Financial assistance is given to States, CIET and SIETs on the basis of the approvals accorded by Project Monitoring and Evaluation Group (PMEG) chaired by Secretary (School Education and Literacy). The project cost is shared between Centre and States in ration of 75:25 except for the NER states including Sikkim where it is 90:10.

Schools approved for coverage : Out of 183648 govt. and govt. aided secondary and higher secondary schools, 94051 schools have been approved for coverage under ICT in Schools Scheme as of 31-03-2013. Out of 150 smart schools, 63 smart schools have been approved under ICT in Schools Scheme. During 2012-13, under this Scheme 2255 Schools have been covered.

INCLUSIVE EDUCATION FOR DISABLED AT SECONDARY STAGE (IEDSS)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched in 2009-10 replacing the earlier scheme of Integrated Education for Disabled Children (IEDC). It provides assistance for the inclusive education of the disabled children in classes IX-XII. The aim of the Scheme is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.

The scheme covers all children passing out of elementary schools and studying at secondary and higher secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999), namely, i) Blindness, ii) Low vision, iii) Leprosy cured, iv) Hearing impairment, v) Locomotor disabilities, vi) Mental retardation, vii) Mental Illness, viii) Autism, and ix) Cerebral Palsy, and eventually cover Speech impairment, Learning Disabilities, etc.

The components of the scheme include:

i) assessment of medical / educational needs,
ii) provision of student specific facilities,
iii) development of learning material,
iv) support services like special educators,
v) construction and equipping of resource rooms,
vi) training of general school teachers to build their capacity to fulfill the needs of children with special needs
vii) make schools barrier free. Setting up of Model inclusive schools in every State is also envisaged.
viii) Girls with disabilities receive special focus and efforts made under the scheme to help them gain access to secondary schools, as also to information and guidance for developing their potential. There is a provision of a monthly stipend of ₹ 200/- for the disabled girls.

During the year 2012-13 (upto 30-1-2013), 81227 children with disabilities were covered/approved to be covered and 2829 Resource Teachers were engaged.

NATIONAL MEANS-CUM-MERIT SCHOLARSHIP SCHEME (NMMSS)

The Centrally Sponsored Scheme 'National Means-cum-Merit Scholarship Scheme' was launched in May, 2008 with the objective to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary and higher secondary stage upto class XII. One lakh scholarships of ₹ 6000/- per annum (₹ 500/- per month) per student are awarded to selected students at class IX stage and their continuation upto class XII for study in Government, Government-aided and local body schools. There is quota of scholarships for different Sates/UTs. Students whose parental income from all

sources is not more than ₹ 1,50,000/- are eligible to avail the scholarships. The selection of students for the scholarships was made through an examination conducted by the State Governments/UT Administrations along with the National Talent Search Stage-I examination under the guidance of NCERT. For the academic year 2013-14 onward, separate examination for NMMS Scholarship will be held by State Govts./UT Administration. There is reservation as per State Government norms. Scholarships are disbursed by the State Bank of India directly into the accounts of students on quarterly basis.

103033 scholarships during 2011-12 have been sanctioned in accordance with the proposals received from the States/UTs.

NATIONAL SCHEME OF INCENTIVE TO GIRLS FOR SECONDARY EDUCATION (NSIGSE)

The Centrally Sponsored Scheme "National Scheme of Incentive to Girls for Secondary Education" was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of ₹ 3000/- is deposited in the name of the unmarried eligible girls as fixed deposit, who are entitled to withdraw it along with interest thereon on attaining 18 years of age and passing X class examination . The scheme covers (i) all girls belonging to SC/ST communities, who pass VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local body schools.

During 2011-12, ₹ 163.06 crore has been sanctioned in favour of 543532 eligible girls of 25 States/UTs.

NATIONAL AWARDS TO TEACHERS (NAT)

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 378 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, 'Special Awards' have been instituted for teachers promoting inclusive education in schools and the education of children with disabilities in regular schools. The total number of 'Special Awards' are 43. 'Special Awards' are conferred on the teachers of following categories:

➢ Teachers with disabilities working in mainstream schools.

➢ Special teacher or trained general teachers who have done outstanding work for Inclusive Education.

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

On 5th September 2012 (Teacher's day), 310 teachers from all over the country including 99 lady teachers, 06 Sanskrit teachers, 01 Arabic/Persian teacher and 14 teachers for promoting education of children with disabilities in integrated/inclusive education in schools, were conferred with 'National Award to Teachers' by the Hon'ble President of India in a glittering ceremony.

The Awardee Teachers were conferred with the Award for their promotional activities in community development, preparation of subject-wise modules; research papers; development of text-cum-activity book and preparation of evaluation tools; upliftment of under-privileged children; usage of innovative techniques for making teaching of subjects lucid and interesting; devotion for the welfare activities of physically handicapped children, etc. These Awardee Teachers help in the overall personality development of children enabling them to be a good future citizen of India.

APPOINTMENT OF LANGUAGE TEACHERS (ALT)

Under its Three Language Formula, to encourage usage of Hindi, Urdu and one Modern Indian Language, other than English among school-going children, the Government of India introduced the scheme of Financial Assistance for Appointment of Language Teachers in various Government schools of the country. This scheme aims at fulfilling the requirement of language teachers in the Government schools and also encourages propagation of the national language as well as Urdu and other Modern Indian languages, like Kannada, Malayalam, Tamil and Telugu in the country.

The Scheme has three components:-

● Hindi teachers in the non-Hindi speaking States/UTs.

● Urdu teachers in any locality where 25% of the population is from Urdu speaking community.

● Modern Indian Language teachers to teach a third language in those schools of the Hindi speaking States/UTs that demand them.

Achievements : During the year 2012-13, 42 Urdu teachers in the State of Punjab and 1305 Hindi teachers in the State of Mizoram have been appointed and an amount of Rs.1.38 crore and Rs.4.30 crore respectively has been released.

KENDRIYA VIDYALAYA SANGATHAN (KVS)

The scheme of Kendriya Vidyalaya Sangathan (KVS) was approved by Government of India in November 1962 to provide uninterrupted education to the wards of the transferable Central Government employees. Initially, 20 regimental schools were taken over as Central Schools during the academic session 1963-64. This number has now gone up to 1089 out of which 1087 are functional schools including 3 abroad (Kathmandu, Moscow and Tehran) as on 31.10.2012. Out of these 103 KVs are functioning in the North East. 49 KVs are running in double shift.

The distribution of 1087 functional KVs, sector-wise is as under (as on date : 20.11.2012).

Sl. No.	Sector	No. of KVs
1	Defense	351
2	Civil	604
3	Institutes of Higher Learning	023
4	Projects	109
	Total	**1087**

The KVs have consistently been performing excellently over the years as may be seen by the Central Board of Secondary Education (CBSE) results of students of KVs viz-a-viz other schools for the last three years, given below:

Year	2010		2011		2012	
	X	XII	X	XII	X	XII
KVs	96.64	91.13	99.21	93.42	99.36	94.13

A total number of 11,29,481 students are studying in Kendriya Vidyalayas as on 30.09.2012.

JAWAHAR NAVODAYA VIDYALAYA

Navodaya Vidyalaya Samiti is an autonomous organization under the Ministry of Human Resource Development, Department of School Education &

Literacy, Government of India. The Chairman of the Samiti is the Hon'ble Minister of Human Resource Development

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 improvement 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 in any part of India;

(d) To do all such things as may be considered necessary, incidental, or conducive to the attainment of all or any of the objects of the Society;

As on date, out of **612** districts (excluding Tamil Nadu State), the Samiti has sanctioned Jawahar Navodaya Vidyalayas for 576 districts out of which 570 are functional. The Samiti has sanctioned additional 20 Jawahar Navodaya Vidyalayas in districts having large concentration of Schedule Caste/Schedule Tribe population out of which 16 Jawahar Navodaya Vidyalayas are functional. Thus, the total functional JNVs on 18.02.2013 are 586 JNVs (570+16) against 596 (576+20) sanctioned JNVs.

National Council of Educational Research & Training (NCERT)

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. The NCERT undertakes programmes related to research, development, training, extension, international cooperation, publication and dissemination of educational information.

Highlights of programmes carried out during 2012-13

Elementary Education : NCERT has been designated as the academic authority for implementation of the Right of Children to Free and Compulsory Education Act, 2009. It has been providing academic support to States and UTs on implementation of RTE Act, 2009.The Department of

Elementary Education of NCERT functions as the nodal centre for improving the quality of education at the elementary stage under the Sarva Shiksha Abhiyan programme. An exploratory study of implementation of the Right of Children to Free and Compulsory Education Act, 2009 in States/UTs was initiated and data have been collected from Andhra Pradesh, Gujarat and Orissa. Guidelines for special training for the school children for placement in age appropriate classes under RTE Act, 2009 have been developed. Seventh Diploma Course in Early Childhood Care and Education (ECCE) was started on 16th July 2012. A manual for the greening elementary schools has been developed. A programme was organized for the Northern States on Popularization of the Source Books on Assessment at primary level. Publications of the journals The Primary Teacher and Prathamik Shikhak were continued.

Secondary Education : The Rashtriya Madhyamik Shiksha Abhiyan Project Cell earlier known as Secondary Education Group started functioning at NCERT from 15th April, 2010 with a view to address all aspects of RMSA. The RMSA Project Cell is in the process of finalizing a model In-service Teacher Professional Development (CITPD) package in science and mathematics for secondary stage and conducting capacity-building programmes for the States/UTs.

Publication and Dissemination: NCERT continues to publish school textbooks, workbooks, teachers' handbooks, supplementary readers, research reports, monographs, educational journals, etc. It published 120 textbooks in Hindi, 112 textbooks in Urdu and 101 textbooks in English. Besides, 62 new publications belonging to non-textbook category have also been published. The distribution of NCERT textbooks is being undertaken through the network of wholesale agents all over India. In addition, copyright permission also has been given to 15 State/UT agencies for adoption/adaptation/translation of NCERT books.

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

The National Institute of Open Schooling was established with a vision of sustainable inclusive learning with universal and flexible access to quality school education and skill development. From a small project of the CBSE for out-of-school population and second-chance learners, it has grown today to be the largest open school of the world and has been hailed as a mega open school. It is not only a National Board with the authority to examine and certify learners but also a National Resource Organisation for Open Schooling.

The Institute develops curriculum, prepares its own self learning material, produces its own audio/video material and multi-media packages for the learners registered with it. It accredits conventional schools and agencies to provide student support services to its enrolled learners. It conducts two public examinations in a year as well as On Demand Examination throughout the year to benefit the learners. It also functions as a publishing house and brings out several publications every year. The Institute conducts researches in Open Schooling and also organises training and capacity building activities for Open and Distance Learning functionaries. The Mission of NIOS is

- Providing relevant, continuing and holistic education up to pre-degree level through Open and Distance Learning System.

- Contributing to the Universalisation of School Education.

- Catering to the educational needs of the prioritized target groups for equity and social justice.

NIOS has been endeavouring for education of the marginalized groups, such as rural youth, girls, women, scheduled caste, Scheduled Tribes, handicapped, and ex-servicemen from all over the country.

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

The CBSE is a National Board of School Education established in 1929 under the aegis of Ministry of Human Resource Development. It is a self-financed autonomous organization with 13,898 affiliated schools in India and abroad which include KVs, Government, Independent and JNV schools located in India and 24 other countries of the world.

The Main Functions of the CBSE are

- Affiliating institutions for the purpose of examination and raise the academic standards 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

- Fulfill the educational requirement of those students whose parents are employed in transferable jobs

New Initiatives

Continuous and Comprehensive Evaluation (CCE) : The CCE scheme is one of the flagship programme of the board which has been implemented for students up to secondary level, in all CBSE affiliated schools. CCE envisages conceptual clarification through experiential learning in classrooms as the focus is placed on both scholastic and co-scholastic areas along with developing Life Skills, attitudes, creative thinking, critical thinking, social skills and skills to cope with stress. As per the scheme, the board conducts four Formative Assessments and two

Summative Assessment (SA-I) class IX and the assessment is conducted under two schemes.

Scheme I There is no board examination at secondary (Class X) level for students studying in the schools affiliated to the board who do not wish to move out of the CBSE system after class X.

Scheme II Students of schools affiliated to the board who wish to move out of the CBSE system after class X (Pre-University, Vocational course, Change of Board etc.) are required to take the board's external examination at secondary (Class X) level.

Approximately, 12,58,055 students appeared in class X and 942035 for class XII exam in 2013. All preparations were made for smooth and fair conduct of these examinations.

Problem Solving Assessment (PSA) for Class IX and Class XI : The 21st century skills like research and analysis, ability to apply basic concepts of different subjects and effective communication are essential in acquiring generic and higher order thinking skills such as Problem Solving and Decision Making. The Board has therefore now made it mandatory for all students of Class IX and Class XI to appear in Problem Solving Assessment (PSA) which was conducted on 14th February, 2013.

CBSE International Curriculum : To fulfil the obligation to the international clientele, CBSE international (CBSE- i) has been implemented in 24 CBSE affiliated schools in Middle-East and South-Asia. CBSE-i, provides opportunities for extended learning, development of perspectives, research orientation, SEWA (*Social Empowerment through Work and Action*) and a more liberal approach towards Arts education (*both Visual and Performing Arts*). CBSE-i has been introduced in classes I, II, VI, IX and X for the session 2012-13. This has further been extended to classes III, VII and XI. The **Performance Analysis Test (PAT)** which was piloted in grade IX of CBSE-i was extended to grade X

in four subjects of Verbal Ability, Science, Mathematics and Social Science.

Schools Quality Assessment and Accreditation: In its endeavour to provide global parameters of assessment in its affiliated schools, the board has initiated the process of Schools Quality Assessment and Accreditation for qualitative enhancement and social accountability. Broadly, seven domains of assessment have been identified and different weightages have been assigned to them, Academic Process and Products (25%), Co-scholastic Processes & Products (15%), Infrastructure-Adequacy, Functionality & Aesthetics (15%), Human Resources (10%), Management & Administration (10%) and Leadership (13%). A pilot study of accreditation of schools is being conducted with the help of various empanelled agencies. The findings will help to form a working manual which will facilitate the process further.

Merit Scholarships : To promote meritorious students from socially and economically weaker sections and girls, the board disburses monetary scholarships every year under various schemes

o   Single Girl Child,

o   SC/ST students,

o   AIPMT Merit Scholarship Scheme,

o   AIEEE Merit Scholarship Scheme,

o   CBSE Merit Scholarship Scheme for Under Graduate Studies for Single Girl Child,

o   Central Sector Scheme of Scholarship and Merit Scholarship Scheme for SC/ST candidates.

CBSE Reward Scheme for Meritorious Students from Government Schools : To recognize and encourage meritorious students who have studied in Governments Schools affiliated with CBSE at least from class IX to XII in the States/ UTs of

(i) NCT of Delhi (ii) Sikkim (iii) Arunachal Pradesh (iv) Andaman & Nicobar Islands (v) Chandigarh (vi) Chhattisgarh and passed class XII examination of CBSE from 2013 onwards.
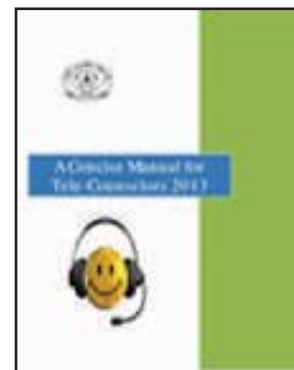
Value Education Kit

The Central Board of Secondary Education (CBSE) launched an innovative Values Education kit on 01st November, 2012 at New Delhi. The Value Education Kit consists of a Values Education Teachers Handbook and a CD with 8 songs. The kit also has activity cards for students from nursery to standard 12.

The Values Education curriculum can help in providing a number of learning experiences through the Values Education Kit and songs on the themes of solidarity, unity, peace, and conservation of nature. The Values Education Teachers' Handbook is a valuable resource for teachers to easily draw ideas for conducting lively and interactive sessions in their classes. The activities, designed by experts in the field of education, allow for more critical thinking about economic, social and moral issues as well as about universal human values.

CENTRAL TIBETAN SCHOOL ADMINISTRATION (CTSA)

The following educational development activities are organized by the schools of CTSA located at Tezu/ Miao/Tenzingaon under Arunachal Pradesh, Ravangla in Sikkim (N.E. States), Shimla/ Dalhousie/Dholanji in Himachal Pradesh & Mussoorie & Herbertpur in Uttarakhand States:

1. The main objectives of Administration are to run, manage and assist institutions for the Education of Tibetan children in India by preserving and promoting their culture and heritage.

2. The main underlying purpose of CTSA is to preserve and foster the Tibetan culture engulfing its heritage, identity and ethnicity in the Indian soil along with facilitating and providing modern hi-tech scientific education to the Tibetan children.

3. All schools have computer labs, Science labs, Maths lab, Activity lab, Minimum Level of Learning Labs with modern electronic gadgets.

4. Tibetan Students who pass out from the schools run by CTSA are provided merit scholarships for pursuing further studies.

5. There is provision of special coaching for talented students in various fields viz, academic, literary, sports and Music & Dance so that their skills can be sharpened to face global challenges.

6. Remedial teaching is being imparted to the students of Class X and XII for one month during winter vacation in schools to prepare them for Board examinations.

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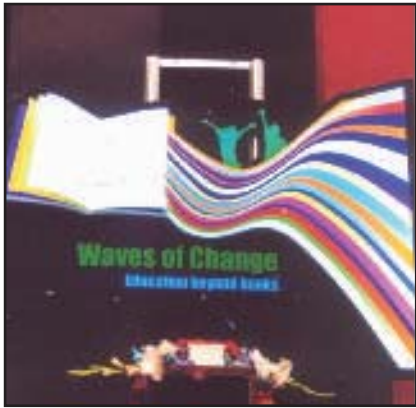
HIGHER & TECHNICAL EDUCATION

HIGHER & TECHNICAL EDUCATION

Higher Education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. Being at the apex of the educational pyramid, it plays a key role in producing quality teachers for the country's education. In the context of unprecedented need of explosion in knowledge, higher education has to be dynamic as ever, constantly entering uncharted areas.

The National Policy on Education-1986, revised in 1992 (NPE) states that in Higher Education in general and Technical Education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origins. The universal character of Universities and other Institutions of Higher Education is to be underscored. In the areas of research and development, and science and technology, special measures will be taken to establish network arrangements between different Institutions in the Country to pool their resources in such a way that participation in projects of national importance could be made possible/accessible.

The approach paper of XII Plan says that there must be a strategic shift from mere expansion to improvement in quality higher education. For this, the focus should be not only on larger enrollment, but also on the quality of the expansion. During the Twelfth-Plan period, an additional enrollment of 10 million could be targeted in higher education equivalent to 3 million additional seats for each age cohort entering the higher education system. This would significantly increase the GER bringing it broadly in line with the global average.

HIGHER EDUCATION

Higher Education System – A Statistical Overview Growth of Higher Education System

No. of Institutions/ Enrolment	2010-11	2011-12
Universities	523	574
Colleges	33023	35539
AICTE approved Technical Institutions	11809	13507
Distance Teaching Universities/ Institutions	200*	200*
Enrolment in the Universities and Colleges **(in lakh)**	169.75	203.27
Enrolment in Open Distance Learning(ODL) System **(in lakh)**	37.45**	38.56**
Enrolment in Post School Diploma/PG Diploma **(in lakh)**	18.56**	23.02**
Intake in AICTE approved Technical Programmes **(in lakh)**	26.15	30.14

Source: UGC Annual Report, 2011-12/AICTE Annual Report, 2011-12/Statistics of Higher and Technical Education 2009-10(Provisional)/*Repeated at the level of 2009-10as per Prf. N.R. Madhave Menon Report of Committee to suggest measures to regulate the standards of education being imparted through Distance Mode//**Estimated

There has been phenomenal growth of higher education in India since independence. There were only 20 Universities and 500 Colleges at the time of independence. These number have increased by 29 times (i.e. 574) in the case of the Universities and 71times (i.e. 35539) in the case of Colleges. Similarly, there has been tremendous growth in the enrollment also. At the beginning of Academic year 2011-12, the total number of students enrolled, in the formal system, in the Universities and Colleges has been reported to be 203.27 lakh. Similarly, there has also been growth in different programmes in Technical Education as such, during 2011-12 about 13507 Programmes/Inst. are running and for the year 2011-12, the intake has been 30.14 lakhs. Above, the statistical overview of the higher education system clearly shows that there has been phenomenal growth in Institutions (Universities, Colleges, Technical Institutions) as well as in intake, enrolment etc. since independence.

Enrolment in Higher Education– A comparative Study

(a) Comparative study of Faculty- wise enrolment between the year of 2006-07 and 2011-12.

Figure 1.1 : Faculty wise Enrolment of Higher Education for the year 2006-07 (Comparitive Study)

Figure 1.2 : Faculty wise Enrolment of Higher Education for the year 2011-2012 (Comparitive Study)
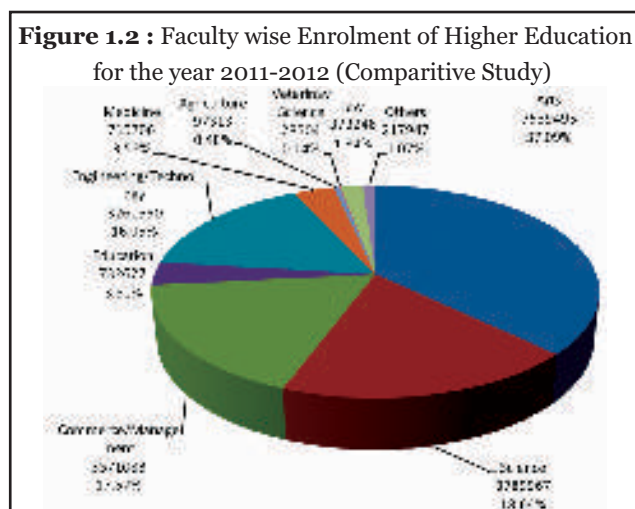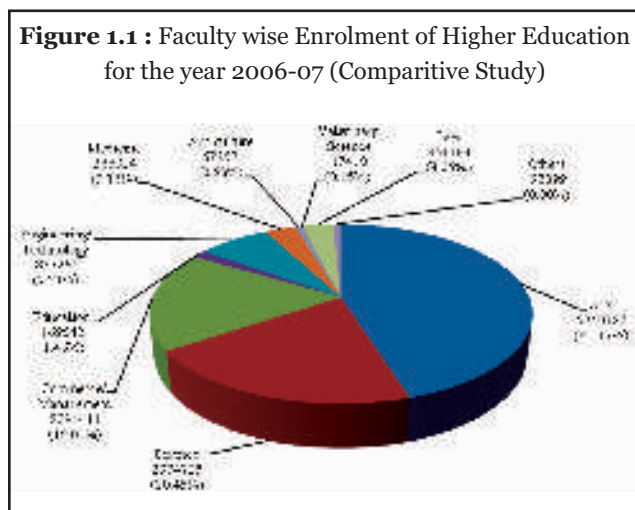
Source : UGC's Annual Reports 2006-07 and 2011-12.

Faculty wise enrolment of Higher Education for the year 2006-07 & 2011-12 (figure 1.1 and 1.2) shows that the share of Enrolment in various streams of Arts, Science, Commerce/Management, Medicine, Agriculture and Veterinary Science has increased by 43.86%, 59.59%, 70.75%, 95.04% and 44.48% and 63.65 respectively in the period, while Education, Engineering/Technology and Others it has recorded sharper increase of 332.12%, 289.55% and 134.61 respectively. Law Stream has witnessed marginal increase of 5.38% only in this period. This shows higher shares of professional streams in the enrolment.

(b) Comparative study of Level- wise enrolment between the years 2006-07 and 2011-12.

Figure 2.1 : Study of Level wise Enrolment of Higher Education for the year 2006-07 (Comparitive Study)

Figure 2.2 : Study of Level wise Enrolment of Higher Education for the year 2011-12 (Comparitive Study)
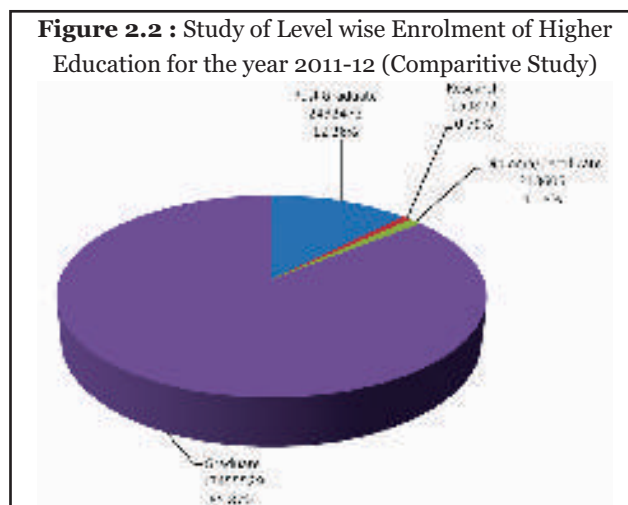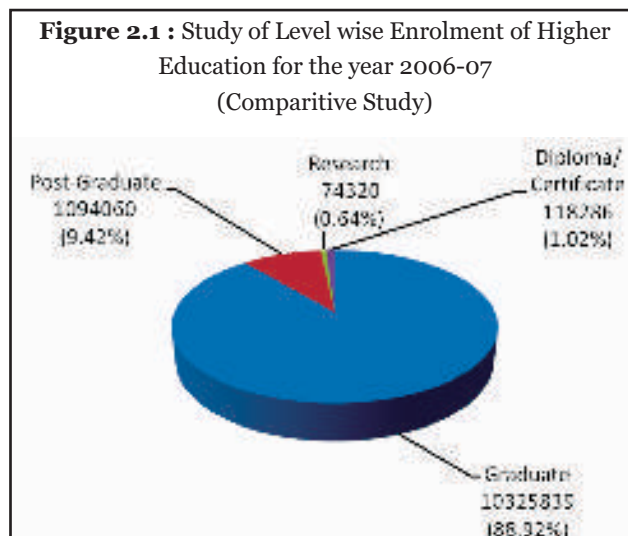
Source : UGC's Annual Reports 2006-07 and 2011-12.

A comparative Study of Level wise enrolment of Higher Education for the year 2006-07 & 2011-12(figure 2.1 and 2.2) shows that enrolment of Graduate, Post-Graduate, Research and Diploma/Certificate students has increased by 69.05%, 127.82%, 116.46% and 84.81% respectively in this period. The increase in enrolment has been highest at the Post-Graduate i.e. 127.82%, in comparison to the other levels.

Status of Gross Enrollment Ratio(GER) in Higher Education

The access to higher education is generally measured by Gross Enrolment Ratio(GER) in higher education. GER measures the access level by taking the ratio of persons in all age group enrolled in various

programmes to total population in age group of 18 to 23. The Government has set a target of increasing the GER from the level of about 12% to 15% by the end of XI Five Year Plan and to 30% by 2020.

Status of Gross Enrollment Ratio (GER) in Higher Education All Categories (%)
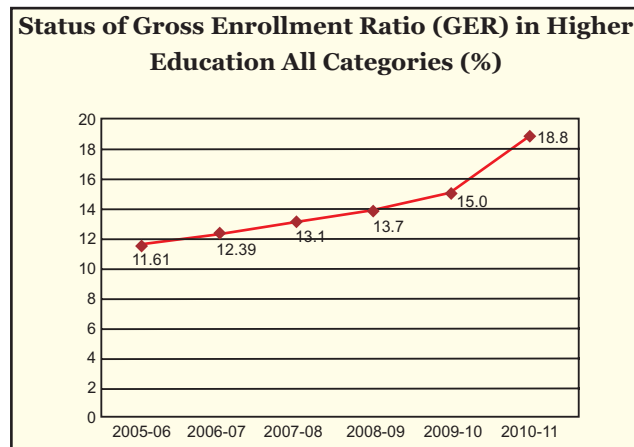
Source: Selected Educational Statistics-2005-06; Statistics of Higher and Technical Education -2006-07, 2007-08, 2008 09 (Provisional) & 2009-10 (Provisional)., All Indian Survey on Higher Education-2010-11 (Provisional).

It may be seen from the above graph that in Higher Education, the Gross Enrollment Ratio (GER) of the country has increased to 18.8% in 2011-12 from 11.55% in 2005-06 indicating increase of 6.45 percentage point. It may be seen that the phenomenal growth of 3.35 percentage point in GER has been witnessed between 2010-11 to 2011-12, which clearly show that higher education system is on right track and if we manage to continue this trend, it would easily be possible to achieve the target of 30% GER by 2020.

REFORMS IN HIGHER EDUCATION

The improvement in higher education is being brought through restructuring academic programmes to ensure their relevance to modern market demands; domestic and global linkages with employers and external advisory resource support groups and tracer studies; greater emphasis on recruitment of adequate and good quality teachers; complete revamping of teaching/learning methods by shifting from traditional repetitive experiments to open-ended design-oriented work for encouraging invention and research; compulsory interactive seminar-tutorials, broadening the content of Science and engineering programmes to strengthen fundamental concepts,

improving learning opportunities and conditions by updating text books and learning material; and improving self-directed learning with modern aids and development of IT network.

Several legislative initiatives have also been launched by the Ministry wherein reforms are undertaken by means of policy changes/executive order as well as legislative initiatives. Presently, following legislative proposals for reforms in Higher Education have been initiated which are at various stage of finalization/ consideration:-

i) **Higher Education and Research Bill 2011:-** The Bill provides for establishment of an over-arching authority called National Commission for Higher Education and Research for determining, maintaining and coordinating standards in Higher Education. The Bill was introduced in the Rajya Sabha on 28.12.2011. The Department related Parliamentary Standing Committee (PSC) has submitted its report on the Bill and the same is under examination in the Ministry.

ii) **The Educational Tribunals Bill, 2011:-** The Bill aims to provide a mechanism for adjudication of disputes involving stake-holders in the higher education sector including students, teachers, employees of higher educational institutions universities and institutions and statutory regulatory authorities, so as to reduce litigation in courts involving universities and higher education institutions. This Bill was introduced in Parliament on 3rd May, 2010 and was passed by the Lok Sabha on 26th August, 2010 suggesting

certain amendments in the Bill. The Bill was examined and certain amendments proposed relating to definition of the Central Educational Institutions which has now been amended to read exactly as is defined in the Central Educational Institutions (Reservation in Admission) Act, 2006.

iii) **The Prohibition of Unfair Practices in Technical Education Institutions, Medical Educational Institutions, and Universities Bill, 2010:-** This Bill provides for prohibition of certain unfair practices in respect of medical and professional educational institutions and universities, in order to protect the interests of students and applicants seeking admission to such institutions and for allied matters. This Bill was introduced in Parliament on 3rd May, 2010 and was referred to the Parliamentary Standing Committee on Human Resource Development (HRD). Amendments include a mechanism for redressal of grievances of applicants for admission, students, teachers and other employees of the higher educational institution and the time limit specified for the redressal of such grievances, to make disclosure of adherence to reservations provisions (in public funded institutions) and policy frame work in place (in private un-aided institutions) to account for addressing equity concerns, mandatory in the prospectus and to provide for punishments and penalties in case of non-adherence to the same. The institution to mandatorily publish the relevant information on its website in the form of prospectus in addition to publication of a printed prospectus, to modify and amend the clauses relating to adjudication of penalties etc. by National Education Tribunal and State Educational Tribunals, so as to de-link the Bill from the Educational Tribunal Bill, 2010 and restore adjudication of penalties to civil courts.

iv) **The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010:-** The Bill is for mandatory accreditation of all higher educational institutions through accreditation agencies registered by a regulatory authority created for the purpose at the national level. This Bill was introduced in Parliament on 3rd May, 2010 and the same was referred to Parliamentary Standing Committee on Human Resource Development. The composition of the Authority proposed under the Bill has now been expanded by increasing the number of Members to 8 and providing representation to OBCs, minorities, SC, ST and women. It is also proposed that higher education institutions established by State Governments will apply to accreditation agencies owned and controlled by such State Governments only.

v) **The National Academic Depository Bill, 2011:-** The Bill provides for creation of a National Electronic Database of academic awards and its maintenance by an authorized depository and has been introduced in the Lok Sabha on 5.9.2011 and was referred to the Parliamentary Standing Committee on Human Resource Development(HRD). The Report of the PSC has been received and official amendments are being finalised.

vi) **The Universities for Research and Innovation Bill, 2012:** The Bill provides for the establishment and incorporation of Universities for Research and innovation to promote synergies between teaching and research and to create institutions universally recognised for quality in teaching, learning and research. The Bill was introduced in Parliament (Lok Sabha) on 21.05.2012. The Department related Parliamentary Standing Committee (PSC) has submitted its report on the Bill and the same is under examination in the Ministry.

vii) **The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010:-** The Bill seeks to regulated of entry and operations of Foreign Educational Institutions, including technical and medical institutions, imparting or intending to impart higher education in India. The Bill was introduced in the Lok Sabha on 3.5.2010. The

Department related Parliamentary Standing Committee (PSC) has submitted its report on the Bill. Based on the recommendation of the PSC certain amendments has been carried out in the Bill which are under finalisation.

viii) **Institutes of Technology (Amendment) Act, 2012-** The Institutes of Technology (Amendment) Act, 2012 amending The Institutes of Technology Act, 1961 was passed by the Parliament and assented by the President of India on 20.06.2012. Through the IT (Amendment) Act, 2012, the Institute of Technology (Banaras Hindu University) Varanasi was converted into Indian Institute of Technology, Banaras Hindu University), Varanasi and the eight new IITs - IIT Ropar, IIT Patna, IIT Mandi, IIT Indore, IIT Bhubaneswar, IIT Hyderabad, IIT Jodhpur, IIT Gandhinagar and IIT (BHU) Varanasi have been brought within the ambit of Institute of Technology Act, 1961 and declared as Institutes of national importance. The Institutes of Technology (Amendment) Act was notified in the Gazette of India on 29th June 2012.

ix) **Amendment to the Architects Act, 1972:-** The Architects (Amendment) Bill, 2010 was introduced in the Rajya Sabha on 31st August, 2010 to provide for-

   (a) Amendment of section 6, so as to amend sub-section (1) with a view to omit certain words therefrom and insert a new sub-section (6) with a view to provide for the notification of the names and addresses of the Members of the Council in the Official Gazette; and

   (b) Insertion of new sections 10A and 10B with a view to make provision for issuance of directions by the Central Government and to provide for supersession of Council on certain grounds and for a total period not exceeding two years.

On the basis of recommendations of the Parliamentary Standing Committee, it has been decided to bring further improvements in the Architects (Amendment) Bill, 2010, by incorporating a provision relating to power to Central Government to refer to a Commission of Inquiry on the failure of Council of Architecture to comply with the provisions of the Architects Act, 1972, issue of directions to the Council on policy matters and supersession of the Council for a period not exceeding one year in case the Council is unable to perform, or has persistently made default in the performance of duty imposed on it by or under the Architects Act, 1972 or has exceeded or abused its powers, or has willfully or without sufficient cause failed to comply with any direction issued by the Central Government. Notices for consideration and passing of the Bill and also for carrying out official amendments in the Bill were moved in winter session of Parliament, 2011. However, the Bill could not be taken up for consideration in that session and in subsequent sessions. Notices have been sent to the Rajya Sabha Secretariat for consideration and passing of the Bill and for carrying out official amendments during the current session of Parliament.

x) **National Institute of Technology (Amendment) Act, 2010:-** To make National Institute of Technology Act, 2007 more comprehensive and effective, necessary amendments were moved on the following accounts:-

   (i) To incorporate 10 new NITs located in the States of Sikkim, Arunachal Pradesh, Manipur, Nagaland, Meghalaya, Mizoram, Uttarakhand, Delhi, Goa and Pondicherry as Institutions of National Importance.

   (ii) To strengthen existing transitional provisions of the NIT Act, 2007.

   (iii) To give representation to nearby premier Central Institution in the Board of Governors of NITs.

   (iv) To amend the procedure for appointment of Deputy Director in NITs; and

   (v) To incorporate Indian Institutes of Science Education and Research(IISERs) in the NIT Act by making suitable provision in the NITSER Act, 2007.

The NIT (Amendment) Act, 2012 received assent of the President of India on the 7th June, 2012 and since then the 10 new NITs and five IISERs are functioning under the ambit of the NIT Act, 2007.

xi) **Indian Institute of Information Technology Bill, 2013:** To ensure uniformity and autonomy in governance in respect of all the IIITs, as also to declare them as institutions of national importance a Bill, namely, Indian Institutes of Information Technology Bill, 2013 has been formulated and introduced in the Lok Sabha on 18.03.2013. The Bill will be a novel experiment as both the Central Government institutions and the institutions set up in partnership with the State Government and industry are sought to be covered under a single legislation. It recognises the need to develop new knowledge in information technology and to provide manpower of global standards for the information technology industry which would in turn contribute to the development of industries.

APEX LEVEL BODIES RESPONSIBLE FOR HIGHER EDUCATION UNDER MINISTRY OF HUMAN RESOURCE DEVELOPMENT

There are nine Apex Level Bodies (Regulatory Bodies/ Research Councils) under the Department of Higher Education which are responsible for higher education in India. These bodies can be broadly divided into two categories (i) Regulatory Bodies and (ii) Research Councils.

REGULATORY BODIES

There are four Regulatory Bodies to regulate higher education in India. Brief details of the same are given below:-

University Grants Commission (UGC):- The University Grants Commission (UGC), is a statutory organisation established by an Act of Parliament in 1956 for the promotion and coordination of University Education and for the determination of teaching, examination, research and extension in Universities and maintenance of standards. Apart from providing grants to universities and colleges, the Commission also advises the Central and State Governments on the measures necessary for development of higher education. It functions from New Delhi as well as through its six Regional Officers located in Hyderabad, Bangalore, Guwahati, Kolkata, Bhopal and Pune. The Commission has allocated the general plan budget of Rs.6351.15 crores for the year 2012-2013, which is distributed under the following eight broad sectors:-

(₹ in crores)

S. No.	Sectors*	Total
1.	Enhancing Aggregate Access	5182.12
2.	Equity	180.36
3.	Quality and Excellence	631.30
4.	Research Projects	230.16
5.	Relevance and Value Based Education	49.84
6.	ICT Integration	29.87
7.	Governance and Efficiency Improvement	46.50
8.	Others (New Schemes and Committed liability of X Plan)	1.00
	Total	**6351.15**

Note: Details of Sector-wise schemes/programmes of UGC are at Appendix-I.

All India Council for Technical Education (AICTE):- All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. The purview of AICTE (the Council) covers programmes of technical education including training and research in Engineering & Technology, Architecture & Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.

The details of the approved programs/institutions and intake for the year 2012-13 (up to November, 2012) is

summarized below:

Sl.No.	Programme	No of Institute	Intake
01	Engineering	3495	1761976
02	Management	2450	385008
03	Master of Computer Application	1241	100700
04	Pharmacy	1145	121652
05	Architecture	126	5996
06	Hotel Management & Catering Technology	105	8401
	GRAND TOTAL	**8562**	**2236743**

The Council has granted approval to 201 Institutions in the year of reporting and with an additional intake of 190132 in the various Technical/Management Courses. As provided in the Act the Council has a close watch over the erring institution and look corrective and punitive measures by conducting surprise visits up to 5% of the Approved Institutions as directed by the CVC, so that the norms and standards set by the AICTE are fully complied with and education standards is on par with other developed Countries. AICTE has also introduced Tuition Fee Waiver (TFW) scheme in all AICTE approved Technical Institutions offering Bachelors programs, Diploma & Post Diploma programs of three/four years duration. The institution shall provide Tuition Fee Waiver scheme upto 5% of its sanctioned intake of students. Apart from this, Council has also initiated various schemes to promote the technical education with a view to utilize optimum utilization of resources.

The Web portals of the AICTE and National Board of Accreditation (NBA) at URL://www.aicte-india.org and URL://www.nba-india.org respectively were launched. This initiative is part of the AICTE"s efforts to bring in transparency, accountability, efficiency and swiftness in its decision -making process. The portal will facilitate a citizen-friendly interactive mode with a responsive public grievance redressel mechanism. Some other significant initiatives taken by the AICTE.

Various Schemes and Grants released:- AICTE through Research & Institutional Faculty Development (RIFD) Bureau financial supports

technical institutions for growth in original research, industry interaction and imparts the zeal in the young teachers. To meet this huge mission, the Council has several schemes to attract all kinds of stakeholders. 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 Programmes, National Doctoral Fellowchip, AICTE-INAE Distinguished Visiting Professorship and Financial Assistance to Professional Societies/Bodies.

Quality Improvement Programme(QIP):- With the objective of upgrading the expertise, qualification and capabilities of the faculty members of degree level technical institutions, the Government of India launched the Quality Improvement Programme (QIP) in 1970. Which is now being implemented and monitored by the Council. Since 2001, QIP has also been extended to the teachers in approved polytechnic. The major activities under QIP include.

- Master's And Doctoral Degree Programems
- Short Term Programme
- Curriculum Development

Quality Improvement Programme(Poly):- For pursing M.E./M.Tech programmes in various disciplines, AICTE has extended the QIP Scheme to Polytechnic teachers under the scheme, QIP (Poly). The objective of the Scheme is to strengthen the capacity and competence of the faculty of polytechnics. The aim is also to imbibe in them a culture of research and better teaching capabilities. In this scheme, only sponsored teachers from AICTE approved polytechnics are eligible for admission to Master's Degree Programme. Under QIP (Poly) Scheme, AICTE further provides opportunities to polytechnic teachers for masters and Ph.D programmes in some selected technical institutions in the country.

Research Park:- Academic Institutes can be major resources in a company's innovation strategy. In the western countries, extensive collaboration between universities and industry and the ensuing transfer of scientific knowledge has been viewed as one of the

main contributors to the successful technological innovation and economic growth of the past few decades. Transfer of knowledge from universities to industry should be a primary policy at academic Institutions.

Innovation Propmotion Scheme (IPS):- The scheme provides financial assistance to institutions for organizing technical projects exhibition at state/UT level. The scheme intends to bring out practical talent among students by providing a forum for exhibiting their technical knowledge and innovations. This scheme also intends to exhibit this talent to industry in order to convert useful/innovative/commercially viable projects into products. This will also initiate interest in entrepreneurship activities or in registering for patents/IPR etc.

SC/ST Student Hostel Grant:- The Scheme aims to support Government/Government-aided engineering colleges for construction of girls/boys hostels for providing residential accommodation for students/ researchers belonging to SC/ST category.

Common Management Admission Test (CMAT) - 2012:- AICTE, in its mission to reduce the burden of students in attending to multiple examinations, launched the first national level Common Management Admission Test (CMAT)-2012 for facilitating institutions to select suitable students for admission in all management programs approved by AICTE for year 2012-13.

Distance Education Council (DEC) :- Distance Education Council (DEC) was established under Statute 28 of the IGNOU Act, 1985. DEC coordinates maintenance of standards in the Open and Distance Learning (ODL) system. In pursuance of its objectives, DEC has launched many initiatives for determination of standards in the system and provide financial, academic and technical support to the 13 State Open Universities and over 200 Directorates attached to conventional universities and Private/Autonomous Institutes, referred as Distance Education Institutions (DEIs). It is the general duty of the DEC to take all such steps as are necessary for the promotion of the Open University/Distance Education Systems, its coordinated development, and the determination of its

standards. DEC also strives to develop a network of open universities/distance education institutions in the country in consultation with the State Governments, universities, and other concerned agencies; to identify priority areas in which distance education programmes should be organized and to provide such support as may be considered necessary for organizing such programmes etc.

At present, because of the surge in the number of Open & Distance Learning (ODL) institutions and lack of adequate resources-human, technical as well as infrastructural, with the DEC, it is unable to cope up with increasing demand for efficient and effective regulation. The legal authority of DEC, a body created by Statute of IGNOU, to regulate the Open and Distance Learning system is also under challenge in the Court of law on the ground of conflict of interest, ODL programmes in Technical and Professional fields suffer from duality of control. This situation has been exploited to the detriment of learners by those institutions which have entered the ODL system with a commercial motive. In the backdrop of this, the Government had set up a Committee to suggest measures to regulate the standards of education imparted through the Distance Mode with Prof. N R Madhava Menon as Chairman. The Committee has submitted its report to the Government wherein they have suggested, inter alia, the need to create opportunities for higher education including technical and professional education through ODL system but there should be an effective system of quality assurance with programme-specific benchmarks. The Committee has also recommended measures for providing learner support services inter alia, through use of ICT, equivalence of degree, curbing commercialization of Distance Education System, creation of an independent regulatory body by the name Distance Education Council of India (DECI). The Report of the Committee has been accepted, in principle, except creation of an independent regulator due to the pendency of the Higher Education and Research Bill before the Parliament which proposes to subsume all the existing regulators of the Higher education domain. On the basis of resolutions of the DEC and the Board of Management of the IGNOU, the approval of Visitor has been obtained to repeal the

Statute 28 and to dissolve the DEC under the IGNOU. On dissolution of DEC, the UGC and the AICTE would perform the role of regulators for the ODL system in respect of general higher education and technical education respectively.

Council of Architecture (CoA):- 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, which came into force on 1st September, 1972. The Act provides for registration of Architects and matter connected therewith. The COA is consulted before architectural qualification is notified as recognized under the Act by the Central Government. The Council has prescribed the minimum standards of architectural education required for granting recognized qualifications by notifying Council of Architecture's Minimum Standards of Architectural Education Regulations, 1983 with prior approval of the Central Government. The Central Government, in exercise of its power as conferred in section 44 of the Architects Act, 1972, made rules, namely COA Rules 1973, published in the Extra Ordinary Gazette of India Part II, section 3, sub section (i) on 20.02.1973. These rules have been amended in the past. The Council of Architecture Rules 1973, has recently been amended by notifying the Council of Architecture(Amendment) Rules, 2009 on 1st July, 2009.

RESEARCH COUNCILS

The details of five Research Councils in various branches of higher education are given below:-

Indian Council of Historical Research (ICHR):- Indian Council of Historical Research (ICHR) was established by the Government of India, in 1972, as an autonomous body to encourage objective and scientific research in various aspects of history. The primary objective of the Council is to give a proper direction to historical research, encourage and foster 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.

Indian Council of Social Science Research (ICSSR), New Delhi:- Indian Council of Social Science Research (ICSSR) New Delhi, was set up in 1969 by the Government of India. Its primary objective is to promote research in social sciences and to facilitate its utilization by the concerned stake holders, to the State Government coordinates and develops skills to undertake research in social and development to 25 research institutes and six Regional Centres engaged in social science research, enter into international collaborations for bilateral research projects, study grants, publication grants and documentation and library services. The Council promotes research especially among various social groups such as Scheduled Castes, Scheduled Tribes, physically challenged, women and North-East regions.

Indian Council of Philosophical Research (ICPR):- Indian Council of Philosophical Research was set up by the Government of India in March 1977 and registered as a society. The aims and objectives of the Council are 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.

Centre for Studies in Civilizations (CSC) [For implementation of Project of History of Indian Science, Philosophy and Culture (PHISPC)]:- The Project of History of Indian Science, Philosophy and Culture (PHISPC) was launched in the year 1990 under the aegis of Indian Council of Philosophical Research (ICPR) with the basic aim of undertaking comprehensive research project for inter-disciplinary study of History of Indian Science, Philosophy and Culture 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, this project was made independent from the ICPR and was funded by the Government through CSC.

National Council of Rural Institutes (NCRI), Hyderabad:- National Council of Rural Institutes (NCRI), Hyderabad, an autonomous body, was established in 1995 for promotion of rural higher

education based on Gandhian philosophy. NCRI harnesses the potential of rural people, develops their innate skills and catalyses the efforts of various Rural Institutes (RIs) and organisations run by Gandhian activists so that the indigenous arts, crafts and farming systems get a fillip in rejuvenation of self-reliant villages.

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 aims 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 Social Sciences, Science, Technology and Development; Methodologies and Techniques.

PROGRAMMES/SCHEMES

Establishment of New Model Degree Colleges in Educationally Backward Districts: A new scheme has been introduced to provide central financial assistance for establishment of a Model Degree College in each of the identified 374 Educationally Backward Districts (EBDs) where Gross Enrolment Ratio (GER) for higher education is less than the national (GER). The main objective of the scheme is to enhance the access to degree courses in EBDs of the country, so as to achieve expansion in higher education with inclusion, equity and quality. Essentially, the scheme is a motivational one for State Governments to uplift under-served districts educationally by providing appropriate financial assistance. The status of the proposals received from various State Governments under this scheme is at Appendix-II.

Central Scheme to provide full interest subsidy on Education Loan:- A Central Sector Scheme of Interest Subsidy on Educational Loans has been launched. Under the Scheme full interest subsidy is provided during the period of moratorium (i.e. duration of a recognised professional course plus 1 year, or 6 months after employment – whichever is earlier) on educational loans availed by all students belonging to economically weaker sections (with parental family income from all sources, less than Rs. 4.5 lakh annually) from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association(IBA).

The interest subsidy shall be linked with the existing Educational Loan Scheme of IBA and restricted to students enrolled in recognised professional courses (after Class XII) in India in Educational Institutions established by Acts of Parliament, other Institutions recognized by the concerned Statutory Bodies, Indian Institutes of Management (IIMs) and other institutions set up by the Central Government. The scheme is effective from the academic year 2009-10. It is based solely on income criteria and not social background. The detailed Scheme is available on MHRD website www.mhrd.gov.in. Recently, it has been decided that the Scheme is applicable also to co-operative banks which are listed in Schedule II of Reserve Bank Act, 1934.

Technical Education Quality Improvement Programme (TEQIP) Phase – II.

Based on the achievements made during TEQIP Phase-I, TEQIP Phase-II is being implemented as a Centrally Sponsored Scheme(CSS) with the assistance of the World Bank at a total cost of Rs. 2430 crore. Out of the total cost of the scheme, the Central contribution will be ₹ 1895.50 crore. Out of which ₹ 1395.50 will be reimbursed by the World Bank. The State share will be ₹ 518.50 crore and the Share of Private unaided institutions will be ₹ 16 crore. The funding pattern will

be 75:25 between the Centre and the participating States and for North Eastern States & Special States it will be 90:10. Basically it will cover the following two components.

The TEQIP-II project is for the duration of 4 years covering about 200 institutions based on competitive funding to be selected as under:-

Subcomponent	Government and Government aided institutions	Private Unaided Institutions	Total number of Institutions
Subcomponent 1.1	100	25	125
Subcomponent 1.2	60	15	75
Total	160	40	200

A total of 187 institutions have been selected under Sub-component 1.1 & Sub-component 1.2, detailed as under:-

Subcomponent	Government and Government aided institutions	Private Unaided Institutions	Total number of Institutions
Subcomponent 1.1	89	25	114
Subcomponent 1.2	59	14	73
Total	148	39	187

An amount of ₹ 188.69 crore has been released as central fund to 187 selected institutions during the year 2012-13.

Sub-Mission on Polytechnics under Coordinated Action for Skill Development:- In pursuance of Hon'ble Prime Minister's Independence Day speech on 15th August 2007, announcing the launch of a Mission on Vocational Education and Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub-Missions including one on Polytechnics. The Sub-Mission on Polytechnics under coordinated action for Skill Development as approved by Cabinet is having the following components:-

(a)   Setting up of New Polytechnics

(b)   Strengthening of existing Polytechnics

(c)   Construction of Women's Hostels in Polytechnics

(d)   Scheme of Community Development through Polytechnics (CDTP)

(a)   **Setting up of New Polytechnics:-** Under this component, Government of India provides financial assistance to the State/UT Governments, limited to ₹ 12.30 crores per polytechnic to meet the costs of establishing a Polytechnic in the unserved Districts i.e. which do not have any Government Polytechnic and also underserved districts, subject to the respective State/UT Governments providing land free of cost, meeting 100% recurring expenditure and also non-recurring expenditure beyond ₹ 12.30 crores, if any. Out of 300 unserved/underserved districts to be provided financial assistance of ₹ 12.30 crores, 287 Districts have been provided partial financial assistance of ₹ 2018.59 crores till 31.03.2013.

(b)   **Strengthening of existing Polytechnics:-** Under this scheme, financial assistance is provided by Government of India to upgrade infrastructure facilities of 500 existing diploma level public funded polytechnics by (i) providing financial assistance for modern equipment and replacement of obsolete equipments, (ii) providing modern facilities for application of IT in teaching, learning and testing processes and (iii) introduction of new diploma courses. The Scheme provides financial assistance to 500 polytechnics, subject to a maximum of ₹ 2 crores per Polytechnics. 500 Polytechnics have been provided partial financial assistance of ₹ 332.10 crores under the Scheme till 31.03.2013.

(c)   **Construction of Women's Hostels in Polytechnics:-** In order to enhance women enrolment in polytechnic education, the Scheme of Construction of Women's Hostels envisages a one time financial assistance subject to a maximum of ₹ 1.00 crore for each polytechnic, to be provided to 500 existing AICTE approved Government/Government aided Polytechnics, for the construction of women's hostel in polytechnics. 499 Polytechnics have been provided partial financial assistance of ₹ 282.10 crores under the Scheme till 31.03.2013 for construction of Women's Hostels at these Polytechnics.

(d) Scheme of Community Development through Polytechnics (CDTP):- The Scheme of Community Development through Polytechnics (CDTP), aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self/wage employment. Duration of training usually ranges from three to six months. These courses will be offered by the Polytechnics in its premises, as well as through extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification. 518 Polytechnics have been provided financial assistance of ₹ 166.74 crores to implement the Scheme till 31.03.2013.

Setting up 20 new IIITs on Public Private Partnership (PPP) basis:- To address the challenges faced by the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development (MHRD), Government of India intends to establish twenty Indian Institutes of Information Technology (IIIT), on a Not-for-profit Public Private Partnership (N-PPP) basis as approved by the Cabinet on 7.12.2010. The partners in setting up the IIITs would be the MHRD, Governments of the respective States where each IIIT will be established, and the industry. (Has been provided flexibility to bring in one or more industry partners which could be

Central and State Public Sector Undertaking). The capital cost of each IIIT is ₹ 128.00 crore to be contributed in the ratio of 50:35:15 by the Central Government, the State Government and the industry respectively. In the North-Eastern states, the industry participation for capital expenditure will be kept at 7.5% and Central Government participation at 57.50% while State Governments' at 35%. In addition, ₹ 50.00 crore for faculty development programme will be provided by the Central Government. During the first four years of setting up each IIIT, the Central Government will provide assistance towards recurring expenditure to the extent of ₹ 10 crore year wise requirement of which will vary depending on growth of the institutes and requirement of funds. Each IIIT will meet its entire operating expenditure on its own within 5 years of commencement out of students fees, research and other internal accruals. The project is targeted to be completed in a phased manner in nine years. The concerned State Government will provide 50-100 acres of land, free of cost. The IIITs may, initially, be registered as Societies under the Societies Registration Act 1860. A tripartite MoU document spelling out the role and responsibilities of private partners vis-à-vis that of State Government and Central Government will be put in place.

In this regard, this Ministry had invited proposals from all the State Governments for setting up of the 20 IIITs. So far 20 State Governments have identified land - Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, West Bengal, Uttar Pradesh, Goa and Andhra Pradesh. The proposals of ten States namely Assam, Tripura, Rajasthan, Madhya Pradesh, Kerala, Tamil Nadu, Himachal Pradesh, Andhra Pradesh, Gujarat and Haryana for setting of IIIT in the PPP mode has been approved by the Ministry. The MoU of IIIT-Kota (Rajasthan), IIIT-Tripura. IIIT Vadodara, Gujarat and IIIT-Guwahati (Assam) have been signed. The MoA of IIIT-Kota (Rajasthan) and IIIT Guwahati (Assam) have been signed and an amount of ₹ 3.75 crore has been released for establishment of IIIT-Kota during the Financial Year 2012-13. Site Selection Committee has visited the site identified by the State Government of Assam,

Tripura, Rajasthan, Madhya Pradesh, Kerala, Tamil Nadu, Himachal Pradesh, Gujarat, Andhra Pradesh and approval of the SSC has been conveyed to the State Government of Assam, Tripura, Tamil Nadu, Kerala and Rajasthan. The State Government of Bihar, Chhattisgarh, Jharkhand, Maharashtra, Orissa, Punjab, Goa, Karnataka, Uttar Pradesh and West Bengal are yet to furnish the Detailed Project Report alongwith the details regarding finalised Industry Partner, financial contribution of each Industry Partner, etc.

National Scheme of Apprenticeship Training:- The National Scheme of Apprenticeship Training is implemented through four Regional Boards of Apprenticeship/Practical (BOATs/BOPT) at Mumbai, Kolkata, Kanpur & Chennai. 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 four Regional BOATs/BOPT which are fully funded autonomous organizations of MHRD have been entrusted with the responsibility to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time in their respective regions.

The basic objective of the Scheme is to fulfill/match, any gap, in so far practical/hands on experience of fresh Graduate Engineers, Diploma holders and 10+2. Vocational pass-outs and also to enhance their technical skills for making their suitability in job absorption as per the needs of the Industry.

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 stipends for Engineering Graduate, Technicians and 10+2 Vocational pass-outs are ₹ 3560/-, ₹ 2530/-, and ₹ 1970/- 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 on they claim 50% reimbursement from Central Government through respective BOATs/BOPT.

Scheme of Community Colleges:- The Government has decided to set up 200 Community Colleges in States and UTs, as there is a huge demand-supply mismatch for skilled workforce in the country. The Community colleges are being designed within the overall framework of National Vocational Education Qualification Framework (NVEQF). The Scheme of Community College was discussed in the State Education Ministers' Conference held in New Delhi in February, 2012. The Conference supported the idea and desired a concept of the Scheme to be prepared and placed before the forum. Accordingly, a Committee of nine State Education Ministers was constituted, which was headed by the Education Minister of Madhya Pradesh. The report of the Committee was placed before the Conference of State Education Ministers in June 2012 which endorsed its recommendations. The Committee recommended for setting up of 200 such institutions on pilot basis. The report emphasized very close participation of industry, including business and service sector in the development of curricula, training of teachers, supply of adjunct faculty and provide hands-on practical training and would evaluate the learners. The colleges would have short-duration to degree level courses on credit-based modules with the provision for horizontal and vertical mobility. The expenditure on establishing these community colleges would be on sharing basis, between Centre and the State/ UT concerned in the proportion of 90:10 at pilot stage. Besides holding 8 regional and national level sensitisation meetings, a 2-day international conference was organised in February, 2013 at New Delhi to provide an opportunity of national as well as international exposure to the implementers of the Scheme. In this conference, managers and senior officials of community colleges and industries from Australia, Canada, Germany, New Zealand, UK and USA participated. The conference also provided Indian participants to network with the foreign community colleges/institutions for collaboration. About 500 participants including 94 foreigners attended the International Conference.

The Minister of State for Human Resource Development, Dr. Shashi Tharoor addressing the International Conference on Community Colleges, in New Delhi on February 06, 2013.

All India Survey on Higher Education:- All India Survey on Higher Education (AISHE) was initiated last year to build a robust database to assess the correct picture of Higher Education in the country. The first provisional report (based on data collected upto 31st July, 2012) has been released, which identifies and captures various aspects of all the institutions of Higher Education in the country. The survey compiles and manages statistics directly online from respondent institutions. The report presents data on a large number of parameters across Universities, Colleges and Stand alone Institutions, in all sectors of higher education, for the first time. While the Survey is an ambitious step towards gathering relevant statistics that could guide Governments of States and the Central Government in devising future policies, the Provisional Report holds an immediate significance of creating awareness of the present status of out Higher Education system and its growth till date.

As per the provisional report, Estimated students enrolment in India comes out to 26.65 million and Gross Enrolment Ratio (GER) at All India level is 18.8 (Male – 20.9, Female – 16.5). Some of the other findings of the survey are as given below:

- Percentage of students in total students enrolment are 10.2, 4.4 and 27.1 for SC, ST and OBC categories respectively.

- Percentage of staff in total teaching staff are 7.4, 2.9 and 23.3 for SC, ST and OBC categories respectively.

- Among responding colleges, percentage of private unaided colleges account for 57%, whereas such colleges have only 38% of total enrolment.

- Out of total enrolment reported, enrolment under distance mode of education constitutes about 17%.

CENTRALLY FUNDED EDUCATIONAL INSTITUTIONS

Education is in the 'Concurrent list' of the Constitution (7th Schedule) which gives Legislative Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions. Central Government is responsible for major policy formulation for coordination and determination of standards in higher education. Accordingly, to maintain uniformity in Higher Education all over the country and also to take care of unserved areas, a number of centrally funded Institutions have been set up. Some such Institutions have also been set up to take care of area/sector specific requirements.

The Centrally funded Institutions are (i) Central Universities; (ii) Deemed to be Universities; (iii) Technical Institutions; (iv) Management Institutions; (v) Information Technology Institutions; (vi) Science & Research Councils; (vii) Planning & Architecture Institutions; (viii) Training Institutions (ix) Planning & Consultancy Institutions; (x) Region/Sector Specific Institutions. These Institutions have been set up by/under (i) Parliament of India (ii) Section 3 of UGC Act, 1956 and (iii) Societies Registration Act, 1860. It is stated that these Institutions have Under Graduate, Post Graduate, Doctorate and Research courses of various branches of higher education i.e. general/technical/management/ language/ humanity/ architecture/ Information Technology/ training etc.

Central Universities:- Central Universities are autonomous bodies established with a view to create and disseminate knowledge by providing research and instructional facilities, by promoting inter disciplinary studies, and innovation in teaching – learning process. It is envisaged that these Universities would exhibit themselves as centres of excellence and play a catalytic role in the all round development of the society in
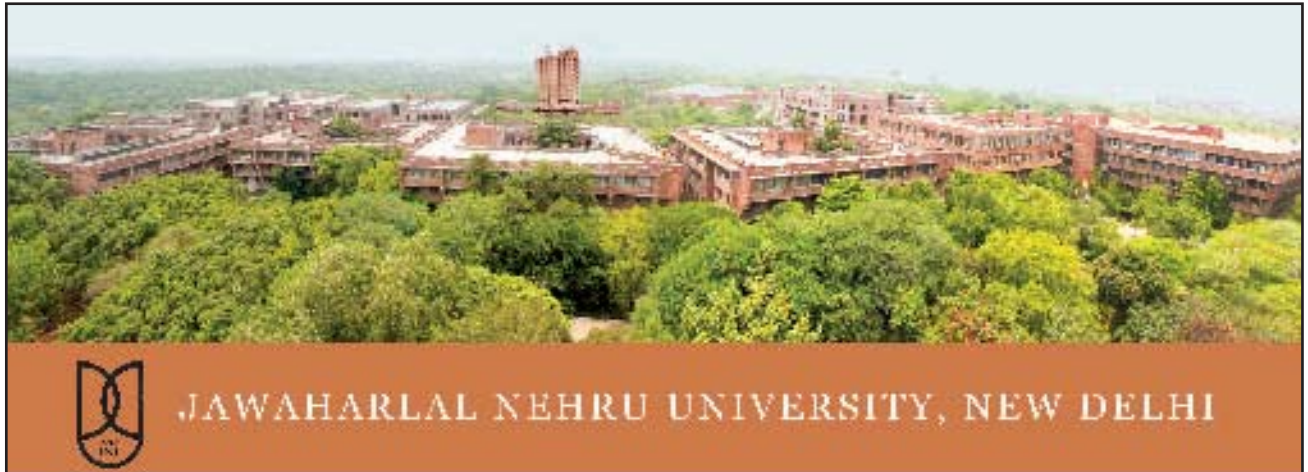
JAWAHARLAL NEHRU UNIVERSITY, NEW DELHI

general and the academic institutions around it. The Central Universities are governed by their respective Act and Statutes and Ordinances framed thereunder. There are at present 40 Central Universities fully funded by MHRD, 39 of them are funded through the UGC, while IGNOU is funded directly by the Ministry.

Institutions Deemed to be Universities:- An Institutions of Higher Education other than a University, working with very high standard in specific area of study, can be declared by the Central Government (on the advice of the UGC) as on Institutions Deemed to be University. Institutions deemed to be universities enjoy the academic status and privilege of universities, as such some of the Deemed to be Universities are funded by UGC and some are privately managed.

Technical Institutions:- There are three types of technical Institutions to cater to the needs of technical education. The Indian Institutes of Technology(IITs) were set up to train scientist and engineers, with the aim to develop a skilled workforce to support the economic and social development of the country. Secondly, National Institute of Technology (NITs), formerly known as Regional Engineering Colleges

(RECs) were set up to promote regional diversity and multi-cultural understanding in India. Thirdly, Polytechnics which have been set up to offer diploma courses.

Management Institutions:- To provide management education and to assist the industry through research and consulting services, the Indian Institutes of Management (IIMs) have been set up. The IIMs offer Post Graduate Diploma programme, fellowship programme in Management and other short-term courses.

Information Technology Institutions:- To meet the demand of high skilled professional in IT Sector, for centrally funded Indian Institute of Information Technology (IIITs) have been set up in Gwalior(1998), Allahabad (1999), Jabalpur (2005) and Kancheepuram (2007). Further, the steps are being taken to set up Technical Institutes at various levels on Public Private Partnership (PPP) mode. Presently, the proposals of seven States namely, Assam, Himachal Pradesh, Kerala, Madhya Pradesh, Tamil Nadu, Tripura and Rajasthan for setting of IIIT in the PPP mode have been approved by the Ministry. The State Government of Karnataka and Gujarat are in the process of finalizing the proposed industry partners.

Science & Research Councils:- To promote education and research in the sciences, a group of premier Institutes namely, The Indian Institutes of Science Education and Research(IISER) and Indian Institute of Science have been set up. At present, there are five IISERs and one IISc in operation.

Planning & Architecture Institutions:- To take care of needs of Planning and Architecture in India, the Schools of Planning & Architecture have also been set up.

Training Institutions:- To develop Technical Education system with focus on Polytechnic Education, the National Institute of Technical Teachers' Training Institutes (NITTTR) have been set up. The primary activity of these Institutions is to offer long term training to develop teacher for Polytechnics through Diploma in Technical Teaching programme of 2½ years duration of Diploma holders serving in polytechnics. NUEPA also takes care of training requirements and provides training and consultancy services in the areas related to educational planning & administration.

Planning & Consultancy Institutions:- To take care of planning and consultancy services, there are two Organizations under MHRD. The first one is "The National University of Educational Planning and Administration" (NUEPA). The objectives of NUEPA are to undertake, promote and coordinate research in education planning administration and also to provide training and consultancy services in the areas related to educational planning & administration. Secondly, "Educational Consultations of India Limited (EdCIL) was set up to offer consultancy and technical services in different areas of Education and Human Resource Development in the country and on global basis. Lately, EdCIL has diversified into other areas of Social Sectors(Health, Agriculture, rural Development etc.)

Area/Sector specific Institutions:- For human resource development, the area/sector specific Institutions have been set up. These Institutions have innovative approach which promote the flexibility in terms of entry & exit. Presently, there are following such institutions in the area of higher education:-

(a) **Indian School of Mines (ISM), Dhanbad:-** The Indian School of Mines, Dhanbad was established in 1926 for providing instructions and research in mining and allied fields. In 1967, ISM was converted into an autonomous Institutions as Deemed to be University. Indian School of Mines also offers Executive Development programmes catering to the needs of mining, mineral, oil, steel, engineering, manufacturing sectors and emerging science & technology areas. In addition, the faculty members and research scholars of ISM undertake research in frontier areas of Science and Technology, and executes a large number of consultancy projects for solving real life problems of different industries.

(b) **Sant Longowal Institute of Engineering and Technology, (SLIET):-** 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, 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 programme in the year 1993. The Post Graduate Courses in four disciplines commenced in the year 2003. 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 to be University Status during the year 2007-08. The institute has initiated steps for providing special scholarship to Girls students and tuition fee waiver. A total of 10% over and above the sanctioned seats is provided to NRI students in accordance with latest guidelines of Government of India.

(c) **North Eastern Regional Institute of Science and Technology (NERIST):-** The North Eastern Regional Institute of Science and

Technology (NERIST), Itanagar, Arunachal Pradesh was established in the year 1986 to generate skilled manpower in the field of Engineering and Technology as well as applied science streams for the development of the North Eastern Region and is fully funded by the Govt. of India. The Institute aims at creation of skilled manpower in North Eastern Region through its innovative modular courses being taught in various disciplines of Science & Technology. The Institute also undertakes extension programmes and field outreach activities to contribute to the development of the society. The eight sister states of North Eastern Region i.e. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura & 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 Certificate (PRC) of these eight states on purely 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.

(d) **Central Institute of Technology (CIT), Kokrajhar, Assam:-** The Central Institute of Technology (CIT), Kokrajhar, Assam was established in the year 2006 as an Autonomous Institution of the Central government in accordance with Memorandum of settlement signed between Government of India, State Government of Assam and Bodo Liberation Tigers (BLT) on 10th Feb. 2003.The primary basic objective of setting up of this Institution is for up-liftment of bodo people of the area besides generation of skilled manpower for North Eastern Region as well as for other Regions in the country.

(e) **National Institute of Industrial Engineering (NITIE), Mumbai:-** National Institute of Industrial Engineering(NITIE), Mumbai is a Centrally Funded Autonomous Organization registered under Societies

Registration Act, 1860. The Institute governed by a Board of Governors comprising of eminent personalities from the Government, Industry and Academic. Since its inception, the National Institute of Industrial Engineering(NITIE) has been providing solutions to the complex problems of industry and business.

(f) **National Institute of Foundry & Forge Technology (NIFFT), Ranchi:-** National Institute of Foundry and Forge Technology (NIFFT) was set up in the year 1966 by the Govt. of India in collaboration with UNDP, UNESCO to provide quality engineers and well trained specialist for running Manufacturing, Metallurgical, Foundry and Forge industries efficiently. NIFFT has earned a reputation as a leading Institute for imparting technical education. The Institute has also been conducting industrial research, design and development work in the relevant areas and providing consultancy and documentation services to the industries. With the globalization of the market and increase in competitiveness in the industries, NIFFT has also broadened its objective time and again to adapt to the dynamics of the present situation. NIFFT is an autonomous body, fully funded by Govt. of India and registered as a society under the societies Registration Act, 1860. The management of the institute is vested with Board of Governors with Chairman at its apex and members representing MHRD, AICTE, Technical and R&D institutions and the host of other eminent personalities from Public and Private enterprises.

(g) **Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal:-** Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal was established in 2008 by Ministry of Human Resource Development, Govt. of India. The Institute was established, with the objective to create a multi-layered inter disciplinary and inter-sectoral efficient professional technical manpower to act as an international podium for

the development and transfer of technical competence in academics. The Institute's main objectives are (i) to offer flexible, modular, credit based multi-point entry programs in engineering and technology; (ii) to promote self employment in all programmes by introducing an element of entrepreneurship, providing guidance and counselling services to help students to take up self-employment ventures; (iii) to offer Non -formal programme in different areas of technology to strengthen the scope of institutional program; (iv) to provide technical education facilities for women, school dropouts and other disadvantaged sections of society through specially designed courses; (v) to offer continuing education programme for working personnel from industries at different levels to meet the requirements of large, medium and large industries; and (vi) to offer bridge courses for lateral entry in all programme and for moving from one level of course to another level.

(h) **Assistance to 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 educational need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with 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 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 lacs to the seconded faculty every year. The Ministry has deputed 8 candidates each for August 2012 and January 2013 terms. In

addition, the Government of India also provides funds to AIT to the tune of Rs. 3 lacs for purchase of Indian equipment, books and journals every year.

Assistance to 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 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member Countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host Government for twelve years. In 1986, CPSC moved to manila, Philippines. The Colombo Plan Staff College is a unique organization, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia-Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

Institutions of National Importance: An Institute of National Importance, in India, is defined as one which serves as a pivotal player in developing highly skilled personnel within the specified region of the country/state. Only a few chosen institutes make it to this coveted list and are usually supported by the Government of India or even international institutes to develop centers of excellence in research, academics, and other such elite schools of education. Under the Department of Higher Education, some of the existing Institutions(i.e. IITs/NITs/Universities/Institutions) have been declared Institutions of National Importance.

The name with web-site of above Institutions/ Organizations are at **Appendix-III**. A table containing number of above referred Institutions is

given below.

(i) Central Universities	44*
(ii) Deemed University	130
(iii) Technical Institutions	16-- Indian Institutes of Technology(IITs) 30--National Institutes of Technology(NIT)
(iv) Management Institutions	13--Indian Institutes of Management
(v) Information Technology Institutions	4--Indian Institutes of Information Technology(IIIT)
(vi) Science & Research Councils	5--Indian Institutes of Science Education and Research (IISER) 1-- Indian Institute of Science(IISc)
(vii) Planning & Architecture Institutions	3 – School of Planning & Architecture
(viii) Training Institutions	4--National Institutes of Technical Teachers' Training & Research (NITTTR)
(ix) Planning & Consultancy Institutions	1-NUEPA & 1- EdCIL
(x) Area/Sector specific Institutions	7 [1-Indian School of Mines (ISM), Dhanbad; 1-Sant Longowal Institute of Engineering and Technology; 1-North Eastern Regional Institute of Science & Technology(NERIST), Itanagar; 1-Central Institute of Technology(CIT), Kokrajhar; 1-National Institute of Industrial Engineering (NITIE), Mumbai and National Institute of Foundary & Forge Technology(NIFFT), 1-Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal
(xi) Institutions of National Importance	33** [7 IITs, 20 NITs, 5 Universities and 1-Hindi Institution]

*Of which, 39 are being given maintenance and development grant by MHRD through UGC. The IGNOU, New Delhi, the Central Agricultural University, Imphal and the Indian Maritime University, Chennai are being funded by MHRD, Ministry of Agriculture and the Ministry of Shipping and Transport respectively. The funding for South Asian and Nalanda Universities is being made by the Ministry of External Affairs.
**These Institutions are included amongst the existing IITs/NITs/Universities/Institutions.

OPEN & DISTANCE LEARNING

The National Policy on Education(NPE) speaks about Open University and Distance Learning to augment opportunities for higher education, as an instrument of democratising education and to make it a lifelong process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream. In order to provide quality education through Open and Distance Learning system, the following institutional arrangement is in place:-

OPEN UNIVERSITIES

Indira Gandhi National Open University: Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities to (i) enhance access and equity to higher education through distance mode and (ii)

promote, coordinate and determine standards in open learning and distance education systems. The University aims at empowering the disadvantaged and marginalised persons through appropriate education and skills for their gainful employment and opportunities for life long learning, thereby promotes inclusive national growth within the objectives of the University.

To meet its objectives, the University, other than its main campus, has 67 Regional Centres spread across the country. The University has a staff support of 575 teachers/academics, 2458 technical/administrative staff and 51,200 academic counselors. About 27 lakh students are enrolled in its various programmes.

At present IGNOU offers 489 academic programmes of which 27 are being offered through the online mode. Academic programmes are being offered at doctorate, masters, bachelors, diploma and certificate levels through 21 Schools of Studies. The university has also launched 111 new academic programmes in areas of consumer protection, disaster management, environment, child development, participatory forest management, participatory planning, resettlement and rehabilitation, teacher education food and nutrition, continuing medical and health education, HIV/AIDs and rural development to meet emerging needs of the job market.

State Open Universities (SOUs) : There are 13 State Open Universities (SOUs) in the country at present offering programmes in diverse disciplines. The jurisdiction of the SOUs offering programmes in the distance mode is limited to the respective States. Besides receiving financial assistance from the State Governments, the SOUs are also provided grants by the Central Government through Distance Education Council (DEC) for their overall development that includes Development of Course Materials, Applications of New Technology, Computerization, Library, Research and Development, Quality Assurance Measures, Networking of DE System, Development of Infrastructure etc.

Distance Education in Conventional Universities: At present there are over 200 Directorates of Distance Education located in conventional universities, including institutions deemed to be universities (both public sponsored and privately managed) which have recognition from DEC for offering ODL programmes.

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 Canadian Dollars (₹ 250 lakh) towards establishment of 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 third major donor after United Kingdom and Canada. India made a contribution of ₹ 5.00 crore to COL during the financial year 2012-13. Out of this 50% of the contribution i.e. ₹ 2.50 crore was made in Indian Rupees and the remaining amount (₹ 2.50 crore) was paid in Canadian dollar. India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education. COL has focused its attention on activities in the instructional materials, telecommunication technology, training and information service. COL has located its Educational Media Center for Asia (CEMCA) in India and Joint Secretary in charge of Distance Learning is a member on the Advisory Council of CEMCA.

SCHOLARSHIPS

Education, success and nation building go hand-in-hand. But if a deserving students is denied the opportunity to get higher education just for want of funds, one cannot measure what is lost by the Nation. Many a talented and budding teachers, scientists, artists, or entrepreneurs can be denied the opportunity to reach their full potential if they are not given access to suitable scholarships, which act as a boon and provide an incentive for higher studies to such students.

Ministry of Human Resource Development views various Scholarships offered for higher education as an investment for building the future of the society and the students - particularly those belonging to the weaker sections of the society, who are unable to further their education for financial reasons. A variety of scholarships – merit-based, need-based, student-specific, career-specific and college-specific are offered by MHRD. These include National as well as External Scholarships to the needy students.

The National Scholarships of the Ministry offered in 2012-13 are:-

i) Central Scheme of Scholarships for College and University Students

ii) Scheme for Scholarship to Students From Non –Hindi Speaking States for Post Matric Studies in Hindi

iii) Special Scholarship Scheme for Jammu & Kashmir

The External Scholarships offered in 2012-2013 through the Ministry are:-

i) Commonwealth Scholarships

ii) Countries that offer scholarships in India are – China, Korea, Israel, Japan, Czech, Slovak, New Zealand, Belgium, Italy, Mexico, Norway and Turkey.

iii) Agatha Harrison Memorial Fellowship

In addition all the above, the Ministry also runs the Central Scheme to provide Interest Subsidy (CSIS) on Educational Loans. The details of each of the above Scholarships Schemes offered/administered by MHRD in 2012-13 are given below.

National Scholarship

Central Scheme of Scholarship for College and University Students :- The objective of the scheme is to provide financial assistance to meritorious students from poor families 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/post-graduate 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. 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 who are above 80th percentile of successful candidates in the relevant stream for a particular Board of Examination, in class XII of 10+2 pattern or equivalent and having family income of less than Rs. 4.5 lakhs per annum, pursuing regular courses (not correspondence or distance mode) from recognised educational institutions and not availing of any other scholarship scheme, would be eligible for consideration under this Scheme. This is applicable to all categories of students both 'general' and 'reserved'. The scholarship amount for the first 3 years is @ ₹ 1,000/- p.m. for 10 months in a year and thereafter @ ₹ 2000/- p.m. for 10 months in a year. This is subject to annual renewal on the basis of stringent criteria. The achievement under this scheme are given below:-

- The scholarships were disbursed to the students through their bank accounts.

- The number of awardees has increased in the populous States of Bihar and Uttar Pradesh, after the revision of the eligibility criteria.

- The scheme has entered the fifth year of its operation and scholarships will now be awarded to students pursuing post-graduate studies.

Number of Scholarships to States/UTs under the scheme of Scholarship to University/College Students is at **Appendix IV**.

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 ₹ 300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Government /UT Administrations.

Special Scholarship Scheme for Jammu & Kashmir:- An Expert Group was set up by the Prime Minister in the context of enhancing employment opportunity in J&K and to formulate job plan involving the public and private sector. Among key recommendations of the Expert Group, one is offering 5000 scholarships, per annum, over the next five years, to encourage the youth of J&K to pursue higher studies outside the State of J&K. The scheme provides tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir who, after passing Class XII or equivalent examination, secure admission in Government colleges/institutes/other non-govt. institutes recognized by AICTE or UGC, or institutes created through an Act of the State Govt. located outside the State of Jammu & Kashmir. There will be reservation for SC,ST & OBC etc. as per norms of the State Government of J&K. This scheme is being implemented from 2011-12.

External Scholarship

The Ministry of Human Resource Development acts as a facilitator in the award of foreign scholarships to students & scholars from India to enable them to study abroad and enhance their knowledge of developments taking place abroad. The External Scholarship Division of this Ministry processes Scholarships offered by various countries under Cultural/ Educational Exchange Programmes, for Indian students to study in the respective countries at the level of Post Graduate/Ph.D/Post Doctoral/Research.

The Commonwealth Scholarship/Fellowships Plan covers a large number of disciplines, such as Remote Sensing Technology, Communication Engineering, Bio-Technology/Bio-Chemical Engineering, Robotics, Agronomy/Forestry, Social Science, Physical/Life Sciences, Management Studies, Environmental Studies Etc. For the academic Year 2012-13 Commonwealth Scholarship Commission in U.K. has awarded 22 Scholarships to Indian Nationals against 60 nominations sent by this Department.

The New Zealand Government offered Scholarships under Commonwealth Scholarship/Fellowship plan for the academic year 2012-13. The New Zealand Govt. has not provided any scholarship to Indian nationals against the three nomination sent by this Department.

From time to time the Government of India have entered into Cultural Exchange Programmes (CEP) or Educational Exchange Programmes (EEP) with foreign countries viz. Japan, China, Mexico, Israel, Norway, Belgium, Italy, Malaysia, Czech, Portugal and the Slovak Republic. Such Programmes among other things have provisions for scholarships to Indian students for study in their respective institutions. Candidates were nominated by ES Division to these countries for award of scholarships during the year 2012-13. 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. 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 £29347/- per annum is paid by the Government of India to the selected scholar placed at St. Anthony's College, Oxford (U.K.). The last Fellow joined the college in October 2012 for the academic year 2012-13. 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 setting of gaining

regular employment in USA. The Embassy of India/Consulates General of India (CGI) in the USA issues this certificate after obtaining clearance from the Ministry of Human Resource Development. ES Division issued 656 NORI Certificates till 10-12-2012.

During the reporting year, 60 Indian Nationals have availed scholarships till 11-12-2012 under various CEPs/EEPs and Commonwealth scholarship plan against 180 nominated. More numbers of awards are awaited from various countries. Details are given in the table below:-

Statement indicating details of Indian Scholars sent to different countries till 11-12-2012.

Sl. No	Country	2012-13		
		Nominated	Accepted By Donor Country	Utilized
1.	Israel	15	5	3
2.	Korea	3	3	2
3.	China	25	21	15
4.	Japan	52	23	18
5.	Belgium	7	3	2
6.	Italy	12	7	3
7.	Mexico	3	Nil	Nil
8.	UK	60	22	17
9.	New Zealand	3	Nil	Nil
	Grand Total	**180**	**84**	**60**

* * * * *

ADULT EDUCATION

ADULT EDUCATION

LITERACY PROFILE

With the planned interventions and sustained efforts, considerable progress has been made. Literacy rate in 2001 was 64.83 percent, which improved to 74.04 percent in 2011. Interestingly, literacy rate improved sharply among females by 11.8 percent points from 53.67 to 65.46 percent as compared to a rise of 6.9 percent points in case of males from 75.26 to 82.14 percent.
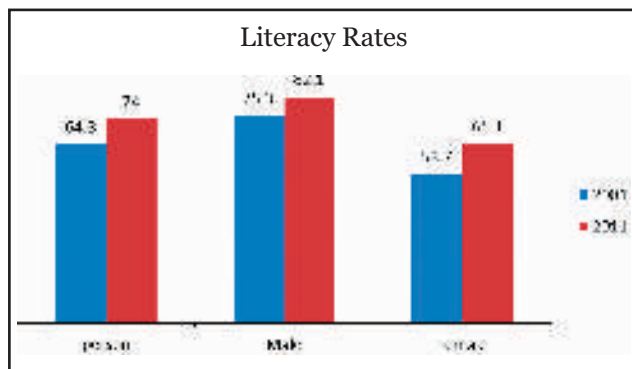
The literacy levels remain uneven across different States, districts, social groups and minorities. While some of the States have achieved higher literacy levels due to the launching of special literacy drives and community support, a few States are still lagging behind.

The literacy levels of Scheduled Castes and Scheduled Tribes have improved but the literacy levels of Muslim community are still quite low. The government has taken positive measures to reduce the disparities by focusing on the backward areas and focused groups.

Goal : The Goal of Adult Education is "to establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy"

NATIONAL LITERACY MISSION AUTHORITY

National Literacy Mission Authority (NLMA) has been set up as an independent and autonomous wing of the Department to promote literacy and adult education and to achieve the goals spelt out in the National Policy on Education. It is the operating and implementing organization at national level for all the activities

envisaged in National Literacy Mission and has to undertake such other activities for adult education as are considered appropriate. The diversified role of the Authority includes Policy and Planning of adult education, implementation of literacy and adult education programme, Monitoring, Research and Evaluation, Advocacy and Environment Building, Technology infusion, Capacity Building, International Cooperation and publications. To achieve the goal of Adult Education, the National Literacy Mission Authority is implementing two schemes, namely, Saakshar Bharat Mission and Support to Voluntary Agencies for Adult Education and Skill Development.

SAAKSHAR BHARAT

Saakshar Bharat (SB), the new variant of the National Literacy Mission, was launched by the Prime Minister, Dr. Manmohan Singh, on 8th September, 2009. Initially, the scheme was in operation till 31.3.2012, now Saakshar Bharat programme has been included in the XII Five Year Plan (2012-17). The financial parameters for 2012-13 were the same as in XI plan period.

Objectives: The Mission has four broad objectives, namely:

i) Impart functional literacy and numeracy to non-literate and non-numerate adults.

ii) Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system.

iii) Impart non and neo-literates relevant skill development programmes to improve their earning and living conditions.

iv) Promote a learning society by providing opportunities to neo-literate adults for continuing education.

Components: Components of the programme are (i) Lifelong education, (ii) Basic education through equivalency to formal education system, (iii) Vocational skill development and (iv) Functional literacy

Coverage : Saakshar Bharat is being implemented in a phased manner with optimum utilisation of financial resources. A district, including a new district carved out of an erstwhile district that had adult female literacy rate of 50 percent or below, as per 2001 census, is eligible for coverage under the Saakshar Bharat programme. In addition, all Left Wing Extremism Affected (LWEA) districts, irrespective of their literacy rate, are also eligible for coverage under the programme. Accordingly, 410 districts qualify for coverage, including 35 LWEA districts. 167 districts were covered during 2009-10. 115 districts were sanctioned during 2010-11 and another 90 districts were sanctioned during 2011-12. By March, 2012, the programme was sanctioned in 25 States and 1 UT covering about 1.61 lakh Gram Panchayats of 372 districts. During 2012-13, the programme was continued in these 372 districts.

**Interacting with Gujjars –
Nomadic Tribes, Himachal Pradesh**

Motivating Learners at NREGA Work Site

Progress during 2012-13

Setting up of Adult Education Centers : 1,05,054 Adult Education Centres have been set up in as many GPs to provide continuing education facilities like library, reading room, awareness and short duration programmes for improvement of the living and working conditions of the adults of the rural areas in these Panchayats. Literacy classes are also being organized in some of the Adult Education Centres.

Horthi model AEC in Bijapur Dist

Training of Functionaries : About 19 lakh Volunteer Teachers including about 4 lakh during 2012-13 have been trained so far by Master Trainers. 1.57 lakh Master Trainers including about 0.25 lakh during 2012-13 have been trained by Resource Persons. About nine thousand Resource Persons including 1402 during 2012-13 have also been trained. 1.75 lakh Preraks engaged to organize AECs including 0.29 lakh during 2012-13 have also been given orientation and training.

**Preraks Training at Killar, Pangi,
Himachal Pradesh**

Distribution of literacy primers : State Resource Centres have developed Basic Literacy Primers in different languages. These primers have been

approved by Quality Assurance Committee of the Directorate of Adult Education, Govt. of India. SLMAs have got these primers printed for use in Basic Literacy Programme. About 25 million Basic Literacy Primers including over 6 million during 2012-13 have been distributed so far for use by the literacy learners.

Teaching Learning activities: Under Basic Literacy programme, funds have been sanctioned to during 2009-12 for covering 26.6 million adult non-literates in basic literacy. About 14 lakh literacy learning centers are functioning in different states of the country. As on March 2012, there were 17 lakh literacy centers. About 8 lakh were closed during the year and another 4.6 lakh were started afresh. Total enrollment under basic literacy by Dec, 2012 was around 11.7 million as compared to around 17 million as on 31.3.2012. About 14 million learners successfully passed the assessment tests conducted under the programme upto March, 2012. 4 million new learners joined the literacy classes upto December, 2012.

Monitoring : Implementation of the Saakshar Bharat Programme is being monitored regularly at different levels. Saakshar Bharat's Result Framework Document (RFD) is regularly monitored by the Cabinet Secretariat. National Literacy Mission Authority carries out close monitoring of implementation of the programme on a regular basis by organizing discussions with SLMAs in different States, organizing meetings of SLMAs on quarterly basis and by collecting monthly progress reports.

Advocacy and Environment Building : A four minute video film, 'Shiksha ka Suraj', was produced for promoting Saakshar Bharat Programme. Besides, a documentary film of 12 minutes duration was also produced in the month of September, 2012 on learners' assessment, its objectives, registration process, eligibility criteria, implementation process, certification, etc. Two video spots and one audio spot on learner's assessment were re-edited during the year.

As part of environment building, Saakshar Bharat Abhiyan was launched on 3rd September, 2012 at Red Fort and Saaksharta Mahotsav was organized at Lucknow from 7-9th September, 2012. The strategy was evolved to reach out to 10 million people through amplification of the programme. To make the programme interesting, innovative and attractive events were conceived, aiming at environment building to strengthen Saakshar Bharat programme in the State, where the programme is sanctioned to 66 districts.

Brief details of the events:

i) **Launch of Saakshar Bharat Abhiyan:** In pursuance of the above strategy Saakshar Bharat Abhiyan was launched by Hon'ble HRM in a colourful function at Red Fort on 3rd September, 2012.

ii) Inauguration Kriti Exhibition: The celebration of Saakshar Bharat Mahotsav started on 7th September, 2012 with inauguration of 'Kriti' an exhibition of Literacy and Livelihood inaugurated by Shri B.L.Joshi, HE Governor of UP.

iii) Shiksha Ka Suraj (Game Show by Shri Siddharth Basu): A quiz programme conceived, designed and delivered by Shri Siddharth Basu of Kaun Banega Crorepati (KBC) fame was organized on this occasion, which was anchored by Shri Roshan Abbas and Ms. Mini Mathur of Bollywood fame.

iv) CHARCHA: A discussion on Female Literacy, Motherhood and Empowerment was organized on this occasion, which was anchored by Ms. Neelam Sharma of Doordarshan. Smt. Krishna Tirath, Hon'ble Minister for Women and Child Development, Dr. Purandeswari, the then Hon'ble Minister of State for HRD, Shri Ram Govind Chaudhary, Hon'ble Minister of Basic Education of U.P. and other invitees participated in the discussion.

Model AECs based on V-SAT Technology : The concept of model AEC with V-SAT Technology is being adopted to overcome various challenges viz. accessibility, outreach, quality, mobilization and motivation being faced by Saakshar Bharat Programme at Adult Education Centers. The new concept would club basic education, vocational education and continuing education besides recreation programmes to motivate and attract local population to the Model AECs and enable them to partake its complete offerings. Under this system, it is proposed to create a Satellite Delivered Dissemination Ecosystem which will service the Model AECs across the country. Vision of Model AECs envisages a well-equipped multifunctional and multidiscipline training Centre enabled with satellite connectivity for effective speedy delivery of quality services to a large number of beneficiaries on a regular basis. Ministry is planning to set up Model Adult Education Centers under Corporate Social Responsibility initiatives of the Public Sector Undertaking on the basis of V-SAT technology.

Scheme of Support to Voluntary Agencies for Adult Education and Skill Development: In order to promote Adult Education & Skill Development through the voluntary sector, a modified scheme, namely, Scheme of Support to Voluntary Agencies for Adult Education and Skill Development, has been put in place with effect from 1st April, 2009. The main objective of the Scheme is to secure extensive as well as intensive involvement of the voluntary sector in the endeavour of the Government to promote functional literacy, skill development and continuing education among adults, under the overall umbrella of Saakshar Bharat. The scheme encompasses three

components, namely, State Resource Centres, Jan Shikshan Sansthans and Assistance to Voluntary Agencies.

State Resource Centres : The State Resource Centres (SRCs) are mandated to provide academic and technical resource support to adult and continuing education through development and production of material and training modules.

Presently, there are 33 State Resource Centers in the country. The SRCs are categorised into Category 'A' and 'B' and are entitled to Annual Grant up to `Rs.100 lakhs and `Rs.70 lakhs respectively.

Institutionalization of State Resource Centres (SRCs) with Jan Shikshan Sansthans (JSSs) and State Literacy Mission Authorities (SLMAs) for Skill Development Programme : The Saakshar Bharat Programme is being implemented through State Literacy Mission Authorities (SLMAs) and its agencies at district/block and Gram Panchayat levels. In order to provide academic support to SLMAs and its agencies, a network of SRCs has been set up under the Scheme of Support to Voluntary Agencies for Adult Education & Skill Development. The Saakshar Bharat Programme has also got a component of skill development at the level of Adult Education Centres (AECs) being set up at Gram Panchayat level for implementation of the

Programme. Besides, there is a countrywide network of District level organizations called Jan Shikshan Sansthans (JSSs) which are largely run by NGOs for imparting vocational training to non-literates. These JSSs are presently functioning as district level agencies in isolation and there is no state level agency to provide technical resource support to them for their capacity building and for improving quality and curriculum of vocational programmes being implemented by them. Such support is also necessary for implementation of skill development programmes at AEC level.

JAN SHIKSHAN SANSTHANS

Jan Shikshan Sansthans (JSSs) provide vocational training to non-literate, neo-literate, as well as school dropouts by identifying such skills as would have a market in the region of their establishment. In order to improve functioning of JSS, standardization of curriculum of Vocational Courses has been undertaken through NIFT and other reputed agencies. 414 vocational courses of MES of DGE&T, Ministry of Labour & Employment have been adopted by JSSs. The principal objectives of these efforts are to improve the quality of training imparted which in turn, depends on the curriculum, quality of instructors and infrastructure available.

Jan Shikshan Sansthans are categorized into category 'A', 'B' and 'C' and are entitled to an Annual Grant up to `₹ 40 lakhs, `₹ 35 lakhs and `₹ 30 lakhs respectively. Skill development training is being imparted in nearly 450 vocational courses including Cutting and Tailoring, Beauty Culture and Health Care, Fashion Design, Electrical and Electronics, Automobiles Repairs, Soft Toys Making, Agriculture & Allied Courses, Cottage Industry Courses, Handicrafts, Bakery and Confectionery, Textile Technology, Leather Technology, etc.

In the selection of beneficiaries, priority is given to women, SCs, STs, OBCs, minorities and other economically weaker sections.

All JSSs are to adopt the curriculum developed by NIFT, DAE & MES. An amount of ₹ 35.86 crore has been sanctioned to JSSs up to November, 2012. In all, 2.7 lakh beneficiaries (92% of whom are women) have benefitted from different training programmes up to December 2012.

Reforms and Restructuring of Jan Shikshan Sansthans: A Committee on Reforms and Restructuring of Jan Shikshan Sanshtans was constituted under the Chairmanship of the Hon'ble Minister of Human Resource Development in August, 2012. The first meeting of the Committee was held on 20.12.2012 in New Delhi under the chairpersonship of Hon'ble Minister of Human Resource Development. The committee examined different aspects of reforms and restructuring of Jan Shikshan Sansthans and made suggestions for reforms.

Innovations

i) As one of the several efforts to improve the functioning of JSSs, an MIS has been developed with the aim of infusing efficiency, transparency, accountability, and public scrutiny on the one hand and mitigating scope of corruption in implementation of the Scheme on the other. Through the MIS, entire data on beneficiaries, with full address and photographs, grants, expenditure details, etc. are placed in public domain.

ii) Assessing Bodies empanelled with DGE&T, Ministry of Labour & Employment are being engaged for assessment of JSS beneficiaries imparted training for MES courses. Similarly, NIOS is proposed to be engaged for assessment and certification of their courses.

DIRECTORATE OF ADULT EDUCATION

Directorate of Adult Education is a subordinate office under the Department of School Education & Literacy. It provides academic and technical resource support to National Literacy Mission inter-alia in preparing guidelines for development of teaching learning material, organizing training and orientation programmes, producing media materials and harnessing of all kinds of media, assessment of learners etc. Main activities carried out during 2012-13 with the help of Directorate of Adult Education are given below:

International Literacy Day – Saakshar Bharat Awards Ceremony – This year ILD was celebrated on 8th Sept., 2012, at Dr. Bheem Rao Ambedkar Auditorium, Lucknow. Shri Mohammad Hamid Ansari Hon'ble Vice President of India was the Chief Guest on this occasion in which various awards were given.

Interpersonal media campaign in 10,000 Gram Panchayats: The Interpersonal Media campaign was launched symbolically with an expanded vision to reinforce the philosophy, spirit and conceptual vision of Saakshar Bharat among all stakeholders, especially at GP level. The duration of the campaign would be 10 months and the coverage would be 10,000 Gram Panchayats. The aim is to create awareness among the GP Presidents on important issues, which have a direct bearing on their empowerment.

Capacity Building : A capacity building programme for Elite Group of Resource Persons (RPs) was organized by NLMA at Uttarakhand Academy of Administration, Nainital from July 2012 to October, 2012. It has been decided to digitalize the existing Saakshar Bharat Primers and use them as teaching aid. Tara Akshar and Tata Consultancy Services are associated.

Monitoring & Evaluation of Jan Shikshan Sansthans: Jan Shikshan Sansthans are being monitored through progress reports, half yearly review meetings, workshops, action plan meetings and personal visits of the officers.

Assessment of Learners : NLMA has been undertaking Basic Literacy Assessment Programme in collaboration with NIOS to assess the proficiency levels of functional literacy skills attained by learners and to recognize the level of achievements at basic literacy level through certification. In the Learners Assessment Test conducted on March 18, 2012, 106.97 lakh learners appeared out of which 80.21 lakh (74.98%) were declared successful. Again learners assessment test was conducted on August 26, 2012 in which as per NIOS data, 36.77 lakh learners appeared and 26.59 lakh have been declared successful.

INTERNATIONAL COOPERATION

International Cooperation with Ministry of Education, Government of Islamic Republic of Afghanistan for Adult Education Programme in Afghanistan : An MoU was signed on 8th December, 2011 between Ministry of HRD, Government of India and Ministry of Education, Government of Islamic Republic of Afghanistan. A focused group discussion on strategic choice for literacy development in Afghanistan and role of Indo-Afghanistan partnership and wrap up meeting with the Deputy Minister and Literacy Leader Committee were also convened at Kabul.

Conference on Prior Learning: A Key to Lifelong Learning : The Conference was organized on 29-30th June, 2012 in New Delhi. The participants included eminent international speakers of repute in the field of recognition of prior learning from different countries. The conference was attended by nearly 125 participants representing Officials, Academia, Experts in Lifelong Learning, Private Sector, International experts and representatives of International and Regional Organisations and Countries. Dr Arne Carlsen, Director, UNESCO Institute of Lifelong Learning, presented and launched UNESCO guidelines on the recognition, validation and accreditation of the outcomes of non formal and informal learning at New Delhi.

High Level International Round Table on Literacy–Paris: A two day "High Level International Round Table on Literacy", was organized by UNESCO at Paris on 6-7 September, 2012.

Regional Conference on Community Learning Centres at Bangkok, Thailand

A 3-day Regional Conference was held on Community Learning Centres (CLCs): Life Long Learning for All through CLCs from 26-28th September, 2012 at Bangkok, Thailand. The programme was organized by Asia-Pacific Programme of Education for All (APPEAL) of UNESCO, Bangkok. The aim of the Conference was to enhance knowledge and understanding on CLCs by sharing and learning from country's experiences.

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Chapter

07
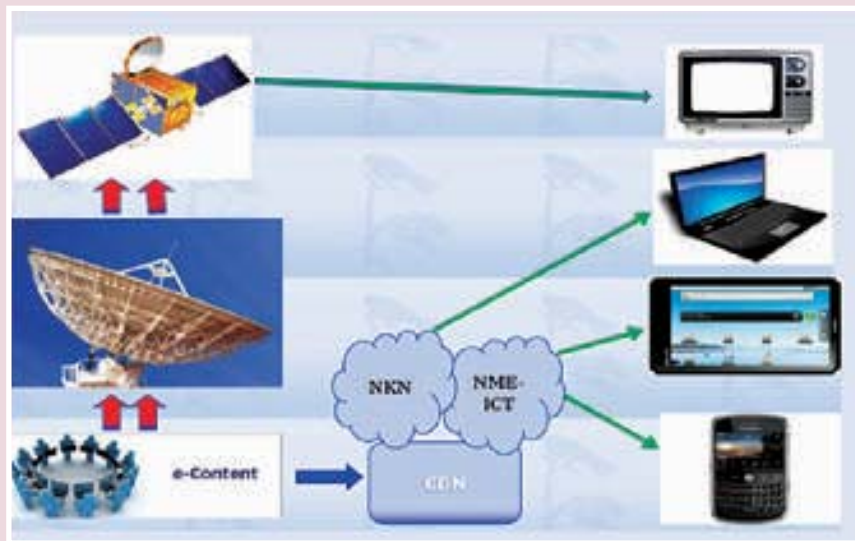
TECHNOLOGY ENABLED LEARNING

TECHNOLOGY ENABLED LEARNING

NATIONAL MISSION ON EDUCATION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY (NMEICT)

The National Mission on Education through Information and Communication Technology (NMEICT) 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. This was expected to be a major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points during the XI Five Year Plan period.

The three cardinal principles of Education Policy viz., access, equity and quality could be served well by providing connectivity to all colleges and universities, providing low cost and affordable access-cum-computing devices to students and teachers and providing high quality e-content free of cost to all learners in the country. NMEICT encompasses all the three elements. The Mission has two major components:

(a) providing connectivity, along with provision for access devices, to institutions and learners;

(b) Content generation.

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. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, 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.

SAKSHAT is one stop education portal to facilitate lifelong learning of the students, teachers and those in employments or in pursuit of knowledge free of cost to them. The portal would be main delivery portal for the contents developed under the National Mission on Education through ICT. The portal would also provide Mission related information and facilitate public scrutiny, feedback and transparency for the projects undertaken by the Mission.

Website of Sakshat (www.sakshat.ac.in)

Achievements in respect of some of the projects sanctioned under NMEICT scheme are as follows:

Connectivity : The Mission aims to extend computer infrastructure and connectivity to over 25000+ colleges and 2000 polytechnics in the country including each of the department of 419 universities/deemed universities and institutions of national importance as a part of its motto to provide connectivity up to last mile. Up to 400 nodes LAN on average is also being provided under the Mission. Connectivity to universities and colleges is in progress and as on 31.12.2012, 400 universities and nearly 19851 colleges in the country have been connected. BSNL has connected the universitites using the IP based cloud of BSNL. It is pertinent to mention that NKN uses TDM Technology to connect to its institutions, whereas under NMEICT, BSNL has predominantly used IP based technology for connecting universities.

E-Content : The Mission would create high quality e-content for the target groups. NPTEL provides e-learning through online Web and Video courses in engineering, science and humanities streams. The Mission of NPTEL is to enhance the quality of

engineering education in the country by providing free online courseware. NPTEL is a joint initiative of IITs and IISc funded by this Mission.

Website of NPTEL (www.nptel.iitm.ac.in)

Over 250 courses are complete and made available in NPTEL phase-I and More than 990 courses in various disciplines in engineering and science are getting generated in phase-II of NPTEL.

List of NPTEL subjects

NPTEL Phase – I

Branch	Web	Video	Total
Basic Courses (Sem I and II)	16	20	36
Civil Engineering	24	19	43
Computer Science and Engineering	22	19	41
Electrical Engineering	16	25	41
Electronics and Communication Engineering	20	23	43
Mechanical Engineering	27	23	50
Ocean Engineering		3	3
Biotechnology		2	2
Mining Engineering		1	1
Metallurgy and Material Science		1	1
Total	**125**	**136**	**261**

NPTEL Phase – II

Branch	Count	Branch	Count
Aerospace	59	General	2
Atmospheric Science	6	Humanities and Social Sciences	64
Automobile Engineering	2	Management	49
Biotechnology	32	Mathematics	86
Chemical Engineering	100	Mechanical Engineering	98
Chemistry and Biochemistry	63	Metallurgy and Material Science	58
Civil Engineering	80	Mining Engineering	1
Computer Science and Engineering	56	Nanotechnology	15
Electrical Engineering	36	Ocean Engineering	27
Electronics and Communication Engineering	51	Physics	75
Engineering Design	11	Textile Engineering	31
Environmental Science	5	**Total**	**990**

A number of projects has been sanctioned under the NMEICT scheme to various institutions of the country. For UG courses, Consortium of Educational Communication (CEC) has been tasked for e-content generation. In phase-I, e-content for 19 UG subjects and in phase-II e-content for 68 subjects will be generated by the CEC in collaboration with its media centers. As on 30.11.2012, 4004 e-content programme have been developed and 1000 e-contents on various subjects have been uploaded on CEC web portal for which the link is provided on Sakshat Portal. E-contents in History e-courseware for Ist, IInd and IIIrd Year has been completed.

E-content (www.cec-ugc.ac.in)

List of subjects for UG level e-content

Phase I		Phase II	
Subjects allotted	E-content Developed till 30.11.12	Subject Allotted	E-content Developed till 30.11.12
Physics Business Management	27 05	B.A. (Hons) Urdu (1st Year) B.Sc. (Hons) Food Technology (1st Year) B.A. LLB (1st & 2nd Year) B. Pharmacy Political Science	1 6
Communication & Journalism	187	B.A. (Hons) Music (Ravindra Sangeet) B.A. (Hons) Political B.Sc. (Hons) Microbiology B. A. in Film Studies B. A. Vocational Studies (Book Publishing) B. A. Vocational Studies (Videography) Mass Communication	24
1) Environmental Science 2) Hindi Language & Literature	77 200	B.A. Psychology B.A. (Hons) Urdu (2nd Year) B. A. (Foreign Language) French & Spanish B.Ed. (English) B.Sc. (Hons) Home Science B.Sc. Analytical Methods in Chem & Bio-Chem	105
Botany	244	B.A. Management & Marketing of Insurance B.A. Marketing Management & Retail Business B.Sc. (Hons) Electronics B.Sc. Agriculture (1st Year)	101 121 38 13

Phase I		Phase II	
Subjects allotted	E-content Developed till 30.11.12	Subject Allotted	E-content Developed till 30.11.12
Economic Business Management	101 08	B.A. (Hons) Hindi Journalism B.A. (Hons) Urdu (3rd Year) B.B.S. B.Sc. Life Sciences (2nd Year) Bachelor of Fine Arts	
Zoology	51	B.A. (Hons) Philosophy B.Ed. B.Lib.Sc. BFA Painting Applied Art Sculpture /Epigraphy/Multimedia BTA (Bachelor for Theatre Arts) B. Sc (Bio-Informatics)	39 62 27 32
History	356	B. A. Vocational Studies (Accounts) B. A. Vocational Studies (Advertisement) B. A. Vocational Studies (Computer) B. A. Vocational Studies (Office Audit) B. A. Vocational Studies (Photography)	05 19
English Language & Literature (Hons)	247	B. Arch. B.Sc. (Gen) Mathematical Science B.Sc. (Hons) Polymer Science B.Sc. Applied Physical Sciences (Electronics) B.Sc. Applied Physical Sciences (Environmental Science)	31 03 18
Mathematics	265	B.A. Human Rights B.P.Ed. (3rd Year) B.Sc. Life Sciences B.Sc. Agriculture	
Commerce	416	B.P.Ed. (1st & 2nd Year) B.Sc. Applied Physical Sciences (Computer Science) Electronics	06 61 3

Phase I		Phase II	
Subjects allotted	E-content Developed till 30.11.12	Subject Allotted	E-content Developed till 30.11.12
Sociology	68	B.A. Tourism B.Sc. (Hons) Food Technology (2nd & 3rd Year) B.Sc. (Hons) Statistics B.Sc. Agro-Chemical and Pest Control B.Sc. Applied Life Science (Sericulture) B. A. Vocational Studies in 22 Courses	05 06 113 73
Anthropology (G + H)	194	B.A. (Hons) Music (Hindustani Classical) B.A. Human Resource Management B.A. Office Administration & Secretarial Practice	27 48 08
Computer Science	152	B.Sc. Applied Physical Sciences (Industrial Chemistry) Bachelor of Applied Sciences (Hons) Instrumentation	
Geography	169	B.A. (Hons) Social Work B.A. Management & Marketing of Insurance B.Sc. (Hons) Bio-Chemistry B.Sc. Physical Sciences Bachelor of Arts (BA) - Public Administration	04
Performing Arts	189	Criminology & Forensic Science B.A. Yogic Science	
Chemistry	39	B.A. (Hons) Music (Karnataki Sangeet) B.Ed. (Special Education for Visually Impaired B.El.Ed. B.Sc. (Hons) Bio-Chemistry B.Sc. Agriculture (2nd Year)	
Geology	10	B.A. (Hons) Business Economics B.A. (Hons) Sanskrit B.Sc. Life Sciences (1st Year) Text Editing & Manuscriptology	
Total	3005	LLB (3rd, 4th and 5th year)	
		Total	999

For 77 PG subjects, e-content generation activity has been assigned to University Grants Commission (UGC). The process of content creation has been initiated for 36 subjects during the first phase of the activity; remaining 41 subjects are being indentified for content creation in the second phase of activity.

e-PG Pathshala (http://www.inflibnet.ac.in/epgp/)

Subjects Identified for PG level e-Content Development in First Phase

1.	Anthropology	19.	History
2.	Biochemistry	20.	Law
3.	Biotechnology	21.	Library and Information Science
4.	Botany	22.	Linguistics
5.	Chemistry	23.	Management
6.	Commerce	24.	Mass Communication & Journalism
7.	Computational Sciences	25.	Mathematics
8.	Computational Social Science	26.	Microbiology
9.	Computer Science	27.	Philosophy
10.	Earth Sciences	28.	Physics
11.	Economics	29.	Political Science
12.	Education	30.	Psychology
13.	English	31.	Public Administration
14.	Environmental Sciences	32.	Sanskrit
15.	Food Technology	33.	Social Work Education
16.	Forensic Science	34.	Sociology
17.	Geography	35.	Statistics
18.	Hindi	36.	Zoology

Low Cost Access-cum-Computing Devices (LCAD): Even the best e-content cannot have a significant impact unless it reaches the vast majority of learners with ease, as and when they demand it. The Mission has funded the development of Ultra Low Cost Computing Devices to enable students, wherever they may be, access to education content. Indian Institute of Technology (IIT), Bombay is doing a project pertaining to (a) Acquisition and Testing of Low Cost Access-cum-Computing Device and (b) Hardware and software optimization LCAD under the scheme of NMEICT. The advanced version of low cost tablet called Aakash-2 was launched by the Hon'ble President of India on the occasion of National Education Day i.e. 11th November, 2012.

As compared with Aakash-1 launched in October 2011, this advanced version has a processor which is about 3 times faster, memory which is twice as large, and capacitive touch screen as compared to resistive touch screen. It is being procured by IIT Bombay under a project from MHRD, at a price of ₹ 2263/-. Difference between new Aakash from the earlier one is as furnished in the table below:

Difference between Aakash and Aakash 2

S.No.	Technical Specifications	Aakash	Aakash 2
1	Processor	366 MHz	1 GHz
2	Memory (RAM)	256 MB	512 MB
3	Storage (Internal)	2 GB	4GB
4	SD Card slot for external memory	Up to 32 GB	up to 32 GB
5	Peripheral	2 x Standard Type A USB 2.02 Ports	Mini USB 2.0 port with 4 Port USB Hub
6	Audio-out	1x3.5 mm jack	Integrated speakers
7	Audio-in	1x3.5 mm jack	3.5mm jack for external headphones/speakers
8	Display and Resolution	7" resistive touch screen with 800x480 pixel resolution	7" multi-touch capacitive projective display with at least 800x480 resolution / screen
9	Connectivity	WiFi	WiFi
10	Battery	2100 mAh	3000 mAh
11	Playback Support	HD Video	HD Video
12	Operating System	Android 2.2 (Froyo)	Android 4.0 (Ice-Cream Sandwich)

On these upgraded devices, R&D teams at IIT Bombay have built a multitude of useful educational applications and content. Some important applications are:

i) Interactive lesson building tool 'ProxyMITY'.

ii) 'Clicker' application which permits quizzes to be conducted on-line in class rooms in real time.

iii) Standard educational contents in pdf and HTML can now be easily stored and read on Aakash-2. As a demonstration, some school books available in digital format from NCERT, and a state board for school students have been ported.

iv) A 'Robot-Controller' as a demonstration of engineering control applications.

v) Spoken tutorials can be used on Aakash-2.

vi) Some educational animations have been built, and open source software tools are being developed and adopted for creating interactive animations to run on Aakash-2.

vii) Programming environment which permits students to use these tablets as a regular computer to write programs in C, C++, and Python.

viii) The Scilab package has been fully ported on Aakash-2.

ix) Aadhar biometric authentication has been integrated with Aakash-2.

x) Linux Operating System has been ported on Aakash, which is being further optimized.

Talk to a Teacher : Under Talk to a Teacher project sanctioned to IIT, Bombay A-VIEW developed by Amrita Vishwa Vidyapeetham has been used as the collaboration tool for the National Teacher Empowerment Program. Prof. Deepak Phatak, IIT Bombay, leads the National Teacher Empowerment Program using A-VIEW to train thousands of college teachers across the nation. Under this program, in June-July 2012, IIT-B conducted a training workshop for 10,000 teachers which were inaugurated by then Honorable Union Minister for HRD Shri Kapil Sibal. In November 2012, A-VIEW was used to train 14,000 teachers on a workshop on Aakash 2 Tablets.

Shri Kapil Sibal inaugurating 10,000 teachers training program through A-VIEW from New Delhi.

N-LIST (National Library and Information Services Infrastructure for Scholarly Content): The "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", funded by the National Mission on Education through Information and Communication Technology (NME-ICT), provides for access to scholarly content to colleges, universities as well as centrally-funded technical institutions through its four distinct components, i.e. i) Subscription to UGC-INFONET e-resources for centrally-funded technical institutions (IITs, IISc, IISERs, NITs, etc.); ii) Subscription to INDEST e-resources for universities; iii) Access to e-resources for 12,000 Govt.-aided and non-aided colleges; and iv) National Monitoring Agency at the INFLIBNET Centre to manage access, monitor, promote and impart training to promote optimal usage of e-resources and for monitoring all activities involved in the process of providing effective and efficient access to e-resources to colleges.

The programme provides access to more than 5,000 e-journals and 80,000 e-books to all degree colleges except colleges imparting education in engineering, management, medical, nursing, pharmacy and dentistry. New resources that are being added during the period under report include JSTOR (2000+ journals), Tata McGraw Hill E-books (2000+ titles) and Pearson Education e-Books (500+ titles). As on 24th Dec., 2012, 3,089 colleges have registered themselves for the N-LIST programme including 2,824 eligible colleges. Log-in IDs and passwords have been issued to more than 4,32,375 individual users including faculty, students and researchers from the

member colleges across the country. Registered users can access e-resources through proxy server installed at the INFLIBNET Centre.

N-LIST website

VIRTUAL LAB

Physical distances and the limited availability of resources often put restrictions on conducting experiments especially when they involve sophisticated instruments. Virtual Labs have been designed to provide remote access to Labs in various disciplines of Science and Engineering. These Virtual Labs would cater to students at the undergraduate level, post graduate level as well as to research scholar. Virtual Labs enable the students to learn at their own pace, and enthuse them to conduct experiments. Virtual Labs also provide a complete learning management system where the students can avail various tools for learning, including additional web-resources, video-lectures, animated demonstration and self evaluation. The Virtual Labs can be used to complement physical Labs. Virtual Lab enables the user to perform experiments remotely as an on-demand service over the web.
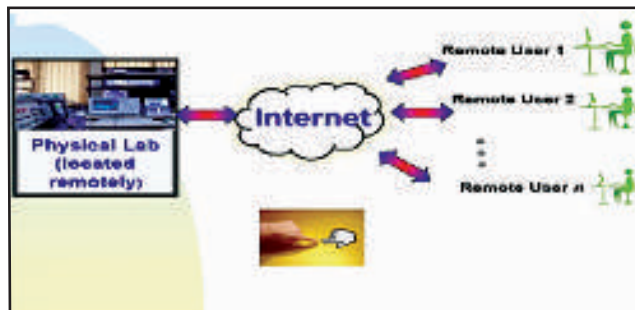
Virtual Labs (www.vlab.co.in)

Virtual Lab does not require any additional infrastructural setup for conducting experiments at user premises. One computer terminal with broadband Internet connectivity is all that is needed to perform the experiments remotely. Over Eighty Virtual Labs are currently ready for use and available at one common website www.vlab.co.in. These labs were dedicated to the nation on 23 February 2012.

Broad areas of the Virtual Lab and the participating institutes in the endeavour of developing virtual labs are as follows :

Broad areas of Virtual Lab
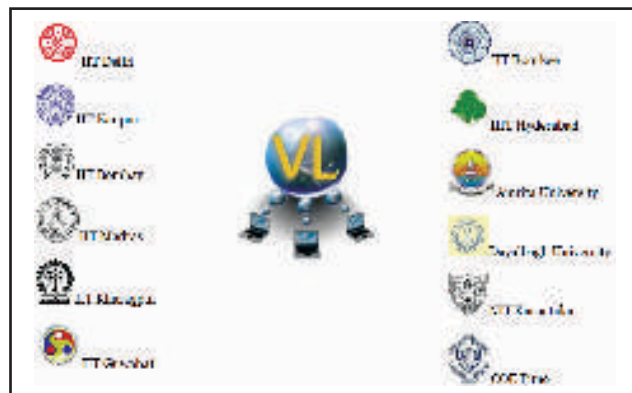
Participating Institutes

Current Status of Virtual Lab, percentage syllabus coverage are indicated below:

Phase	Mandate	Current Status
Pilot Phase	Development of 10 Virtual Labs (Vlabs) (as Proof of Concept)	23 Labs Developed
Main Phase	Development of 80 Simulation Vlabs	85 Labs Developed and Launched by HR'M on 23rd Feb, 2012
New RT Labs	Development of 35 Remote Triggered Vlabs	Under Development

Current status of Virtual Lab

S. N.	DISCIPLINE	Syllabus Coverage (in Percentage)	No. of Labs	Total No. of Experiments
1.	ELECTRONICS AND COMMUNICATION ENGINEERING	90	19	168
2.	CIVIL ENGINEERING	70	10	82
3.	ELECTRICAL ENGINEERING	70	9	79
4.	BIOTECH & BIOMEDICAL ENGINEERING	90	17	146
5.	PHYSICAL SCIENCE	60	18	193
6.	CHEMICAL ENGINEERING	75	3	18
7.	CHEMICAL SCIENCE	75	4	34
8.	COMPUTER SCIENCE & ENGINEERING	50	4	39
9.	MECHANICAL ENGINEERING	70	1	10

Percentage coverage of syllabus

Educational Resource Planning (ERP) Mission: NMEICT has initiated a project called ERP mission with IIT Kanpur as lead institute. Other partners in this project are AMU Aligarh, AVV Kochi, DEI Agra, IGNOU Delhi, IIT Roorkee, JMI Delhi, NIT Hamirpur, and SMVDU Jammu, The objectives of the project is to build, deploy and manage web based software system for use of Indian academic institutes. IIT Kanpur had developed an LMS called Brihaspati which is a learning management system. It was decided that the whole ERP system can be build around it. With the help of other institutes, the other modules have been identified and each partner institute is developing one or more of these subsystems. Currently following modules are available and are being further enhanced.

1. **The multi-institutional architecture** (Brihaspati-3) is released. A server also runs with latest source code at http://brihsvn.iitk.ernet.in:8080/brihaspati/servlet/brihaspati. It provides LMS services to more than 187 institutes in India.

2. **MHRD Multisite Grant Management System (MGMS) -** this is system for tracking fund transfers from project funding agencies. Also all the expanses, headwise expanse details etc. can be tracked with this. It allows for multiple subprojects with their specific fund allocation and individual expanse tracking is also build as part of this. Currently, the beta build is running on a server in IITK. AVV is also running the same service at their end.

3. **Data visualization system -** It is used to create visualization of data which is fed into this system. This is build so that visualization of records can be generated by other systems. This service is currently running at AVV.

4. **Project management system -** This is build to provide functionality to faculty to manage thier own project activities. It provides mechanism to split the bigger project tasks into smaller tasks and identify the bottleneck. The Bugzilla system has been integerated with this system.

5. Online admission system to manage the admission activities have also been built and used on trial basis in DEI. Online examination system have also been built and made part of Brihaspati-3 system. The online examination system can now be used for conducting online examination in ay course on Brihaspati-3.

6. System for payroll generation within a institute, purchase and inventory management, library automation, online election management within institutes have also been done.

In order to disseminate and encourage various academic institute to use these systems and provide feedback to improve them further, many workshops have been conducted. Also resource persons for conducting the workshops at other institutes have been provided.

EDUCATION SATELLITE (EDUSAT) AND DIRECT TO HOME (DTH) PLATFORMS

The aim of the Mission is to freely make available knowledge in the form of e-content to learners across the country. To do so, the Mission will harness the power and reach of all possible channels such as internet, intranet, EduSAT or narrow casting TV signals and Direct to Home (DTH) platforms. In Mission Document, provision of 1000 DTH channels for Eklavya & other video based programme including iPTV for e-learning has been envisaged. Department of Space (DOS) has agreed to provide two Ku band transponders of 36 MHz each on GSAT-8. With this 50-60 education channels are being planned to be started.
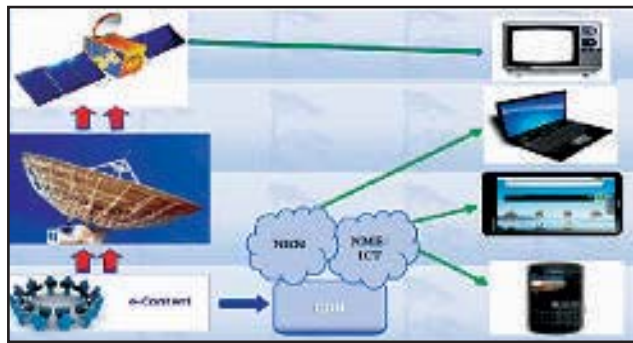
DTH Service

e-YANTRA

e-Yantra is an initiative to incorporate Robotics into engineering education with the objective of engaging students through exciting hands-on application of math, computer science, and engineering principles, in order to turn them into engineers who can support a rapidly growing economy. The goal of e-Yantra is to enable effective embedded systems and Robotics education across engineering colleges in India, by

Providing training for teachers and students -- through workshops where participants are taught basics of embedded systems and programming

Engaging teachers and students in hands-on experiments with robots -- through competitions where participants are given robots to implement a solution, and

Helping colleges to set-up Robotics labs/clubs -- by awarding a basic set of robots and expert advice to colleges, facilitating setting up of labs, in addition to training their teachers through workshops.

Many of the objectives of the National Mission on Education through Information and Communication Technology (NMEICT) are addressed by e-Yantra as listed in the table below:

Mission's objectives	e-Yantra initiatives
Experimentation and field trial of low cost access devices for use of ICT in education Availability of e-knowledge content, free of cost to Indians	• Deployment of robots at engineering colleges across the Nation to aid hands-on learning • Web-based embedded system courseware • Video tutorials on programming robots • Robotics projects and code available under open source for students to build upon
Spreading digital literacy for teacher empowerment	• Workshops for teachers in Embedded systems and Robotics • Competitions for teachers to encourage hands-on experiments with robots
Identification and nurturing of talent	• Nation-wide student competitions for programming robots to solve "real" problems • Preparation/selection of students for World skill competitions

Figure below captures e-Yantra's initiatives that cater to the three stakeholder groups. These initiatives are explained in the following sections.
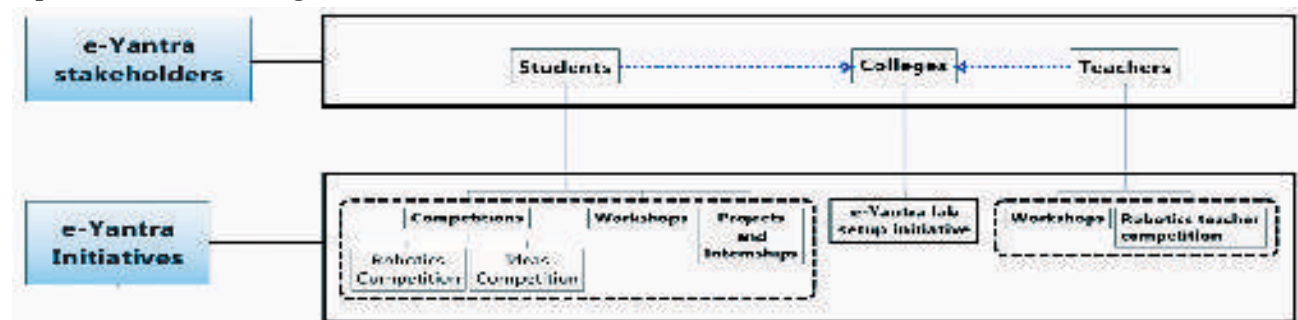
e-Yantra stakeholders and e-Yantra's initiatives to serve these stakeholders

Research and development is a staple activity at e-Yantra. A team of project engineers is working on developing better training content, coming up with novel themes for competitions, and exploring state-of-the-art platforms and software tools. Some of the robots used by e-Yantra and their descriptions are as follows:

used to study and design different locomotion techniques, which are useful in defense, and agricultural applications where rough terrains are encountered.

This year, IIT Bombay M.Tech. student teams in the Embedded and real-time systems (CS 684) course
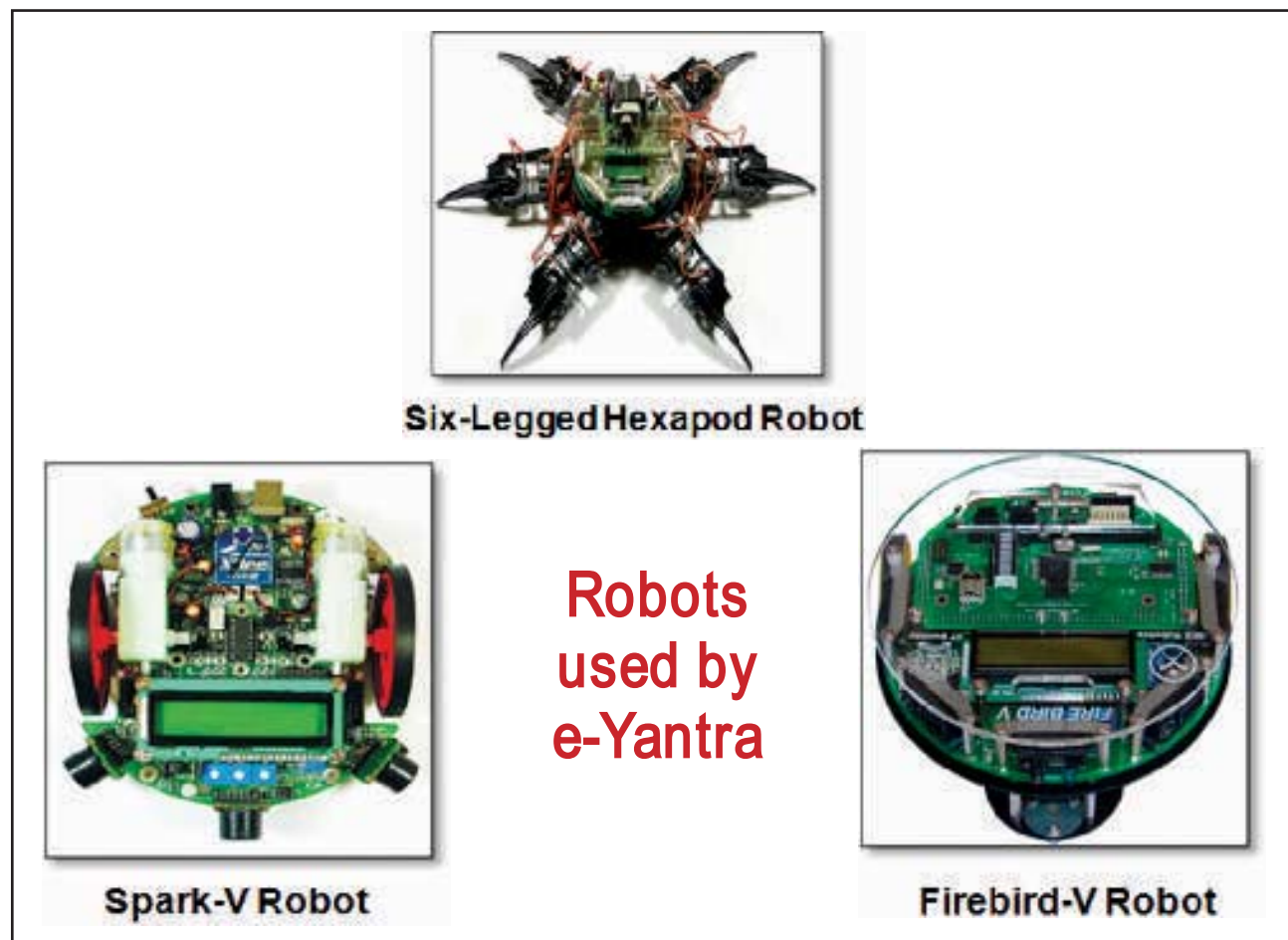
Robots used by e-Yantra

In e-Yantra, low cost SPARK V robots are used for introducing students to basic concepts of Robotics. Firebird V is a versatile platform for implementing more challenging and complex course projects where assemblies can be built on top of the robot. This robot is sufficient and necessary to teach students advanced concepts of embedded systems and Robotics. The Hexapod Robot is a variation of the Firebird V robot that has six legs with 18 servo motors. This robot is

were assigned topics in agriculture for their Embedded systems course projects. Student teams worked on building prototypes to automate various activities that comprise the life cycle of growing crops. Figure below illustrates the robots built by the teams at IIT Bombay. All the projects and code are available on the e-Yantra web-site as open source content under the Creative Commons 5 license. Visit www.e-yantra.org to access projects and other contents.
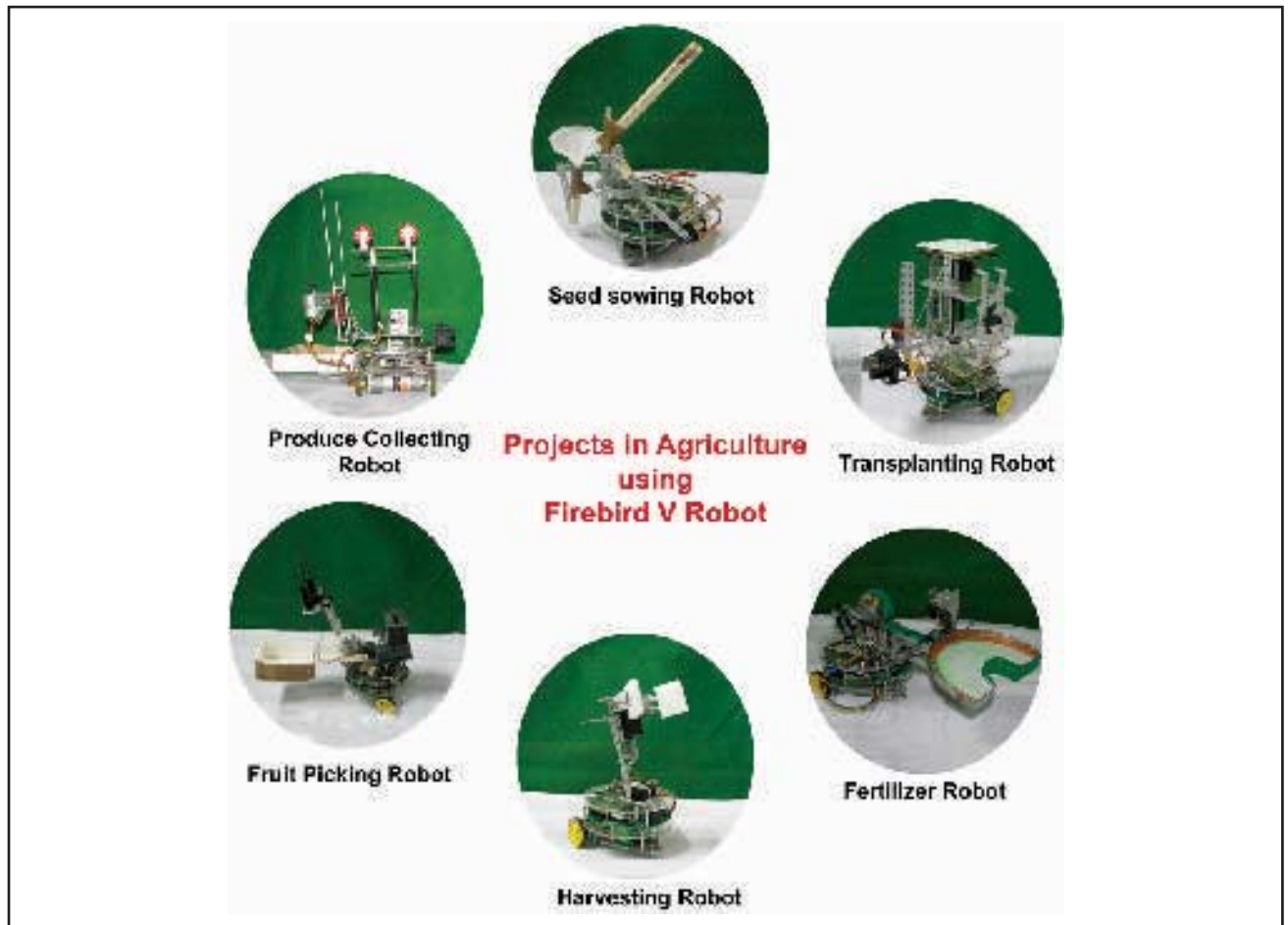
Student projects at IIT Bombay

e-Yantra's lab setup initiative has been launched on a pilot basis in which 19 colleges under Mumbai University are participating. These colleges have already committed funds to set up Robotics labs in their colleges in addition to nominating a team of 4 teachers to participate in the workshop and the e-Yantra Robotics Teacher competition. Each of these colleges is being given Firebird V robots upon successful participation by their teacher teams in the competition, starting them off in equipping their Robotics labs. While the pilot phase of the lab setup initiative is running at Mumbai, there are several requests from colleges outside Mumbai for extending this initiative to their regions. e-Yantra is planning to launch the lab setup initiative in other regions in the first few months of 2013.

e-Yantra competitions are not judged by a single demonstration; several intermediate tasks are assigned and judged so as to inculcate good practices in communication skills, namely, documentation, algorithm analysis, report writing, and presentation. Thus the e-Yantra team is continuously engaged in designing and evaluating the tasks. e-Yantra is gearing up for hosting the finals of the e-Yantra Robotics competition, where 12 teams from across the country will compete. The next edition of the e-Yantra Robotics competition, which involves designing themes and new challenges, is also in the pipeline. With its various initiatives to address the needs of its stakeholders, e-Yantra is poised to make engineering education effective, efficient, and exciting.

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LANGUAGE AND RELATED AREAS

LANGUAGE AND RELATED AREAS

Languages being the most important medium of communication and education, their development occupy an important place in the National Policy on Education and Programme of Action. Therefore, the promotion and development of Hindi and the 21 Indian languages listed in Schedule VIII of the Constitution of India have received due attention. The non-scheduled languages are also being developed and promoted through various programmes. These programmes have been implemented through three subordinate offices i.e. Central Hindi Directorate, Commission for Scientific and Technical Terminology and Central Institute of Indian Languages, Mysore and eight autonomous Organisations namely, Central Institute of Classical Tamil, Chennai; Kendriya Hindi Sansthan, Agra; National Council for Promotion of Urdu Language, Delhi; National Council for Promotion of Sindhi Language, Delhi; Rashtriya Sanskrit Sansthan, New Delhi, Rashtriya Sanskrit Vidyapeetha, Tirupati, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi and Maharishi Sandipani Rashtriya Ved Vidya Prathisthan, Ujjain.

CENTRAL HINDI DIRECTORATE (CHD), NEW DELHI

The Central Hindi directorate was established on the 1st of March 1960 by Government of India to promote and propagate Hindi as well as to develop it as a link language 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. Since its inception, the Directorate has been implementing a number of Schemes/ Programmes for the development and promotion of Hindi.

Under its Scheme of teaching Hindi as a second language, the Department of Correspondence Courses of the Directorate has been conducting Certificate, Diploma, Advance Diploma Courses in Hindi. It also conducts Prabodh, Praveen and Pragya courses of the Department of Official Language for Government Servants and Hindi Course for North Eastern students who opt for Hindi as a compulsory Indian language paper in the Civil Services Examination of the UPSC. The Directorate 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 4.60 lakh Indians and foreign students have benefitted through these courses till date. During the current year, nearly 7000 students were enrolled in various courses and 13 Personal Contact Programmes were organized at various places for the distance learners. Under its scheme of teaching Hindi through Cassettes/Compact Discs(CD), 3 CDs and 4 Video CDs on grammar and literary aspects of Hindi language and literature have been produced.

The Directorate prepares and publishes Dictionaries and Conversational Guides and during the year, one Mono-lingual dictionary has been published and 9 Bi-lingual dictionaries and one Conversational Guide have been sent for printing. Under its scheme of Extension programme, 8 workshops each of 8 days duration were organized for the neo-Hindi writers from non-Hindi speaking States. Two Student Study Tours each of 9 days duration were organized for those students who are studying Hindi language and literature at graduate and post-graduate level in Universities/Colleges located in non-Hindi Regions. Grants were released to 20 Research Scholars to promote research work in Hindi language and literature under its programme of Travel Grants to Research Scholars. Under its Pradhyapak Vyakhayan mala Programme, 8 Hindi Scholars delivered 3 lectures each in 3 Universities/Colleges/Institutions at various stations. Two national symposia were organized.

For the promotion and development of Hindi in the non-Hindi speaking States, the Directorate also implements the scheme of Financial Assistance to

Voluntary Hindi Organizations (VHO) under which 227 VHOs were approved financial assistance during the year. In addition, 27 manuscripts were approved financial assistance for publication. Under the scheme of Free Distribution of Hindi Books, 1068 Institutions/Libraries were supplied Hindi books. The Publications of the Directorate were showcased by organising 12 exhibitions at various places.

The Bi-monthly Hindi magazine "BHASHA" is a prestigious publication of the Directorate for promoting and propagating literature of various Indian languages. 2 issues of "BHASHA" bi-monthly magazine have been published during the year.

COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY (CSTT), NEW DELHI

The Commission for Scientific and Technical Terminology was established as per Presidential Order on the recommendation of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution. The CSTT broadly carries out work relating to evolution and propagation of technical terminology in Hindi and other Indian languages. During the year, the Commission evolved and updated the terminology in Hindi Glossaries on the subjects of Toxicology (Medicine), Accountancy, Operational Research, Insurance, Agriculture, Administration, Biotechnology, Political Science, Psychology, Nano Technology, Commerce, Journalism and Printing, Economics, Botany, Telecommunication, Medicine, Ayurveda and Library Science. The terminology evolution work in the regional languages has been completed on the subjects of Administration and Zoology.

The work for evolving regional language terminologies is being taken up in association with the State Granth Academies, Textbook Boards and University Cells. The Commission has also been associated with the National Translation Mission.

The terminology evolution work for School Textbooks in the subjects of Physics, Chemistry, Biology and Economics has been completed and their camera ready copies have been published. During the year, Glossaries in the areas of Shipping, Atomic Energy,

Bio-resource technology, Civil Engineering and Aeronautics have been completed and the manuscripts are being sent to press.

Development of Definitional Dictionaries in Hindi

During the year, work relating to preparation of Definitional dictionaries in Architecture, Jain Philosophy and Environmental Sciences has been completed. The preparation of Definitional dictionaries in Library Science, Public Administration, Botany and Agriculture are under progress while updating work is on in the subjects of Physics, Electronics, Commerce and History.

Publication of Journals

During the year, five issues each of Gyan Garima Sindhu and Vigyan Garima Sindhu were published.

Training Programmes/Workshops/Seminars

In order to make people aware of the terminologies developed by the Commission and for promoting technical writing in Hindi, about 100 lectures in various parts of the country benefiting about 1000 participants including Teachers, Lecturers, Officials and Scientists were organized by the Commission. To make people aware of the Commission's publications, six exhibitions were organized in different parts of the country.

Publications

During the year, Glossaries were published for Administrative Terminology (English-Hindi) and Plasma Physics alongwith Learners Glossaries in Economics and Chemistry.

KENDRIYA HINDI SANSTHAN, AGRA

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization fully funded by the Department of Higher Education of this Ministry. The Mandal runs the Kendriya Hindi Sansthan under its aegis. The Sansthan is recognized as an advanced centre for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi. It has eight departments at its Headquarters and eight regional Centres at Delhi, Mysore, Hyderabad, Guwahati,

Shillong, Dimapur, Bhubaneshwar and Ahmedabad. The centres conduct Teachers Training Programmes, Research in comparative and Contrast Linguistics and prepares instructional material as per the need of Hindi learners of the area. The Sansthan has four affiliated colleges which are governed by the respective State Governments of Nagaland, Mizoram, Assam and Karnataka.

The Sansthan conducts more than 17 types of Hindi Teaching and Training courses. More than 68517 Indian students/teachers/in-service teachers and officers/employees have been trained and 3950 foreign students from many countries have learnt Hindi from the Institute since its inception.

CENTRAL INSTITUTE OF INDIAN LANGUAGES, MYSORE

The Central Institute of Indian Languages, established in July 1969 with its headquarters at MYSORE and seven Regional Language Centres under its wing, is a subordinate office of the Ministry of Human Resource Development. It was set up as an apex body to help in evolving and implementing the language policy of the government of India and also to assist and advise the state governments on matters of language. It coordinates the development of Indian languages by creating content and corpus, conducting inter-disciplinary research in the areas of language analysis, language pedagogy, language technology and language use in society and contributes immensely to the development of Indian languages (both Major and Minor/Minority/Tribal languages) with a National and International reputation as a centre for language studies.

During the current financial year, the Central Institute of Indian Languages, Mysore had conducted various programmes, which are listed below Centre-wise:

a)   Centre for Classical Languages: Pali, Prakrit & Sanskrit

Workshops for Translation of Prakrita Prakasha, Naaradeeya Shiksha, Vaajasaneya Praathishakhya, Shabdhanusha- shana Bhatta, Manthra Mahodadhi-Mahidhra Bhatt, Varna Beeja Prakashika into Kannada.Workshop for Demonstration & Performance of Yakshagana.

b)   Centre for Tribal, Minor, Endangered Languages and Language Policy

o   *White papers on language situation of* Mizoram, Tripura, Manipur and Orissa have been completed.

o   *Preparation of Pictorial Glossaries* for Khoibu, Purum, Maring, Lamkang, Impui, Chiru, Moyon, Monsang, Aimol, Khasi, Kokborok, Mao, Milang, Tiwa, Bodo, Bugun, Hawa, Karbi, Khiamniungan, Pasi, Tedim, Thangal, Zou, Ao, Lingmai, Padam, Tangsa, Tutso, Wancho have been completed.

o   *Grammatical Analysis and descriptive studies of tone and phonology, morphology and syntax* of Khoibu, Chothe, Kharam, Impui, Dimasa, Thadou, Rabha, Monsong, Moyon, Rongmei/Kabui, Chiru, Tarao, Purum, Koireng, Lamkang, Liangmei, Ao, Tedim Chin, Vaiphei, Thangal, Maring, Kom, Meithei, Zou & Bhili have been completed.

o   *Preparation of dictionaries* of Kokborok-Hindi-English-Bengali & Bhili-Hindi-English have been completed.

o   *Preparation of bilingual primers* of Bhoti / Ladakhi, Bhoti/Balti, Bhoti/Spiti, Bhoti/ Lahauli, Boti/Zanskari, Bhoti/Bhutia and Bhoti /Monpa have been initiated.

o   *Audio visual documentation* of supposedly extinct and other endangered groups of Manipur – Aimol, Tarao, Andro & Sengmai – and some which were not even in the Atlas was made during last year.

c)   Centre for Lexicography, Creative Writing and Folklore studies

Workshops on Preparation of Malayalam-Hindi-English, Chhattisgarhi-English-Hindi, Hindi-English-Kurux, Hindi-English- Chotanagpuri, Hindi-English-Asura, Hindi-English-Abhujmaria, Hindi-English-Korawa, Hindi-English-Khortha, Hindi-English-

Korku, Hindi-English- Bhutia, Hindi-English-Tamang, Hindi-English-Limbu, Hindi-English-Sherpa Dictionaries.Workshop for Preparation of Tamil-English-Hindi Learner's dictionary and Nepali Monolingual Dictionary were held during the year.

d) Centre for Information on Language Sciences Library (CILSL)

The CILS has developed its in house bibliographic database for all its resources at metadata level for print and non-print resources -97000 documents, 500 Periodicals (21000 Table of Contents of professional journals and 10000 PDF full text articles), 40.000 back volumes of journals, Maps and atlases (5000), Theses and Dissertation (900), Multimedia (7000), Census of India (microfische/CD,s 3000) Photographs on development of Indian Scripts (100), Institutional Repository(2000) and Newspaper Clippings on language and linguistics (30,000). The library has provided a single platform for the Indian linguists' community by creating an online directory on library homepage for easy access.

e) Education Technology Unit (ETU)

Conducted workshop for Ashtavadhana & Vakyartha Goshti in Kannada

Regional Language Centres (RLCs) of CIIL

1. Eastern Regional Language Centre (ERLC), Bhubaneshwar

Meeting on Teaching Eastern Indian Languages in India's changing Socio-Economic Perspective and workshop-cum-Mother Tongue Teachers training programme for Sadri Language were held.

2. Northern Regional Language Centre (NRLC), Patiala

Workshops for Preparation of Language Lab Lessons in Dogri, preparation of Reading Comprehension in Dogri, Collection of Kashmiri Songs related to Festivals and Seasons, Finalization of Intermediate course in Urdu, Preparation of useful glossary in Dogri-English, National Integration Camp in Punjabi and

orientation course in Kashmiri for Kashmiri School teachers of Dist. Anantnag were organised.

3. North-Eastern Regional Language Centre (NERLC), Guwahati

National Seminars on the themes of 'National Integrity' & 'Literary works -- Dr. Bhupen Hazarika's view' and workshops on the Preparation of Language Games in Manipuri, Linguistic Terms in Manipuri, Rabha Recall Vocabulary and collection of Tiwa Folktales were conducted.

4. Southern Regional Language Centre (SRLC), Mysore undertook the following activities :

1. Workshops on Preparation of Script, copy book and Language Lab Materialsin Tamil, Malayalam, Kannada & Telugu languages, and Graphemic Representation in Malayalam.

2. Orientation Course I & II in Kannada with JSS Mahavidyapeetha.

3. National seminars on Language Education for different Linguistic Communities, Information Communication Technology & Language Teaching, Evolution of Modern Telugu Language, Usage of Kannada in Media, Modern Trends in Lexicography with special reference to Telugu.

5. Western Regional Language Centre (WRLC), Pune

Workshops on Comprehensive Marathi-English Dictionary were organised.

6. Urdu Teaching and Research Centre (UTRC), Solan

1. Workshops on Urdu-Garhwali translation, Final proofreading of the multilingual useful glossary in Urdu, Panjabi, Kashmiri & Dogri with IPA pronunciation and meaning in Hindi & English, Encyclopedia of Urdu Poets in Arabic, Farsi & Urdu.

2. Expert Meeting-cum-workshop on Finalization of Kinnauri Survey, Useful

Trilingual glossary of Urdu-Garhwali & Hindi with IPA pronunciation, Urdu-Punjabi Dictionary with IPA pronunciation.

3. Seminar-conference(s) on Kinnauri, Lahauli Languages of HP State.Seminars of SC Writers of HP & JK and orientation-cum-Workshop for Urdu teachers of Kerala and J&K.

7. Urdu Teaching and Research Centre (UTRC), Lucknow

1. Review Meeting on Survey of Kashmiri Dialects and workshop on collection of Urdu Idioms & Phrases based on numerals, Finalizing & vetting materials on socio-cultural items in Urdu, finalizing & vetting Dictionary of Deccani Proverbs.

2. Orientation Courses for Urdu teachers of Villupuram(TN), Garhwal (Uttarkhand).

3. Seminar on Endangered/Lesser known languages.

Schemes/ Projects of the CIIL

a) National Testing Services (NTS), Mysore

This project caters to the evaluation requirements of the country in terms of materials, methods and manpower. In this regard, the NTS has developed a framework for assessing the language, literature and personality in all the seven language, literature and personality in all the seven levels of education from primary to research and also prepared conceptual explanation of evaluation. Workshops were held for checking the material before converting into Hindi, Tamil version of an Introduction to Evaluation Terminology, finalization of Conceptual Explanations of ET in Urdu and for finalization of modules on Sangam Literature.

b) Linguistic Data Consortium for Indian Languages (LDC-IL), Mysore

LDCI-IL is an eleventh plan project which came into existence in April, 2007 and the implementation commenced from June, 2008. The mandate of the LDC-IL is to cover as many languages as possible in its endeavour to help Indian Languages to absorb technology and develop to become vehicles of modern thought. As of now LDC-IL has prepared mono lingual text corpora in 20 scheduled languages. Work is in progress in speech segmentation,automation generation of annotated words, developing POS annotation and chunking tool, pilot chunking for languages like Assamese, Bodo, Hindi, Kannada, Kashmiri, Maithilli, Malayalam, Manipuri and Odia. Work is in progress in Corpus and Morph-analyser, data collection, inputting, pre-processing of Bodo, Hindi, Kannada, Kashmiri, Manipuri, Tamil, Urdu. Workshops on Pronunciation Dictionaries have also been held on various languages including tribal languages.

c) National Translation Mission (NTM), Mysore

National Transmission Mission has been launched to make knowledge based texts, presently available in English only, accessible in all Indian Languages listed in the VIII schedule of the constitution through translation. Through a combination of efforts of education translators, encouraging publishers to publish translation, maintaining databases of published translation from and into Indian languages and becoming a 'clearing house' of information on translation, NTM will establish translation as an industry in India.

NTM has signed an agreement with NCBA which will allow NTM to publish 66 translations in all 22 languages mentioned in the VIII schedule of the Constitution. A total of 176 translations have been assigned to publishers/institutions/individual translators in different languages. NTM has already received 5 completed manuscripts in Kannada, Telugu, Marathi and Nepali. These manuscripts are being reviewed.

Translation Tools: The first six basic dictionaries (Hindi, Bengali, Kannada, Oriya, Malayalam and Tamil) have been published. Punjabi, Gujarati, Marathi, Telugu and Urdu dictionaries are at an advance stage of pre publication.

Glossaries and Technical Terminologies: In order to facilitate quality translation, NTM is preparing text and discipline-wise glossaries. The terminology lists have been prepared for Psychology, Chemistry and Medical Sciences. Each discipline contains approximately 7000 words and work is being taken up in other disciplines as well. This work has been done in-house and then finalized by experts of the concerned disciplines.

Machine Translation: Present status of English – Kannada Machine Translation System has been reviewed. On realizing the fact that the lexical resources are primary source of data to carry forward any MT System, the team is currently focusing on collecting data on functional words, compounds, proverbs, idioms, different verb forms etc.

NTM has organized various workshops, orientation programmes to train translators. NTM seeks to bring out a translators' handbook shortly that will provide the translators theoretical and practical guidance.

NTM Databases: A database prepared by NTM contains detailed information about 5826 translators, reviewers, editors, proof readers etc. Since April, 2012, 822 translators have registered to National Register of Translators (NRT) maintained by the NTM.

The Indian University Database (IUD) contains syllabi and reading material collected from various universities and institutions in India so that a list of most commonly prescribed titles can be extracted. This list forms the base for the selection of titles for translation under NTM. At present, IUD has details of 155 universities and 28 disciplines, and details of more than 2,60,000 titles have been keyed in.

Bibliography of Translation: Besides covering various titles on translation, it also includes information about various non scheduled/minor languages of India. By the end of 2012-2013, NTM intends to provide end to end information on around 35000 - 40000 titles.

The NTM maintains detailed information about experts/scholars and publishers from various disciplines across India in its **Experts' Repositor and Publishers' Database.** At present, information

about 530 experts is available in the repository. NTM has also created a dictionary and glossary database and has been updating a reservoir of data relating to dictionaries and glossaries in various Indian languages and disciplines of study.

NTM Media: The NTM media has been developing AV lessons such as films, interviews of various scholars on Translation Studies and allied disciplines which will be of help in training translators. The team has finished academic research for the topics like Translation of Poetry and Translation of Literary terms. Besides AV lessons, team has also prepared 4 promos for NTM based on folk art forms.

NTM has organized a total number of 20 programmes/events to facilitate exchange of ideas among budding translators, to orient potential translators and to promote awareness about translation. These events include field work, vetting & editing workshops, orientation programme and translators' meet, ESG-meetings etc.

e)   Grant-in-Aid (GIA)

The scheme provides financial assistance to individual authors, voluntary organizations, societies and charitable trusts. Under the Bulk Purchase of Books Scheme, 209 publications have been recommended for purchase and distribution to public libraries. 57 Manuscripts and 54 proposals for Publications of Scholarly Little Magazines have been accepted for financial assistance. 3 Voluntary Organizations' proposals have been recommended for financial assistance.

f)   Centre of Excellence for Studies in Classical Kannada (CESCK)

Initiated action to recruit the Project Director and to nominate five eminent persons in Kannada for the Planning-cum- Monitoring Board (PMB) and suitable infrastructure has been created.

g)   Centre of Excellence for Studies in Classical Telugu (CESCT)

On the request of the State Government, the Central Government is taking steps to shift the Centre to Hyderabad in Andhra Pradesh.

CENTRAL INSTITUTE OF CLASSICAL TAMIL

Consequent on the declaration of Tamil as a Classical language by the Government of India on 12th October 2004, the task of implementing the Central Plan Scheme for Development of Tamil was entrusted to the Central Institute of Indian Languages (CIIL), Mysore, in the end of July 2005. The scheme included Certificate of honour to distinguished scholars of Classical Tamil Language, creation of Tamil Language Promotion Board, establishment of Centre of Excellence for Classical Tamil and grant of Fellowships for the study of Tamil as Classical Language. Initially, the **Centre of Excellence for Classical Tamil (CECT)** was established in the CIIL in March 2006 with the required academic, technical and administrative staff. Later in 2008, the **Central Institute of Classical Tamil (CICT)** was established as an autonomous organization under this Ministry with a grant of ₹ 76.32 crore for the XI Five Year Plan.

The Institute, established with the view of promoting the cause of Classical Tamil, is focusing exclusively on the researches relating to the classical phase of the Tamil language, i.e., from the early period to AD 600. The role of the Institute is very vital and significant since it carries out researches on ancient Tamil society and culture and also documents and preserves objects relating to or reflecting the antiquities of the Tamils.

Achievements of the Institute during the year 2012-13

i) Presidential Awards for Classical Tamil for the year 2008-09 were presented by Hon'ble President of India on 21st December, 2012 in Rashtrapati Bhawan. Nominations received for 2009-10 and 2010-11 have been shortlisted.

ii) Thirty five Junior Research Fellowships (JRF) have been awarded during the year 2011-12 for a period of two years. During the financial year 2012-13, provision for the award of JRF to Twenty-five more scholars and Post Doctoral Fellowship to three scholars have been made. The candidates are selected based on their performance in the written exam and interview.

iii) Proposals were invited from University/Colleges/Scholars for sanction of Grant in Aid for Research Projects on Classical Tamil Literature through open advertisement in National dailies. 212 proposals were received in total, out of which 46 proposals have been approved.

iv) Based on the recommendation of the expert committee financial assistance was sanctioned for 49 Seminars and 32 Training programmes.

v) The Institute's library has been equipped with about 40,000 books and 1,500 CDs containing the digital versions of palm leaf and paper manuscripts relating to Sangam classics. The Pavendar Classical Tamil Research Library is functioning from the Institute's campus in Taramani. Virtua ILS (Integrated Library System), a software with advanced features such as FRBR (Functional Requirements for Bibliographic Records), Update Notifications through SDI, User Reviews & Ratings, and support for mobile computing, Virtua set a new standard of excellence for the library providing full multilingual support and leveraging a solid Oracle™ foundation. CICT, Chennai, is one of the few Libraries which have installed Virtua ILS in India.

vi) Three books titled Na??i?ai, Nā?ma?ikka?ikai and Translation of Tirukural into Punjabi have been brought out by the Institute during the year 2012-13.

The following eight publications are in press and are to be published before March 2013.

1. Palamoli Nanuru; 2. Tirikatukam; 3. Iraiyanar Akapporul; 4. Inna Narpatu; 5. Iniyavai narpatu; 6. Kar Narpatu; 7. Kalavali Narpatu; 8. Kuruntokai.

vii) The Government of Tamil Nadu has allotted 6.72 hectare of land at Perumbakkam, Chennai for construction of buildings for CICT. The work of construction of compound wall and the Institutional Buildings were allotted to CPWD and an amount of ₹ 247.88 lakh was deposited with CPWD for construction of compound wall. The total built up area for the Administrative Block and Academic Block are respectively 4612 sq mts and 5945 sq mts.

viii) Classical Tamil Online is one of the Major projects of the Central Institute of Classical Tamil. It aims to provide learners with an ability to understand, appreciate and interpret classical Tamil language. It consists of five modules viz., Akam, Puram, Aram, Kappiyam and Ilakkanam. A software has been developed by CICT to search any word in Ca?kam literature. The software helps to retrieve the word with entire sentence wherever it has been referred and gives song number, line number, frequency of the word and percentage of occurrences.

National Council for Promotion of Sindhi Language (NCPSL)

National Council for Promotion of Sindhi Language (NCPSL) is a fully funded autonomous organization under this Ministry with its headquarters at Delhi to promote, develop and propagate the Sindhi Language and to take action for making available in Sindhi the knowledge of scientific and technological development as well as the knowledge of ideas evolved in the modern context and to advise the Government of India on issues connected with Sindhi Language.

For the purpose of propagation and development of Sindhi language, the NCPSL to implemented its various schemes during the year 2012-13 with the following achievements:-

i) Under the Scheme of financial assistance to Voluntary Organisations 2 seminars, 3 career guidance workshops, one teacher training programme, 16 seminars and 3 Career Guidance workshop were organized. An Indo-Sindh Literary Conference has also been organized at New Delhi in which 8 literary persons from Sindh provience of Pakistan had participated in addition to the other Sindhi Experts from the country.

ii) 80 books, 35 CDs/VCDs/DVDs and 12 magazines for free distribution to Educational Institutions/Schools/Colleges/Public Libraries, etc., were approved for purchase. The magazines Mahek and Poptra have also been published by the NCPSL.

iii) 29 manuscripts of Sindhi writers were approved for publication. Rare books of Sindhi have been translated from Sindhi Arabic to Sindhi Devnagari for the use of the students who are appearing in IAS through Sindhi subjects.

iv) 2418 students have been awarded Certificates for completing Diploma and Advance Diploma courses in Sindhi Learning. 4018 students enrolled themselves for various courses of the NCPSL during the year.

v) 58 entries have been received for two lifetime achievement and ten literary awards for the year 2011-12 which are being processed.

National Council for Promotion of Urdu Language (NCPUL)

NCPUL was established for promotion of Urdu Language and preservation of the cultural heritage of the country. Later on the responsibility of promotion of Arabic and Persian was also assigned to it. It advises Government of India on issues connected with Urdu, Arabic & Persian Languages. The various schemes/activities of NCPUL includes the following:

i) During the year, 9 new Study Centres through registered NGOs were opened for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP). This is in addition to existing 391 centres making a total of 400 in which 21,383 Urdu speaking students including 8,553 girls were admitted to get skill education through this diploma programme. It is implemented through National Institute of Electronics and Information Technology(NIELET) Society under Ministry of Communication and Information Technology. Till date 60% of students including girls have got employment in private and local institutions.

ii) To preserve and promote Traditional Calligraphy, 9 new study centres in addition to 35 existing ones were established. Thus, making a total of 44 centres in which 875 students including 449 girls got admission.

iii) Financial assistance to 94 NGOs/Agencies were approved for holding 74 Seminars and 20 Lecture series. 210 Urdu books and 59 Journals were procured for free distribution to Urdu libraries of the country. Manuscripts of 69 writers were selected for providing printing assistance. 81 small and medium newspapers were extended financial aid for availing Urdu service of the United News of India.

iv) NCPUL is the principal Urdu publication house under the Govt. of India. 13 new titles, 32 reprint, 23 course books, 12 issues of Urdu Duniya and 4 issues of quarterly journal Fikr-o-Tehqeeq were published.

v) Promotion of Urdu Books is done through sale and exhibition in Urdu Book Fairs. 14 Book Fairs were held at different places in the country during the year. NCPUL participated in 6 Book Fairs organized by other agencies including NBT. 5 trips of Exhibition Van were made to cover various districts of Uttar Pradesh, Bihar, Jharkhand and West Bengal for making available Urdu publications in rural areas.

vi) NCPUL continues with its various academic projects. It held 14 panel workshops on Production of Dictionaries, Encyclopedias, children Literature and reference Books including panel on linguistics, Unani medicines, mass media, legal studies, social sciences, life sciences. Out of 45 ITI Books, 20 translated in Urdu and sent to composer for final correction. NCPUL also conducted short term course in Urdu Journalism at Srinagar from 7-13 July, 2012. Production and telecast of 52 weekly episodes aired through National ETV channel.

vii) NCPUL offers Urdu correspondence course through accredited centres. 9 Urdu Study Centres were established in addition to existing 972 centres making a total of 981 centres which includes Computer Centres for whom Urdu Diploma is compulsory. About 1650 part-time Urdu teachers got employment. There are 64,368 students including 29,348 girls admitted

to these courses. A computer Online Learning Programme was also launched on 30 June 2012.

viii) Diploma in Functional Arabic and One Year Certificate Course are offered through accredited 499 existing centres. 1321 part time Arabic teachers got employment to teach 28,027 learners including 12,110 girls admitted in both these courses. Financial assistance were provided to 7 voluntary organizations for holding seminars, for bulk purchase of 8 Arabic & Persian books and for publication of 14 manuscripts.

RASHTRIYA SANSKRIT SANSTHAN (DEEMED UNIVERSITY), NEW DELHI

The Government of India established Rashtriya Sanskrit Sansthan (RSKS) in October, 1970 as an autonomous organization registered under the Societies Registration Act for propagation and preservation of Sanskrit language, literature and traditional Shastras and to encourage the learning of Sanskrit all over the country and abroad. The Sansthan is fully financed by the Govt. of India and works as a vital agency of the Central government in all policy matters related to Sanskrit language and culture.

As Sanskrit is invariably connected with Pali and Prakrit languages, from 2009-10, Sansthan has taken up the task to promote both Pali and Prakrit languages and their literature. The Sansthan also serves as Central, administrative and coordinating machinery for all its Campuses. The Government of India has formulated various schemes and programmes for the development of Sanskrit education and is implementing these through Rashtriya Sanskrit Sansthan. Sansthan by virtue of its position, multi-campus entity functions as a Nodal agency for coordinating all efforts related to Shastras, Sanskrit language and literature. The Rashtriya Sanskrit Sansthan has since been declared Deemed to be University w.e.f. 7th May, 2002 by the MHRD, Govt. of India and UGC.

Rashtriya Sanskrit Sansthan has 10 campuses at Allahabad (U.P.), Lucknow (U.P.), Puri (Orissa),

Guruvayoor (Kerala), Bhopal (M.P.), Mumbai (Maharashtra), Jaipur (Raj.), Jammu (J&K), Garli (H.P.) and Sringeri (Karnataka) along with 50 affiliated institutions in different parts of the country. In addition, there are 25 Adarsh Sanskrit Mahavidyalayas/Shodha Sansthans getting financial assistance (95% on recurring items and 75% on non-recurring items) under the Scheme.

Major Activities during the year 2012-13

i)   Presidential Award of Certificate of Honour to Sanskrit, Pali/Prakrit, Arabic and Persian Sholars:-

The Scheme of Award of 'Certificate of Honour' was introduced in 1958 to honour the scholars of Sanskrit, Arabic and Persian languages. The Scheme was extended to cover Pali/Prakrit in 1996. The distinction is conferred for substantive contribution of the scholars in their respective fields. From the year 2008, the scheme was further extended to cover one International award for NRI or foreigner for their lifetime achievement in the field of Sanskrit. The scheme envisages a onetime monetary grant of ₹ 5.00 lakh to the scholars of Sanskrit and ₹ 50,000/- per annum for life time for scholars of Pali/Prakrit, Persian and Arabic apart from a citation and a shawl presented by the President to each awardee.

Under the scheme there are 15 awards for Sanskrit, 3 each for Arabic and Persian and one for Pali/Prakrit. From the year 2002 five awards in Sanskrit and one each in Pali/Prakrit, Arabic and Persian have been introduced for young scholars between the age group of 30-40 years. The award is known as the Maharishi Badrayan Vyas Samman. It carries a cash prize of ₹1.00 lakh each apart from the citation and a shawl.

The Investiture Ceremony for the award of President's Certificate of Honour was held on 19th June 2012 at Rashtrapati Bhavan in which the scholars of Sanskrit, Pali/Prakrit/Arabic/Persian and Maharshi Badrayana Vyas Samman of the year 2010 and 2011 received the Awards from H.E. Smt. Pratibha Devi Singh Patil, President of India.

2010

2011

ii) Activities as a Deemed University:-

1. Conducted workshops on preparation of text material for different programmes under Mukta Swadhyaya Peetham and consequently, study material was published.

2. 630 students admitted for different courses of studies under Mukta Swadhyaya Peetham (Distance Education).

3. Brought out 29 new publications.

4. Published Seventh volume of Sanskrit Vimarshah (New Series) Research Journal.

5. 14,963 students were enrolled for different courses of studies.

6. 256 students awarded Vidyavaridhi (Ph.D.) degree.

7. 4968 students admitted in Sansthan's campuses.

8. 234 research students registered for Vidyavaridhi (Ph.D.).

9. Approximately 36000 participants were trained in spoken Sanskrit under Non-Formal Sanskrit Education programme in 1200 centres in the country including North East Region.

10. Residential Non Formal Sanskrit Teachers' Training camps organized at different places.

11. Residential training programmes for Sanskrit Grammar teaching conducted in North East Region (NER).

12. Syllabi of different subjects were revised.

13. Introduced Semester system in its Shastri and Acharya examinations.

14. 5th Youth Festival (Inter Campus Youth Festival) was organized at Bhopal Campus, Bhopal from 30th October to 2nd. November 2012.

15. E-Text to be launched.

16. NAAC accredited Rashtriya Sanskrit Sansthan with grade 'A' with a score of 3.25 on the four point scale.

iii) Activities under various Schemes:-

* The scheme of Financial Assistance to Adarsh Sanskrti Mahavidyalayas/Adarsh Shodha Sansthans of Rashtriya Sanskrit Sansthan has been revised.

* 14,940 students were awarded Scholarships for Research & Post-Matric studies.

* 16 publications brought out by Publishers/ Scholars under Production of Sanskrit Literature Scheme.

* 9 rare works brought out under Reprint scheme.

* 17 Sanskrit Journals/news Papers published with financial assistance.

* 772 institutions are covered for providing financial assistance under Voluntary Sanskrit Organizations Scheme.

* 1591 teachers were paid consolidated salary under Voluntary Sanskrit Organisations Scheme.

* 8722 students were paid scholarships under Voluntary Sanskrit Organizations Scheme.

* 131 institutions/Sanskrit Pathshalas were provided financial assistance for modern teachers.

* 221 teachers in modern subjects were paid consolidated salary under the development of Sanskrit scheme for Sanskrit Pathashalas.

* Samman Rashi was provided to 292 Pandits who are living in indigent circumstances.

* Honorarium given to 101 Shastra Chudamani scholars.

iv) New Initiatives:

* Launched National Knowledge Network funded by MHRD.

* Started Women Study Centre at Vedvyas Campus, H.P..

* Started Vocational Training Course at Mumbai Camups.

* Launched Sanskrit Seva Samman to non-Sanskrit scholars who have made contributions to the development of Sanskrit language.

RASHTRIYA SANSKRIT VIDYAPEETHA, TIRUPATI

The Rashtriya Sanskrit Vidyapeetha was established by the Ministry in the year 1961 on the basis of the recommendations of the Central Sanskrit Commission

as a registered society at Tirupati. The Vidyapeetha has started functioning as a Deemed University from the year 1991. The main objective of the Vidyapeetha is to preserve, propagate and develop Sanskrit Language and Literature and rare Sastras for posterity by imparting instruction in traditional Sanskrit lore and also providing intensive training to Sanskrit teachers in pedagogical aspects.

SHRI LAL BAHADUR SHASTRI RASHTIRYA SANSKRIT VIDYAPEETHA, NEW DELHI

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (SLBRSV), New Delhi was established in the year 1962. The Vidyapeetha was declared a deemed to be University in the year 1987. The objective of the Vidyapeetha is to undertake interpretation of the Shastras, to establish their relevance to the problems in the modern context and to provide means for intensive training in modern as well as Shastric lore for teachers. During the financial year 2012-13, the new Academic Block of the Vidyapeetha was completed.

MAHARISHI SANDIPANI RASHTIRYA VED VDIYA PRATISHTHAN, UJJAIN

The Government of India has established Maharishi Sandipani Rashtriya Ved Vdiya Pratishthan (MSRVVP) in the year 1987 with an objective to preserve, conserve and develop the oral tradition of vedic recitation. For this purpose, the Pratishthan provided financial assistance to 69 Vedic Pathshalas towards honorarium for over 416 Veda teachers and stipend to about 2819 students. Under the scheme for Preservation of Oral Tradition of Vedic Recitation, it has provided honorarium to over 221 Swadhyayi-teachers who teach about 1992 students at their homes

or any suitable place in their locality. 50 Aged Veda Pandits, who are above 65 years of age, have been extended financial assistance for subsistence. A Correspondence Course "Ghar Baithe Vedon Ki Shiksha" has also been introduced by the Pratishthan for Vedic education to disseminate Vedic knowledge among common people. The details of activities undertaken by the Pratishthan during the year are as under:-

1. Consequent upon successful completion of 25 years by the Pratishthan, the Silver Jubilee Year was celebrated on 20th January, 2012. Further, the Pratishthan organised a Second Vishwa Veda Sammelan between November 4-7, 2012 at Ujjain. About 700 Research Scholars, special learned scholars and Veda Pathis of four branches throughout India and abroad participated in the Sammelan.

2. Inaugural Ceromony of newly Administrative Building located at Chintaman Marg, Ujjain was held on 20th October, 2012, by the Hon'ble Minister of Human Resource Development.

3. During the year, three Seminars were organized by the Pratishthan at Bhubaneswar (Orissa), Rohatak (Haryana) and Mizoram University, Mizoram in joint collaboration with various institutions. Four more seminars are scheduled to be organized at Jodhpur (Rajasthan), Dharwar (Karnataka), Kolkata (West Bengal) and Varanasi (U.P.).

4. Five Regional Conferences were organized by the Pratishthan at Shrinagar (Jammu & Kashmir), Udaipur (Rajasthan), Tanjavur (Tamilnadu), Bangalore (Karnataka), Leh (Ladakh) in joint collaboration with various institutions during the year. One All India Sammelan and two regional sammelans are already scheduled to be organized at Dwarka (Gujarat), Raigarh (Chhatisgarh) and Ponda (Goa) respectively.

5. Two volumes of Vedavidya Journal in Hindi, English and Sanskrit and Monthly Newsletter "Veda Vidya" were published.

6. On the eve of Silver Jubilee Year, the following Books were brought out:

   (*a*) Rigveda Shankhayan Shakha

   (*b*) Past and Future of Vedanushilan

   (*c*) Rigveda Ke Bhashyakar Aur Unki Mantrarth Drishti

   (*d*) Meaning of Vedas (Second Edition)

   (*e*) Vedic Literature (Second Edition)

7. ₹ 5.50 lakh and ₹ 2.32 lakh were paid respectively to Veda Pathi Nidhi Trust and Aged Veda Pathis directly.

8. ₹ 4.32 lakhs was paid to 36 Nityagnihotris @ ₹ 1000/- per month each by the Pratishthan.

9. Four Veda Gyan Saptahs were celebrated to promote Veda's knowledge.

10. About 100 lectures were organized under the scheme Vedic Classes for all.

11. During the year 89 students have been registered under the course 'Ghar Baithe Vedon Ki Shiksha'.

LANGUAGE DEVELOPMENT AND HIGHER EDUCATION

The Ministry has established three Central Universities each in the Field of Development of Hindi, Urdu and English & Foreign Languages in order to cater to the specific needs of the research and publication in these Languages.

THE ENGLISH AND FOREIGN LANGUAGE UNIVERSITY, HYDERABAD

The English and Foreign Languages University (formerly the Central Institute of English and Foreign Languages) is a central University created by an Act of the Parliament in December 2006. The Act came into force on 3 August 2007. The EFL-University continues to build upon the achievements of the Central Institute of English and Foreign Languages, and significantly expand its activities on the national and global stage. Its mandate is to advance and disseminate "instructional, research, and extension facilities in the teaching of English and Foreign Languages and Literatures in India" as well as "to take appropriate measures for inter-disciplinary studies and research in Literary and Cultural Studies, and to develop critical inter-cultural understanding of civilizations". The university is committed to the principles of inclusive and cosmopolitan growth. With these objectives in view, the University has constituted 11 Schools with 39 Departments and 200 faculty members teaching on various courses.

Besides Hyderabad, the EFL-University has two more campuses, one at Lucknow, and the other at Shillong, to cater to the needs of students of the Northern and North-eastern regions respectively.

MAHATMA GANDHI ANTRRASHTRIYA HINDI VISHWAVIDYALAYA, WARDHA

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha was established in 1997 with an objective to promote and develop Hindi Language and Literature in general and for that purpose, to provide for active pursuit of comparative studies and research in Hindi and other Indian Languages, to offer programmes of research, education and training in areas like Translation, Interpretation and Linguistics for improving the functional effectiveness of Hindi, to reach out to Hindi Scholars and groups interested in Hindi abroad and to popularize Hindi through Distance Education system.

The University has eight Schools namely: School of Language, School of Literature, School of Culture, School of Translation & Interpretation, School of Humanities & Social Sciences, School of Creativity, School of Management and School of Education. It has Departments/Centres namely: Dep't of Language Technology, Dep't of Computational Linguistics, Technology Study Centre, Dep't of Hindi, Dep't of Theatre & Film Studies, Dep't of Women's Studies, Dep't of Non-Violence & Peace Studies, Dep't of Anthropology, Centre for Communication & Media Studies, Dr. Baba Saheb Ambedkar Centre for Dalit & Tribal Studies, Dr. Bhadant Anand Kausalyayan Centre for Buddhist Studies, Mahatma Gandhi Fuji-Guruji Centre for Peace Studies, Dep't of Translation Technology and Dep't of Diaspora Studies. At present University is running 15 M.A./Msc. Courses, 12 M.Phil, 9 Ph.D., 17 Certificate /Diploma Courses, 03 Advanced Diploma Courses and 11 P.G. Diploma Courses. There are 56 faculty members and 887 regular students (M.A./M.Phil/Ph.D./Diploma & Certificate) in the University.

MAULANA AZAD NATIONAL URDU UNIVERSITY, HYDERABAD

Institutions of Higher Learning have been created with the noble objective of preserving culture and creating new knowledge for the welfare and development of mankind. In addition, while meeting the individual and social aims of education, it is intended to make it accessible to all sections of society. The Maulana Azad National Urdu University (MANUU) was established in 1998 as a Central University with its Headquarters at Hyderabad. This special initiative taken by the Indian government was primarily meant to provide opportunities in higher education at a national level to Urdu learners and speakers. Keeping upto its mandate, the University endeavors to promote and develop the Urdu language, imparts vocational and technical education in Urdu medium through both the conventional teaching and distance education systems and focuses on women education. MANUU's vision to provide access to quality education through Urdu as the medium of instruction serves as a road map to fulfil its mission of empowering the socially, economically and linguistically disadvantaged sections of society.

IMPLEMENTATION OF OFFICIAL LANGUAGE

Introduction: Both the Departments in this Ministry give due attention to the implementation of the Annual Programme issued by the Department of Official Language, Ministry of Home Affairs. Both the Departments of the Ministry viz. Department of Higher Education and Department of School Education and Literacy are notified under rule 10(4) of Official Language Rules, 1976.

Implementation of official language in the Ministry is being done in accordance with the directions issued by the Department of Official Language as well as Annual Programme issued by that Department.

Offices notified during the year: During the period under report 8 offices under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976.

Monitoring of implementation of Official Language Policy

a) During the year 2012-13, target has been fixed to inspect 39 offices/Universities etc. by the Ministry. Till 30th November, 2012 inspection of 22 offices has already been carried out. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official Language Implementation Committees of the subordinate offices from time to time.

b) Departmental Official Language Implementation Committee has been constituted in the Ministry under the Chairmanship of Joint Secretary (Central Universities & Languages). Meetings of this committee are being held regularly. Appropriate action is taken on the compliance of decisions taken in the meetings.

c) In order to monitor the position of use of official language Hindi in its subordinate offices, universities etc., Quarterly progress report and minutes of the meetings of their Official Language Implementation Committee are obtained and reviewed by the Ministry and remedial measures are suggested by the Ministry.

By the Committee of Parliament on Official Language: During the period under report, 12 offices of this Ministry have been inspected by the Committee of Parliament on Official Language.

HINDI SALAHAKAR SAMITI

The meeting of the Hindi Salahakar Samiti of the Ministry of Human Resource Development was held Under the chairmanship of Hon'ble HRM on 4th June, 2012 in Mumbai. In the meeting, discussions were made on the suggestions given by the Hon'ble members. Action is being taken by the Ministry on the decisions taken in the meeting.

The next meeting of the Samiti under the chairmanship of Hon'ble HRM is scheduled to be convened on 21st January, 2013.

Training

In pursuance of the Official Language Policy of the Government, remaining employees of the Ministry, who are yet to be trained in Hindi typing and shorthand, are nominated in the training programmes conducted by the Department of Official Language.

No such employee remains in the Ministry yet to be trained in Hindi language and Hindi typing.

Departmental Magazine "Shikshayan" : In order to provide an appropriate forum to the officers and officials of this Ministry as well as offices under it, to express their creativity, a departmental magazine "Shikshayan" is brought out by the Official Language Division of this Ministry. This year 4th edition of the magazine has been brought out in June, 2012. Next edition of the departmental magazine is under publication which is proposed to be released in the next meeting of the Hindi Salahakar Samiti.

Hindi Workshop : For effective implementation of Official Language in the Ministry, during the year under report, a Hindi workshop was organised on 27.09.2012. 19 officers and employees participated in the workshop.

In order to train the employees of the Ministry in the Unicode system, a workshop was organized on 20th December, 2012 .

Translation work : To comply with the Official Language Policy of the Government, the Official Language Division of the Ministry also performed translation work of all letters, documents, reports etc., required to be issued in Hindi and English, bilingually by the Ministry.

Hindi Fortnight in the Ministry : During the year, Hindi fortnight was celebrated in the month of September. On the occassion, competitions on Essay writing, Hindi Noting/Drafting, Poem recitation, Hindi Handwriting and Hindi Debate were organised. A total of 131 participants participated in these competitions. The prizes to the winners of these competitions will be given on 21st December, 2012 by Hon'ble Secretary (Higher Education).

Website: Website of both the Departments of the Ministry has been made bilingual i.e. in Hindi and English. It is being updated from time to time.

Directions have been issued to all the offices under the Ministry to make their website bilingual. As a result, so far 69 offices/institutions have made their websites bilingual.

"Hindi Shabd"

At the main entrance of the Ministry, one word used in the day to day work of the office is being displayed daily in Hindi and English under the heading "Aaj Ka Shabd" since March, 2008.

* * * * *

Chapter

09

COPYRIGHT AND BOOK PROMOTION

COPYRIGHT AND BOOK PROMOTION

The Copyright Office was established in 1958 under section 9(1) of the Copyright Act, 1957 under the administrative control of the Department of Higher Education. It is headed by the Registrar of Copyrights, who has quasi-judicial powers in handling cases relating to copyright. Its main function 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.

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. Acquisition of copyright is automatic and it does not require any formality. Copyright comes into existence as soon as a work is created and no formality is required to be completed for acquiring copyright. However, as per section 48 of the Act, certificate of registration of copyright and the entries made therein serve as prima facie evidence in a court of law with reference to dispute relating to ownership of copyright.

Section 47 of 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.

Modernization of Copyright Office : Modernization of Copyright Office has been envisaged with an object to facilitate speedy disposal of registration of copyrights, complaints on legal matters and settlement of legal cases filed with Copyright Board, digitization of records etc.

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.mhrd.gov.in and www.copyright.gov.in

Copyright Board: The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. The Board is entrusted with the task of adjudication of disputes pertaining to copyright registration, assignment of copyright, grant of licences in respect of works withheld from public, unpublished Indian works, production and publication of translations and works for certain specified purposes. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The Copyright Board will be reconstituted once the amended Copyright Rules are notified.

Copyright Societies : Section 33 of 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. Following the Copyright (Amendment) Act, 2012, the above mentioned copyright societies have to be re-registered within the one year of the commencement of the Act, i.e. 21st June, 2012.

Copyright Enforcement in India : Chapter XIII of the Copyright Act, 1957 provides for penalties for the offences committed under the Act as per the criminal remedies provided under different Sections in this Chapter. The State Governments are responsible for actual enforcement of the copyright law through their 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 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. It is periodically reconstituted. The last meeting was held in January, 2012. 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; and (iv) persuading Copyright Societies for similar actions.

The Copyright (Amendment) Act, 2012: The Copyright (Amendment) Act, 2012 got the assent of the President on June 7, 2012 and the same was notified on June 8, 2012. The Amendment Act came into force w.e.f. June 21, 2012. The following are the main reasons for amendments to the Copyright Act, 1957.

- to bring the Act in conformity with WCT and WPPT;
- to protect the Music and Film Industry and address its concerns;
- to address the concerns of the physically disabled and to protect the interests of the author of any work;
- incidental changes;
- to remove operational facilities; and
- enforcement of rights.

Some of the important amendments to the Copyright Act in 2012 are: extension of copyright protection in the digital environment such as penalties for circumvention of technological protection measures and rights management information, and liability of internet service provider and introduction of statutory licences for cover versions and broadcasting organizations; ensuring right to receive royalties for authors, and music composers, exclusive economic and moral rights to performers, equal membership rights in copyright societies for authors and other right owners and exception of copyrights for physically disabled to access any works.

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 2012, this Ministry has represented in the following meetings and Seminars on IPR and Copyright Programmes organized by WIPO and its Sessions of Standing Committee on Copyrights and Related Rights (SCCR) and the Diplomatic Conferences:-

1. The Diplomatic Conference to adopt a WIPO Treaty on Protection of Audio Visual Performances held at Beijing, China from 20-26 June, 2012.

2. Meeting of Like Minded Developing Countries (LMCs) on the Protection of Genetic Resources, Traditional Knowledge and Folklore (GRTKF) held at Bali, Indonesia from June 27-29, 2012.

3. 22nd Session of the WIPO Intergovernmental Committees (IGC) on Genetic Resources, Traditional Knowledge and Folklore held at Geneva, Switzerland from 9-13 July, 2012.

4. 24th Session of the Standing Committee on Copyright and Related Rights held at Geneva, Switzerland from 16-25 July, 2012.

5. Inter-Sessional Meeting on "Limitations and Exceptions for Visually Impaired Persons and Persons with Print Disabilities" held at WIPO Headquarters in Geneva from 17-19 October, 2012.

6. Twenty-Fifth (25th) Session of WIPO's Standing Committee on Copyright and Related Right (SCCR), held at Geneva from November 19-23, 2012.

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 workshops to create awareness among the stakeholders.

SCHEME OF INTELLECTUAL PROPERTY EDUCATION, RESEARCH AND PUBLIC OUTREACH (IPERPO)

The Scheme was introduced in the Tenth Five Year Plan Period by a physical merging of three co-related 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 for WTO Studies. For effective implementation of the cause of promoting awareness/research on Copyright/ IPRS and WTO matters, the merger has proved useful. Details of the scheme is available at website www.copyright.gov.in. A three member Committee was constituted by this Ministry on 12.09.2012 to evaluate on continuation of the Central Scheme of Intellectual Property Education, Research and Public Outreach (IPERPO) during the 12th Plan. The scheme has since been continued.

MHRD Intellectual Property Rights Chairs (IPR Chairs): One of the steps initiated in India after

becoming WTO member in 1995 is building a capable human resource in the area of intellectual property rights (IPR) to face upcoming challenges. Protection, maintenance and management of IPRs by institutes, universities, industries and individuals in an effective manner were at the centre stage. Even now, these issues are extremely important and the initiatives of the Central Government are equally required consistently to achieve the objectives. MHRD recognized the role to be played by universities and institutes in inculcating a new culture for promoting creativity, originality and innovations in the country and took a modest initiative by launching a Scheme for organizing seminars and workshops on copyright matters, Scheme on financial assistance IPR studies and Scheme on financial assistance on WTO studies.

Under the scheme of Intellectual Property Education, Research and Public Outreach (IPERPO) 20 MHRD –IPR Chairs have been set up so far in various universities and institutes for development and growth of IPR education, research and training.

Trade in Educational Services under GATS: In each of the modes prescribed for Trade in Services under GATS, 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.

The main sub-sectors under the GATS in the area of education are:

1. Primary education (CPC 921)

2. Secondary education (CPC 922)

3. Higher education (CPC 923)

4. Post secondary technical and vocational, university degree or equivalent

5. Adult education (CPC 924)

6. Other education services(CPC 929)

All schedules have two sections: (i) the horizontal commitment section, which establishes the limitations that apply to all sectors listed in the schedule; and (ii) the sectoral section, the particular trade in services commitments that apply to a particular sector or sub-sector. In determining a country's sector-specific commitment, consideration must also be given to the overall horizontal commitments.

A "specific commitment" in the service schedule refers to the country's commitment to provide market access and national treatment for the service listed pursuant to the terms and conditions set forth in the schedule. Commitments are legally binding and once a specific commitment has been made, a Government is "bound" to the specific level of market access and national treatment and it cannot, at a later time, impose measures that would restrict entry into such markets. This serves as a guarantee to service providers in other countries that market entry conditions will not become less restrictive, as they can only be improved.

Commitments and limitations to market access and national treatment are entered in the service schedule with respect to each of the modes of supply. Therefore, a commitment on the sub-sector of higher education services (which is within the Education services sub-sector that in turn, is within the broader sector classification of Education services) will have 8 entries: 4 under the column of market access (one for each of the 4 different modes of supply) and 4 under the column of limitations on national treatment.

Indian Offer (August 2005) in the GATS in the Education Sector reads as follows:

EDUCATION SERVICES		
Sub-sectors	**Market Access**	**National Treatment**
Primary Education Services (CPC 921)	Unbound	
Secondary Education Services (CPC 922)		
Higher Education Services (CPC 923)	1. None subject to the condition that service providers would be subject to regulations, as applicable to domestic providers in the country of origin. 2. None 3. None subject to the condition that fees to be charged can be fixed by an appropriate authority and that such fees do not lead to charging capitation fees or to profiteering. Subject further to such regulations, already in place or to be prescribe d by the appropriate regulatory authority. In the case of foreign investors having prior collaboration in that specific service sector in India, FIPB approval would be required. 4. Unbound except as in the horizontal section	1. None 2. None 3. None 4. Unbound except as in the horizontal section
Adult Education Services(CPC 924)	Unbound	
Other Education Services (CPC 929)		

In the above entries **"none"** means that there are no limitations on national treatment of educational services and **"unbound"** means that limitations on market access or national treatment may be imposed with respect to the mode of supply identified and subject to the condition specified therein (e.g., termination of monopoly or horizontal commitments).

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 by National Book Trust in this regard are as under:

A.   NATIONAL BOOK TRUST, INDIA (NBT)

The National Book Trust, India is an apex body established by the Government of India, in the year 1957 for the promotion of books and developing reading habit amongst the masses in the country. The Trust is engaged in the production and promotion of quality books at an affordable price to the public. The Trust also organizes various Book Fairs/Exhibitions across the country and also participates in International Book Fairs to promote Indian books abroad.

ACTIVITIES OF THE TRUST

Publishing

The Trust publishes general reading material which includes works of fiction, books on social sciences, medical science and cutting edge technology for all segments of society and for all age-groups. The Trust also publishes a wide variety of books for children and post-literary reading material for neo-literates. The NBT publications are moderately priced in English, Hindi and other regional languages. The Trust also publishes Braille books for visually challenged.

The publishing profile of the Trust has undergone a radical and qualitative change over the last few years. Constantly aware of the needs of its readers and the demands of fluctuating market, the Trust has been able to provide a wide variety of books for all age groups on all subjects. The Trust pays special attention to those genres of publishing which, despite their importance, have not been adequately covered by other publishers in India. In addition, the Trust under Rajiv Gandhi-Longowal Accord, publishes select books in Punjabi to promote the Punjabi language, its literature and culture.

From 1 January 2012 to 31 October 2012, the Trust brought out 1,544 titles in various languages including English and Hindi as under:

S.No.	Language	Original	Translated	Reprints	Revised	Total
1.	Assamese	0	4	39	0	43
2.	Bangla	3	0	63	0	66
3.	Boro	0	0	6	0	6
4.	Dogri	1	0	0	0	1
5.	English	24	1	194	3	222
6.	Gujarati	0	1	10	0	11
7.	Himachali	1	0	0	0	1
8.	Hindi	40	9	789	1	839
9.	Kannada	0	2	1	0	3
10.	Kashmiri	0	1	0	0	1
11.	Konkani	1	1	0	0	2
12.	Malayalam	0	14	0	0	14
13.	Marathi	0	4	260	0	264
14.	Odia	2	11	0	0	13
15.	Punjabi	0	39	1	0	40
16.	Tamil	1	4	0	0	5
17.	Telugu	1	7	0	0	8
18.	Urdu	3	1	1	0	5
	Total	**77**	**99**	**1364**	**4**	**1544**

Organization of Book Fairs within the country :
The Trust organized 11 book fairs within the country, namely, 20th New Delhi World Book Fair (25 February to 4 March 2012), Gurgaon Book Fair (20 - 23 April 2012), Jahanabad Book Fair (23 – 25 April 2012), National Book Fair, Ahmedabad (1 -7 May 2012), Shimla Book Fair (12 – 17 May 2012), Srinagar Book Fair (2 –10 June 2012), Trichy Book Fair (5 – 14 Oct. 2012), National Book Fair, Jaipur (8-14 October 2012), Aligarh Book Fair (17 – 21 October 2012), Bathinda Book Fair (27 October – 4 November 2012), Khowai Book Fair (31 October – 6 November 2012). 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, the children and youth.

Organization of New Delhi World Book Fair:
The Trust has been organizing New Delhi World Fair (NDWBF) since 1972 where a large number of publishers and booksellers from India and abroad participate. Over the years, the New Delhi World Book Fair has become one of the prestigious and biggest Book Fairs in the world. The Trust successfully organized the 20th New Delhi World Book Fair from 25 February 2012 to 4 March 2012. The Fair celebrated 'Hundred Years of Indian Cinema'. The Fair was inaugurated by Shri Kapil Sibal, Hon'ble Minister for HRD. Till its 20th edition, the NDWBF was a biennial event and now it will be an annual event. This was formally announced by Shri Sibal, at the inaugural function. The 21st NDWBF is scheduled to take place from 4-10 February 2013 at Pragati Maidan, New Delhi.

The Fair was spread over 45,000 sq. meter area in 10 halls with over 2500 stalls displaying books of 1300 exhibitors. The Foreign Pavilion showcased international participation of about 30 publishers and organizations. These include Saudi Arabia, Hong Kong, Malaysia, Japan, Pakistan, Nepal, Bangladesh, Sri Lanka, Germany, UAE, China, Turkey, South Korea, Spain, Belarus, France, Iran, Thailand, Israel and United Kingdom as well as agencies like UNESCO and WHO.

During the Fair, numerous book-related activities like panel discussions, seminars, conferences, book release functions and cultural programmes were organized. Classical movies in Hindi as well as in regional languages based on Indian literature like 'Devdas', 'Thaneer Thaneer', 'Pather Panchali', 'Halodhiya Choraye Baodhan Khai', 'Maati Maay', 'Charulata', 'Suraj Ka Satvan Ghoda' etc. were screened daily at the Theme Pavilion. The other major attractions at the Fair were: the Children's Pavilion, Delhi Pavilion, Tagore Pavilion and souvenir shops.

Participation in International Book Fairs:
National Book Trust, India participated in 14 International Book Fairs for promotion of Indian books abroad. The International Book Fairs included Abu Dhabi International Book Fair (28 March to 2 April 2012), Bangkok Book Fair (29 March to 8 April 2012), Nigeria International Book Fair (7 – 12 May 2012), Tehran International Book Fair (2 – 12 May 2012), Nepal Education & Book Fair (12 – 20 May 2012), Cape Town Book fair (15 – 17 June 2012), Seoul International Book Fair (20 – 24 June 2012), Tokyo International Book Fair (5 – 8 July 2012), China-Eurasia Publication Expo, China (1 – 5 September 2012), Beijing International Book Fair (29 August to 2 September 2012), Colombo International Book Fair (18 – 26 September 2012), Frankfurt Book Fair (10 - 14 October 2012), Sharjah International Book Fair (7 – 17 November 2012), Istanbul International Book Fair (17 – 20 November 2012).

Besides, the Trust also participated in the World Hindi Conference held at Johannesburg, South Africa from 22 to 24 September 2012.

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 about 55 Book Fairs and Exhibitions in the country.

Pustak Parikrama-Organization of Village Level Mobile Book Exhibitions: The Trust has been organizing village level Mobile Book Exhibitions to make books available at remote areas throughout the country where sufficient bookshops are not available. The Trust organized 20 Mobile Book Exhibitions covering more than 952 points in the states of Haryana, Himachal Pradesh, Jammu & Kashmir, Kerala, Punjab, Rajasthan, Maharashtra, Uttar Pradesh, Uttarakhand, and West Bengal.

Promotion of Children's Literature – National Centre for Children's Literature: The National Center for Children's Literature (NCCL) was set up by the Trust in the year 1993 to promote children's literature in all the languages of India. The NCCL is responsible for creation and translation of children's books and for monitoring, coordinating, planning and aiding the publication of books for children in the country. The NCCL also promotes reading among children through Readers' Clubs in schools, and disseminates information on children's literature among Parents, Teachers, Educationists and Planners. From the period starting from 1 January 2012 till 31

October 2012, the Trust organized about 46 children's activities (seminars, workshops, orientation etc.) to promote Children's Literature through NCCL. The NCCL published 12 issues of monthly bilingual magazine for Children Reader's Club Bulletin and two issues of Readers' Club Times on the occasion of 20th NDWBF.

Celebration of National Book Week (14-20 November): The Trust every year organizes various book promotion and children activities all over the country. During this week, several programmes for children like sit and draw competition, interactive sessions with renowned authors, dramatic performance on folktales, storytelling and workshops were organized. The Trust also organized a special Book Exhibition during the National Book Week in about 50 Government and Public Schools to encourage reading habits among the school children.

Book Clubs : The Book Club scheme is playing a major role in promotion of books and reading habit among the masses. The Trust enrolled 1967 new Book Club members till 31 October 2012.

Organization of Literary activities like Seminars, Workshops, Book Release Functions and Authors' Meet: The Trust organized around 80 literary activities like seminars, workshops, book release functions and discussions to promote books and reading culture throughout the country. These include NBT's Calendar Launch, seminar on 'Importance of Books in Present Age', discussion on 'Books that I Read', meet-the-author programme with Sahitya Akademi awardee Prof. Abdussamad, seminar on 'Declining Interest in Reading: Problems and Solutions', seminar on 'Augmenting Learning in the Learning Disabilities', workshop on 'Copyright for Malayalam Publishers', panel discussion on 'Reading Books in the Digital Age', discussion on 'What do children like to read?', seminar on 'Translation', meet-the author programme with Shri Manglesh Dabral, interactive session with Prof. Manoj Das and Ghulam Nabi Aatash, dance and drama workshop by Ms Banani Sarkar, noted Bharatnatyam dancer, storytelling session conducted by Ms Charu Sethi and Ms Pawan Guleria, interactive session with noted illustrator Vijay Sharma.

Literary programmes organized by the Trust during 20th NDWBF 2012 at Pragati Maidan, New Delhi include two-day national seminar on 'My Little India: Communicating India to Children', panel discussion on 'Blurred Images: Representation of the Marginalized in Contemporary Indian Cinema and Literature', seminar on 'New Editorial Trends in Publishing, an Indo-French Panorama: Non Fiction, Fiction, Children's Literature Publications', discussion on the topic 'Lights, Camera, Rights: Reception of Books on Indian Cinema by Publishers Abroad', two-day seminar on 'Rights Table: A Forum of Indian Publishers to Exchange Copyright of Books', seminar on 'E-publishing and the need for Digitalisation of Libraries', two-day national seminar on 'Indian Literature or Tower of Babel: Cross Translation among Indian Languages', a lecture on 'Book Readings and their Influence on My Life' by Dr A P J Abdul Kalam.

Subsidy scheme for publishing of University level Text books and reference materials to publishers & authors: The broad objective of the scheme is to provide assistance to Authors and Publishers for producing books of an acceptable standard at reasonable prices for Students and Teachers of Indian Universities and Technical Institutes. Under this scheme, assistance is also provided to Indian authors for preparing medical books, textbooks and reference material for the students of Medical Colleges in India.

Publishing Course : This scheme was approved by the Government of India during the financial year 1999-2000. Under this scheme, Short-Term Training Courses for a duration of 2-4 weeks are organized on subjects such as editing, marketing, production, designing, electronic publishing, copyright, etc., for young Publishing Professionals, and a full time certificate course on publishing for new entrants who wish to take up publishing as a profession is also organized. The Trust is in the process of introducing a Management Development Programme for working executives in publishing industry and also working towards to upgrade the course to diploma level with the help of universities and IIMs. The Trust has successfully signed a Memorandum of Understanding (MOU) with the University of Calcutta on 19 June, 2012 at Kolkata for starting a one year Postgraduate Diploma Course in Book Publishing Studies. The Trust organized two publishing courses at New Delhi and Goa from 1 January 2012 to 31 October 2012.

Grant-in-Aid to Voluntary and Literary Organizations for organizing book promotional activities: This scheme has been transferred by the MHRD to the Trust during the Financial Year 2006-07. Under this scheme, Financial Assistance is given on ad-hoc basis to meet up to 75% of approved expenditure for any or more of the purposes namely (a) to organize seminars of Indian Authors/ Publishers/Booksellers on subjects which have direct bearing on Book Promotion in India (b) to organize Training Courses on a subject directly related to Book Promotion (c) to organize Annual Conventions/ Conferences of Writers/ Publishers/ Booksellers and (d) any other activity which may be found conducive to the development of Book Industry, etc. With a view to promote book promotion activities, the Trust has now decided to include the Research Institutions/ University Department/Affiliated Colleges of State and Central Universities for availing assistance under the above scheme. The Trust released ₹ 1,17,04,049.00 to 190 organizations.

Raja Rammohan Roy National Agency for International Standard Book Number (ISBN): The Raja Rammohan Roy National Agency for International Standard Book Number (ISBN), Department of Higher Education, Ministry of HRD is engaged in registering works of Indian publishers, authors, institutions, universities and Government departments which are responsible for publishing books. The International Standard Book Number (ISBN) is a unique International Publishers Identifiers Number, which is meant for Monographic publications. The ISBN earlier was a ten-digit number now the same is 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.

Since inception, the National Agency has allocated 24,000 prefixes to various publishers in different categories. To obtain an ISBN, Publishers have to fill up an application form, which is available on the website of the ministry also or it can be collected personally or by post by sending a request to the agency. The registration of ISBN is free of charge.

It was decided during 30th International ISBN Advisory Panel Meeting held in Berlin to introduce new ISBN system of 13 digits from earlier 10 digits 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 and ask the member countries to become the member of the new International ISBN System and pay fees as per the decision of the organization.

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.

The National Book Promotion Council (NBPC) was reconstituted on 21st October, 2011 for a further period of three years with eminent persons in the field of books within the country, and other stakeholders, as member. The meeting of NBPC was held on 5th January 2012 in which it considered the report of the Task Force on the National Book Promotion Policy and it recommended to the Ministry to draft the final policy after addressing several policy issues after consulting the concerned Ministries/departments.

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INTERNATIONAL COOPERATION AND UNESCO

INTERNATIONAL COOPERATION AND UNESCO

The International Cooperation Cell coordinates the work relating to bilateral and international collaboration in the Education sector and the formulation, implementation and monitoring of Educational Exchange Programmes (EEPs) with various countries with a view to give more focused attention to such bilateral cooperation. India has already entered into Educational Exchange Programmes (EEPs)/Memoranda of Understanding (MoUs) with 45 countries viz Mongolia, Armenia, Tanzania, Guyana, Israel, Australia, Myanmar, Hungary, Syria, Uzbekistan, New Zealand, Thailand, Sri Lanka, Mexico, Brazil, Afghanistan, Croatia, Ecuador, Rwanda, Saudi Arabia, China, Portugal, France, Ethiopia, Vietnam, Oman, South Africa, Norway, Chile, Kuwait, Botswana, Malaysia, Turkmenistan, Canada, Indonesia, Mozambique, Russia, Trinidad & Tobago, Mauritius, Yemen, Qatar, Tajikistan, Burundi, Belarus and Republic of Korea. The EEPs/ MOUs envisage cooperation through several initiatives like:-

➢ Exchange of scholars/ students/ researchers;

➢ Sharing of information/ publications;

➢ Organizing joint seminars/ workshops/ conferences etc.;

➢ Working towards mutual recognition of qualifications;

➢ Developing institutional linkages; and

➢ Providing scholarships to students/researchers.

Besides the above, the Ministry also has strong bilateral educational cooperation with USA, UK and Czech Republic through Joint Statements/ Declarations under which various initiatives like institutional collaborations, joint research, faculty and leadership development, qualifications framework etc. are underway.

The International Cooperation Cell is the nodal division for co-ordination with international organizations like Commonwealth and SAARC for promoting educational standards across the globe and other multilateral bodies like Association of India-Brazil-South Africa Trilateral (IBSA), Southeast Asian Nations (ASEAN), East Asia Summit, Arab League, Indian Ocean Rim-Association for Regional Cooperation Organisation (IOR-ARC), Economic Co-operation and Development (OECD), European Union (EU) etc.

Foreign delegations' visits to India at the ministerial level with the objective of strengthening bilateral relations between India and other countries are coordinated by the IC Cell. During the year, several high level delegations from various countries including UK, USA, Australia, China, Afghanistan, New Zealand, Germany, Oman, Tunisia, Canada, Sri Lanka, Burundi, Mauritius, Somalia, Spain, Qatar, Saudi Arabia, Vietnam, Israel, Malaysia and Thailand visited India and held fruitful discussions for further cooperation.

During 2012, Department of Higher Education also organized and participated in the following major events aiming to enhance the bilateral academic co-operation:

1. Joint Working Group Meeting between India and Brazil was held on 27th February, 2012

2. India-UK Round Tables on Innovation and Skill Development were held on 20th April, 2012 at New Delhi.

3. India-Vietnam Joint Working Group held on May 7, 2012 in New Delhi.

4. A delegation led by Hon'ble HRM visited USA to attend the U.S.-India Higher Education Dialogue held on 12th June, 2012 at Washington DC, USA.

5. A meeting of the India-UK Joint Task Force on Qualification Recognition was also held on 16th July 2012 at New Delhi

6. Joint Working Group meeting between India and Australia was held on 20th June, 2012 at New Delhi.

7. Hon'ble HRM led a delegation to Israel in April, 2012. Joint Working Group meeting between India and Israel was held on 3rd April, 2012 at Israel.

8. A delegation led by Hon'ble Minister of State for Human Resource Development attended the East Asia Summit and Education Ministers Meeting during July, 2012 at Yogyakarta in Indonesia.

9. 3rd India-UK Qualification Recognition Taskforce meeting was held on 16th July, 2012 at New Delhi.

10. Joint Working Group meeting under Educational Exchange Programme between India and Botswana was held on 25th July, 2012 at New Delhi.

11. 1st India-New Zealand Education Council meeting was held on 17th October 2012 at New Delhi.

12. India-UK Education Forum was held in UK on 30th January, 2013 on the sidelines of the visit of Hon'ble HRM to UK to attend Education World Forum. India-UK Joint Task Force on Qualifications also met on 28th January, 2013 at London.

Signing of MoU on Cooperation in Education between India and Republic of Korea on 12.12.2012.

MAJOR INITIATIVES IN INTERNATIONAL COOPERATION

a) India-US Higher Education Dialogue

India-US Higher Education Dialogue was convened along with the India-US Strategic Dialogue on June 12, 2012. The Dialogue was co-chaired by Hon'ble HRM and US State Secretary and was attended by a host of government officials, academicians, industry leaders and heads of institutions from both sides. The following announcements were made during the HE Dialogue:

i) Announcement of Singh-Obama Knowledge Initiative Awards wherein Indian and US institutions would collaborate in the grand challenge areas. A total of 8 awards have been announced and the funding would be done by the respective countries for their selected institutions. Request for proposals for the 2nd round of Awards has also been advertised by the University Grants Commission (UGC).

ii) As a follow up of India-US HE Summit held in October 2011, first batch of 300 fellowships, under C.V. Raman Fellowships of UGC, for post-doctoral research and junior faculty development is in the advanced process of selection to be placed at various US institutions by October, 2013.

iii) A Web Portal for India-US Higher Education collaboration was also launched during the HE Dialogue, to provide interactive platform the various stakeholders from both the countries for vibrant interactions.

iv) Substantial progress in setting up community colleges was also discussed at the HE Dialogue along with future strategy for setting up of community colleges in India. A high level Indian delegation visited US community colleges and a framework has been developed for establishment of community colleges in India.

v) University Grants Commission and All India Council of Technical Education finalized the framework for twinning arrangements at institutional level.

vi) Research and Innovation collaborations were taken up for further collaborations at the institutional level.

vii) It was also proposed to invite US students for studying in India at under-graduate level for which credit transfer will also be possible by proposing "Connect India Initiative".

viii) It was also proposed to establish joint Centre of Excellence on cyber systems with IITs to incubate a centre in India with collaboration of US institutions.

b) Singh-Obama Knowledge Initiative

The Singh-Obama 21st Century Knowledge Initiative was launched during the visit of Hon'ble Prime Minister to USA in November, 2009. Both the Governments have pledged US $ 5 million for this endeavour which will fund University linkages and Junior Faculty Development. The University Grants Commission, the apex body for universities in India, has made a provision of ₹ 25 crores for this purpose. A Joint Working Group (JWG) with three members each from USA and India has been constituted for implementation of the programme. A total of 8 awards have been announced enabling the institutions to start joint research programmes under the first tranche of this Initiative. The projects are:

Indian-led partnerships

1. **Mahatma Gandhi University:** *Project Title*: An Interdisciplinary and Community Oriented Approach toward Sustainable Development. *Partner Institutions*: Brown University, Duke University and Plymouth State University.

2. **Banaras Hindu University:** *Project Title*: Paradigm Shift in Energy Scenario for the 21st Century toward Renewable Energy Sources

required for both India and the U.S. *Partner Institution*: University of Pittsburgh.

3. **Indian Institute of Technology, Kanpur:** *Project Title*: International Program for Sustainable Infrastructure Development. *Partner Institution*: Virginia Tech University.

4. **Indian Institute of Technology, Delhi:** *Project Title*: Resource Building for Ecosystem and Human Health Risk Assessment with Special reference to Microbial Contamination. *Partner Institution*: Drexel University.

US-led partnerships

5. **Rutgers, The State University of New Jersey:** *Project Title*: Capitalizing on the Demographic Dividend: Enhancing Talent Development Capacity for India and the U.S. in the 21st Century. *Partner Institution*: Tata Institute of Social Science, Mumbai.

6. **University of Montana:** *Project Title*: Impacts of Climate Change and Changes in Socio-Economic Structure on Traditional Agriculture and the Development of Sustainable Communities among Indigenous Populations. *Partner Institution*: Bangalore University.

7. **Cornell University:** *Project Title*: Implementing Reformed Curriculum in Emerging areas of Agriculture and Food Security in Two State Agricultural University of India. *Partner Institutions*: Universities of agricultural Science, Dharwad and Sardar Vallabh Bhai Patel University Agriculture and Technology, Meerut.

8. **University of Michigan:** *Project Title*: The Joint Development of a Master's Degree in Education for Health Professions Faculty in the United States and India. *Partner Institution*: Maharashtra University of the Health Sciences.

Each of the above 8 projects will receive a three-year grant of approximately $ 250,000 each. The main aim of these awards is to encourage mutual understanding,

educational reform, and economic growth within the countries.

c) UK-India Education and Research Initiative (UKIERI)

The UK-India Education and Research Initiative (UKIERI) is a bilateral programme which aims to substantially improve educational links between India and UK. The 4 strands of the initiative are:

- Leadership Development;
- Innovation Partnerships;
- Skill Development; and
- Mobility

The Roundtable Meetings on Innovation and Skill Development were held on 20th April, 2012 at New Delhi. A meeting of the Joint Task Force on Qualification Recognition was also held on 16th July 2012 at New Delhi that was co-Chaired by Shri Ashok Thakur, Secretary, Higher Education from Indian side and Mr. Fran Spawls, Head of India & The Gulf Team, International Knowledge and Innovation Unit, Department for Business, Innovation and Skills from UK side. Another meeting of Joint Task Force on Qualification Recognition was held on 28th January, 2013 at London to resolve the outstanding issues.

India-UK Education forum was also held on 30th January, 2013 at London; co-chaired by Hon'ble HRM, Dr. Pallam Raju and Mr. David Willets, Hon'ble Minister of state for Universities and Science, UK.

d) East Asia Summit

An Indian delegation led by Hon'ble MOS Dr. D. Purandeswari visited Yogyakarta, Indonesia to attend the East Asia Summit (EAS) Education Ministers meeting held on 17-19 July, 2011. Discussions were held on various proposals of the EAS/ASEAN Secretariat regarding projects to be sponsored by various countries. India is leading the following 3 of the 13 projects adopted by the EAS-EMM upon which detailed presentations were made by India in the meeting:

➢ *Proposal* 12: EAS Regional Leadership Development Programme

➢ *Proposal* 10: Regional Inter-operability of National Qualification Frameworks

➢ *Proposal* 7: Facilitating TVET Teacher and Student Mobility.

e) India -New Zealand Education Council

The first India-New Zealand Education Council Meeting was held on 19th October, 2012 at New Delhi and was co-chaired by Shri Kapil Sibal, Hon'ble Minister of Human Resource Development from Indian side and by Mr. Steven Joyce, Hon'ble Minister for Tertiary Education, Skill and Employment, New Zealand from New Zealand side with the aim to bring together Government, academia, business and industry of both the countries to further bilateral collaboration in the education sector.

Six MOUs were signed between various higher education institutions of the two countries during the occasion for institutional collaboration. The Indian institutions which entered into partnership with New Zealand institutions include IGNOU, Delhi University, Jawaharlal Nehru University and Punjab Technical University.

As announced in the Joint Statement issued by the Prime Ministers of India and New Zealand on 28th June 2011, a jointly funded Education Cooperation Initiative has been launched with annual funding of about ₹ 3.6 crore (NZ $ 1 million). From the Indian side, the University Grants Commission (UGC) is responsible for providing the funds. The initiative is envisaged to promote institutional partnerships in two key streams: (i) higher education and research; and (ii) skills and vocational education.

f) Memorandum of Cooperation on Student Mobility & Welfare with Australia

A Memorandum of Cooperation (MoC) on Student Mobility and Welfare was signed between India and Australia during the visit of Australian Prime Minister Ms. Julia Gillard to India on 17th October 2012. Shri Ashok Thakur, Secretary (HE) was the signatory from the India side and Mr. Peter Varghese, Australia's High Commissioner to India from Australia side.

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO (INCCU)

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 defenses 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.

UNESCO is the only UN body, which has encouraged its Member States to establish National Commissions to have liaison with it. Accordingly, an interim Indian National Commission for Co-operation with UNESCO (INCCU) was set up in 1949 by the Government of India, Ministry of Education. A permanent Commission was established in 1951 by the Government of India. INCCU was reconstituted on 19th April, 2010 for a term of four years.

INCCU 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.

Hon'ble Minister of Human Resource Development is the President of the Commission. Secretary (Higher Education) is its ex-officio Secretary General and Joint Secretary in charge of the UNESCO Division is the ex-officio Deputy Secretary General of the Commission. The 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.

The last meeting of the Commission was held on 31st July, 2013 at Vigyan Bhavan, New Delhi under chairmanship of the then Hon'ble Minister of Human Resource Development, Shri Kapil Sibal. The meeting was also attended by Dr. Karan Singh, MP and India's member to Executive Board of UNESCO. Very valuable suggestions were received in the meeting for strengthening the India's interface with UNESCO.

Activities of the Commission:

Participation in the activities organized by Asia-Pacific Cultural Centre for UNESCO (ACCU), Tokyo, Japan in the Asia and the Pacific region: The Indian National Commission for Cooperation with UNESCO continues to coordinate the participation of Indian individuals/organizations in the various activities organized by the Asia/Pacific Cultural Centre for UNESCO (ACCU) like ACCU awards, Prizes, training programmes for Cultural Heritage Protection, etc.

Participation in Seminars, Working Group Meetings Sponsored by UNESCO/its Regional Offices

Every year INCCU nominates officers of the Department of Higher Education and Department of School Education & Literacy, Ministry of Human Resource Development and 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.

UNESCO / UNITWIN Chairs Programme

This programme was established in 1992 following the decision taken in 26th 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 projects. 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 deals with the training and research activities and covers all major fields of knowledge 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 there are following 4 functional UNESCO chairs in India:

1. M. S. Swaminathan Research Foundation, Chennai held by Dr. M.S. Swaminathan;

2. Maharashtra Institute of Technology, Pune, held by Prof. Vishwanath D Karad,

3. Manipal Academy of Higher Education, held by Prof. M.D. Nalapat,

4. Banaras Hindu University, held by Dr. Priyankar Upadhyaya.

The following chairs have also been recently approved by UNESCO:

1. Chair in 'Climate Science & Policy' at TERI University, New Delhi

2. Chair at Ramakrishna Mission Vivekanand University on 'Inclusive Adapted Physical Education and Yoga

3. Chair at Hyderabad University in 'Community Media' and

4. St. Andrew's College of Arts, Science and Commerce, Mumbai on 'Inter religious and Inter-Cultural Dialogue',

Asia Pacific Programme of Educational Innovation for Development (APEID)

APEID was officially launched in 1972. This programme is run by the UNESCO regional office in Bangkok. The original aim of APEID is to foster educational innovation and research. India is a member of this programme. The Secretariat of the National Development Group on APEID is in the National Council for Educational Research and Training (NCERT).

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, 54 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. An International Conference on Biodiversity Conservation and Education for Sustainable Development: Learning to Conserve Biodiversity in a Rapidly Changing World was held at Hyderabad on October, 12-13, 2012.

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 2012 is 0.534 percent of the total budget of UNESCO. An amount of Rs.1022.50 lakhs has been released to UNESCO in 2012-13.

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

India is responsible for providing free office accommodation to UNESCO Office in New Delhi. At present, it is housed in a rented building. It has been decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi. The construction has started and is expected to be completed by the next financial year.

Permanent Delegation of India to UNESCO, Paris (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 Cooperation with UNESCO (INCCU) and the UNESCO Secretariat.

As the global leader and coordinator of Education For All (EFA), UNESCO pursued the reform of the EFA coordination mechanism and contributed to the development of the post-2015 education agenda. The first meeting of the EFA Steering Committee (Paris, June 2012) allowed representatives of all EFA stakeholders, including India, to agree on the further development of a roadmap towards 2015 and on the key expected outcomes of the Global EFA Meeting (GEM) which was subsequently held in November 2012. UNESCO was also engaged with other United Nations agencies in the work of the United Nations Task Team for preparing the post-2015 development agenda, ensuring that education was duly integrated in the first report submitted to the United Nations Secretary-General. Substantial contributions were also made to the United Nations Conference on Sustainable Development (Rio+20) (June 2012), influencing the inclusion of references in the Outcome document to education that was at the core of UNESCO's priorities. The Outcome document affirmed Education for Sustainable Development (ESD) as one of the key priorities in advancing towards sustainable development and UNESCO's leadership role was widely acknowledged.

UNESCO has also been instrumental in supporting the United Nations Secretary-General's new Global Initiative on Education, "Education First", which is expected to mobilize high-level political support and attention to education. The United Nations Secretary-General also appointed UNESCO's Director-General to serve as Executive Secretary of the High-level Steering Committee that supports the Initiative "Education First".

UNESCO organized the Third International Congress on TVET (Shanghai, 14-16 May 2012), which stood out as a landmark event for a renewed global dialogue on TVET. The Congress brought together over 540 participants from 107 countries and resulted in the adoption of the "Shanghai Consensus", which called for the transformation and expansion of TVET as well as for an increased attention to sustainable development and partnerships. A high –level delegation led by Hon'ble Minister of State Dr Purandeswari attended the UNESCO meeting on TVET in Shanghai. The Indian delegation played a pivotal role in the adoption of the Shanghai Consensus and called for more efforts to step up vocational education opportunities as the answer to rising unemployment in the world.

On the occasion of the first anniversary of the UNESCO Global Partnership for Girls and Women's Education, a high-level panel discussion was organized in May 2012 to review the progress achieved and discuss strategies to scale up action. The Global Partnership, with the patronage of the USA, has proven catalytic in mobilizing resources (over $5 million) and in translating these into expanded learning opportunities for girls and women, with projects in five countries in Africa. Two new partnerships were established with UN Women and the Barefoot College (India).

Undoubtedly, the most significant achievement of this year was the signing of the Memorandum of Understanding for the Establishment of the Mahatma Gandhi Institute for Peace and Sustainable Development (MGIEP) in Paris on 10 July 2012 by Hon'ble HRM Shri Kapil Sibal and Director General of UNESCO Ms. Irina Bokova. This was followed by the formal inauguration of the MGIEP on 11 November in New Delhi. DG UNESCO Ms Bokova and Hon'ble President, among other high dignitaries were present at the ceremony. The inauguration of the MGIEP, the first Category I UNESCO Institute in the Asia Pacific region, is a milestone in our ties with this organization and is expected to evolve into a premier regional institute and think-tank on peace and sustainable development issues.

Director General Ms. Irina Bokova visited India from 9-13 November 2012 to attend the Ninth E-9

Ministerial Review Meeting held in New Delhi which was attended by Ministers from the E-9 countries and Hon'ble HRM. At the end of the Meeting, the Delhi Commitment was issued which stressed on the delivery of inclusive, relevant and quality Education for All. The meeting was successful in identifying the bottlenecks in the EFA movement and resolved to put in place a clear post -2015 agenda for the achievement of Education for All. India assumed the Chair of E-9 countries in 2012. One of the major event was formal launch of MGIEP on 11.11.2012 at National Education Day Ceremony presided by Hon'ble President of India at Vigyan Bhavan.

MHRD in collaboration with UNESCO also organized three International events for "Teachers for Education for All (EFA)" in India from 28 – 31 May, 2012:

➢ Meeting of the International Task Force on 'Teachers for Education for All'- 28th May

➢ International Conference on Teacher Education- 29th -30th May

➢ E9 meeting of experts on Teacher's Training for Inclusive Quality Education. 31st May.

The 45th Session of the Intergovernmental Oceanographic Commission's (IOC) Executive Council met at UNESCO Head Quarters from 26 to 28th June, 2012.India is a member of the Executive Council. The session took stock of the Intergovernmental Coordination for the Tsunami and other Coastal Hazards Warning Systems in different parts of the world, the future needs for Intergovernmental Coordination and Governance for Sustained Ocean Observation and Services. It reviewed the role IOC played in the Rio+20 conference and deliberated on the (i) Prevention and reduction of the impacts of natural hazards (ii) Mitigation of the impacts of, and adaptation to climate change and variability, (iii) Safeguarding the health of ocean ecosystems and (iv) Management procedures and policies leading to the sustainability of coastal and ocean environment and resources. The Executive

Secretary reported on the very successful involvement of the IOC in the RIO+20 United Nations Conference on Sustainable Development which concluded during the week before the 45th Session of the Executive Council. The Executive Secretary reported on significant work accomplished since the 26th Session of the IOC Assembly, in preparation for Rio+20, including the production of the interagency publication, A Blueprint for Ocean and Coastal Sustainability, and participation in several preparatory workshops.

The 24th session of the International Coordinating council of UNESCO's Man and Biosphere Programme was held from 9 to 13th July, 2012 at UNESCO Head Quarters. The Council approved the nomination of Achanakmar-Amarkantak Biosphere Reserve in India to the World Network of Biosphere Reserves. The Council commended the Indian authorities for the well prepared nomination. With this, India has eight Biosphere reserves in the World Net work of Biosphere Reserves. The World Network of Biosphere Reserves represent the World's major ecosystem types and landscapes devoted to conserving biological diversity and sustainable development.

The 19th Session of the International Bioethics committee, the Session the Intergovernmental Bioethics Committee and Joint session of both the Committees took place at UNESCO Head Quarters from September, 11-14, 2012. These sessions reviewed the progress of UNESCO's bioethics programme on promotion and dissemination of the Universal Declaration on Bioethics and Human rights and capacity building in member countries. The session also discussed the ongoing work of the International Bio ethics committee on "Traditional Medicine and its ethical implications". Due to very divergent positions taken by member countries, no decision has been taken on finalization of a standard setting instrument on this. An introduction to the work on principle of non-discrimination and non-stigmatization was also discussed in this session and was left for further study by experts.

20th Session of the Intergovernmental Council of the International Hydrological Programme was held from 4-7 June 2012 at UNESCO Head Quarters. One of the key outcomes of the session was the endorsement by the Council of the Strategic Plan of the Eighth Phase of IHP (IHP VIII-2014-21) prepared by the Strategic Plan Task Force. The overarching theme of the Plan is Water Security: Responses to local, regional and global challenges. There are six themes of the Plan : Water Related Disasters and Hydrological change, Ground Water in a Changing Environment, Addressing Water Scarcity and Quality, Water and Human settlements of the Future, Ecohydrology, Engineering Harmony for a Sustainable World. The Council has set up an open ended working group for development of an implementation Plan for IHP VIII. The Council endorsed the establishment of water related centres in three countries (UNESCO Category 2). They are ;' International Centre for Water Security and Sustainable management' in the Republic of Korea, 'International Centre for Water Cooperation in Sweden' and the Regional Centre on Groundwater Management' in Uruguay. The Council encouraged member states to contribute to the Global Groundwater Information System by the International Groundwater Resources Assessment Centre (UNESCO Category 2 Centre) to improve international monitoring and assessment of groundwater resources. The Council also encouraged member states to promote studies on transboundary aquifers in the framework of IHP's Internationally Shared Aquifers Management (ISARM) initiative.

A proposal on 'World Large Rivers Initiative' by Austria on the objective to 'promote and achieve an Integrated management of the World's Large Rivers including their basins', 'avoid single aim infrastructure development projects and strategies', ' integrate use, protection and restoration of World's Large Rivers' etc was felt as sensitive to India's national interests and in the discussions on the subject, India told the Council not to endorse the proposal without consultations with the member states. India also told the Council that the proposal has wider legal implications and involves questions of sovereignty and relations with other states and requires very careful examination. India also supported similar stand taken by USA and Pakistan.

28th Session of IPDC: The 28th Session of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) was held on 22-23 March, 2012 at UNESCO Head Quarters. India, elected in 2010 as Chairman of the IPDC Council, completed its two years tenure. India's stewardship of the Council for this period was widely appreciated by the Council members. The highlight of the meeting was the adoption of a Decision on the Safety of Journalists and issue of impunity and the related draft UN Plan of Action. Because of divergent views on the issue and opposition by many countries including India, the Council requested the Director General to prepare in consultation with the member states a UNESCO Work Plan on the Safety of Journalists and the Issue of Impunity and present it to the 191st Session of the Executive Board.

AUROVILLE FOUNDATION

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February,1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 2166 people from 46 nations, including India, live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity.

UNESCO had endorsed the project of Auroville through four resolutions, in 1966, 1968, 1970, 1983 and 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 four point Charter of Auroville.

The Township is under the administrative control of the Ministry of Human Resource Development since 1980 and is administered as per the provisions of the Auroville Foundation Act, 1988 passed by the Parliament of India. As per Section 10(3) of the Auroville Foundation Act 1988 the Foundation consists of (a) Governing Board (b) Residents' Assembly and (c) Auroville International Advisory Council. The Governing Board of Auroville Foundation was re-constituted on 29th October 2012

for four years with Dr. Karan Singh as the Chairman of the Foundation.

According to the provisions of the Auroville Foundation Act, Government of India provides partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville under Plan & Non Plan. In addition to the construction activities on Sri Aurobindo International Institute for Educational Research (SAIIER) and Bharat Nivas, the Foundation has undertaken construction work of residences of researchers and other infrastructure works during the year.

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Chapter

11

SKILL
DEVELOPMENT

SKILL DEVELOPMENT

A growing economy like India requires a large and skilled workforce. However, the lack of quality trainers and training institutes has created roadblocks to growth. The challenge of skilling/upskilling 500 million by 2022 will require both fundamental education reform across primary, secondary and higher education and significant enhancement of supplementary skill development. To meet the challenge of growing economy, both the Departments under the Ministry of Human Resource Development have taken many initiatives in Vocational Training and Skill Development.

VOCATIONALISATION OF SECONDARY EDUCATION

Vocational education has been accorded high priority in the National Policy on Education(NPE), 1986. The NPE, 1986 inter-alia states "The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational reorganisation Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity". The Centrally Sponsored Scheme "Vocationalisation of Secondary Education" was launched in 1988. Since inception of the scheme, 9,619 schools with about 21,000 sections have been created with an intake capacity of about 10.03 lakh students. About 150 vocational courses were being offered. However, the proportionate share of vocational students vis-a.-vis total enrolment at the higher secondary stage remained at 4.8%, and 28% of vocational pass outs were employed/self employed (Operations Research Group, 1996), as against a target of 25%.

The revised scheme was approved by the Cabinet Committee on Economic Affairs (CCEA) on 15.9.2011. The revisions were suggested to address the issues of low esteem of vocational education in the country, weak synergy with industry in planning and execution, lack of vertical and horizontal mobility, induction courses and curricula as well as paucity of trained vocational education teachers. It is also envisaged that strengthening of vocational education at the secondary stage would contribute to the national target of 500 million skilled manpower by 2022.

NATIONAL VOCATIONAL EDUCATION QUALIFICATION FRAMEWORK (NVEQF)

NVEQF is a descriptive framework that organizes qualifications according to a series of levels of knowledge along with skills. These levels are defined in terms of learning outcomes i.e., the competencies which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training. Qualifications are made up of occupational standards for specific areas of learning units. This would provide the stakeholders such as the learners, education and skill training providers and employers to gain information about the broad equivalence of qualifications across specific skill sectors. It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system. The key elements of the NVEQF are to provide:-

(a) national principles for providing Vocational Education(VE) leading to international equivalency,

(b) multiple entry and exit between VE, general education and job markets,

(c) progression within VE,

(d) transfer between VE and general education, and

(e) partnership with industry/employers

The National Vocational Education Qualifications Framework (NVEQF) would be assimilated into the National Skills Qualification Framework, once that framework is notified for the country.

Salient Components of the NVEQF

i) **National Occupation Standards (NOS):** The NOS for each job role within the identified skill sectors will be laid down by the Sector Skill Councils (SSCs) . The SSCs will be constituted by the National Skill Development Corporation (NSDC) with representatives from the industry and employers. Till the time SSCs become functional in all the identified sectors for nationally common NOS's, the All India Council for Technical Education (AICTE) and Central Board of Secondary Education (CBSE) would develop them in consultation with industry associations, while contextualized State specific requirements could be developed by School Boards/Technical Boards of the State Governments in consultation with those specific industry or trade associations.

ii) **Multiple pathways :** NVEQF is organized as a series of levels of competency/skills, arranged in ascending order from Recognition of Prior Learning (RPL) 1 and RPL 2 leading into level 1 to 10. NVEQF levels are defined in terms of learning outcomes i.e., the competencies which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training. Each level on the NVEQF is described by a statement of learning known as a level descriptor. The NVEQF level descriptor provides a broad indication of 'learning outcomes' specified in the National Occupation Standards (NOS) that are appropriate to a specific qualification at that NVEQF level.

iii) **Recognition of Prior Learning (RPL):** Currently, India's VET system has almost no system where the prior learning of someone who may have worked in the unorganized sector for decades is recognized and certified. This is specifically relevant to the diverse traditional occupations of various parts of the country. Institutions with requisite experience will be authorized to conduct assessment through RPL, such as the National Institute of Open Schooling(NIOS) at the lower rung and

community colleges/polytechnics at the higher level . Objectives of RPL will be two pronged: (i) recognition of prior learning or qualifications acquired outside the learning path, and (ii) recognition of credits obtained through formal learning. This would lead to career progression and skill upgradation of the learners as well as engagement of the experienced practioners as resource persons.

iv) **Industry Engagement:** Participation of the industry and employers will be a critical prerequisite for the success of NVEQF. VE courses would be designed, developed, delivered, assessed and certified in consultation with industry and employers. In addition to this, the industry will also provide support in terms of providing Skill Knowledge Providers (SKPs) including through Boards of Apprenticeship Training (BOATs).

v) **The competency based curriculum package** would consist of syllabus, student manual, trainers guide, training manual, teacher qualifications and multimedia packages and e-material. These could be developed for various NVEQF levels by agencies such as National Institute of Technical Teachers Training and Research (NITTTRs), Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Central Board for Secondary Education (CBSE), State School Boards, State Technical Boards, All India Council for Technical Education (AICTE) and University Grants Commission (UGC) together with the industry through SSCs and employers. NVEQF curricula would be modular, allowing for step ups in skill accumulation and facilitating exit and entry. Curricula design would also be aligned to a credit framework so that skill accumulation corresponds to credits earned and competencies achieved.

vi) **Credit framework:** For each job role and each level of learning, a credit framework will be developed by the certification awarding bodies in consultation with SSC's to meet the dual objective of achieving skill competencies of that

level and the general education learning requirements of equivalent level. This will further facilitate multiple entry and exit at each level (or within a level) with the bundle of credits earned clearly certified by the institution offering courses in vocational education.

vii) **Credit Accumulation and Transfer:** Competency based modular curricula would enable multi entry and exit, encouraging performance based learning – with definable competencies. This multi level entry and exit system shall allow the candidate to seek employment after any level and rejoin education as and when feasible to upgrade qualifications/skill competency. Simultaneously, School Boards, Technical Boards and Universities would be encouraged to switch to credit based curriculum for general education also to establish an equivalency between VE and general education and enable this mobility.

The hitherto weak provision of vertical progression in vocational education would be strengthened so that vocational pass outs of Class X–XII, ITIs and polytechnics are able to gain entry into the portals of higher education in the vocational courses including degree level courses namely the Bachelor of Vocational Studies(B.Voc.), notified by the University Grants Commission. At the lower rung, AICTE would provide entry for vocational pass outs of Classes X-XII into appropriate level of Diploma courses so as to minimize 'wastage' , on the line of the existing provisions for ITI passouts .

The NVEQF would also seamlessly cater to entry at appropriate levels for ITI passouts and those with certification of Modular Employability Skills(MES) from institutions under the Ministry of Labour & Employment, as their skill competencies would find equivalence to the NVEQF skill levels, while credits on the theory component would be acquired as needed through bridge courses or additional credit hours .

For enabling flexible skill programmes community colleges/polytechnics could allow learners after assessing their prior learning to acquire credits through modular courses and certification would be done on the basis of cumulative credits earned corresponding to the NVEQF levels .

Taking into account the competencies required and the credits accumulated, an enabling provision for changing trades (courses), if desired, would also be made available by AICTE and universities keeping in view grouping of skills and based on the skills gained.

Further, the students shall have the option to move from vocational stream to general higher education stream or vice versa at various stages, as provided by the school boards, universities and colleges. If there are "competency gaps" identified in a candidate, a "bridge course" based on modular curricula to acquire those competencies will be imparted by the receiving Institution.

viii) **Capacity building:** Competency standards and design of capacity building programmes for teachers and trainers will be laid down by PSSCIVE for secondary and higher secondary schools and AICTE and UGC for diploma/advanced diploma/degree courses. Retooling programmes will be developed for promotion of vocational pedagogy and blended learning. Pre service, induction and in service teacher training by various institutions like NITTTRs etc. shall be imperative to bridge the current gap between demand and availability of qualified vocational education teachers and keep the vocational teachers abreast with industry requirements. Industry would be an important partner in providing master trainers as well as guest faculty for the sunrise sectors.

ix) **Sharing of resources** already created by different organizations would be encouraged for optimum utilization of the funds and expertise

available. The required workshops need not be set up in each school, polytechnic or college for the practical and hands on training. These could be delivered in workshops set up for a cluster of schools, polytechnics, other government institutions and where possible in industry. Industry would be encouraged to partner with educational institutions so that the vocational students can visit and work in their premises to imbibe the requirements and ethos of the work place – the ultimate aim of vocational education and training.

x) **The theoretical knowledge** would be imparted in the educational institutions, whereas the skills would be imparted by the accredited skill knowledge providers (SKP). The identification and registration (accreditation) of the SKPs would be done by different relevant organizations like School Boards, AICTE etc. Even though there would be multiple accreditation agencies, the compliance of laid standards and competencies should be ensured by awarding bodies.

xi) **The competencies acquired** at each level would be assessed and certified by the awarding bodies with the involvement of SSCs. Until the SSC's are in place, industry associations should be associated. The results and credits received therein would be collated by the awarding body with the assessment and certification of the theoretical component of the syllabi assessed in the educational institution. The certificate so awarded would hence reflect the competencies and marks received in both theory and skills. The skills being duly assessed by SSCs would also be recognized and accepted by industry and prospective employers.

xii) **Quality Assurance System:** A quality assurance system for competency based education and skill training and assessment will be developed for providing nationally consistent high quality education and skill training.

Pilot Project under National Vocational Education Qualification Framework (NVEQF)

Haryana and West Bengal has been selected as pioneering States to implement the initial pilot. Implementing this pilot will benefit students at the grassroots level and improve their future. Creating such a skilled workforce will also make States an attractive destination for industry and global companies.

SUB-MISSION ON POLYTECHNICS UNDER COORDINATED ACTION FOR SKILL DEVELOPMENT

In pursuance of Hon'ble Prime Minister's Independence Day speech on 15th August 2007, announcing the launch of a Mission on Vocational Education and Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub-Missions including one on Polytechnics. The Sub-Mission on Polytechnics under coordinated action for Skill Development as approved by Cabinet is having the following components –

(*a*)   Setting up of New Polytechnics

(*b*)   Strengthening of existing Polytechnics

(*c*)   Construction of Women's Hostels in Polytechnics

(*d*)   Scheme of Community Development through Polytechnics(CDTP)

a)   Setting up of New Polytechnics

Under this component, Government of India provides financial assistance to the States/UTs Governments, limited to Rs.12.30 crores per polytechnic to meet the costs of establishing a Polytechnic in the unserved Districts i.e. which do not have any Government Polytechnic and also underserved districts, subject to the respective States/UTs Governments providing land free of cost, meeting 100% recurring expenditure and also non-recurring expenditure beyond ₹ 12.30 crores, if any. Out of 300 unserved/underserved districts to be provided financial assistance of Rs.12.30 crores, 281 Districts have been provided partial financial assistance of ₹ 1959.99 crores till 07.12.2012.

b) Strengthening of existing Polytechnics

Under this scheme, financial assistance is provided by Government of India to upgrade infrastructure facilities of 500 existing diploma level public funded polytechnics by (*i*) providing financial assistance for modern equipments and replacement of obsolete equipments, (ii) providing modern facilities for application of IT in teaching, learning and testing processes and (iii) introduction of new diploma courses. The Scheme provides financial assistance to 500 polytechnics, subject to a maximum of ₹ 2 crores per Polytechnics.

c) Construction of Women's Hostels in Polytechnics

In order to enhance women enrolment in polytechnic education, the Scheme of Construction of Women's Hostels envisages a one time financial assistance subject to a maximum of ₹ 1.00 crore for each polytechnic, to be provided to 500 existing AICTE approved Government/Government aided Polytechnics, for the construction of women's hostel in polytechnics. 487 Polytechnics have been provided partial financial assistance of ₹ 250.50 crores under the Scheme till 07.12.2012 for construction of Women's Hostels at these Polytechnics.

d) Scheme of Community Development through Polytechnics (CDTP)

The Scheme of Community Development through Polytechnics (CDTP), aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self/wage employment. Duration of training usually ranges from three to six months. These courses will be offered by the Polytechnics in its premises, as well as through extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification. 518 Polytechnics have been provided financial assistance of ₹ 166.70 crores to implement the Scheme till 07.12.2012.

National Scheme of Apprenticeship Training:- The National Scheme of Apprenticeship Training is implemented through four Regional Boards of Apprenticeship/Practical (BOATs/BOPT) at Mumbai, Kolkata, Kanpur & Chennai. 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 four Regional BOATs/ BOPT which are fully funded autonomous organizations of MHRD have been entrusted with the responsibility to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time in their respective regions.

The basic objective of the Scheme is to fulfill/match, any gap, in so far practical/hands on experience of fresh Graduate Engineers, Diploma holders and 10+2 Vocational pass-outs and also to enhance their technical skills for making their suitability in job absorption as per the needs of the Industry.

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 stipends for Engineering Graduate, Technicians and 10+2 Vocational pass-outs are ₹ 3560/-, ₹ 2530/-, and ₹ 1970/- 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 on they claim 50% reimbursement from Central Government through respective BOATs/BOPT.

Scheme of Support to Voluntary Agencies for Adult Education and Skill Development:- In order to promote Adult Education & Skill Development through the voluntary sector, a modified scheme, namely, Scheme of Support to Voluntary Agencies for Adult Education and Skill Development, has been put in place with effect from 1st April, 2009. The main objective of the Scheme is to secure extensive as well as intensive involvement of the voluntary sector in the endeavour of the Government to promote functional literacy, skill development and continuing education among adults, under the overall umbrella of Saakshar Bharat. The scheme encompasses three components, namely, State Resource Centres, Jan Shikshan Sansthans and Assistance to Voluntary Agencies.

The State Resource Centre (SRCs) are mandated to provide academic and technical resource support to adults and continuing education through development and production of material and training modules. The Eleventh Plan period had a proposal for sanction of 14 new SRCs. While new SRCs have already been sanctioned for Andhra Pradesh, Arunachal Pradesh, Assam, Gujarat, Jharkhand, Odisha and Rajasthan, those in Bihar, Karnataka, Madhya Pradesh,

Maharashtra, Tamil Nadu and Uttar Pradesh which are yet to be set up. Presently, there are 33 State Resource Centers in the country.

Jan Shikshan Sansthans (JSSs) provide vocational training to non-literate, neo-literate, as well as school dropouts by identifying such skills as would have a market in the region of their establishment. In order to improve functioning of JSS, standardization of curriculum of Vocational Courses has been undertaken through NIFT and other reputed agencies. 414 vocational courses of MES of DGE&T, Ministry of Labour & Employment have been adopted by JSSs. The principal objectives of these efforts are to improve the quality of training imparted which in turn, depends on the curriculum, quality of instructors and infrastructure available. Jan Shikshan Sansthans are categorized into category 'A', 'B' and 'C' and are entitled to an Annual Grant up to Rs.40 lakh, Rs.35 lakh and Rs.30 lakh respectively. Skill development training is being imparted in nearly 450 vocational courses including Cutting and Tailoring, Beauty Culture and Health Care, Fashion Design, Electrical and Electronics, Automobiles Repairs, Soft Toys Making, Agriculture & Allied Courses, Cottage Industry Courses, Handicrafts, Bakery and Confectionery, Textile Technology, Leather Technology, etc. In the selection of beneficiaries, priority is given to women, SCs, STs, OBCs, minorities and other economically weaker sections. All JSSs are to adopt the curriculum developed by NIFT, DAE & MES.

CAREER ORIENTED TO EDUCATION 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 equipped with 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 ₹ 7.00 lakhs per course as one time Seed Money for 5 years in the Humanities and Commerce streams and one time Seed Money of Rs.10.00 lakhs per course for five years in the science stream. The Colleges/Universities can opt for a maximum of three courses. During 2012-13, as many as 432 proposals of universities and colleges had been approved and a total grant of ₹ 2.07 crores has been released to the institutions up to December, 2012. Career Oriented courses will have a progressive approach. The following programmes will be available:

Certificate Course: The course will be of 20 credits. Each credit will have 15 hours of workload. Out of which, 8 credits should necessarily be assigned to field work/ project work/training. The proof of this should be submitted during examination e.g. work experience certificate/dissertation/report etc. duly issued and signed by the concerned institutional authority/ coordinator/faculty.

Diploma Course: The course will be of 40 credits (20 credits earned during Certificate Course). Each credit will have 15 hours of workload. Out of this 8 credits should necessarily be assigned to field work/project work/training. The proof of this should be submitted during the examination.

Advanced Diploma Course: The course will be of 60 credits (40 credits earned together during Certificate and Diploma Courses respectively). Each credit will have 15 hours of workload. Out of this, 8 credits should necessarily be assigned to field work/project work/training. The proof of this (field work/project work/training should be submitted during the examination

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EDUCATION OF SCHEDULED CASTES/ SCHEDULED TRIBES AND MINORITIES

EDUCATION OF SCHEDULED CASTES/SCHEDULED TRIBES AND MINORITIES

The Indian Constitution is committed to the equality of citizens. The Directive Principles of the State Policy is also to promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the SCs/STs. To achieve 'Equality' with many facets, special provisions have been made in the Constitution of India. Article 46 of the Constitution states that, "The State shall promote, with special care, the educational 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 15 (4), 15 (5), 16(4), 16 (4 A), 16 ($ B), 164(1) proviso, 275 (1) first proviso, 243 D, 243 T, 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.

SC As A Proportion of Total State Population

ST As A Proportion of Total State Population
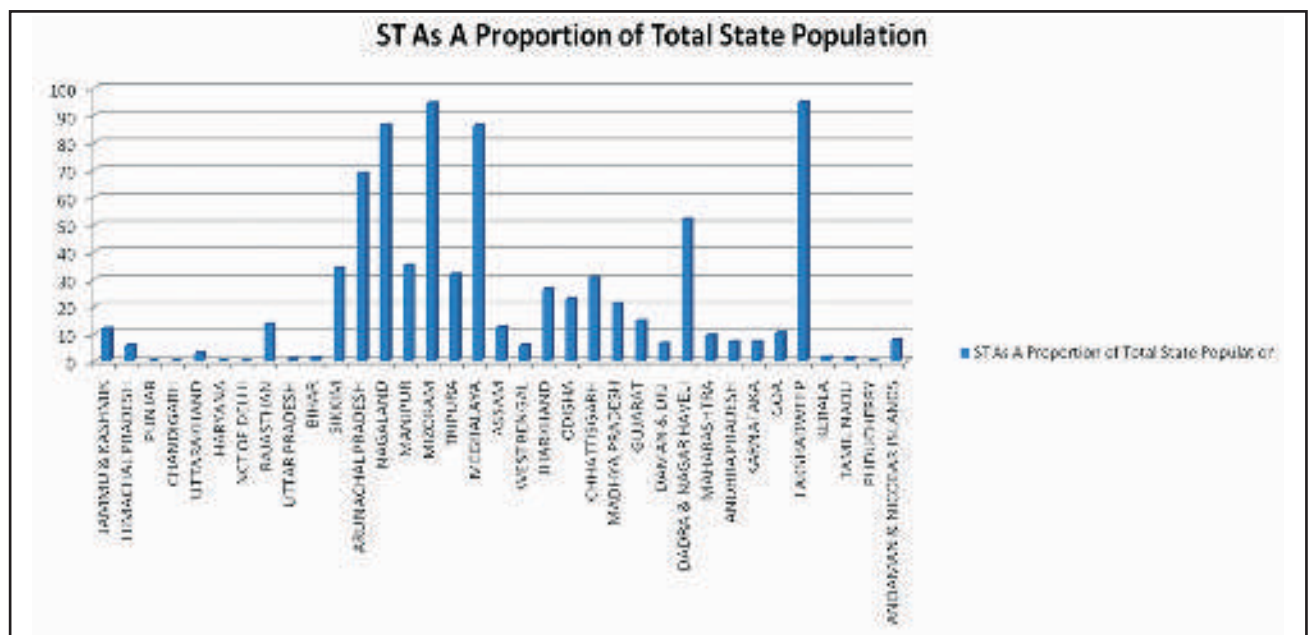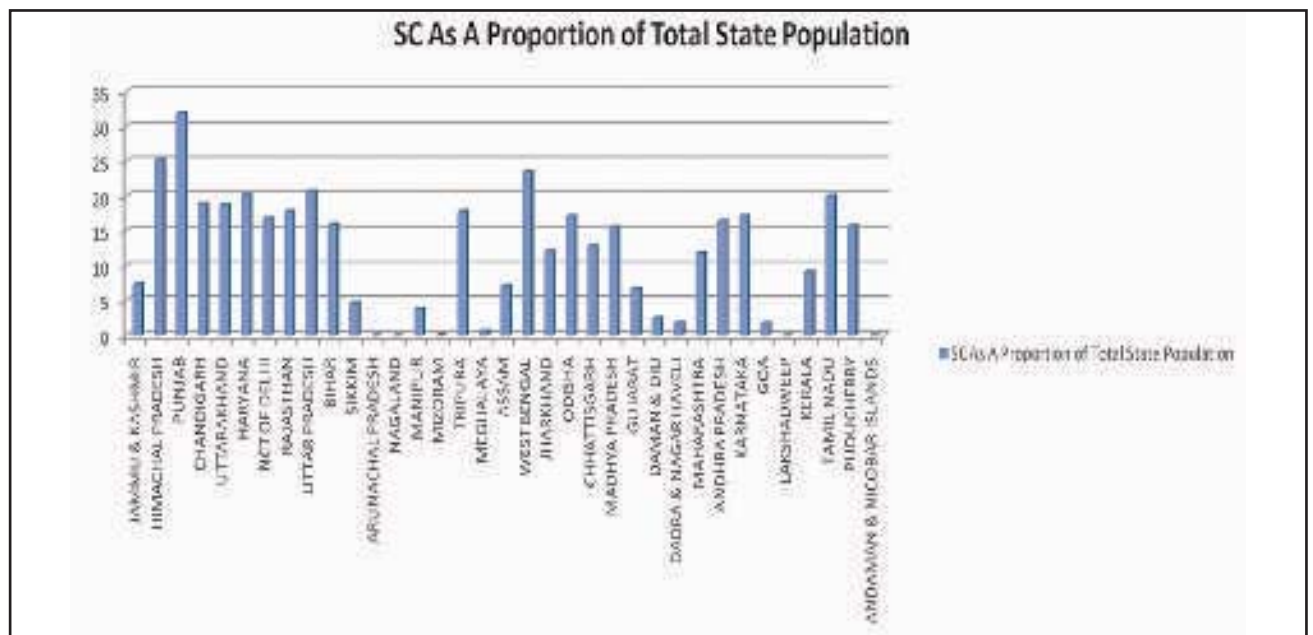
The National Policy on Education (NPE) 1986 modified in 1992 gives special emphasis on the removal of disparities and equalizing educational opportunity by attending to the specific needs of those who have been denied equality so far. The Eleventh Plan had given highest priority on education as a central instrument for achieving rapid and inclusive growth. The Twelfth Plan has stressed upon the need of faster and more inclusive development.

SCHEDULED CASTE SUB PLAN AND TRIBAL SUB PLAN (SCSP & TSP)

A Task Force constituted by the Planning Commission to (a) review the operational guidelines in implementing SCSP and TSP and (b) suggest remedial measures for an effective and meaningful implementation of SCSP and TSP, has kept the Department of Higher Education under Category III for earmarking of funds 15-16.2% and 7.50% for SCSP and TSP respectively. Department of School Education and Literacy has been kept under Category IV for earmarking of funds more than 16.2% and 10.70% for SCSP and TSP respectively. The Planning Commission has accepted the recommendations of this Task Force on differentiated Ministry/Department-wise earmarking of Plan funds under SCSP and TSP.

In order to implement the recommendations of the Task Force, in the Detailed Demand for Grant-in-aid 2011-12, Omnibus Minor Head 789 for Spl-Component Plan for Scheduled Caste and 796 for Scheduled Tribes Sub Plan have been opened. The details of funds earmarked for 2012-13 under SCSP and TSP for Department of School Education and Literacy and Department of Higher Education have been shown below:

<div align="right">(₹ in crores)</div>

Department of School Education & Literacy				
	Other than SC/ST	SC	ST	Total
BE 2012-13				
Revenue (GI General)	22540.56	6509.41	3477.59	32527.56
Capital Assets	9315.95	2684.39	1441.10	13441.44
Total	**31856.51**	**9193.8**	**4918.69**	**45969.00**
RE 2012-13				
Total	**29611.20**	**8545.80**	**4572.00**	**42729.00**
Funds certified (as on 31-12-2012)	21272.47	5889.64	3598.84	30760.98
% of RE	**71.83**	**68.91**	**78.71**	**71.99**

Department of Higher Education				
	Other than SC/ST	SC	ST	Total
BE 2012-13				
Revenue	5832.19	1061.22	532.20	7425.61
Capital	6127.61	1257.56	627.22	8012.39
Total	**11959.81**	**2318.78**	**1159.42**	**15438.00**
RE 2012-13				
Total	**13479.00**	**2021.70**	**1036.59**	**16537.29**
Funds certified (as on 31-12-2012)	7653.51	1288.49	657.58	9599.59
% of RE	**56.78**	**63.73**	**63.44**	**58.05%**

As a recognition of our vision, a number of initiatives are being taken by this Ministry both at school and higher education levels. Special emphasis is laid on education of children belonging to disadvantaged groups and simultaneously to provide greater opportunities for access to quality education at all level by taking several legislative measures and also investing in infrastructure & faculty, promoting academic reforms, improving governance and institutional restructuring.

Enrolment, Fold increase, GPI and Share of ST Students in total enrolment - 2002-03 and 2009-10

Enrolment, Fold increase, GPI and Share of SC Students in total enrolment - 2002-03 and 2009-10
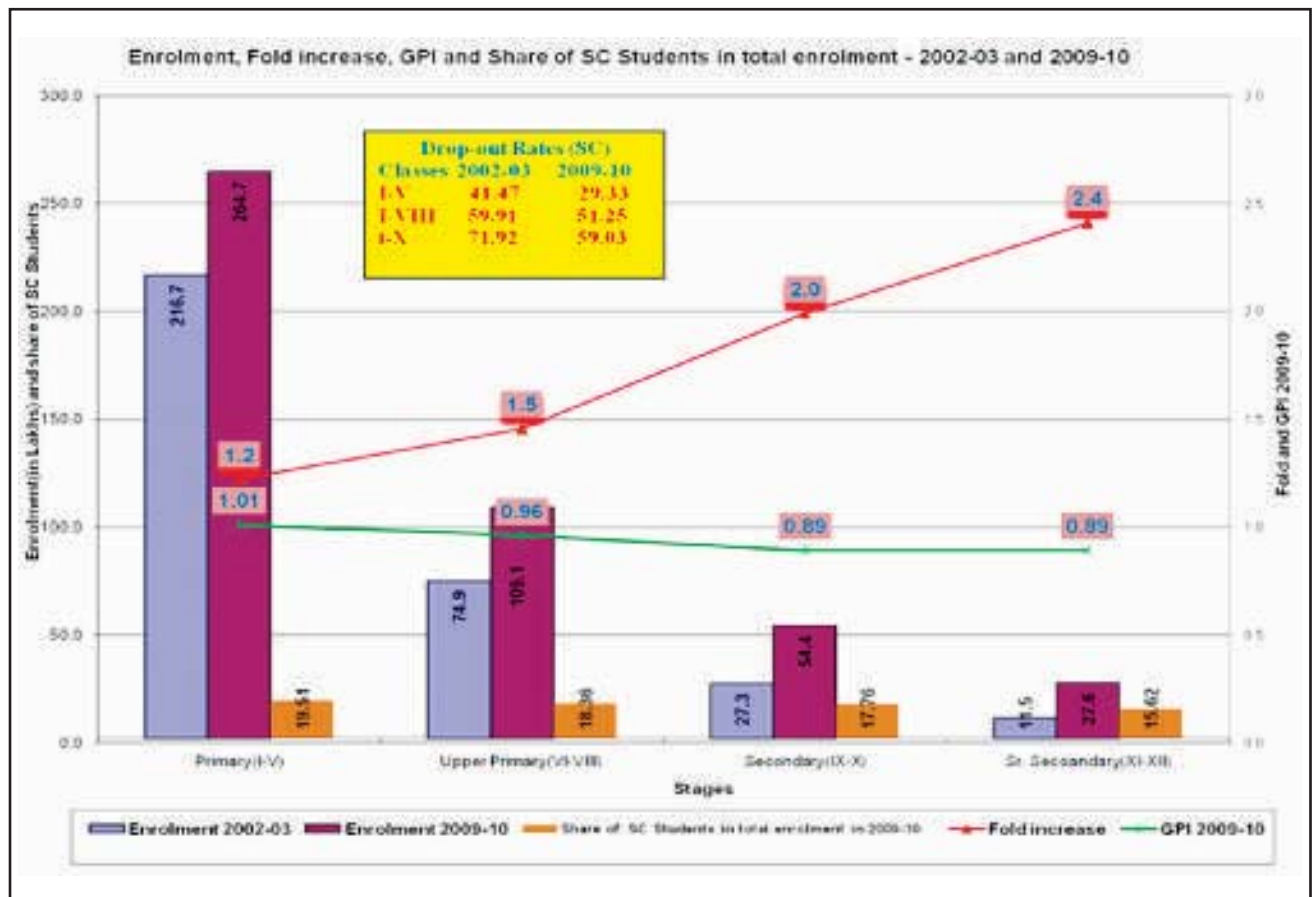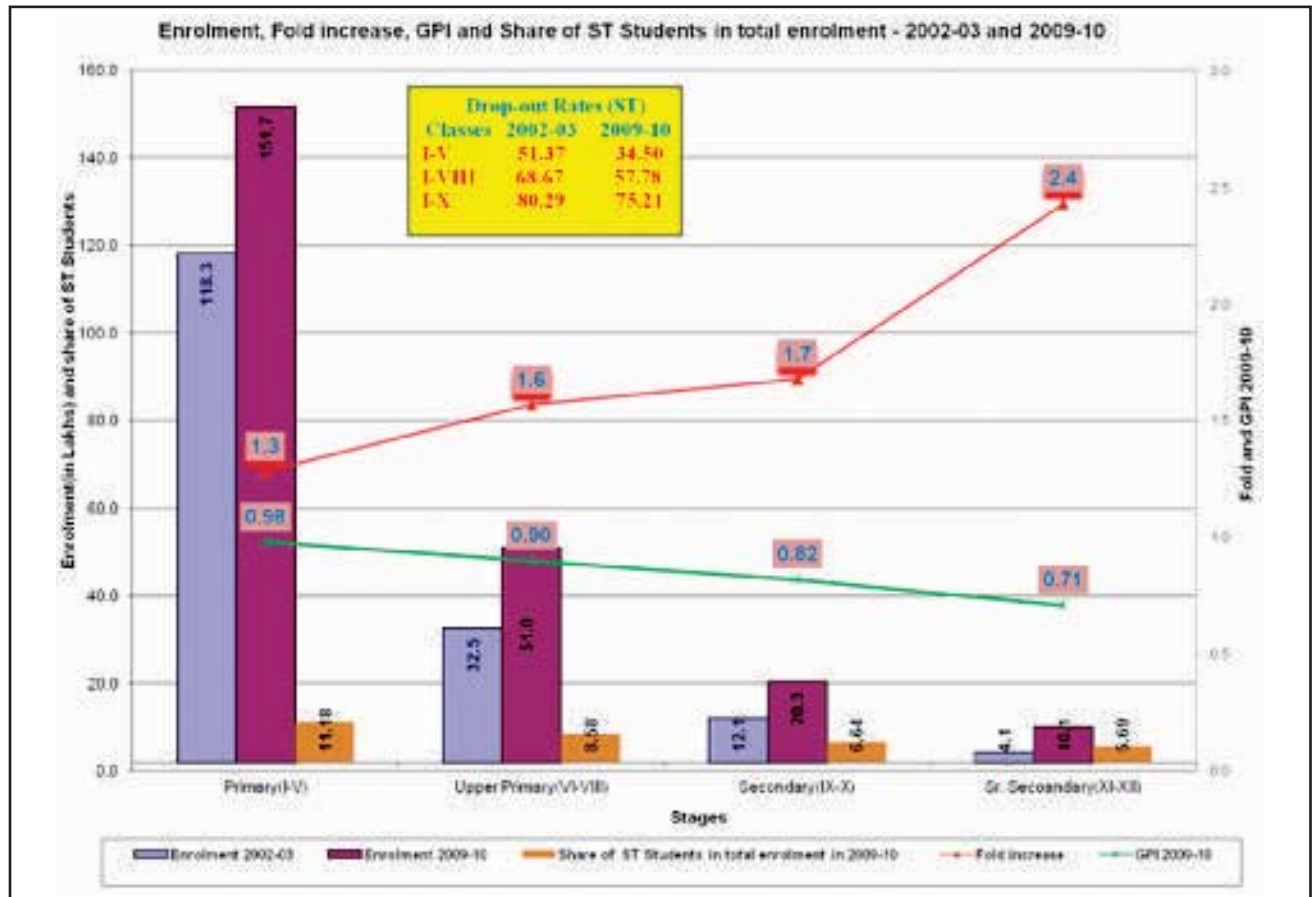
The initiatives of the Ministry of Human Resource Development may be divided into two categories (A) Programmes/Schemes formulated exclusively to provide interventions for these groups and (B) Programmes/Schemes which have significant bearing on educational development of SCs and STs .

PROGRAMMES/SCHEMES EXCLUSIVELY FOR SCs/STs

i) **Rajiv Gandhi National Fellowships for SC/ST:** This Scheme is funded by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs and implemented by the UGC. The objective of this scheme is to provide fellowships in the form of financial assistance to unemployed students belonging to SC/ST to pursue higher studies leading to M.Phil and Ph.D Degrees (full time) in Sciences, Humanities and Social Sciences and Engineering & Technology in Indian Universities/Institutions/Colleges approved under Section 2 (f) and 12 (B) of the UGC Act.

ii) **Post-Graduate Scholarships for Students belonging to SCs/STs:** The objective of this scheme is to provide financial assistance to 1000 SC/ST candidates to pursue postgraduate level studies in Professional subjects at recognized Indian Universities/ Institutions/Colleges.

iii) **Post-Doctoral Fellowships for SC/ST:** The objective of this Scheme is to provide an opportunity to SC/ST candidates to undertake advanced studies and Post Doctoral research in Science, Engineering & Technology, Humanities and Social Sciences in recognized Indian Universities/Institutions/Colleges.

iv) **Remedial Coaching for SC/ST/OBC (non-creamy layer) & Minorities:** In order to enable students belonging to SC/ST/OBC (non-creamy layer) / Minority communities, who need remedial coaching to come up to the Level necessary for pursuing higher studies efficiently and to reduce their failure and drop-out rate, the UGC provides financial assistance for conducting special classes outside the regular time table.

v) **Coaching for NET/SET for SC / ST/ OBC (non-creamy layer) & Minorities:** The main objective of the scheme is to prepare SC /ST candidates and candidates from Minority communities for appearing in NET or SET, so that sufficient numbers of candidates become available for selection of Lecturers in the University system from these groups.

vi) **Establishment of Residential Coaching Academics of SC/ST/Minorities & women:** The basic objective of this coaching scheme is to prepare students belonging to SC/ST/OBC (non-creamy layer) and Minority communities to get gainful employment in Group 'A', 'B' or 'C' Central services, State services or equivalent positions in the private sector. The coaching under the scheme is oriented for particular examinations conducted for selection to services, such as the IAS, State Public Services, Bank recruitment, etc.

vii) **Establishment of Equal Opportunity Cells for SC/ST/OBC/Minorities :** To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC establishes the EOC to oversee the effective implementation of policies and programmes of these groups.

viii) **Opening of Centres for Studies in Social Exclusion & Inclusive Policy:** The key objectives of opening of these Centres include conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity and religion; developing understanding of the nature and dynamics of discrimination and exclusion; 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.

Progress of these initiatives is given below:

Schemes	Progress	
Rajiv Gandhi National Fellowships for SC/ST	A total of 8041 and 3370 candidates were selected under SC and ST categories respectively upto 2011-12.	
Post-Graduate Scholarships for Students belonging to SCs/STs	3930 candidates were selected under this scheme upto 2011-12.	
Post-Doctoral Fellowships for SC/ST	391 candidates were selected under this scheme upto March, 2012.	
Remedial Coaching /Coaching Scheme for entry into services/Coaching for NET/SET for SC/ST / OBC (non -creamy layer) & Minorities	Beneficiary Institution	Total Number of beneficiary students
	23 Central Universities	12683
	137 State Universities	46732
	10 Deemed Universities	7177
	7437 colleges	18,35,560 (including beneficiaries of EOC and Schemes for PwDs)
Establishment of Residential Coaching Academics of SC/ST/Minorities & women	Financial Assistance has been provided to 4 Central Universities and 1 Deemed University and total 648 students have been benefitted.	
Establishment of Equal Opportunity Cells for SC/ST/OBC/Minorities	At present, EOCs are functioning in 250 universities and 2252 colleges.	
Centres for Studies in Social Exclusion & Inclusive Policy	35 Universities have set up these Centres.	

Year-wise Enrolment and GPI of All Category and SC/ST Students from 2005-06 to 2009-10

Initiatives having significant bearing on educational development of SCs & STs	Progress
School Education	
Sarve Shiksha Abhiyan : Implemented in partnership with State Governments to cover the entire country to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure (i) Opening of Primary Schools (ii) Opening of Upper Primary Schools	2.03 lakhs primary schools of which 1041 were sanctioned in the year 2012-13 and 1.57 lakhs upper primary schools have been sanctioned in a radius of 3 km, including 1613 sanctioned in 2012-13.
Kasturba Gandhi Balika Vidyalaya : KGBVs are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs provide 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.	3609 KGBVs were sanctioned.
Opening of Model Schools : The scheme aims to provide quality education to talented rural children through setting up of 6,000 model schools, out of which 3,500 are to be set up in as many educationally backward blocks (EBBs) through State/UT Governments, as benchmark of excellence at block level at the rate of one school per block.	1925 Model Schools, including 338 in 2012-13, have been sanctioned.
Construction & Running of Girls' Hostel for Students of Secondary & Higher Secondary Schools : The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3479 Educationally Backward Blocks (EBBs) in the country.	As on 1st January, 2013, 1079 hostels have been sanctioned for construction out of which 62 hostels fall in SC Concentrated blocks and 146 in ST concentrated blocks.
National Programme for Education of Girls at Elementary Level : 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. All EBBs have been included under NPEGEL.	4.12 crore girls have been covered in 442 districts in 3353 Educationally Backward Blocks and 41,779 Model Cluster Schools are functioning under NPEGEL.
National Means-cum-Merit Scholarship Scheme: The objective of this 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 the study at secondary stage.	In 2012-13, Rs.10.21 crore and Rs.2.02 crore were incurred under SCSP and TSP in this Scheme.
National Scheme of Incentive to Girls for Secondary Education : The Scheme has been started in May, 2008 to establish an enabling environment to reduce the drop outs and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention up to the 18 years of age.	15.54 lakh girls have benefitted from the Scheme upto 31st December, 2012.
The Right of Children to Free and Compulsory Education (RTE) Act, 2009 : Section 12(1) (c) of the Act inter alia, provides that a specified category school and a private unaided school shall admit in class I to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker sections and disadvantaged group in the neighborhood and provides for free and compulsory elementary education till its completion. It further states that this provision shall apply for admission to the pre-school stage where the school imparts pre-school education. The definition of 'child belonging to disadvantaged group' includes a child belonging to SC/ST and now also, children with special needs.	In 2009-10, before enactment of RTE Act, the enrolment of SC children was 3.72 crore and ST children was 2.05 crore which has increased to 3.94 crore and 2.17 crore respectively in 2011-12 in elementary education.

Initiatives having significant bearing on educational development of SCs & STs	Progress
Higher Education	

<table>
<tr><td rowspan="7">Central Educational Institutions (Reservation in Admission) Act, 2006 : The Act provides 15%, 7.5% and 27% reservation in admission of the students belonging to the SCs, STs and OBCs, in certain Central Educational Institutions established, maintained or aided by the Central Government, and for matters connected therewith or incidental thereto. The Central Universities are following the reservation policy of Government of India. However, the State Universities including their affiliated/constituent Colleges and other institutes are following the norms of percentage of reservation of SCs/STs as prescribed by the respective State Governments.</td>
<td>CFHEI</td><td colspan="2">Share</td></tr>
<tr><td></td><td>SC</td><td>ST</td></tr>
<tr><td>Central Universities</td><td>10.7</td><td>18.0</td></tr>
<tr><td>IGNOU</td><td>7.4</td><td>8.6</td></tr>
<tr><td>IITs</td><td>13.1</td><td>4.6</td></tr>
<tr><td>IIITs, IISERs, IISc</td><td>17.2</td><td>5.8</td></tr>
<tr><td>NITs</td><td>13.9</td><td>6.9</td></tr>
<tr><td>IIMs</td><td>11.0</td><td>4.7</td></tr>
</table>

Sub-Mission on Polytechnics : Sub-Mission on Polytechnics includes four components namely (i) setting up of new Polytechnics (ii) Strengthening of existing 500 Polytechnics (iii) Community Development through Polytechnics and (iv) Constructions of Women Hostels in Polytechnics.	287 Districts have been provided partial financial assistance of ` 1981 crores till 31.01.2013.Major beneficiaries of these Polytechnics are from weaker sections like SC/ST/OBC.
Scheme of Community Development through Polytechnics (CDTP): This Scheme aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self/wage employment. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification.	Major beneficiaries of these Polytechnics are from weaker sections like SC/ST/OBC.
Setting up of Model Degree Colleges in backward districts	74 Model Degree Colleges have been sanctioned in 28 Universities in 11 States. Major beneficiaries of these Colleges are from weaker sections like SC/ST/OBC.
Colleges with relatively higher proportion of SC/ST & Minorities : The Scheme aims to encourage access of students belonging to SC/ST/Minority/OBCs.	Financial assistance to 3028 institutes has been provided.

In addition to above, several other general programmes/schemes have also lay emphasis on education development of students belonging to SCs and STs which mainly includes 'National Programme of Mid-Day Meal in Schools', Opening of Jan Shikshan Sansthans', 'Rashtriya Madhyamik Shiksha Abhiyan', 'Opening of Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas', 'Vocational Education at Secondary Education Level', 'Mahila Samakhya Programme', 'Consturciton of Women's Hostel in Polytechnics and Colleges', 'Central Sector Scheme of Scholarship for College and University Students', 'Special scholarship Scheme for Jammu & Kashmir', 'Interest Subsidy on Educational Loans', 'AICTE's Tuition Fee Waiver Scheme', AICTE's Post Graduate Scholarship for GATE qualified ME/M.Tech students', etc. Further, the IITs and NITs also made special provisions like exemption/concession in payment of tuition fees; travelling allowance from residence to Institute to join the program; free mess facilities, pocket allowance; preparatory courses, conduct of special programmes for training in communication skills, presentations and placements; special evening classes in subjects and specializations; etc. for SC/ST students.

Percentage representation of SCs/STs in Enrolment from Primary to Higher Education for the year 2009-10

Stage	SCs	STs
Primary(I-V)	19.51	11.18
Upper Primary(VI-VIII)	18.36	8.58
Secondary(IX-X)	17.76	6.64
Sr. Secondary(XI-XII)	15.62	5.69
Higher Education	11.76	5.21

Y-axis: Share (%) of SC/ST Students
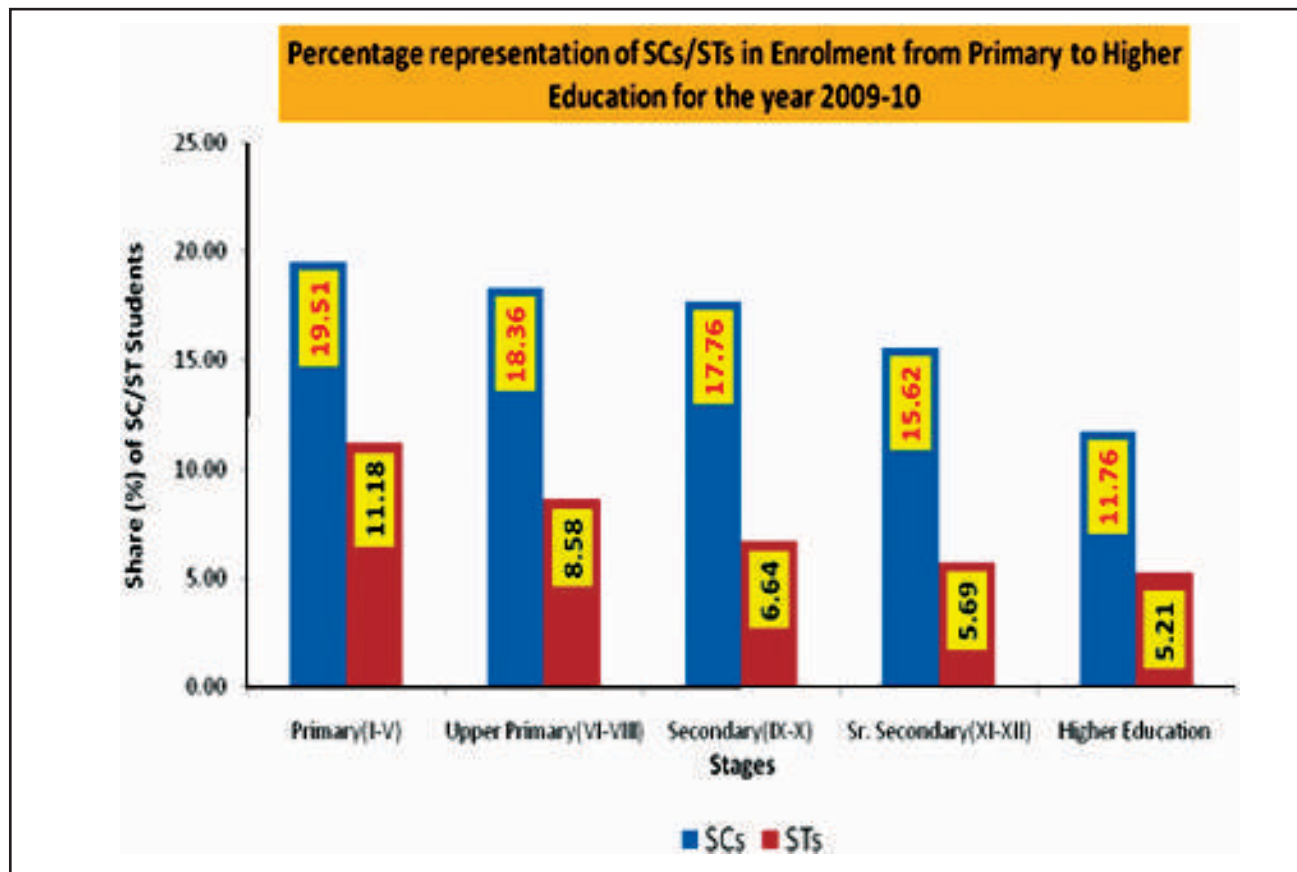
NATIONAL MONITORING COMMITTEE FOR EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND PERSONS WITH DISABILITIES

The Ministry of Human Resource Development has constituted a "National Monitoring Committee for Education of SCs, STs and Persons with Disabilities" to advise the Government on all matters pertaining to education and its pursuit for SCs, STs and Persons with Disabilities. In addition, the Committee will review the functioning of various schemes launched by the Ministry for the purpose of promoting SCs, STs and Persons with Disabilities in education. The composition of the Committee includes some Members of Parliament, Education Ministers and Education Secretaries of State Governments with concentration of SC/ST population. The Committee also includes the academics, activists and administrators connected with SCs, STs and Persons with Disabilities.

In pursuant of decision taken in the First meeting of the National Monitoring Committee, held on 27th June, 2012, a Standing Committee and following Six Task Forces have been constituted :

i)   Task Force for Educational Development of SCs

ii)   Task Force for Educational Development of STs

iii)   Task Force for Educational Development of PwDs

iv)   Task Force to promote & develop quality faculty from SCs, STs and PwDs

v)   Task Force for promotion of vocational education and skill development amongst PwDs.

vi)   Task Force to promote educational opportunities and welfare of students from North East Region belonging to SCs, STs and PwDs

REGULATIONS ON PREVENTION OF DISCRIMINATION AND ESTABLISHMENT OF OMBUDSMAN

Universities and colleges have their own grievance redressal mechanism to address the complaints of all students including the grievances pertaining to SC/ST students. However, UGC has also framed two important regulations namely, UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 and UGC (Establishment of Mechanisms for Grievance Redressal), Regulations, 2012 to ensure the implementation of Constitutional provisions relating to the SCs and STs and to check the incidents of discrimination and harassment against the students of these communities. These regulations have already been sent for publication in the official Gazette.

The All India Council for Technical Education (Establishment of Mechanism for Grievance Redressal) Regulations, 2012, provide for establishment of a grievance redressal committee in each technical institutions approved by the AICTE; and appointment of Ombudsman, by the Technological Universities for the purpose of redressal of grievances of the students, parents and others.

The Indian Institutes of Technology have Disciplinary Action Committees to take immediate action if any complaint of caste-biased discrimination is received. They also have student mentors in various Departments who help them in their academic and other problems by providing proper guidance and also bring to the notice of concerned authorities about their problems for timely address. In addition, there are Student Tutors who help them to cope up with their academic problems. Further, following the recommendations made by the Council of IITs in its 39th meeting held on 28.01.2009, a Standing Committee comprising chair-persons of Board of Governors of IIT Delhi, IIT Guwahati and IIT Roorkee was constituted on 16.06.2009 to look into the grievances of students and employees of IITs. It was also decided that the committee will take up those representations made by the students and employees which are referred to it by Secretary, IIT Council in MHRD and have already been considered by the Board of Governors of IITs. The committee submits its report to the Secretary, IIT Council. The Appellate Committee also looks into specific complaints, if any, from SC/ST Students and employees.

Further, the Ministry, from time to time is issuing strong advisory letters to all Centrally Funded Educational Institutions to emphasize that officials/faculty members should desist from any act of discrimination against students on grounds of their social origin.

EDUCATION FOR THE MINORITIES

National Commission for Minority Educational Institutions (NCMEI): The NCMEI was established on the 11th November 2004 to advise the Central Government or any State Government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters. The Commission's powers have been further amplified through the National Commission for Minorities Educational Institutions (Amendment) Act, 2006 and 2010. The Commission has got three roles namely adjudicatory function, advisory role and recommendatory powers. The Commission is a quasi judicial body and has been endowed with the powers of a Civil Court. The Commission has issued minority status certificates to 7727 educational institutions as on 31.03.2013.

National Monitoring Committee on Minorities' Education (NMCME): The National Monitoring Committee on Minorities' Education (NMCME) has been reconstituted on 23rd December, 2011 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee has representations from eminent educationists, Members of Parliament, representatives of State Governments and representatives of Minority communities, educational institutions and other stake holders. The first meeting of NMCME under the Chairmanship of Hon'ble HRM held on 5.3.2012, a Standing Committee of the National Monitoring Committee on Minorities' Education and five Sub-Committees on (i) Vocational Education & Skill Development of Minorities, (ii) Implementation of Schemes Aimed at Minorities, (iii) Mapping of Educational Requirements of Minorities – Region & District wise, (iv) Girls' Education and (v) Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English have also been constituted. The Standing Committee and the Sub-Committees held 32 meetings spanning over a period of one year and looked into variety of issues related to the participation of religious minorities, particularly Muslims at different levels of educational ladder. The Sub-Committees held a number of meetings in Delhi and outside. The Standing Committee of the National Monitoring Committee for Minorities' Education is expected to submit its Report in May, 2013.

Establishment of model degree colleges: A new scheme to assist States for establishment of a model degree college in each of the 374 identified higher educationally backward districts having Gross Enrolment Ratio (GER) in higher education lower than the national GER has been operationalised. As far as Minority Concentration Areas/Districts are concerned, 64 such areas/districts have been identified under this scheme. Approval has been granted to 16 model degree colleges in Minority Concentration Areas/Districts out of which an amount of ₹ 8.17 crore has been released to 13 colleges.

Polytechnics: Under the Sub-Mission on Polytechnics, the Government of India provides financial assistance to the State Governments/UTs for setting up of polytechnics in the un-served and

underserved districts during the 11th Plan. A sum of upto ₹ 12.3 crore per polytechnic is provided to the State/UTs, subject to the condition that the land and recurring cost shall be provided by the State Governments/UTs. As per the Scheme criteria, 57 districts out of 90 Minority Concentration Districts are eligible for consideration under the Scheme. So far an amount of ₹ 291.66 crore has been released as initial grants for setting up of polytechnics in 49 Districts out of 57 Districts.

Women's Hostels in Minority Concentration Areas: UGC has approved/sanctioned 285 Women's Hostels during 11th Plan in Minority Concentration Districts/Areas. Out of total allocation of ₹ 370.19 crore, ₹ 203.69 crore have been released till 27th February, 2012.

Social Exclusion and Inclusive Policy: The UGC has approved the guidelines for establishment of centres in universities for study of Social Exclusion and Inclusive Policy and sanctioned these centres in 35 universities. ₹ 21.53 crores has been released.

Setting up of Residential Coaching Academies for Minority Students: ₹ 61.31 crores has been sanctioned for establishment of 'Residential Coaching Academies for Minorities, Women/SCs/STs" in Aligarh Muslim University, Maulana Azad National Urdu University, Baba Sahib Bhimrao Ambedkar, Jamia Hamdard and Jamia Millia Islamia so far, an amount of ₹ 30.66 crore has been released by University Grants Commission. Jamia Hamdard has admitted 224 students(66 in 2010, 80 in 2011 & 78 in 2012), Maulana Azad National Urdu University admitted 148 students (81 in 2010 & 67 in 2011), Baba Saheb Bhim Rao Ambedkar has admitted 223 students (95 in 2010, 59 in 2011 & 69 in 2012), Aligarh Muslim University has admitted 242 (96 in 2010 & 146 in 2011) students and Jamia Millia Islamia has admitted 210 (100 in 2010 and 110 in 2011) students.

Academies for Professional Development of Urdu Medium Teachers: Academies for Professional Development of Urdu Medium Teachers have been set up at three Central Universities viz. Aligarh Muslim University, Aligarh (AMU), Jamia Millia Islamia(JMI), New Delhi and Maulana Azad National Urdu University(MANUU), Hyderabad. The Academy at JMI has trained 1675 teachers. MANUU has trained 3083 teachers and AMU has conducted 17 Refresher Courses/workshops for Primary/Secondary school teachers and has covered 416 teachers for teaching modern subjects in Urdu medium. An amount of Rs.4.00 crore each to these Universities was sanctioned by University Grant Commission(UGC) for establishment of Academies for Professional Development of Urdu Medium Teachers during 11th Plan.

Department of School Education & Literacy

Prime Minister's 15 Point Programme for welfare of Minorities: Schemes amenable to earmarking of financial and physical targets for minorities, have been implemented to ensure that benefit to minority communities is beyond 15% as in case of Sarva Shiksha Abhiyan (SSA) and Kasturba Gandhi Balika Vidyalaya (KGBV) where share of minorities is upto 20%. In order to enhance participation of minorities in the national education system, various initiatives have been undertaken – 121 districts with concentration of Muslim population are specifically targeted for maximising school access and eliminating infrastructure gaps through opening of 1470 new Primary Schools and 445 Upper Primary Schools; construction of 45541 additional classrooms and recruitment of 32728 teachers during 2011-12. Also, out of 3609 KGBVs sanctioned, 555 KGBVs have been sanctioned in these 121 Minority Concentration Districts.

The States have been urged to cover out of school children going to madarsas/maqtabs. 7828 recognized

madarsas/maqtabs covering 10.1 lakh Muslim children and 4040 unrecognised madarsas/maqtabs covering 1.6 lakh Muslim children under Education Guarantee Scheme/ Alternative Innovative Education under Sarva Shiksha Abhiyan. Due to these interventions the share of Muslim children enrolled at primary & upper primary level has gone up and those out of school have decreased. According to District Information System of Education (DISE) the enrolment of Muslim children at primary and upper primary level for the year 2010-11 was 13.04% & 11.25% respectively.

Scheme for Providing Quality Education in Madarsas (SPQEM): SQPEM seeks to bring about qualitative improvement in madarsas 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 quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching and 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.

During the year 2012-13, out of the budget provision of ₹175.00 crore, ₹131.65 crore has been released to the 7 States for honorarium of 16788 teachers, Book Bank/ Science Kits, Computer Lab and Teachers Training etc. madarsas teaching modern subjects in 7362 Madarsas.

Scheme of Infrastructure Development in Minority Institutions (IDMI)

IDMI has been operationalized 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 ₹ 50.00 lakh per institution for strengthening of educational infrastructure and physical facilities in the existing schools 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.

During 2012-13, out of budget provision of ₹ 50.00 crore under the Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI), an amount of ₹18.49 crore has been released to 7 States benefiting 165 institutions.

* * * * *

Chapter

13

EDUCATIONAL DEVELOPMENT IN SPECIAL CATEGORY STATES

EDUCATIONAL DEVELOPMENT IN SPECIAL CATEGORY STATES

INTRODUCTION–SPECIAL CATEGORY STATES

There are twenty-eight States and seven union territories in India. Some of the States are given some benefits by the central government as they fall under the special category States. The special category States have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socio-economic developmental parameters. These States have also geographical disadvantages in their effort for infrastructural development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. The States in the North-East are also late starters in development. In view of the above problems, central government sanctions 90 percent in the form of grants in plan assistance to the States in special category.

In 1969 while devising formula for sharing central assistance among States, the Fifth Finance Commission acting in line to the Gadgil formula, had accorded special status to these States on the basis of harsh terrain, backwardness and social problems prevailing in these States. Up to 1999, there were ten States in this category and with the inclusion of Uttaranchal in 2000, later renamed as Uttarakhand in 2006, number of the special category States increased to eleven. All the North-Eastern States, Jammu and Kashmir, Himachal Pradesh and Uttarakhand are in the special category.

North Eastern Region includes the eight States - Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura,and Sikkim.

Education in Special Category States at glance – 2010-11

SI. No	State	No. of Institutions		Enrolment		Gross Enrolment Ratio		Gender Parity Index		Exp. On Education as % of GSDP
		School Education	Higher Education	School Education	Higher Education 2009-10 (P)	School Education	Higher Education	School Education	Higher Education	
1	Arunachal Pradesh	3170	28	367360	25329	121.3	15.0	0.96	0.72	4.55
2	Assam	51898	546	5155839	327331	66.4	9.0	1.00	0.54	4.20
3	Manipur	4051	77	637349	49181	118.4	14.8	0.94	0.76	6.08
4	Meghalaya	9687	123	747918	55394	111.9	15.4	1.04	1.09	3.32
5	Mizoram	3810	32	265517	35631	115.8	26.5	0.95	0.87	7.30
6	Nagaland	2533	75	362664	42727	61.1	16.1	1.01	0.95	4.88
7	Sikkim	1178	23	135352	19237	91.3	24.8	1.04	0.86	8.04
8	Tripura	4393	33	768536	52786	91.5	11.4	0.98	0.71	4.46
9	Jammu & Kashmir	27428	313	2469573	277623	86.2	18.2	0.99	0.94	4.42
10	Himachal Pradesh	19653	615	1484344	186813	103.5	23.9	0.98	1.07	4.40
11	Uttarakhand	22801	237	2319770	434203	95.7	36.0	1.02	1.64	3.67

Source: 1. Statistics of School Education 2010-11 (Provisional)
2. Statistics of Higher & Technical Education 2009-10 (Provisional)
3. Analysis of Budgeted Expenditure on Education 2007-08 to 2010-11

SCHOOL EDUCATION

Education provides the underpinning to any vision of NER and as one of the most basic components of human development, it impacts on the welfare of almost everyone in the region; in fact, the lack of quality education limits the growth process. Further, a focus on children, women and youth is vital in this region with its substantial 'young' population. Recent population growth in many of the NER States has meant that a large proportion of the population is less than 14 years, accounting for as much as 40 and 42 percent of the State population in Arunachal Pradesh and Meghalaya, respectively. In its broadest sense, education will be the critical input for equipping these young people to expand their life choices.

The North East States, are among the best performers in terms of literacy rates. All the North East States, without exception, have shown increase in literacy rates during 2001-2011. While school enrolments have been increasing, they are still low in some States. Enrolment in all grades in Nagaland, for example, is far lower than the national average. The success in increasing school enrolment is dampened by dropout rates, which are higher across NER than the national average (apart from Manipur), and have actually increased in Meghalaya and Mizoram since 1992-93. Even in Mizoram, with almost 90 percent literacy, only one-fourth of the children originally enrolled complete high school.

Girls' Hostel Scheme in North East Region : This Scheme is being implemented from 2009-10. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3479 Educationally Backward Blocks (EBBs) in the country. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. Students passing out of KGBVs will be given preference in admission in hostels. At least 50% of girl students should be from SC, ST, OBC and Minority Communities. As on Ist January, 2013, 1079 hostels have been sanctioned for construction and ₹ 546.78 crores have been released to States/UT Governments.

Details of grant released under the Scheme upto 01-01-2013 to the Special Category States is given below:

Sl. No.	State	No. of EBBs	No. of hostels approved by PAB	No. of hostels sanctioned	Non Recurring Grant released
1	Arunachal Pradesh	38	20	5	1.96
2	Assam	81	80	80	24.46
3	Manipur*	5	-	-	-
4	Meghalaya	9	9	9	6.95
5	Mizoram	1	1	1	0.39
6	Nagaland	11	11	11	10.61
7	Tripura*	9	-	-	-
8	Uttarakhand	23	19	19	16.99 0.28 *(Rec.grant released in 2011-12)* Total:17.27
9	Himachal Pradesh	5	5	5	0.96
10	Jammu & Kashmir	97	68	19	3.63
	Total	**279**	**213**	**149**	**66.23**

*Manipur has not submitted any proposal whereas revised proposal based on State SORs is awaited from Tripura. There is no Educationally Backward Block in Sikkim.

Right of Children to Free and Compulsory Education (RTE) Act, 2009 - Sarva Shiksha Abhiyan (SSA) in North Eastern Region: RTE - 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 2011-12 (till 31.12.2011), budgetary support of ₹ 1339.37 crore has been provided to the NE States for implementation of SSA programme.

The achievements of SSA in NE States till September 2011 are: opening of 9819 primary schools, 3786 upper primary schools, construction of 17083 primary school buildings, 3945 upper primary school buildings, construction of 79958 additional classrooms & construction of 39445 toilets and provision of 11152 drinking water facilities and appointments of 27601 teachers.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): This is being implemented in North-Eastern Region on Central State funding pattern of 90:10. Under the annual plans for 2011-12 and 2012-13, details of approved new schools and strengthening of schools are indicated below:

S.No.	State	2011-12		2012-13	
		New schools	Schools approved for strengthening	New schools	Schools approved for strengthening
1.	Arunachal Pradesh	22	92	PAB not conducted (Committed liability being far more than annual plan provision)	
2	Assam	0	14		
3.	Manipur	49	0		
4.	Meghalaya	0	0		
5.	Mizoram	26	0		
6.	Nagaland	45	126		
7.	Sikkim	0	33		
8.	Tripura	41	71		
	Total	**183**	**336**		

Source: As data received from the state Government

An amount of ₹ 232.86 cr. was released to North-East Region for Implementation of approved activities in 2011-12. During 2012-13, an amount of ₹ 348.27 cr has been released (as on 31.3.2013).

Model Schools Scheme : Except Sikkim, all the North-Eastern States are eligible for model schools under State Sector component of Model School Scheme, which is operational since 2009-10, till 31.12.2012. 88 Model Schools have been sanctioned and grants worth Rs. 136.11 cr. released to 04 States namely Mizoram (1), Nagaland (11), Assam (67) and Meghalaya(9). Under this component of the scheme, the sharing pattern of costs between the Centre and the special category States is 90:10 during the 11th and 12th Five Year Plan period.

Kendriya Vidyalayas (KVs) : There are 102 Kendriya Vidylayas functioning in the NER with an enrolment of 69,892 students. Among 102 KVs in NER, 57 are in Civil, 22 are in Defence, 17 are in Project Sector and 06 are in Institute of Higher Learning.

Jawahar Navodaya Vidyalays : Of the 86 districts of NER, JNVs have been sanctioned in all the districts with one additional JNV in one district each (having large concentration of SC/ST population) of Assam and Meghalaya. Therefore, a total of 88 JNVs have been sanctioned, out of which 86 are functional, 52 JNVs out of these are functioning from permanent sites and the rest 34 are functioning from temporary sites.

Saakshar Bharat Programme : This program was launched on the International Literacy Day, 8th September, 2009. It aims to further promote and strengthen Adult Education, specially of women, by extending educational options to those adults who having lost the opportunity of access to formal education and have crossed the standard age for receiving such education, now feel a need for learning of any such type viz, including literacy, basic education (equivalent to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports, and recreation.

In the North-Eastern Region, number of districts eligible for coverage under this programe is shown below:

State	No. of District
Arunachal Pradesh	12+3*
Assam	12+3*
Manipur	4
Meghalaya	2
Mizoram	0
Nagaland	2+2*
Tripura	1
Sikkim	2

*Carved out of eligible districts during 2001-2011

Saakshar Bharat Programme in the 12th Five Year Plan provides for paradigm shift from basic literacy to lifelong learning with the aim of improving knowledge, skills and competence within personal, civic social and for employment selected perspective. The focus is not only on non-formal education setup but on establishing strong linkages with the formal system with mechanism for recognising prior learning and accreditation.

Jan Sikshan Sansthans provide skill Development facility for those who are non-literate or have reudimentary level of literacy. There are twelve JSSs in North East Region. 7525 persons have been covered under different skills development programmes during the year 2012-13.

There are five State Resource Centres in the region. They provide academic and technical resource supports to Saakshar Bharat Programme. SRC West Bengal also provides support to Saakshar Bharat Programme in the state of Sikkim.

HIGHER EDUCATION

Central Universities and Degree Colleges in the North East

There are nine Central Universities in the North East Region, namely, Assam University, Tezpur University, Mizoram University, North East Hill University (NEHU), Manipur University, Nagaland University, Rajiv Gandhi University (Arunachal Pradesh), Tripura University and Sikkim University. To provide avenues of technical & professional education in the region,

faculty of Engineering in the 5 Central Universities and Faculty of Management in 3 Central Universities in the North East Region have been established. Further, faculty of engineering as well as management in the 3 States viz. Arunachal Pradesh, Manipur and Tripura where there is no Central University, have been established. The University Grants Commission has been providing 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.

374 new Degree Colleges are to be established all over the country one each in such district, which has Gross Enrolment Ratio (GER) below the national average. 44 such colleges are to be established in the NE Region subject to approval of the competent authority. Half of such cost in special category States limited to Rs.4.00 crores will be provided by the Central Government but for the remaining amount, efforts will have to be made by the respective States along with other partners.

Enrolment in NER in Higher Education (2005-06 to 2009-10)
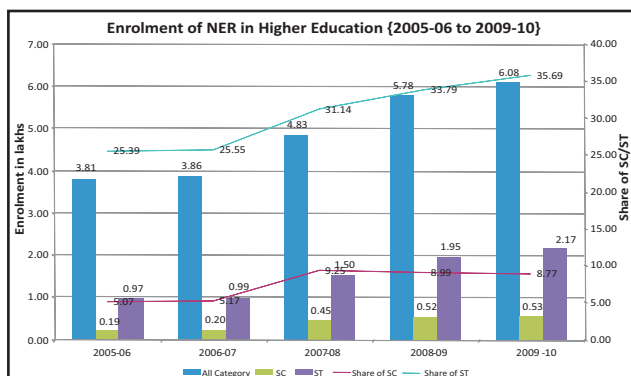
Source: Statistics of Higher & Technical Education 2009-10 (Provisional)

Special Scheme of Construction of Women's Hostels for Colleges in North East States: Increasing mobility of students to seek the education they desire, raises the demand for hostels. Accordingly, the UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. The main objective of the scheme 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. The Colleges which come within the purview of the UGC and are fit to receive central assistance under Section 12(B) of the UGC Act, are eligible to receive financial assistance. The financial assistance from the UGC is on 100% basis subject to the ceiling given below:

(₹ in lakhs)

Women Enrolment	Amount in respect of Non-Metropolitan cities	Amount in respect of Metropolitan cities
(a) Upto 250	60	120.00
(b) 251-500	80	160.00
(c) more than 500	100	200.00

The UGC does not provide any escalation cost over and above the allocation/ceiling under the guidelines.

Status Position of Women Hostels in Colleges

(₹ in lakhs)

Period	Physical target achieved (in number)	Financial targets achieved
2007-2011	1456	48290.65

Details of Women Hostels constructed in NER during XI plan period

(₹ in lakhs)

S. No.	Name of State	No. of Women's Hostel	Amount allocated
1	Arunachal Pradesh	06	240.00
2	Assam	162	5051.47
3	Manipur	30	966.00
4	Meghalaya	16	904.22
5	Mizoram	21	629.92
6	Nagaland	13	480.00
7	Sikkim	01	80.00
8	Tripura	02	60.00

(Source: University Grant Commission)

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU) IN NORTH EAST REGION STATES

India Gandhi National Open University was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standard in open learning and distance education systems.

Educational development of North–East Region (NER) is another area of IGNOU's contribution. Nine Regional Centres including a newly established regional centre at Jorhat (Assam) are situated in the NER. The University established three Institutes/Centres to identify the type of knowledge and skills necessary for the development of the region to design academic and training programmes.

TECHNICAL EDUCATION IN NORTH EAST REGION STATES

Several Central Technical Institutions like (i) Indian Institute of Technology (IIT), Guwahati, Assam; (ii) Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong, Maghalaya; (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 East Region.

Indian Institute of Management, Shillong

Indian Institutes of Technology/Indian Institutes of Information Technology (IITs/ IIITs) : Indian Institute of Technology (IIT) set up at Guwahati is taking care of the Research and Technology requirements in NE Region. The Government has decided to set up 20 IIITs in the country in Public Private Partnership (PPP) Mode. The capital expenditure for these institutions will be shared by the Central Government, the State Government and Industry in the ratio of 50:35:15. For the North Eastern Region, this ratio will be 57.5:35:7.5. The State Government of Assam and Tripura have identified land in the respective States and are in the process of identifying Industry partnership for setting up of the IIIT in the PPP Mode in these states.

Prof. Parvin Sinclair, the PVC, delivering the inaugural plenary talk at the North East Regional Conference in Mathematics Education, organized by i-CAT in association with IIT, Guwahati.

National Institute of Technology (NIT) : At present, two NITs are located in North Eastern Region namely, National Institute of Technology-Silchar (Assam) & National Institute of Technology-Agartala (Tripura). During the financial year 2011-2012, a sum of ₹ 118.39 crore under Plan and ₹ 34.00 crore under Non-Plan has been released upto 31.12.2011 to the above NITs located in North Eastern Region.

Besides the existing two NITs in North Eastern Region, Government of India has set up 06 new NITs in North Eastern Region during the 11th five year plan. These 6 new NITs in NER are located at Arunachal Pradesh, Manipur, Meghalaya, Mizoram Nagaland and Sikkim. Against the allocated amount of ₹ 40.00 crore for 2011-12, a sum of ₹ 35.00 crore has been released upto 31.12.2011 to 6 new NITs in the North Eastern Region.

The first academic session of these NITs started from the academic year 2010-11 with an approved annual intake of 30 students in each of three branches (viz. Computer Science & Engineering-30, Electrical & Computer Engineering-30, Electronics & Electrical Engineering-30). With the establishment of these new NITs, all the States/UTs in the Northern Eastern Region of the country will have a NIT to augment required Technical Manpower.

Sub-Mission on Polytechnics

Under the Sub-Mission on polytechnics under coordinated action for skill development, 300 polytechnics are to be set up with the financial assistance of the Central Government to the tune of ₹ 12.30 crore per polytechnic in 300 unserved districts. Out of 300 districts, 66 districts have been identified in NE Region. Financial assistance has been provided to the State Governments in NE Region for setting up of new polytechnics in 60 districts, so far.

Community Polytechnics

The scheme of "Community Development through Polytechnics" aims to provide short term non-formal skill development courses through AICTE approved polytechnics to generate self/wage employment. Under the scheme, 10 polytechnics of NE Region have been covered.

Women Hostels in Polytechnics

The scheme has been launched to provide financial assistance for the construction of women hostel in the existing polytechnics in order to enhance women participation in polytechnic education. The scheme has covered 481 polytechnics all over the country, where in financial assistance of up to ₹ 1.00 crore is provided by Central Government for Construction of Women's Hostels and upgradation of polytechnics with central funding upto ₹ 2.00 crore per polytechnic. Under the construction of Women's Hostel scheme, 18 polytechnics in NE Region have been provided partial financial assistance to construct Women's Hostels. Under the component of upgrading polytechnics, 20 polytechnics have availed partial financial assistance.

Scheme of Reservation of seats at Degree/Diploma level technical courses for States/UTs lacking in such facilities

The Ministry of Human Resource Development has a scheme of reservation of seats in Engineering/Technology/Architecture/Pharmacy courses conducted at Degree and Diploma level technical institutions approved by the AICTE, for States and Union Territories (UTs) which do not have Engineering Colleges/Polytechnics or lack facilities for education in specific field of Technical Education and for certain categories including foreign students. The numbers of seats earmarked for NER States during academic session 2011-12 under this scheme are as indicated:

S. No.	Name of State	Diploma Course	Degree Course
1	Tripura	25	50
2	Mizoram	18	121
3	Manipur	35	113
4	Nagaland	50	150
5	Arunachal Pradesh	162	150
6	Assam	30	19
7	Meghalaya	27	100
8	Sikkim	30	40
	Total	**377**	**743**

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.

The Kendriya Hindi Sansthan is recognized as an advanced centre for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi. There are 3 centres of the Kendriya Hindi Sansthan located in NER, namely, the Guwahati Centre, Shillong Centre and the Dimapur Centre engaged in organising orientation courses for Hindi teachers, serving to the needs of the State Governments of Assam, Arunachal Pradesh, Sikkim, Tripura, Mizoram, Nagaland and Manipur. Dimapur centre also run 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, Aizwal and Dimapur (Nagaland). In North Guwahati and Aizwal, 'Parangat' (B. Ed) courses and in Dimapur a 3 year diploma courses are being run. These courses are designed by Kendriya Hindi Sansthan and examinations are also conducted by KHS, Agra. Certificates to the successful candidates are also awarded by the Sansthan.

The Central Institute of Indian Languages (CIIL), Mysore has been working on various tribal languages 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 National Council for promotion of Urdu Language (NCPUL) has established 34 Computer Application and Multilingual DTP Centres through registered NGOs in the North Eastern Region i.e. 18 centres in Assam, 2 Meghalaya, 12 Manipur and 4 at Tripura in which 1293 students including 518 girls are pursuing education in IT and availing proficiency in Urdu Language. This is a job oriented programme and on completion of the One year Diploma, students can be employed as medium level IT Professional Junior Programmers, Web Designers, DTP Operators, Visual Designers, Lab demonstrators, Accounts Assistants and Office Assistants etc.

To popularize the Urdu Language in non- Urdu areas of the country, a national programme of Urdu learning through Distance Mode, NCPUL has established 61 Accredited Urdu Study Centres in North Eastern

Region i.e. 31 at Assam, 24 in Manipur, 4 in Meghalaya and 2 in Tripura in which 2919 learners including 1172 girls are pursuing this course. NCPUL has also launched two years "Diploma in Functional Arabic" and "One Year Certificate Course in Functional Arabic" courses to enrich cultural heritage and exposure to modern and colloquial Arabic. NCPUL has so far established 22 "Arabic Study Centres" to conduct two years Diploma Course in Functional Arabic and One Year Certificate, in which 1192 learners including 459 girls have been registered.

Centre for Languages of North East Region

1. Workshops for Review of Manipur project under Minor & Minority language

2. Demo on Sotriya Dance of Assam and Kannada songs by Manipuri children

North-Eastern Language Development Project

Workshop on North-East Language Development, on Miji & Koro Language Dictionaries, on AO and 'TENYIDIE SEDE KEPHRUDA' primers, on Preparation of Mother Tongue Textbooks and on Dictionary Making (in 24 languages).

NATIONAL MISSION ON EDUCATION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY (NMEICT)

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, as one of its component. The NMEICT Mission aims to extend computer infrastructure and connectivity to over 25000+ colleges and 2000 polytechnics in the country including each of the department of 419 universities/deemed universities and institutions of national importance as a part of its

motto to provide connectivity up to last mile. Up to 400 nodes LAN on average is also being provided under the Mission. Connectivity to universities and colleges is in progress. For J&K and North Eastern States connectivity status are as furnished in the table below:

		J& K State	North Eastern States
University	Total	8	23
	Connected	6	22
Colleges	Total	388	735
	Connected	174	555

NATIONAL BOOK TRUST (NBT)

The Ministry has conveyed approval for an amount of ₹190.00 lakh for the financial year 2012-13 for organizing Book Promotional Activities in the North Eastern Region. Against this, the Trust has incurred an expenditure of ₹ 35.91 lakh till date.

1. Khowai Book Fair (Tripura) was held at Khowai Govt. Class XII School Ground, Khowai, Tripura from 4-10 November 2012. An expenditure of ₹ 23 lakh was incurred.

2. A Workshop on Science Translation was organized in association with Assam Writers' Association at North Lakhimpur (Assam) from 9-11 November 2012. Dr. DC Goswami and Prof. KD Baruah were resource persons for the workshop. An expenditure of ₹ 5.35 lakh was incurred.

Besides the above activities, the Trust also participated in other book promotional activities like seminars, workshops and regional book fairs/festivals.

The three Regional Offices of the Trust were set up in the year 1984 at Kolkata, Mumbai and Bengaluru with a view to ensure wider reach of NBT books in various parts of the country. The Regional Offices also hold

Book Exhibitions, arrange Book Fairs, arrange Book Release Functions and sale of NBT titles. They also mail catalogues and other publicity material to Educational Institutions, Public Libraries etc. The Regional Offices have considerably helped in increasing sale throughout the country as well as in their respective Regions. They have helped NBT to reach out its publications throughout the country; particularly our Eastern Regional Office has helped reaching NBT titles to the North Eastern Region through organizing of Book Fairs, Exhibitions, Village Level Mobile Exhibitions, organizing of Seminars, Workshops and other Book Related Functions etc. The Trust has spent Rs. 97.32 lakh exclusively for carrying out various book promotion activities in N.E. States including one Book Fair in Khawoi (Tripura).

JAMMU & KASHMIR

Total population of the State as per 2011 Census (Provisional data) is 12.5 million which forms about 1% of the total population of the country. The density of the population is 124 per square kilometres. Total Literacy rate of the state as per 2011 Census 68.74 with a female literacy rate of 58.015, is lower than the country's average of 74.04% and 65.46% respectively.

13 out of 14 districts of the state as per 2001 Census were having adult female literacy rate of 50% or below and were, therefore, eligible to be covered under the Saakshar Bharat Programme. The Programme has been sanctioned in all these districts. Between 2001-11, 7 new districts have been carved out of the eligible 13 districts and therefore the number of eligible districts now is 20.

There are 2 Jan Sikshan Sansthans (JSSs) in the state of Jammu & Kashmir which provide skill development facilities for those who are non-literate and have rudimentary level of literacy. 2605 beneficiaries were covered under different skill development programmes during the year 2012-13. There is one State Resource Centre in the State functioning under

the aegis of University of Kashmir, Srinagar to provide academic and technical resource support to the programme in the state.

SCHOOL EDUCATION

Sarva Shiksha Abhiyan : SSA is being implemented in the State of Jammu & Kashmir to give impetus to development of elementary education. During 2011-12 (till 31.12.2011), budgetary support of ₹ 197.70 crore has been provided to Jammu & Kashmir for implementation of SSA programme.

The achievements of SSA in Jammu & Kashmir till September 2011 are: opening of 7767 primary schools, 4271 upper primary schools, 8202 primary school buildings, 1062 upper primary school buildings, construction of 9775 additional classrooms & construction of 2028 toilets, provision of 1827 drinking water facilities and appointments of 39739 teachers.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) : The Annual Plan proposals for 2011-12 were considered by the Project Approval Board (PAB) in November, 2011 and following activities were approved for the States:

i)   279 new schools.

ii)   Strengthening of 252 existing schools

iii)   Salary for 4742 teachers including Head master & 2 staffs.

iv)   Schools annual grant for 2023 schools.

v)   Minor repair grant for 1622 schools.

vi)   In-service training of 12568 teachers.

vii)   Excursion trip for 70077 students.

Based on Annual Plan proposal 2012-13 received from state of Jammu & Kashmir for undertaking various

interventions ₹ 10.57 crore has been released (as on 31.12.2012) for the activities such as school annual grant, minor repair grant, teachers' training, salary of teachers and staffs for 526 new secondary schools, excursion trip for students, special enrolment drive in border districts, guidance and counseling, community mobilization.

Status of Jawahar Navodaya Vidyalayas (JNVs) in J & K : There are 22 districts in J & K and a total of 18 JNVs have been sanctioned in 17 districts including one additional JNV in Jammu district (having large concentration of SC/ST population). Five districts of J & K do not have JNVs. Out of the 18 sanctioned JNVs, 17 are functional while one (additional JNV sanctioned in Jammu) is non-functional. 13 JNVs out of the 17 functional JNVs are functioning at permanent site while the rest 4 are functioning at temporary sites. Status of JNVs in J&K as on 27.01.2012 is as under:

Total No. of Districts	22	
No. of JNVs sanctioned	17+1*	
Districts having no JNVs	05	
		1. Srinagar
		2. Bandipura
		3. Ramban
		4. Kishtwar
		5. Phulwama
No. of functional JNVs	17	
a) No. of JNVs functioning at Permanent site	14	
b) No. of JNVs functioning at Temporary site	04	
No. of JNVs non-functional	1*(Jammu)	

*JNV sanctioned in District having large concentration of SC/ST population.

HIGHER EDUCATION

There are 10 higher education learning institutions at university level and 303 colleges in the State of Jammu & Kashmir, details of which are given below:

Institutions at University level

Central Universities	:	02
State Universities	:	06
Institute established under State legislature	:	01
Institute of national importance (NIT)	:	01

Colleges

Arts, Fire Arts, Social Work, Science & Commerce	:	92
Engineering/Technology/Architecture	:	04
Medical	:	15
Education/Teacher Training	:	147
Others	:	45

The following graph indicates the trend in enrolment in higher education of the State of Jammu & Kashmir

Year Wise Enrolment in Higher Education (Jammu & Kashmir)
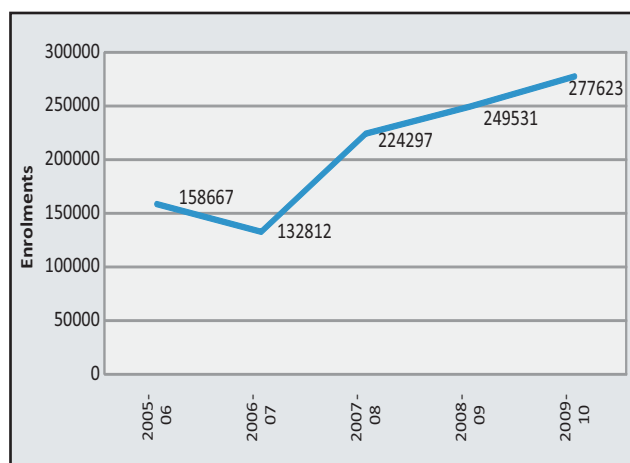
Source: Statistics of Higher & Technical Education (MHRD)

The data provided by State Government regarding enrolment of students in newly established Model Degree Colleges reveals that girl's education is encouraging. Overall 55% are women in total enrolment in the colleges, which have been made operationalized. Out of total 1128 enrolled students, 979 belong to minority, which was around 87%. Poonch and Rajouri have substantial concentration of ST population, whereas the share of STs in enrolment in these districts was 29% and 28% respectively. The enrolment of SC students in Kathua – a SC concentrated district – was 13%.

Establishment of Central Universities: Central University in the State of J&K, having territorial jurisdiction over whole of the State of Jammu and Kashmir was established by the Central University Act, 2009 which came into force on 15.1.2009. This University has since been renamed as Central University of Kashmir with territorial jurisdiction limited to the Kashmir Division and a new University by the name of Central University of Jammu having territorial jurisdiction extending to the Jammu Division has been established by the Central Universities (Amendment) Ordinance, 2009 promulgated by the President on 20.10.2009.

Jammu Central University: The Central University of Jammu aspires to be one of India's leading universities offering innovative, responsive and high quality educational opportunities at the under graduate, graduate and post-graduate levels. The University has launched three Master Degree Courses from 2011-12.

Kashmir Central University: Central University of Kashmir (formerly known as the Central University of Jammu and Kashmir) was established in March 2009. Transit Campus of the University was set up at Sonwar in August 2010. Class work for MBA, M.Sc I.T & M.A English courses offered by the university commenced at Transit Campus from 25th August 2010. The University is to contribute to the educational, cultural, economic & social advancement of people providing high quality educational programmes leading to Bachelors, Masters, Professional and Doctorate Degrees as well as to address the cultural, economic, educational, environmental, health and social needs of the region and nation at large.

Concession for the wards of Kashmiri Migrants: Certain concessions were allowed for the wards of Kashmiri migrants in the matter of their admission to the educational institutions in other parts of the country during the academic session 2011-12. As Kashmiri migrants continue to face hardships, the following concessions have also been provided to the Kashmir migrant students in the matter of their admission in educational institutions in other parts of the country during the academic session 2012-13:

i) Extension in date of admission by about 30 days.

ii) Relaxation in cut-off percentage upto 10% subject to minimum eligibility requirement.

iii) Increase in intake capacity upto 5%- course-wise.

iv) Reservation of at least one seat in merit quota in technical/professional institutions.

v) Waiving off domicile requirements.

vi) Facilitation of migration in second and subsequent years.

Special Scholarship Scheme for Jammu & Kashmir: An Expert Group was set up by the Prime Minister in the context of enhancing employment opportunity in J & K and to formulate job plan involving the public and private sector. Among key recommendations of the Expert Group, one is offering 5000 scholarships, per annum, over the next five years, to encourage the youth of J&K to pursue higher studies outside the State of J&K. An outlay of ₹ 1200 crore has been recommended for this initiative over

the next five years. The scheme provides tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir who, after passing Class XII or equivalent examination, secure admission in Government colleges/institutions and other selected institutions outside the State of Jammu & Kashmir. This scheme is being implemented by the Department of Higher Education from 2011-12.

Promotion of Girl's Higher Education: There are 12 colleges exclusively for women at the following places in the State of Jammu & Kashmir:-

S. No.	Name of the women college
01	Government College for Women, Maulana Azad Road, Srinagar
02	Government College for Women, Nawakadal, Srinagar
03	Government College for Women, Srinagar (New)
04	Government College for Women, Anantnag
05	Government College for Women, Pulwama
06	Government College for Women, Baramulla
07	Government College for Women, Sopore
08	Government College for Women, Parade, Jammu
09	Government College for Women, Gandhinagar, Jammu
10	Government College for Women, Kathua
11	Government College for Women, Udhampur
12	Government College for Women, Kapwara

Construction of Women Hostels : In the 11th five year plan Ten new women hostels have been approved by UGC in Government Degree Colleges/Universities in the State of Jammu & Kashmir and 1st Installment has been released for the seven hostels.

Other Major Initiatives

- The State Cabinet has approved the establishment of 11 new Degree Colleges under State Plan at Kangan, Khour, Jhandra, Pampore, Thathri, Sunderbani, Vailoo-Larnoo, Hadipora, Bagi Dilawar Khan, Gool and Magam. The Nodal Principals for these Colleges have been appointed, who have identified the land for establishment of these Colleges except at Bagh-i- Dilawar Khan. These colleges will be made functional in makeshift arrangements till the buildings are constructed.

- The State Cabinet has also approved the establishment of 11 new Degree Colleges under CSS "establishment of Colleges in the educationally backward areas". The Nodal Principals for these Colleges have been appointed, who have identified the land for establishment of these Colleges. These colleges will be made functional in makeshift arrangements till the buildings are constructed. The Centre has approved 8 proposals.

- 46 Degree Colleges were covered under ICT Mission and provided broad-band facilities through BSNL in the first Phase.

- EDUSAT facilities under auspices of ISRO have been implemented; two hubs one each at Women College, Gandhinagar and Women College, M.A. Road, Srinagar are connected to nearly 40 Degree Colleges through Satellite inter active terminals through which quality study material is transmitted.

- The workshop regarding National Educational Vocational framework was organized in collaboration with MHRD/ AICTE at Jammu on 17th of December 2011. Both the State Universities were asked to immediately start the

preparation of curriculum in consultation with MHRD/ AICTE for introduction of National Educational Vocational framework throughout the State in the near future.

- An amount of ₹117.00 Crore has been sanctioned for infrastructure development of seven University campuses of Jammu University by UGC during the current financial year at Bhaderwah, Udhampur, Reasi, Kathua, Ramnagar, Poonch and Kishtwar .

- ₹ 83.00 Crore were sanctioned by UGC for infrastructure development of off-site campuses of Kashmir University during the current financial year at South Campus Anantnag, North Campus Delina Baramulla, Kargil Campus Leh campus and Kupwara Campus.

- 11 job oriented courses were introduced by Kashmir University in Food Technology, Bio-Resources, Physical Education, Pharmaceutical Science, Geo-Informatics, Tourism Administration and Instrumentation Technology.

Technical Education

During 11th Five Year Plan, MHRD has sanctioned 18 new Polytechnics, under the Sub-mission on Polytechnics, in such districts which do not have any Polytechnics in the State of Jammu & Kashmir. Land has been identified for 17 Polytechnics and execution of construction work in these Polytechnics is at various stages. Part-funds have already been released to the State Government for the purpose. Out of 18, the Government of Jammu & Kashmir has already started 16 Polytechnics from temporary premises and admission process is going on. The main features of the data (as on 8-10-2012) provided by the Technical Department of Jammu & Kashmir regarding these admissions are given below :

i)   Out of 1920 sanctioned strength, 1341 students have already been admitted in 16 Polytechnics.

ii) More than 50% of admitted students belong to disadvantageous groups like SC (8.91%), OBC (35.57%) and ST (10%).

iii) Women enrolment is around 9%. This may be due to non availability of hostel facilities in these Polytechnics as they are functioning from temporary premises.

iv) Traditional technical courses like Civil and Mechanical Engineering is high in demand, whereas students has shown nil interest in newly started innovative courses like Tourism.

Directorate of Technical Education, Government of J&K has requested the AICTE to expedite the approval of all the Polytechnics so that affiliation process with SBOTE, J&K is completed well before the scheduled conduct of the semester examination.

Training & Placement Cell : In the year 2001, Training & Placement Cells were created in 4 Government polytechnics of Srinagar & Jammu under senior officer of the rank of HOD of polytechnics with prime aim of better placement of the pass outs of polytechnics. In addition to placement activities, the following duties are also carried out by TPC:

1.   Developing strong Industry- Institute interaction

2.   Organising industrial training of students as well as faculty & staff

3.   Organising expert lectures for students from eminent person drawn from industries, field & education.

Continuing Education Cell : Continuing Education Cell has been established in 4 Government polytechnics of Srinagar & Jammu only to promote informal education in technical fields. The Cell is aimed at imparting self financed need based customized, continuing education programmes both

of long term & short term duration. These courses are offered to in-service candidates also. Some customized training packages are developed to fulfill the needs of the various Government as well as private departments.

Learning Resource Utilization Center (LRUC): All the Government polytechnics have well equipped learning resources utilization center (LRUC). A large number of learning resources materials in the form of multimedia CD'S audio &video CD'S and transparencies on all related subjects is available in the learning resources utilisation center which is being utilized by the students and staff for augmentation of teaching – learning process. In almost all the branches and in all the subjects, simulation software's are available which is facilitating the faculty and staff to a greater extent.

Computer Center: All the Government institutions have got well equipped computer centers having computers of latest configuration and other peripherals like plotters, printers, scanners etc. All the computer centers of respective institutions have procured enough Licensed Software besides Simulation Software Packages for Various disciplines. The office of Principal, all departments and Training and Placement Cell are supported with the computer facility and are networked with each other through LAN.

Laboratories & Workshops: The institutions are having well equipped laboratories and workshops. All disciplines have sufficient lab facilities in each institution. The 4 polytechnics of Srinagar & Jammu have established one Mechatronics Lab" in each institutions, which is a big achievement in imparting the quality training & education.

Human Resource: All the Polytechnics have well qualified faculty especially in Govt. Polytechnics of the State. More than 90% teaching faculty of Govt. polytechnics possesses Bachlor's & Master's degree in Engineering/ Technology. 14 faculty members of the

Govt. Polytechnics were deputed to Germany on 3 months fellowship in the fields of Mechatronics, Automobile, Civil, Electrical etc. under World Bank Tech-Ed III project. Supporting staff of the polytechnics are also well qualified, having Diploma/ITI in various disciplines.

Centrally Sponsored Schemes : The following schemes are running in the polytechnics funded by Ministry of Human Resource Development, Govt. Of India:

i) **Community Development through Polytechnics:** The scheme of "Community Development through Polytechnics" aims to provide short term non-formal skill development courses through AICTE approved polytechnics to generate self / wage employment. Under the scheme, 11 polytechnics of State of Jammu & Kashmir have been covered.

ii) **Integrating Persons with Disabilities in the main Stream of Technical Education:** The scheme is being run in Kashmir Govt. Polytechnic, Srinagar & Govt. Polytechnic Jammu since 2001. It is fully funded by MHRD, GOI. Following activities are covered under the scheme:

➢ **Formal Training:** Upto 25 youths belonging to the Disability category are to be trained in 5 disciplines of three year diploma course running in the respective institutions. All the expenses of the training are borne by the scheme including fee , books, uniform etc. Some scholarship & boarding facilities are also provided to students.

➢ **Non- Formal Training:** Upto 100 youths are to be trained per year in various job oriented technical & vocational short term courses. The training period varies from 3 months to 6 months.

Up-Gradation of existing Polytechnics: All 6 Government polytechnics in the State have been covered under the scheme. The main objective of the scheme is to upgrade infrastructure in the polytechnics. The amount for each polytechnic varies from 160 lacs to 200 lacs.

Women Hostel: In order to increase the female participation in technical education, MHRD, GOI sanctioned 50 bed hostels exclusively for female students in all 6 Government polytechnics of the State at the cost of Rs 100 lacs each.

National Institute of Technology (NIT), Srinagar: The Regional Engineering College (REC), Srinagar was established in 1960 as a joint venture of the Central Government and the Government of Jammu & Kashmir. The management and control of the REC was taken over by the Central Government and it became a fully-funded institution of the Central Government from the financial year 2003-04 and was converted into a National Institute of Technology w.e.f. 07.08.2003. It may also be mentioned that NIT-Srinagar has been declared as 'Institution of National Importance' as per the NIT Act, 2007.

National Book Trust (NBT): The Trust has organized the following book promotional activities and Book Fairs/Exhibitions in the state of Jammu & Kashmir.

- Srinagar Book Fair was held at Shri Pratap College grounds, Srinagar (J&K) from 2 to 10 June, 2012. The Fair was organized by NBT in collaboration with the J&K Academy for Art, Culture and Languages and the J&K Urdu Academy. The Fair was organized after a gap of 27 years in Srinagar with 170 stalls and was inaugurated by Shri Omar Abdullah, Hon'ble Chief Minister of J&K. An expenditure of Rs. 33.31 lakh was incurred.

- NBT organized the first ever Book Exhibition at Leh in the Ladakh region of the Jammu &

Kashmir from 4-9 August 2012 at Polo Ground, Leh. The exhibition was organized in collaboration with Leh District Administration. Shri Rigzin Spalbar, Chief Executive Councillor, Ladakh Autonomous Hill Development Council (LAHDC) inaugurated the exhibition. An expenditure of ₹ 1.06 lakh was incurred.

- Mobile Book Exhibitions at 45 exhibition points in Jammu & Kashmir including Udhampur, Samba, Katra, Kathua and Pathankot were held from 25 April to0 15 May 2012.

Programmes/activities undertaken by Rashtriya Sanskrit Sansthan (Deemed University), New Delhi in J&K Region

- At present 434 students are studying different courses at this campus.

- About 10 centres of Non-formal Sanskrit Education are running in Jammu & Kashmir on the same lines as explained above.

- A Mukta Swadhyaya Peetham (Institute of Distance Education) centre has been started in Jammu Campus – where 17 students are registered for availing academic qualification through this mode.

- During the year 2011-12, financial assistance to 2 voluntary organizations located in Jammu & Kashmir was extended.

- Under this programme, the campus of Rashtriya Sanskrit Sansthan (Deemed University) at Jammu has undertaken an important project of Kashmir Shaiva Darshan Kosha with the project of compiling a dictionary of Kashmir Shaiva Darshan.

- An inter-campus Youth Festival is organized every year. During 2011-12, the festival was held at Jammu campus.

- At present, two scholars are working on Shastra Chudamani scheme in Jammu Campus which is intended to preserve in-depth study of various shastric subjects in Sanskrit.

- All India Oriental Conference (AIOC) will be held at University of Kashmir during April-2012 in which Rashtriya Sanskrit Sansthan (Deemed University), New Delhi will also provide financial assistance

- The present venue of the conference is unique as well as significant in the sense that eminent scholars and philosophers of Sanskrit, Arabic, Persian as well as Islamic Studies shall come on a common platform in the Valley of Kashmir which records a glorious past for having produced scholars in all these areas of learning. The conference shall therefore, cover a broad spectrum of themes.

Central Institute of Indian Languages (CIIL): For Dogri language, the CIIL is conducting various programmes, like Field Visits to collect syllabi of University of Jammu, buy Dictionaries (Dogri) and collect Catalogues from the local publishers in Jammu;

workshops; Translation Orientation Programme for Knowledge Text Translation (Dogri) in collaboration with P.G. Department of Dogri (University of Jammu), etc.

National Council for Promotion of Urdu Language (NCPUL): In the State of Jammu & Kashmir, NCPUL has established 66 computer centres to teach one Year Diploma in computer Application and Multilingual DTP, 03 Calligraphy and Graphic Designs Centres to teach calligraphy and graphic design course, 72 'Urdu Study Centres' to teach one Year Diploma Course in Urdu Language and 13 'Arabic Study Centres' to teach Two Years Diploma in Functional Arabic and One Year Certificate course in Arabic language, 9780 learners including 3878 girls are pursuing these courses in the NCPUL sponsored 'Study Centres' in the State of Jammu & Kashmir.

NCPUL has been providing financial assistance to NGOs working for promotion of Urdu language in Jammu & Kashmir State under various schemes like the Bulk Purchase of Books, Scheme for free distribution of books to the libraries, grant for seminars. Publication etc. and other selected promotion activities for promotion of Urdu Language.

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EDUCATIONAL DEVELOPMENT OF WOMEN

EDUCATIONAL DEVELOPMENT OF WOMEN

The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. As an independent group, women constitute 48% of the total population of India. They not only constitute valuable human resource of the country but their development in the socio-economic arena sets pace for sustainable growth of the economy. The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. The Constitution officially grants equality to women and also empowers the State to adopt measures of positive discrimination in favour of women. However, the varied forms of discrimination that women in India are subject to are far from positive.

The role of education in facilitating social & economic progress is well accepted. Access to education is critical for benefiting from emerging opportunities that are accompanied by economic growth. Keeping in view of this accepted fact, there has been a thrust on education of girls since independence in order to bridge the gender gap in education in India. Free and Compulsory education upto the age of 14 is the responsibility of the State. And the fulfillment of this obligation is critical for the improvements in educational condition of girls and that of gender equality in universalisation of elementary education.

Girls Education at glance- 2010-2011							
Enrolment, Gross Enrolment Ratio (GER) and Gender Parity Index (GPI)	**All Categories**			**SC**		**ST**	
	Total (Boys+Girls)	**Girls**	**% of Girls**	**Girls**	**% of Girls**	**Girls**	**% of Girls**
Enrolment {in lakhs} School Education	2485.68	1169.91	47.07	221.41	18.93	111.97	4.50
Open School Education	4.76	1.51	31.70	0.15	10.57	0.16	11.12
Total (School Education)	2490.44	1171.42	47.04	221.56	18.91	112.13	9.57
Higher Education	266.51	111.30	41.76				
Gross Enrolment Ratio (GER) Class (I-V)	116.0	116.7		132.7		136.7	
Class (VI-VIII)	85.5	83.1		90.6		87.0	
Class (IX-X)	65.0	60.8		67.5		49.1	
Class (XI-XII)	39.3	36.1		36.1		24.8	
Higher Education	18.8	16.5					
Gender Parity Index (GPI) Class (I-V)	1.01			1.01		1.00	
Class (VI-VIII)	0.95			0.97		0.96	
Class (IX-X)	0.88			0.91		0.86	
Class (XI-XII)	0.86			0.90		0.76	
Higher Education	0.79						

Source: Statistics of School Education2010-11/{National Institute of Open School(NIOS)}

All India survey on Higher Education 2010-11(Provisional)

Until 1976, education was a State subject. Since its transfer to the Concurrent List by the 42nd Constitutional Amendment in 1976, a new thrust was provided to girls' education in the National Policy on Education (NPE) 1986, which provided a holistic vision for the education of women and girls and recognized the cross cutting issues that inhibited the realization of this goal. The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women….This will be an act of faith and social engineering…. The removal of women's illiteracy and obstacles inhibiting their services, setting time targets and effective monitoring…"
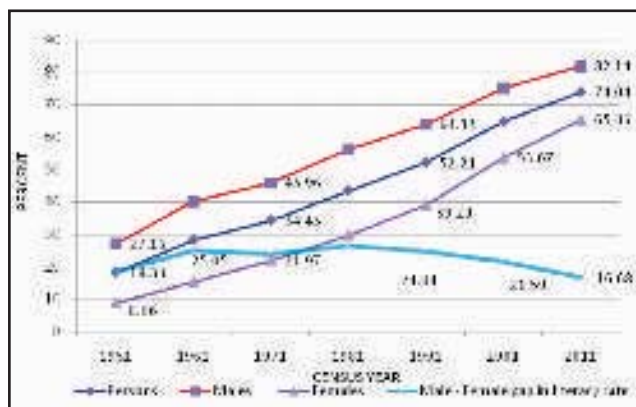
Compiled from: **Census of India 2001-Provisional Population Totals Chapter 6 &7**

The chart above shows the increase in literacy amongst the 7 + Indian population. Between 1991-2011, the literacy rate amongst males increased by almost 18 percentage point; in the case of females it increased by almost 26 percentage point. The improvement in the case of females is much higher than in the case of males, a fact that is validated by the reduced gender gap in literacy rate. As can be seen, there was hardly any progress in this regard between 1961-1991. A downward trend is noticed only after 1991 and there is a steep fall after 2001. The gap of 21.59 percentage points recorded between male and female literacy rates in 2001 Census has been reduced to 16.68 percentage points in 2011. This is due to the package of interventions which were introduced by the Government of India such as the DPEP, SSA, National Literacy Mission, Saakshar Bharat and now Right to

Education. The mid day meal is an important component of this package.

Rate of increase in the literacy rate has been higher for female compared to male between 2001-11. However, overall increase in literacy rates has been registered at 11.79 percentage points only for females during 2001-11 compared to 14.39 percentage points during 1991-2001. This is because some of the states (listed below) have not maintained the level of increase in female literacy rate during this decade compared to 1991-2001 decade.

S. No.	States/India	Rate of increase in literacy rate (females)	
		1991-2001	2001-2011
1.	Andhra Pradesh	17.71	9.31
2.	Chhattisgarh	24.33	8.74
3.	Haryana	15.26	11.04
4.	Himachal Pradesh	15.16	9.18
5.	Karnataka	12.53	11.26
6.	Madhya Pradesh	20.94	9.73
7.	Maharashtra	14.71	8.45
8.	Orissa	15.83	13.85
9.	Punjab	12.95	7.98
10.	Rajasthan	23.41	8.81
11.	Tamil Nadu	13.10	9.43
12.	Uttar Pradesh	17.85	17.04
13.	Uttarakhand	18.00	11.07
	India	**14.39**	**11.79**

Compiled from: Census of India 2001-Provisional Population Totals Chapter 7, Census of India-2011-Provisional Population Totals Chapter-6

SCHOOL EDUCATION

To address gender concern at the elementary level the training of SSA gender coordinators, nodal officials recruited at state level to implement gender issues in education. These officials have been especially appointed for implementing programmes related to girl's education and their empowerment. Two programmes were organized in this regard. In the year 2010-11 and 2011-12 training programmes were undertaken for them on Gender Issues in Education. In the year 2011-12 the focus was on raining the district and gender coordinators of north- eastern states and in 2012-13, states that have not participated in earlier programme e.g. Assam, Meghalaya and Mizoram will be invited to participate.

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

MAKE THE EDUCATION SYSTEM RESPONSIVE TO THE NEEDS OF GIRLS TO SERVE AS THE PULL FACTOR
• Ensure access to schools
• Increase proportion of woman teachers
• Training to enhance gender sensitivity of teachers
• Develop gender sensitive and relevant curriculum & textbooks.
• provide supportive structures such as Early Childhood Care and Education centres
• provide alternative learning facilities
• ensure basic facilities in schools–toilets and drinking water

GENERATE COMMUNITY DEMAND FOR GIRLS' EDUCATION
• Motivation and mobilization of parents and community
• Enhance the role of woman and mothers in school related activities
• Ensure people's participation in school committees
• Strengthen links between the school, teachers and community

The targeted provision for girls under SSA include :

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

NATIONAL PROGRAMME FOR EDUCATION OF GIRLS FOR ELEMENTARY LEVEL (NPEGEL)

"NPEGEL is implemented in educationally backward block (EBB) and addresses the needs of girls who 'in' as well as 'out' of school. NPEGEL also reached out to girls who are enrolled in school, but do not attend school regularly.

KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

KGBVs are residential upper primary schools for girls from SC,ST OBC and Muslim communities. KGBVs are set up in 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.

Achievements under these Schemes are given below:

NPEGEL
• 41,779 Model cluster schools opened in 3353 EBBs of 442 Districts
• 2065 Early Childhood Education (ECE) centres are being supported
• 26,838 additional classrooms constructed
• 2,14,731 teachers given training on gender sensitization
• Remedial teaching to 24,18,036 girls
• Bridge course covering 6,57,622 girls

KGBVs
• 3609 KGBVs sanctioned upto 2012-13
• 3528 KGBVs are operational
• 3.66 lakh girls enrolled in these operational KGBVs
• Minimum 75% seats reservation for girls belonging to SC/ST/OBC or Minorities and priority for remaining minimum 25% seats is accorded to girls from families falling below the poverty line.

Gender Sensitization: Gender sensitization of teacher educators, teachers and community member has been a major activities of all programmes. Regular annual gender sensitization programmes have been organized with various thrusts of addressing challenges related to education and empowerment of girls from marginalized groups. In 2012-13 the department plans to conduct to training programmes. One for the district and gender coordinately for north eastern states of Assam, Meghalaya and Mizoram. Second for the teacher educators from DIET on Gender Issues with Focus on upliftment of Muslim girls.

"The training material for teacher educators and teachers on Gender Equality and Empowerment in the light of NCF-2005 and focus group paper on gender issues in education has also been prepared." The themes of the module would help in addressing issues related to girl's education and women's empowerment. Glossary of terms regarding Gender in Education has also been prepared.

Ensuring Gender Sensitive Learning Materials: "Gender Sensitive Learning Materials for KGBVs has been developed". In this regard Bridges Courses have been prepared in Hindi, English, Maths, History, Geography and English and Political Life and Art and Aesthetics. The materials have been prepared in Hindi and English based on NCERT textbooks at elementary stage. These materials would help in concepts clarification and better understanding of concept related to these disciplines.

For promoting gender sensitivity, in 2012-13, the Department of Women's Studies, NCERT undertook training programmes for Teacher Educators from DIET on gender issues with focus on upliftment of Muslim Girls. In this training course, one of the sessions was on Textbook Evaluation. In the same year, the Department also looked into its own books from the perspective of gender sensitivity.

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

centres of religious education, the madarsas and the maktabs were made learning centres for the formal curriculum, in an effort to reach out to Muslim minority girls who were otherwise not enrolling in formal schools.

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

Incentives such as free textbooks, stationery, notebooks, scholarships, bus passes, insurance and uniforms are provided to girls to improve their enrolment and retention in schools. Award schemes are also instituted for schools and village education committees for best performance in enrolment, attendance and retention of girls in their areas.

The Government of India launched a Centrally Sponsored Scheme "Incentive to Girls for Secondary Education" in 2008-09. According to the scheme, a sum of ₹ 3,000/- is deposited in the name of the eligible girls as fixed deposit, who are entitled to withdraw it along with interest thereon on reaching 18 years of age and she should have already passed 10th class examination. The scheme covers (i) all girls belonging to SC/ST communities, who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local Body schools. The objective of the Scheme is to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools. 15.70 lakh girls have been benefited so far under the scheme. So far 3.11 lakh girls have benefited in the year 2012-13.

Special Coaching Classes: In order to help SC and ST girls improve their academic performance, special coaching classes are held for them after school hours. This intervention has shown very encouraging results. A study carried out on the intervention found that achievement levels of the girls had improved significantly.

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

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

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

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

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

Experiments with Micro Initiatives

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

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

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

Education Development of Women in KVs: All girls are exempt from paying tuition fee from Class I to XII

There is a provision of reservation in admission for single girl child in KVs:

i)   2 seats per section, in class I

ii)   2 seats per class, in class VI onwards. These seats are available over and above the sanctioned class strength

Enrolment of girls is appreciable in KVs and number of girls as on 30.09.2012 are as under:

Total Enrollment (Boys+Girls)	Girls' Enrolment	% of Girls
11,29,424	4,90,574	43.44%

SCHEME OF CONSTRUCTION & RUNNING OF GIRLS HOSTEL FOR STUDENTS OF SECONDARY & HIGHER SECONDARY SCHOOLS

In order to improve and promote girls' enrolment ratio in secondary education Centrally Sponsored Scheme titled "Construction & Running of Girls' Hostel for Students of Secondary & Higher Secondary Schools" launched in 2008-09 is being implemented from 2009-10. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of 3479 Educationally Backward Blocks (EBBs) in the country.

The main objective of the Scheme is to improve access to school and retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. At least 50% of girls' students should be from SC, ST, OBC, and Minority Communities. The scheme is to be implemented by the State Government Societies established for implementation of the Scheme, with the sharing pattern being 90:10 between Government of India and State Governments.

Central share of grant released under this Scheme during the last three years and the current year, state-wise is as per statement attached.

Girls' Hostels Sanctioned and funds released as on 31st March, 2013

(₹ in crores)

Sl. No.	Name of State	No. of Hostels sanctioned	Non-recurring Grant released in 2009-10	Non-recurring Grant released in 2010-11	Non-recurring Grant released in 2011-12	Non-Rec. Grant released in 2012-13	Total Non-Recurring Grant released	Total Recurring Grant released	Total Grant (NR+R) released
1	Andhra Pradesh	355	-	-	96.99	113.93	210.92	-	210.92
2	Assam	80	-	-	17.12	18.44	35.56	-	35.56
3	Arunachal Pradesh	5	0.96	0	1.00	-	1.96	-	1.96
4	Bihar	115	11.56	6.03	41.76	15.65	75.00	-	75.00
5	Chhattisgarh	74	14.14	0	22.67	-	36.81	3.89 (2011-12) 0.73 (2012-13) (Total 4.62)	41.43
6	Himachal Pradesh	5	0.96	0	-	-	0.96	-	0.96
7	Jammu & Kashmir	19	3.44	0.19	-	-	3.63	-	3.63
8	Jharkhand	31	-	-	-	20.01	20.01	-	20.01
9	Karnataka	62	10.56	0	-	36.57	47.13	0.58 (2012-13)	47.71
10	Madhya Pradesh	33	5.74	0	-	0.38	6.12	8.79 (2011-12) 13.34 (2012-13) (Total 22.13)	28.25
11	Maharashtra	43	-	-	-	25.60	25.60	-	25.60
12	Meghalaya	9	-	-	-	6.95	6.95	-	6.95
13	Mizoram	1	0.19	0	0.20	-	0.39	-	0.39
14	Nagaland	11	-	-	-	10.61	10.61	-	10.61
15	Punjab	21	4.02	4.01	-	-	8.03	-	8.03
16	Rajasthan	186	5.16	45.81	-	-	50.97	1.99	52.96
17	Tamil Nadu	44	8.42	0	-	19.76	28.18	-	28.18
18	Uttarakhand	19	-	-	-	16.99	16.99	0.28	17.27
19	Uttar Pradesh	42	-	-	-	19.04	19.04	-	19.04
	Total	**1155**	**65.15**	**56.04**	**179.74**	**303.93**	**604.86**	**29.60**	**634.46**

MAHILA SAMAKHYA (MS)

Mahila Samakhya 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 rural, most-marginalised women's contexts and build their capacities to challenge it.

Currently, the programme is being implemented in 121 districts (563 blocks) of Ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttarakhand. A new MS Society is also being setup in the State of Rajasthan.

- In addition, MS States are running 95 Mahila Shikshan Kendras (MSKs) which provide condensed residential courses to adolescent girls and young 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.

- Out of 248 federations facilitated by the MS programme, 77 have attained autonomy.
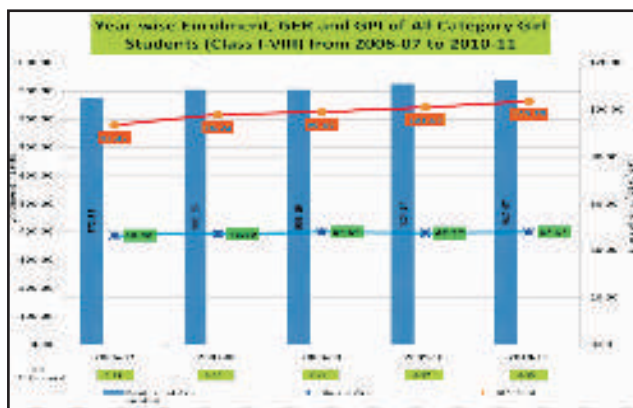
Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Gender inputs for all activities related Rashtriya

Madhyamik Shiksha Abhiyan (RMSA) taken up by NCERT. In the year 2012-13, gender inputs for development tools for evaluation of the curriculum and textbooks for the classes IX and X under the Curriculum Study taken by RMSA Cell of NCERT has been provided. The faculty of the department contributed by writing the module on understanding the learner for the activity related to "Capacity building programmes using in-service professional development package in Science and Mathematics."

The RMSA Framework states that the "Education of girls is the primary focus" of the program. To facilitate this, community mobilization (especially among educationally-backward groups) "to overcome cultural barriers," women's participation in the SMDCs, and the incentive schemes (to address economic constraints) are key instruments. Other interventions include: boarding facilities and grants, transport (bicycles, bus passes), safety measures, separate toilet blocks for girls and recruitment, accommodation and allowances for female teachers.

HIGHER EDUCATION

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girls enrolment which was less than 10% of the total enrolment on the eve of independence, has been increased to 41.50% in the beginning of the academic year 2010-11. The following table gives the data relating to Enrolment and number of girls colleges in Higher Education in the Country.

Year	Students enrolment			No. of Girls Colleges
	Total (Boys + Girls)	Girls only	% of Girls	
2000-01	8399443	3306410	39.4	1578
2001-02	8964680	3571656	39.8	1756
2002-03	9516773	3811691	40.1	1824
2003-04	10011645	4026187	40.2	1871
2004-05	10542262	4259072	40.4	1977
2005-06	11137627	4510738	40.5	2071
2006-07	11887095	4820216	40.6	2208
2007-08	12727082	5167192	40.6	2360
2008-09	13641808	5649102	41.4	2565
2009-10	14624990	6080373	41.6	3612
2010-11	16974883	7048688	41.5	3982

Source : University Grants Commission, New Delhi

From the above table, it could be seen that there were 33.06 lakhs girl students enrolled out of 83.99 lakhs students in Higher Education in 2000-01 which works out to be 39.4%. Girls enrolment has been increased from 33 lakhs in 2000-01 to 70 lakhs in 2010-11, which works out to 41.5% of the total enrolment. Similarly, the number of women colleges also show increasing trend.

The state-wise enrolment of women in Universities & Colleges in 2010-11 is given as below:-

State-wise students enrolment in Universities & Colleges : 2010-11

Sl.No	State/UT	Total Enrolment	Women Enrolment	% of women
1	Andhra Pradesh	1847479	718894	38.9
2	Arunachal Pradesh	16068	5355	33.3
3	Assam	268451	127514	47.5
4	Bihar	690776	215748	31.2
5	Chattisgarh	304381	111403	36.6
6	Delhi	278770	129628	46.5
7	Goa	26783	16381	61.2
8	Gujarat	893648	358353	40.1
9	Haryana	452565	201844	44.6
10	Himachal Pradesh	133564	66114	49.5
11	Jammu & Kashmir	184394	84615	45.9
12	Jharkhand	274450	91825	33.5
13	Karnataka	1001473	429919	42.9
14	Kerala	404121	229494	56.8

Sl.No	State/UT	Total Enrolment	Women Enrolment	% of women
15	Madhya Pradesh	928939	353817	38.1
16	Maharashtra	1955226	858313	43.9
17	Manipur	33755	14999	44.4
18	Meghalaya	41633	21552	51.8
19	Mizoram	12303	5895	47.9
20	Nagaland	20026	10121	50.5
21	Orissa	510418	209454	41.0
22	Punjab	469870	234176	49.8
23	Rajasthan	789479	298750	37.8
24	Sikkim	11608	5731	49.4
25	Tamil Nadu	1482277	700154	47.2
26	Tripura	32800	14431	44.0
27	Uttar Pradesh	2564886	982806	38.3
28	Uttarakhand	294485	121563	41.3
29	West Bengal	944075	377059	39.9
30	A & N Island	3158	1642	52.0
31	Chandigarh	64510	32666	50.6
32	D & N Haveli	2120	996	47.0
33	Daman & Diu	860	404	47.0
34	Lakshdweep	410	143	34.9
35	Puducherry	35122	16929	48.2
	Grand Total	**16974883**	**7048688**	**41.5**

Source: UGC Annual Report 2010-11

Women enrolment as a percentage of total enrolment in a State is the highest in Goa (61.2%) followed by Kerala (56.8%) and the lowest in Bihar (31.2%). Share of the women enrolment in higher education in Punjab, Himachal Pradesh, Tamil Nadu, Haryana, Maharashtra and Karnataka is higher than the national average. NER/Hilly States and Union Territories, except Arunachal Pradesh & Lakshadweep, also have women enrolment above the national average. Whereas, women enrolment in the states like Bihar, Madhya Pradesh, Andhra Pradesh, Rajasthan, Uttar Pradesh, Orissa, Gujarat and West Bengal is below national average.

Gross Enrolment Ratio (GER) of Women in Higher Education

The GER in higher education for boys and girls from 2001-02 to 2007-08 are given in the following table :

Year	Gross Enrolment Ratio (GER) - All categories			SC Girls	ST Girls
	Boys	**Girls**	**Total**		
2001-02	9.28	6.71	8.07	GER Not Calculated	GER Not Calculated
2002-03	10.30	7.47	8.97		
2003-04	10.59	7.65	9.21		
2004-05	11.58	8.17	9.97	5.20	3.45
2005-06	13.54	9.35	11.55	6.40	4.70
2006-07 *	14.53	10.02	12.39	6.96	5.51
2007-08 *	15.87	11.05	13.58	8.96	6.92
2008-09	15.80	11.40	13.70	8.30	6.70
2009-10	17.10	12.70	15.00	9.00	7.50
2010-11#	20.90	16.50	18.80	GER Not Calculated	GER Not Calculated

Source: Compiled from Selected Educational Statistics, Ministry of HRD

*Provisional #Estimated: All India Survey on Higher Education 2010-11 (Provisional)

GER for girls in higher education has increased from 6.71% in 2001-02 to 16.50% in 2010-11, whereas GER of SC & ST students stand at 9% & 7.50% respectively in 2009-10. However, gap between boys and girls GER still exists of the order of 3.59 percentage point.

It can be seen from the following table that the Gross Enrollment Ratio of women in higher education in India is lowest among BRICS economies, which is significantly lower than the world average and way behind the developed countries.

Enrolment, Gross Enrolment Ratio (GER) of Women and Gender Parity Index (GPI) Higher Education- BRICS Countries - 2010

Country	% Enrolment	GER	GPI
Brazil	57	-	-
Russian Federation	57	87	1.35
India	40	15	0.73
China	50	27	1.10
Republic of Korea (South Korea)	39	86	0.72
United States of America (USA)	57	111	1.41
World	**51**	**30**	**1.08**

Source: Global Education Digest 2012 - UNESCO Institute for Statistics

Higher education of women through Open and Distance Learning (ODL) Mode

Open and Distance Learning system is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. ODL system of the country consists of State Open Universities (SOUs), Institutions and Universities offering education and includes Correspondence Course Institutes (CCIs) in conventional dual mode universities. This is becoming more and more significant for continuing education, skill updation of in-service personnel and for quality education of relevance to learners located at educationally disadvantageous locations. Access to education through the open and distance learning system is expanding rapidly and status on enrolment of the women through ODL system is given in the following table:

Enrolment of Women in Open Universities

Year	Total	Girls	Share of Girls
2006-07	1540460	614659	39.90
2007-08	3619404	1273807	35.19
2008-09	3287847	1179183	35.86
2009-10	3445654	1326290	38.49

Source: Statistics of Higher Education 2006-07, 2007-08, 2008-09 and 2009-10

The percentage of females in the above data for the year 2007 onwards is approximate value on the basis of the percentage of females in total enrolment during previous three years (2004-2006) (approx 43% for DEI and approx 35-38% for SOUs).

Post School Diploma (Polytechnics etc.)

One more additional stream available for enrolment to the school pass out students is Post School Diploma (Polytechnics etc.), which constitute major part of the Skill Development Strategy. Details of the enrolment of boys and girls in various post school diplomas from 2005-06 to 2010-11 is given below:

(Enrolment in lakh)

Year	Boys	Girls	Total	Share of the Girls
2005-06	5.39	1.51	6.90	21.88
2006-07	5.67	1.59	7.26	21.90
2007-08	6.41	2.08	8.49	24.05
2008-09	8.46	3.02	11.49	26.31
2009-10	10.94	3.13	14.07	22.26
2010-11*	11.10	3.63	14.73	24.64

*All India Survey on Higher Education 2010-2011

It may be seen from the above table that share of the girls has increased from 22% in 2005-06 to 24.64% in 2010-11.

Under the Scheme of Sub-Mission on Polytechnics, financial assistance has been provided for setting up of new Polytechnics in 287 districts. In addition, financial assistance is provided to the existing Government/ Government aided Polytechnics for strengthening of infrastructure facility and also for construction of women's hostel. As per AICTE, 168 Polytechnics for women are operational in various stages.

In order to enhance women participation in Polytechnic education, a Scheme has been launched to provide financial assistance for the construction of women hostel in the existing polytechnics.

Faculty-wise distribution of women enrolment

The faculty-wise distribution of women enrolment in Higher Education during 2007-08, 2008-09, 2009-10 and 2010-11 has been as under:

S.No.	Faculty	2007-08	2008-09	2009-10*	2010-11*
1.	Arts	50.99	49.08	45.66	41.21
2.	Science	20.18	19.99	19.98	19.14
3.	Commerce / Management	16.47	16.21	15.91	16.12
4.	Education	1.85	3.20	3.70	4.60
5.	Engineering / Technology	4.17	4.90	7.69	11.36
6.	Medicine	3.65	3.59	3.86	4.68
7.	Agriculture	0.24	0.27	0.27	0.36
8.	Veterinary Science	0.08	0.08	0.07	0.10
9.	Law	1.64	1.58	1.39	0.19
10.	Others	0.73	1.10	1.47	1.24

Source: University Grants Commission, New Delhi   (* Provisional).

It is evident from the above table that still 50% women study only Humanities, however, the share of Education and Engineering/Technology has marginally increased.

Initiatives of Department of Higher Education

– Ministry of HRD has opened 20 Central Universities, 8 IITs, 7 IIMs, 10 NITs, 3 IISERs, 20 IIITs and 2 SPAs.

– Sub-Mission on Polytechnics has been launched and 287 New polytechnics have been already sanctioned for the unserved areas/districts.

– Information and Communication Technology Mission has been launched to provide broadband connectivity to all colleges/ universities.

– Scheme on interest subsidy on education loan has been launched for the students belong to weaker sections.

– While there is a 50% concession in fee for Girls candidates for appearing in JEE (Main) for admission to Engineering courses, there is no fee for female candidates of all categories for registration of JEE (Advanced) examination for admission to IITs.

– 82,000 scholarships including 41,000 for women have been sanctioned for the students of weaker sections.

– Women Hostel Scheme in Polytechnics has been implemented.

University Grants Commission (UGC): The women education has been the priority area for the University Grants Commission (UGC), a premier apex body governing university education. For this purpose, the Commission has launched a number of schemes to encourage the enrolment and promotion of girls in Higher Education. Such schemes being run by UGC are briefly as under:

Day Care Centres in Universities and Colleges: The objective of the scheme is to provide day care facility within the university system on demand basis for children of around three months to six years of age, when their parents (university/college employees/students/ scholars) are away from home during day time and also to provide a secure place and environment during working hours for their children.

Physical and Financial targets achieved during XI Plan (2007-2011)

(₹ in Lakhs)

Universities	Physical target achieved	Financial target achieved
Central	26	166.00
State	111	253.00

INDIRA GANDHI SCHOLARSHIP FOR SINGLE GIRL CHILD FOR PURSUING HIGHER AND TECHNICAL EDUCATION

The purpose of the scheme is to support higher education through scholarships to such girls who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students up to the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @ ₹ 2,000/- p.m. for 20 months. The year – wise physical and financial targets achieved during XI Plan are as under:

(₹ in Lakh)

Year	Physical target	Financial target
2007 – 08	1200	480.42
2008 – 09	1200	1376.80
2009 – 10	1538	619.40
2010 – 11	2299	922.40 2.80 lakh + Sanction letters for ₹ 919.60 lakh were prepared but due to non availability of funds the grants were not released)

CONSTRUCTION OF WOMEN'S HOSTELS FOR COLLEGES

The UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. 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. The assistance will be on cent percent basis

subject to the ceilings. For colleges located in non-metropolitan cities, the assistance is from ₹40 lakhs to ₹80 lakhs whereas ₹80 lakhs to ₹120 lakhs in the case colleges in metropolitan cities depending on the size of women enrolment in the college.

Physical and Financial targets achieved during XI Plan (2007-2011)

(₹ in Lakh)

	Physical targets achieved	Financial targets achieved
Colleges	1456	48290.65
State Universities	123	5710.75
Central Universities	24	2488.22

Development of Women's Studies in Universities and Colleges : The scheme envisages assistance to universities for setting up new women study centres as well as to strengthen and sustain the university women study centres, set up till the Xth Plan by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network in other constituent so that they are mutually reinforcing as well as synergizing one and another. The primary role of these centres is to make knowledge simulation and knowledge transmission through teaching and research till action and documentation. As on 31.03.2011, as many as 159 Women's Studies Centres (83 in universities and 76 in colleges) including 28 centres set up in 2010-11, have been functioning in the University system. As per XI Plan Guidelines, the UGC provides its financial assistance to Women's Studies Centres as under:

Phase	Universities	Colleges
Phase-I	₹ 5 lakh (P.A.)	₹ 3 lakh (P.A.)
Phase-II	₹ 8 lakh (P.A.)	₹ 5 lakh (P.A.)
Phase-III	₹ 12 lakh (P.A.)	₹ 8 lakh (P.A.)

Details of the physical and financial targets achieved during XI Plan period upto 2010-2011 are as under:-

(₹ in Lakh)

Period	Financial targets achieved	Total no. of Women Studies Centres existing
2007-08	513.59	67 Women's Studies Centres have been provided with financial assistance as per X Plan guidelines.
2008-09	350.85	113 Women's Studies Centres have been provided with financial assistance as per X Plan guidelines.
2009-10	388.76	149 Women's Studies Centres have been provided with financial assistance as per XI Plan guidelines
2010-11	398.98	159 Women's Studies Centres have been provided with financial assistance as per XI Plan guidelines.

Scheme of Capacity Building for Women Managers in Higher Education: The University Grants Commission (UGC) had introduced the scheme for the Capacity Building of Women managers in Higher Education in the X Plan. It has been revised and continued in the XI Plan. As a major component of the scheme, there are several workshops held in the universities and colleges in various parts of the country. This programme is focused on women in higher education in the academic and administrative streams to sensitize and motivate them and, subsequently, equip them for decision-making positions in the higher education system where currently they occupy very few such positions.

The purpose of this scheme is to develop a critical mass of gender sensitized women administrators to create a gender friendly environment and to remove the glass ceiling.

The programme encompasses presently training and skills development Workshops as follows:

• Sensitisation, Awareness, Motivation Workshops for the duration of five days not inclusive of travel.

• Training of Trainers/Master Trainers Workshops of the duration of six days not inclusive of travel.

• Management Skills Training Workshops for the duration of six days not inclusive of travel.

• Refresher workshops courses for the duration of five days not inclusive of travel.

During XI plan, 15 Training of Trainers (TOT) workshops, 4 Refresher workshops and 109 Sensitisation/Awareness/Motivation (SAM) Workshops have been organized by various Universities and colleges as per XI Plan guidelines. As per XI Plan guidelines, the UGC provides its financial assistance for each workshop as under:

(₹ in lacs)

Training of Trainers(TOT) workshop	7.07
Refresher workshop	7.49
Sensitisation/Awareness/Motivation (SAM) Residential Workshop	4.60
Sensisation/Awareness/Motivation (SAM) Non-Residential Workshop	2.16
Residential workshop for managerial skills modules	6.80

Details of the physical and financial targets achieved during XI Plan period upto 31st March 2011 are given below:

(₹ in Lakh)

Period	Financial targets achieved	Physical targets achieved
2007-08	0.54	7 Training of Trainers and 12 Sensitization/Awareness Motivation workshops have been organized by Universities/ Colleges.
2008-09	305.83	1 Training of Trainers and 79 Sensitization/Awareness Motivation workshops have been organized by Universities/ Colleges.
2009-10	215.03	8 Training of Trainers, 5 Refresher workshops and 34 Sensitization /Awareness Motivation workshops have been organized by Universities/Colleges.
2010-11	297.44	1 Training of Trainers, 1 Refresher workshop, 62 Sensitization/ Awareness Motivation workshops and 5 Management Module skill workshops have been organized by Universities/Colleges.

Post-Doctoral Fellowships for Women: The scheme is implemented 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 selected candidates with fresh Ph.D. degrees are paid Rs.6,000/- p.m. and those with five years experience after Ph.D. are paid ₹ 8,000/- p.m. The Associateship also carries a contingency grant of ₹ 10,000/- p.a. for full tenure of 5 years and Departmental Assistance @10% of the Associateship. During XI Plan, the following expenditure was incurred under this scheme

(₹ in Laksh)

Year	Expenditure incurred
2007 – 08	Nil
2008 – 09	58.00
2009 – 10	0.26
2010 – 11	41.80

During 2007-09, 85 women candidates were selected. The selection of candidates for the years 2009-10 and 2010-11, would be completed in the year 2011-12.

Statement showing grants paid by the UGC for development of Women education in Universities & Colleges during 2010-11

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/steps to reach out to the Girl/Women learners especially in remote and rural areas. Some of the initiatives taken by the University focusing on girl/women learners are:

(₹ in Crore)

Name of the Scheme	Amount Released	Beneficiaries
Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher & Technical Education	0.03	2299 scholarships
Construction of Women's Hostels for Colleges	118.68	599 state colleges
Development of Women's studies in Universities & Colleges	3.09	28 centres
Capacity building for Women Managers in Higher Education	3.64	
Post-Doctoral Fellowships for Women	0.42	11 Fellowship
Day care centre	3.99	890 colleges
Research Projects for teachers	82.66	498

Source: UGC Annual Report 2010-11

Setting-up of a New School, School of Gender and Development Studies aims at achieving gender justice and equity through developing and launching programmes in the area of women and development studies. Gender Studies examines the existing gender gap and addresses the issue of gender disparity. Women's Studies analyses the status of women in society with the objective of strengthening individual and institutional efforts that enable women's empowerment. Development studies analyses and supports human, social and economic development to bring about gender equity and social justice. The activities proposed for the School include:

a) designing and developing academic programmes and courses at doctoral, post graduate, undergraduate and awareness levels;

b) conducting research and developing appropriate research methodology; and

c) formulating and implementing training programmes.

Development of programmes targeted primarily for Girl/Women learners

There are 38 programmes of IGNOU in which, the enrolment of the female learners is on the higher side.

Academic Programmes targeted for Girl/Women learners include, under Development, by the IGNOU

1. M.Phil. in Gender and Development Studies;

2. M.Phil in Women's Studies

3. MA/Postgraduate Diploma in Gender and Development Studies (ODL mode).

4. PG Diploma/MA in Women's and Gender Studies (ODL mode).

5. Certificate/Diploma Programme in Gender and Law

6. Certificate/Diploma Programme in Gender, Agriculture and Sustainable Devp.

7. Certificate/Diploma Programme in Gender and Science

8. Postgraduate Certificate in Gender, Entrepreneurship and Development.

9. Postgraduate Certificate in Gender-sensitive Project Cycle Management.

Besides above, the University has **36 Women Specific Study Centres** in the University.

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. And to ensure the same, as stipulated in, the National Policy of Education (1986), AICTE be vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

In order to increase the enrolment of women in technical education, AICTE has special concessions in the regulations for setting up of new women technical institutions. These include relaxations in the norms for land availability, concession in processing fees, deposits etc. Implementation of the tuition fee waiver scheme for weaker sections has been made mandatory in all AICTE approved institutions.

Details of the women technical institutions are given below:

Number of MBA, MCA, Pharmacy & HMCT Institutes	122
Number of Degree Engineering Institutes	152
Number of PGDM Institutes	06
Total	**280**

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EDUCATIONAL DEVELOPMENT OF PERSONS WITH DISABILITIES

EDUCATIONAL DEVELOPMENT OF PERSONS WITH DISABILITIES

DISABILITY SECTOR-GENERAL PROFILE

The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities. In the recent years, there have been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

According to Census 2001, there were 2.18 crore persons with disabilities in India who constituted 2.13 percent of the total population. This includes persons with visual, hearing, speech, locomotor and mental disabilities. The Census data shows that 75 per cent of persons with disabilities lived in rural areas, 49 per cent are literate and only 34 per cent are employed.

Data collected in 2002 by the National Sample Survey Organization (NSSO), indicated that the number of persons with disabilities was 1.84 crore, with a disability-wise break up which was significantly different from the Census 2001 data. The variation is basically due to the difference in coverage and definitions used for collection of data. The comparative population figure for India by type of disability is given below:-

(figures in crore)

Type of Disability	Census, 2001		NSSO, 2002	
	Population	%	Population	%
Locomotor	0.61	28	0.97	52
Visual	1.06	49	0.25	14
Hearing	0.13	6	0.18	10
Speech	0.16	7	0.09	5
Mental	0.22	10	0.16	9
Multiple	-	-	0.19	10
Total	**2.19**	**100**	**1.85**	**100**

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of the Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. As per Section 39 of the Act, all Government educational institutions and other educational institutions receiving aid from the Government, shall reserve not less than three per cent seats for persons with disabilities. According to the Census, 2001, fifty-one percent persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education.

In order to have better planning for inclusive education, updated and reliable data is essential. Census 2011, first time has made a provision for collection of detailed information about various aspects of PwDs. The Ministry of HRD has also launched a All India Higher Education Survey, which will provide latest position on educational development of PwDs. Once the results of both the surveys are available, more focused strategy/planning can be drawn.

NATIONAL POLICY ON EDUCATION, 1986

National Policy on Education, 1986 (as modified in 1992) lays special emphasis on education of Persons with Disabilities. The 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.

Right to Education Act

The RTE Act, 2009 provides for the right of children to free and compulsory education to the children of 6-14 years age group including children with special needs. Provided that a child suffering from disability, as

defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1995, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

The RTE Act was subsequently amended by the RTE (Amendment) Act, 2012 which has come into effect from 1st August, 2012. The Amendment Act of 2012 contains the following provisions relating to children with disabilities.

i) Inclusion of children with disabilities in the definition of 'child belonging to disadvantaged group' in clause (d) of section 2 of the RTE Act.

ii) To provide that children with disabilities, including children with cerebral palsy, mental retardation, autism and multiple disabilities shall have the right to pursue free and compulsory education in accordance with Chapter V of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."

iii) Children with "multiple disabilities" and Severe disability" may also have the right to opt for home-based education.

Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) programme ensures that every child in the age group of 6-14 years with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The programme 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 & learning and special schools. Wherever necessary, home based education, remedial teaching, part time classes, community based rehabilitation (CBR) and vocational education is also provided. The programme has the following components:-

• SSA provides financial support up to ₹ 3,000/- per child per year for integration of disabled children, as per specific proposals.

• Under SSA, the interventions 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 & evaluation and 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.

Identification and enrolment: Household surveys and special surveys have been conducted by all States to identify children with special needs. 32.71 lakh children with special needs have been identified. 28.22 lakh children with special needs (86.27% of those identified) are enrolled in schools. Further 1.12 lakh children with special needs are being covered through School Readiness Programme in 23 states/ UTs and 1.29 lakh children with special needs are being provided home-based education in 28 States/ UTs. In all 93.66% of the identified children with special needs have been covered through various strategies.

Children With Special Needs

	2007-08	2008-09	2009-10	2010-11
Coverage	2417290	2828747	2735371	2856832
Identification	2937079	2914853	3042053	3028060
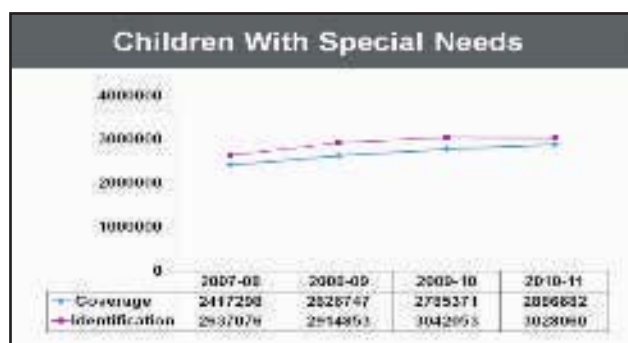
Children With Special Needs

Components	2011-12	% increase from 2010-11 to 2011-12
CWSN enrolled in schools	28.46 lakh	1.04
Home-based Education	1.62 lakh	17.33
Resource Teachers	19271	6.88
IE volunteers	21731	20.99
Aids & appliances	21.73 lakh	3.14
Teachers training (RCI module)	1.29 lakh	11.88
Outlay in 2011-12	631.46	10.41

CENTRALLY SPONSORED SCHEME (CSS) OF INCLUSIVE EDUCATION FOR DISABLED AT SECONDARY STAGE (IEDSS)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched in 2009-10 replacing the earlier scheme of Integrated Education for Disabled Children (IEDC). It provides assistance for the inclusive education of the disabled children in classes IX-XII.
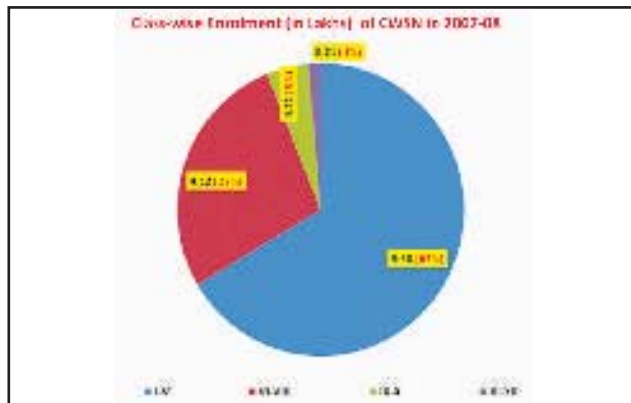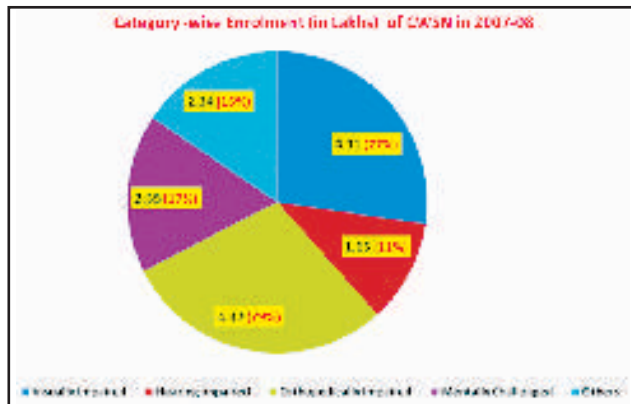
Source: Statistics of School Education 2007-08, Ministry of HRD

Aims and objectives: The aim of the Scheme is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment

The components of the scheme include : i) assessment of medical/educational needs, ii) provision of student specific facilities, iii) development of learning material, iv) support services like special educators, v) construction and equipping of resource rooms, vi) training of general school teachers to build their capacity to fulfill the needs of children with special needs vii) make schools barrier free. Setting up of Model inclusive schools in every State is also envisaged. Viii) Girls with disabilities receive special focus and efforts made under the scheme to help them gain access to secondary schools, as also to information and guidance for developing their potential. There is a provision of a monthly stipend of Rs.200/- for the disabled girls.

Target Group: The scheme will cover all children passing out of elementary schools and studying at secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely, i) Blindness, ii) Low vision, iii) Leprosy cured, iv) Hearing impairment, v) Locomotor disabilities, vi) Mental retardation, vii) Mental Illness, viii) Autism, and ix) Cerebral Palsy and eventually cover Speech impairment, Learning Disabilities, etc.

Central assistance for all items covered in the scheme is on 100 per cent basis. The School Education Department of the State Governments/Union Territory (UT) Administrations are the implementing agency. They may involve NGOs having experience, in the field of education of the disabled, in the implementation of the scheme.

At the central level, a Project Monitoring and Evaluation Group (PMEG) appraises the proposals from the State Governments/UTs and also for monitoring and evaluation. This has several experts in the field of inclusive education as members.

Assistance is admissible for two major components viz:

i)   Student-oriented components:

1.   Actual cost of assistive devices including equipment, educational aids and individual TLM.

2.   Assessment (₹ 150/- per CWSN)- Educational assessments to be done by class teachers with the help from NGOs, special educators and SSA assessment team, if necessary.

3. Actual expenses on books and stationery (₹ 400/- per CWSN)

4. Actual expenses on Uniform – (₹ 200/- × 2 uniforms per CWSN)

5. Transport Allowance- (₹ 500/- per CWSN p.a.)- In case the child does not reside in the school premises.

6. Reader Allowance- (₹ 500/- per CWSN p.a.)- for reading to children with Visual Impairments & Amaneusis for children with disabilities who need them.

7. Stipend for girl students with disability- (₹ 200/- per CWSN monthly)

8. Escort Allowance- (₹ 750/- per CWSN p.a.) – for severely disabled with lower extremely disability and for girls with disabilities and children with mental retardation (in case they have no family or community member to escort them)

9. Salary of Attendant in school for children with severe orthopedic impairment at the ratio of 1:10 children.

10. Boarding and lodging charges- (₹ 200/- per CWSN per month)-for children with disabilities residing in the hostel of the school where they are studying.

11. Assistance of helper/Ayah for children with severely orthopedic impairments residing in hostel.

12. Therapeutic services- as per requirement and justification.

₹ 3000/- per child per annum is provided as Central Assistance to be topped by the States by a scholarship of ₹ 600/- per disabled child per annum.

ii)   Other components:

1. Salary of Special Teachers (both for school and preschool level) covering all disabilities except orthopedic impairment- Ratio is 1:5-Salaries as applicable for general teachers. In addition a sum of ₹ 400/- per month may be given to these teachers as honorarium.

2. Special pay for general teachers trained in special education- ₹ 400/- per month only after completing recommended course in special education.

3. Training of Special Teachers- through regular programmes run by the National Institutes/ Apex institutes of RCI or under any other programme of the States.

4. Training of General Teachers.

5. Orientation of Educational Administrators, Principal/ Headmasters of institutions, general teachers/special teachers/parents of the disabled children up to 5 days.

6. Construction of Block level Resource rooms @ ₹ 2,00,000/- per resource room for 5000 blocks.

7. Equipment for block level Resource Rooms @ ₹ 70,000 per resource room for 6000 blocks

8. Grant for improving access by removing architectural barriers in existing schools- for construction of disabled friendly toilets and ramps.

9. Strengthening training institutions and assist existing organization/NGOs to develop teacher's training programme in inclusive schooling and for educational interventions for specific disabilities.

10. Research and development projects like development of Model Inclusive Schools, ICT, Monitoring (Including Administrative Cell) and evaluation – 5% of central funds to be earmarked for innovative and R&D projects. Support of up to ₹ 5,00,000/- for setting up of model schools.

11. Environment building programmes - upto ₹ 10,000/- per programme for local level.

12. Any other need based requirement.

Achievements: Summary of the grants released and physical achievement during the last 3 years under the IEDSS Scheme are as under:

Year	Grants Released	Total children with disabilities covered / approved to be covered	Total No. of Resource Teachers engaged
2009-10	55.13 crore	1,15,363	2565
2010-11	80.35 crore	1,46,292	4959
2011-12	83.16 crore	1,38,586	7311
2012-13	15.48 crore (As on 30.1.13)	81227	2829

THE NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

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 supports for qualitative improvement of school education. The NCERT undertakes programmes related to research, development, training, extension, international cooperation, publication and dissemination of educational information. A quick study has been undertaken by the NCERT in the year 2012-13 to assess the implementation of the IEDSS Scheme in States and to uncover various barriers and challenges faced.

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

The facilities extended by the Board to the disabled candidates (Dyslexic, Blind, Spastic and Candidates with Visual Impairment) are as under:

i) The persons with disabilities (Dyslexic, Blind, Spastic and Candidate with Visual Impairment) have the option of studying one compulsory language as against two. The language opted by them should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language, they can offer any four of the following subjects: Mathematics, Science and Technology, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology.

ii) From the 2002 Examination, alternate questions in lieu of questions requiring special skills based on visual inputs have been provided in Mathematics and Science for Sec. School Examination (Class X).

iii) Blind, Physically Handicapped and Dyslexic Students are permitted to use an amanuensis. The amanuensis must be a student of a class lower than the one for which the candidate is taking the examination.

iv) The visually handicapped students appearing from Delhi were provided Questions Papers with enlarged print for 2003 Examination.

v) Disabled candidates are allowed additional one hour (60 minutes) for each paper of external examination.

vi) Board does not give relaxation in minimum marks prescribed by it.

vii) Exemption from Examination in the Third Language.

viii) The Board considers the Physiotherapic exercises as equivalent to Physical and Health Education course of the Board.

ix) Centre Superintendents have been instructed to make arrangements for the conduct of examination of such candidates on the Ground Floor as far as possible.

x) Physically challenged children will specifically indicate their category and also state whether they have been provided with a Writer in the columns provided in the Main Answer Book.

xi) Answer books of such candidates are evaluated by the Regional Officers at one Nodal Centre.

xii) The Centre Superintendents have been requested to send the Answer books of such candidates in the separate envelope to the Regional Officer concerned.

xiii) Separate question papers in Science & Mathematics at Secondary (Class X) level have been provided for blind students w.e.f. 2003 Examinations.

xiv) Assistant Superintendents for the blinds are teachers from the schools where the blinds are studying. As far as possible, teachers of the same subject are not allowed to be appointed on the day of examination. One invigilator is from outside the school.

xv) Assistant Superintendents supervising the physically challenged children who have been granted 60 minutes extra time are paid remuneration @ ₹ 50/-+₹ 20/

xvi) Amanuensis are paid @ ₹ 100/- per day/paper daily by the Centre Superintendent from the centre charges amount.

National Institute of Open Schooling

The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Human Resource Development (MHRD), Govt. of India with International recognition and presence, provides access to sustainable and learner centric quality education, skill up-gradation and training through Open and Distance Learning (ODL) mode up to pre-degree level. The NIOS offers both academic and vocational courses up to pre-degree to its prioritized target groups, who otherwise cannot avail the education through face-to-face mode. The NIOS is offering need based, demand driven vocational courses leading to certification and thereby upgrading the skills and also creating opportunity to provide gainful employment to a large number of students at various levels.

With its cumulative enrolment of 2.02 million children during the last five years and annual intake capacity of about 500 thousand children, it is considered to be the largest open schooling system in the world. The NIOS has prioritized target groups mostly drop outs from the formal system and from the disadvantaged segment of the population, who otherwise have not been able to avail the formal education system due to various socio-economic and emotional reasons. One of such prioritized target groups are differently-abled learners, who are termed as children with special needs. Annually, it admits about more than 10,000 learners both in academic (Secondary & Sr. Secondary level) and vocational streams. NIOS provides education to these children through the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED), which is located in different States throughout India in Special Schools and premises of NGOs working in the field. The learners are given fee relaxation as per Govt. of India rule. For making the education relevant to their livelihood, children are strongly supported to take a vocational subject while doing their Xth and XIIth. Since the system is in-built with flexibility to pace their study as per the ability of the learners, the subject chosen by them are also in consonance with their interest and aptitude.

Special provisions are made for the examination of the disable learners. They can take an amanuensis (or a writer) and one additional hour to complete their paper. Separate seating arrangements are made for them. Visually impaired learners are allowed to use a Brailler's typewriter or a computer. Also they are allowed to use equipments, such as talking calculator, abacus, Taylor Frame and Geometry Drawing Kit. An interpreter (sign language person) is allowed in the room for hearing impaired examinees to understand the questions.

Computers with adapted hardware like trackball, instead of mouse, augmentative boards may also be allowed. Adapted chair, table, bed, etc. may be allowed in the examination room for the severely disabled children (with multiple disability/cerebral palsy), if they need them. Even in some extreme cases, examination is conducted at the residence of the learners as a special case. An alternate question is given in place of map questions in History, Geography and Social Sciences.

HIGHER EDUCATION

Understanding and facilitating students with disabilities has become a central focus for higher education. The following schemes/programmes are being run for educational development of differently-abled persons.

Upgradation of existing Polytechnics to integrate the Persons with Disabilities

The objective of the scheme is to promote education and training of persons with disabilities by integrating them in the mainstream of technical and vocational education and skill development programmes through formal and non-formal programme. 50 existing polytechnics in 24 States/UTs have been selected for Upgradation and each Polytechnic is allowed to admit 25 students in Diploma programmes whereas under Non-formal programmes (upto six months duration) upto 100 students are provided vocational training.

In the polytechnics, the enrolment of PwD students during the year 2012-13 (till September, 2012) was as under:

Course	Number
Formal courses in diploma	1214
Non-Formal courses in diploma	1125
Total	**1339**

Apart from above, there are also following general schemes (for SCs, STs, OBCs and PwDs) which provide enabling environment for the PwD Students in the field of Higher Education:-

a)   **Central Scholarship Scheme for College and University Students.**

Under this scheme, 3% slots, out of total 82,000 scholarships have been   earmarked for PwD students.

b)   **Establishment of Equal Opportunity Cells (EOC) in Universities.**

To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has financed Institutions to establish Equal Opportunity Cells to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters. One time grant of ₹ 2.00 lakhs for establishing the office of Equal Opportunity Cells will be provided. At present, as many as 128 EOCs are functioning in various universities.

c)   **National Mission on Education through Information and Communication Technology (ICT):**

The National Mission on Education through Information and Communication Technology (ICT), launched by Ministry of Human Resource Development has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning in Higher Education Institutions in anytime-anywhere mode. In order to facilitate the PwD students, the following focused interventions have been incorporated in the Mission:

i)   Unicode font have been followed to provide support in various languages and enable daisy system for text to speech, which will provide support to visually impaired students.

ii)   Accessibility option is being integrated in Akash, low cost device, which can be highly affordable assistive for physically challenged students in so far as their education needs are there.

d)   **Amendment in the Copyright Act 1957**

In order to facilitate the Persons with Disabilities the following amendments have been carried out in Copyright Act 1957 : –

Section 52 (1)The following act shall not be an infringement of copyright, namely: the adaptation, reproduction, issue of copies or communication to the public of any work in any accessible format, by —

(i)   any person to facilitate persons with disability to access to works including sharing with any person with disability of such accessible format for private or personal use, educational purpose or research; or

(ii)   any organisation working for the benefit of the persons with disabilities in case the normal format prevents the enjoyment of such works by such persons.

Provided that the copies of the works in such accessible format are made available to the persons with disabilities on a nonprofit basis but to recover only the cost of production:

Provided further that the organisation shall ensure that the copies of works in such accessible format are used by persons with disabilities and takes reasonable steps to prevent its entry into ordinary channels of business.

Explanation. For the purposes of the sub-clause, "any organisation" includes an organization registered under section 12A of the Income Tax Act, 1961 and working for the benefit of persons with disabilities or recognized under Chapter X of the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995 or receiving grants from the Government for facilitating access to persons with disabilities or an educational institution or library or archives recognized by the Government.

UNIVERSITY GRANTS COMMISSION

There are following three schemes being run by UGC for PwD students:

A) Higher Education for Persons with Special Needs (HEPSN)

B) Teacher Preparation in Special Education (TEPSE)

C) Financial Assistance to Visually-handicapped Teachers

A) Higher Education for Persons with Special Needs (HEPSN)

The HEPSN scheme has following three components:

i) Establishment of Enabling Units for differently-able persons

In order to develop awareness in the higher education system and also to provide necessary guidance and counseling to differently-able persons, it is proposed to establish resource units in colleges in the country, which will be called as enabling Units. The functions of this Enabling Units will be to:

(a) facilitate admission of differently-able persons in various courses;

(b) provide guidance and counseling to differently-able individuals;

(c) create awareness about the needs of differently-able persons, and other general issues concerning their learning; and

(d) assist differently-able graduates to gain successful employment in the public as well as private sector.

ii) Providing Access to Differently-able persons

It has been felt that differently-able persons need special arrangements in the environment for their mobility and independent functioning. It is also a fact that many institutes have architectural barriers that disabled persons find difficult for their day-to-day functioning. The colleges under this scheme are expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act 1995, and to ensure that all existing structures as well as future construction projects in their campuses are being made disabled friendly.

iii) Providing Special Equipment to augment Educational Services for Differently-able Persons

Differently-able persons require special aids and appliances for their daily functioning. These aids are available through various schemes of the Ministry of Social Justice and Empowerment. In addition to the procurement of assistive devices through these schemes, the higher education institutes may also need special learning and assessment devices to help differently-able students enrolled for higher education. In addition, visually challenged students need Readers.

Availability of devices such as computers with screen reading software, low-vision aids, scanners, mobility devices, etc., in the institutes would enrich the educational experiences of differently-able persons. Therefore, colleges are encouraged to procure such devices for the challenged students.

B) Teacher preparation in Special Education (TEPSE) Scheme

The TEPSE scheme is meant for assisting Department of Education 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 course with specialization in one of the disability areas.

C) Financial Assistance to Visually Challenged Teachers (FAVCT)

The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a Reader and by using teaching and learning aids by way of providing Reader's Allowance and funds for purchase of Braille books, recorded materials etc. The objective of the Scheme is to provide facility to help visually challenged permanent teachers to achieve self-dependence by using various aids for teaching, learning and research. All the visually challenged teachers who are working in colleges of India, which are included under Sections 2(f) and 12B of the UGC Act, are covered under the scheme.

Release of funds under HEPSEN, TEPSE and FAVCT Schemes by UGC:

An amount of ₹ 14.13 crores have been released under above 3 schemes to 132 universities during 11th Five Year Plan. Under the Scheme of 'Financial assistance to visually challenged teachers' and 'Higher Education for persons with special needs', 266 and 666 persons with disabilities respectively have been benefitted during 11th Five Year Plan.

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.
- Providing the services of a writer, if they are not in a position to write the papers.

Reservation in admissions

UGC has issued instructions to all the universities and colleges for providing 3% reservation (horizontally) in admissions for PwD students.

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

India's first Sign Language Centre: IGNOU took a major step towards the upliftment of India's three million hearing impaired population by establishing the National Centre for Indian Sign Language Research and Training Centre (ISLRTC). The ISLRTC has been established with the support of the Ministry of Social Justice and Empowerment. This Centre is a first of its kind in India offering full-time teaching combined with distance learning for short-term and full-fledged programmes. The Centre will promote continuous research and scholarships for the evolution of the deaf language by building bodies of language and literature.

The Indira Gandhi National Open University has set up the National Centre for Disability Studies. The centre has taken up the task to implement the following programmes for PwDs:

i) PG Diploma in Disability Management for Medical Practitioner (PGDMD)

ii) B.Ed (Special Education)

iii) Foundation Course for In-service Teacher for Teaching Children with Disabilities

iv) Elective Course in Disability Studies

v) M.Ed in Special Education

vi) Certificate in Early Childhood Special enabling inclusing (Mental Retardation, Visual Impairment and Hearing Impairment)

vii) Master of Scienssce in Counselling and Family Therapy

* * * * *

ADMINISTRATION

ADMINISTRATION

ORGANISATIONAL SET UP

The Ministry of Human Resource Development is under the over all charge of the Human Resource Development Minister who is assisted by two Ministers of State. There are two Departments in the Ministry of Human Resource Development 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 School Education and Literacy is assisted by 2 Additional Secretaries, 3 Joint Secretaries and 1 Economic Adviser. Similarly, the Secretary, Department of Higher Education is assisted by 2 Additional Secretaries, 4 Joint Secretaries, 1 Economic Adviser and 1. Deputy Director General(Statistics). In addition, there is one Additional Secretary & Financial Adviser who is common to both the Departments. The Departments are organized into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of Additional Secretary/ Joint Secretary/Economic Adviser assisted by Divisional Heads at the level of Director/Deputy Secretary/Deputy Educational Adviser. The hierarchical set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Annexure-I and Annexure-II respectively.

Establishment and service matters in respect of the Officers/Staff deployed at Secretariat proper of both the Departments are handled in Administration Bureau of the Department of Higher Education which includes:-

a) Establishment matters of officers appointed under Central Staffing Scheme and officers of the Central Secretariat Service and ex-cadre posts i.e. Advisory Cadre, Statistical Cadre etc. for both the Departments

b) During this year Immovable property returns for calendar year 2011 (as on 01.01.2012) were sent to concerned cadre controlling authorities.

c) Verification of service books of employees of this Ministry retiring in next five years has been completed in consultation with Pay & Accounts Office.

d) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on E-office[File Tracking System, E-leave, E-tour] and has taken initiatives for applications such as e-Purthi(Store/Inventory Management), legal/court cases monitoring system and employee payment system through Comp DDO.

e) Updation of database of Annual Performance Appraisal Reports[APARs] on their receipt in the Branch. In all the cases, Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.

f) The nomination for Padma Awards for the year were processed and placed before the designated screening committee. Out of 09 nominations sent by this Ministry, 01 has been decorated with Padma Vibhushan, 03 have been decorated with Padma Bhushan and 01 has been decorated with Padma Shree.

g) During the year, the fund amounting to ₹3,99,000/- (Rupees three lakh ninety nine thousand only) was disbursed out of total allocation of ₹ 4,00,000/-(Rupees four lakh only) under Human Resource Development Minister's discretionary fund to 57 poor/ deserving students identified by CBSE.

TRAINING CELL

The Training Cell under Establishment Division assesses the training needs of the officers/staff members of both the Departments i.e. Department of School Education and Literacy and the Department of Higher Education of the Ministry. It also liaises with Institutions like Indian Institute of Public

Administration(IIPA), National Informatics Centre(NIC), Institute of Secretarial Training and Management(ISTM), New Delhi and National Institute of Financial Management(NIFM), Faridabad for imparting training to the staff/officers of the two Departments in the areas of management, Public administration, vigilance, cash and accounts, personnel etc.

Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training and the Department of Economic Affairs, for short term and long term training courses abroad under the Domestic Funding of Foreign Training, the Colombo Plan, the Bilateral Technical Assistance Programmes etc.

During the year 2012-13, 4 Group "A" officers have been sent abroad for short-term training under Domestic Funding Foreign Training Scheme of the Department of Personnel & Training. In addition, One Group "A" officer has attended training course in Customized Training Programme on Leadership & Strategic Thinking at Cambridge University, London, U.K. Besides above, 135 officers nominated by the Department of Personnel & Training (Training Division) attended the mandatory training programmes at various levels (i.e. A, B, C, D & E), at Institute of Secretarial Training and Management (ISTM), New Delhi.

VIGILANCE ACTIVITIES

The vigilance set up in the Ministry is under the overall supervision of Secretary (Higher Education), who is assisted by the part time Chief Vigilance Officer of the rank of Joint Secretary, a part-time Under Secretary and other support staff.

During the year, a total of one thousand nine hundred and fifty six (1956) references were received from various sources in the Vigilance Wing including the references from the Central Vigilance Commission and the Central Bureau of Investigation. Twenty one (21) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. A Fact finding enquiry has also been ordered in a reference received from Central Vigilance Commission, which is under way. During the year, 12 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation.

Regular Departmental Action was initiated in four cases during the year. Of the seven old disciplinary cases brought forward from previous years, one was concluded.

Chief Vigilance Officers were appointed against vacancies in various Autonomous Organizations under the administrative control of the Ministry.

Vigilance Awareness week was observed from 29th October to 3rd November 2012 as Transparency in Public Procurement. Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education to maintain honesty in all public dealings. In this regard, One day Workshop on Vigilance Awareness was conducted on 30th October 2012 at Vigyan Bhavan which was attended by 48 participants from the Institutions/ Organizations under the administrative control of the Ministry. The subordinate offices and autonomous bodies also observed the Vigilance Awareness Week. During the week, the CBSE launched a Value Education Kit, which was released by Shri Pradeep Kumar, Central Vigilance Commissioner on 1st November 2012. In continuation of Vigilance Awareness Week, a seminar on vigilance matter was also organized by the Ministry at Bangalore on 21st December, 2012 which was addressed by Shri R. Sri Kumar, Vigilance Commissioner, Central Vigilance Commission as Chief Guest in the presence of Chief Vigilance Officer/MHRD.

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 11619 grievance petitions were received from various sources, including Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners' Welfare and measures were taken for disposal of the grievances.

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 10A.M. to 1 P.M., in actual practice none is denied access throughout the working hours on all working days. The Director 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 Centralized Public Grievances Redress and Monitoring System (CPGRAMS) is in place as per the recommendation of DAR & PG.

The Committee on Complaints of Sexual Harassment of Women at the workplace is in place to hear and address the complaints from employees in the Ministry as per the guidelines of the Hon'ble Supreme Court.

INFORMATION & FACILITATION CENTRE (IFC)

A National Informatics Centre Network(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 schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e. guidelines of various Schemes/Programmes and Application Forms have been made available on the web-site of the Ministry. The data/ information can be accessed through computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is www.mhrd.gov.in.

Report on Implementation of RTI Act, 2005

The Right to Information Act has been introduced since 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of ₹ 10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i. e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005. Information in respect of Department of Higher Education for Annual Report 2009-10 of Central Information Commission, was compiled and submitted to them online.

The Department has been overseeing the implementation of the Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. Online facility has been extended to autonomous organizations under the Ministries. For meeting the purpose, Passwords to all Organizations have been assigned and intimated to them to upload the information on the site of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry is as under:

Year	No. of applications & appeals received and disposed of
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	5152 (upto 31.03.2013)

CITIZEN'S/CLIENT'S CHARTER

With the objective of generating awareness among the citizens as well as government functionaries about the commitments of this Ministry towards them and also to have better public interface, both the Departments [i.e Department of School Education & Literacy and the Department of Higher Education] of the Ministry of Human Resource Development have brought out their Citizens'/Client's Charters(CCC).

CONFERENCE OF STATE EDUCATION MINISTERS

The State Education Ministers' Conference was held on 5th June, 2012 under the Chairmanship of the Minister for Human Resource Development (HRM). Education Ministers of most of the States attended this meeting. HRM emphasized the centrality of State Governments both in policy formulation as also in their effective implementation He stated that Education being a Concurrent subject, consultations and continuous dialogue with the States becomes crucial in a federate structure. These interactions have been extremely useful in shaping the initiatives and policies of the Ministry, ranging from the Right to Education, continuous and Comprehensive evaluation, reforms in higher education etc. The following issues were deliberated upon in the meeting:

i)   Joint Entrance Examination for Admission to Engineering Programmes in Centrally Funded Technical Institutions.

ii) Indian Institutes of Information Technology Bill and Public Private Partnership for establishment of IIITs.

iii) Implementation of RTE –SSA.

iv) Revised Teacher Education Scheme.

v)   Implementation of Sakshar Bharat.

vi) Setting up Model Schools under Public Private Partnership.

vii) National Vocational Education Qualification Framework (NVEQF).

viii) UGC Regulations on prevention of discrimination and establishment of Ombudsman.

ix) Accounting Standards for Educational Institutions.

x)   Setting up of Community Colleges.

Another Conference of State Education Ministers was earlier held on 22nd February, 2012 under the Chairmanship of the Minister for Human Resource Development. The meeting focussed on major issues like introduction of a Common Eligibility Examination for higher education in science and engineering; Vocational Education; Community Colleges in XII Plan; Curricular renewal for Elementary Education of equitable quality; and Grievances Redressal under RTE Act.

CENTRAL ADVISORY BOARD ON EDUCATION (CABE)

The 60th Meeting of the Central Advisory Board of Education (CABE) was held on 8th November, 2012 at New Delhi under the Chairmanship of Dr. M. M. Pallam Raju, Minister of Human Resource Development. Shri K. Rahman Khan, Minister of Minority Affairs, Dr. Shashi Tharoor, Minister of State of HRD along with 18 Ministers-in-charge of Education from various States/UTs, Ms Shantha Sinha, Chairperson of NCPCR, Secretary, Department of Higher Education, Secretary, Department of School Education & Literacy, Secretary, Ministry of Women & Child Development and other members of CABE attended the meeting.

The meeting mainly focussed on (i) the recommendations of the Justice Verma Commission

on Teacher Education (ii) the progress under the roll out of the RTE Act, 2009 which shows substantive efforts by the States and UTs to implement its various provisions, (iii) the support extended by the Sarva Shiksha Abhiyan in augmentation of school infrastructure in order to meet the gaps in the opening of neighbourhood schools, recruitment of teachers and in improving quality of schooling, (iv) the report of the Committee on extension of RtE to preschool and secondary school and the issues identified by the subcommittees and their recommendation for further and wider deliberation with stakeholders, (v) the recommendation of the CABE Committee on University Reforms to incentivise the state universities & institutions and (vi) the proposed Rashtriya Uchchatar Shiksha Abhiyan. CABE also deliberated on the proposals put forward by Ministry of Youth Affairs and Sports on the need for awarding credits under National Service Scheme and the note of Ministry of Women & Child Development relating to gender issues and protection of children.

Earlier, the 59th Meeting of the Central Advisory Board of Education (CABE) was held on 6th June, 2012 under the Chairmanship of Shri Kapil Sibal, former Minister of Human Resource Development. Smt. Krishna Tirath, MoS (Independent Charge) of Women & Child Development and Ministers from various States/UTs attended the meeting in addition to the members of the CABE. This meeting focussed on (i) National Mission on Teachers and Teaching, (ii) Two years of RtE-SSA, (iii) CABE Committee Report on ICT in Schools, (iv) Meta University and (v) Credit Guarantee Fund for Higher Education.

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ACHIEVEMENTS UNDER RFD 2011-12 BY MHRD

ACHIEVEMENTS UNDER RFD 2011-12 BY MHRD

PART – A

DEPARTMENT OF SCHOOL EDUCATION & LITERACY

India is committed to the goal of universal elementary education for all children. This goal is part of the Education for All (EFA) goals adopted at the World Education Forum, Dakar in April 2000. The EFA goals include, inter alia achieving universal elementary education by the year 2015, ensuring equitable access to appropriate learning and life skill programmes for young people and adults, achieving a 50% improvement in adult literacy by 2015, achieving gender equality in education by 2015 and improving all aspects of quality of education.

India's progress on the EFA has to be viewed in the context of its federal democratic structure, which is multi layered, provides space and mandate, for decision making and implementation of various policies and programmes, to various players – Governments, non-Governmental Organizations and civil society at large. While Government –Central, State and local bodies –plays the major role, abundant space has been created for the non-Governmental players to forge appropriate links with Government programmes and strategies. As a result, almost every educational programme of the Government, from pre-school to senior secondary, has involvement of community, especially at the ground level, which has also played an important role in various mobilization campaigns and ensuring delivery of service.

Universalisation of elementary education has been achieved to a very large extent, especially in terms of access to schooling and improvement in gross enrolment ratio, especially of girls and those belonging to the marginalized group. With the enactment of the Right of Children to Free and Compulsory Education Act, 2009, it is expected that issues of drop out, out-of-school children, quality of education and availability of trained teachers would be addressed in the short to medium term. Adult education, especially of women,

has received further impetus with the launch of Saakshar Bharat, a centrally sponsored scheme with a budget outlay of ₹ 6000 crore for the period 2007-12. The objective of the programme is to impart functional literacy to 70 million adults in the age group of 15 years and above by 2012; 60 million will be women, and special attention will be given to disadvantaged and marginalized social groups.

Vision

To ensure education of equitable quality for all to fully harness the nation's human potential.

Mission

1. Reinforce the national and integrative character of education in partnership with States/UTs.

2. Improve quality and standards of school education and literacy towards building a society committed to Constitutional values.

3. Provide free and compulsory quality education to all children at elementary level as envisaged under the RTE Act, 2009.

4. Universalise opportunities for quality secondary education. 5. Establish a fully literate society.

Objectives

1. **Access:** Expansion of quality school and adult education.

2. **Equity:** Inclusion of disadvantaged groups and weaker sections

3. **Quality:** Improving standards of education.

4. Policy, institutional and systemic reforms.

5. Formulating policy and carrying out institutional and systemic reforms.

Functions

1. To set up programmatic structures for administration, fund devolution and monitoring of schemes and programmes of the Department

2. To develop mechanisms for coordination, consultation and monitoring of performance of the State/UT Governments in respect of the various programmes and schemes of the Department

3. To fulfil international commitments relating to Education For All (EFA) and Millennium Development Goals (MDG)

4. To monitor the functioning of subordinate/autonomous bodies/organizations: Directorate of Adult Education, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Central Board of Secondary Education, National Institute of Open Schooling, Central Tibetan School Administration, National Council for Teacher Education, National Bal Bhawan and the National Council for Educational Research and Training.

Other details related to RFD 2011-12 of Department of School Education & Literacy can be accessed on the website www.performance.gov.in

Performance Evaluation Report viz-a-vis. Inter se Priorities among Key Objectives, Success Indicators and Targets are at **Annexure-I (i.e. Section 2, 3 and 6) and Annexure-II** respectively. Performance Management Division, Cabinet Secretariat in its review of Annual Report 2011-12 of Department of School Education & Literacy has approved the composite score of 85.29 against the composite score reported as **85.49.** The reasons for modifications are as under :

Item	From	To	Reason
Implementation of Sevottam submission of revised drafts of Citizens/Client's Charter	2.0	1.8	Submitted on 18.01.2012 – which corresponds to 90% of the target value and hence the score received accordingly.

PART – B

DEPARTMENT OF HIGHER EDUCATION

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. Improvement of access along with equity and excellence, the adoption of state-specific strategies, enhancing the relevance of higher education through curriculum reforms, vocationalisation, networking and information technology and distance education along with reforms in governance structures are some of the main policy initiatives of the higher education sector. Emphasis has been laid on expansion with equity, use of Information & Communication Technology (ICT) and promotion of quality education.

India is a nation of young people - out of a population of above 1.2 billion; 672 million people are in the age-group 15 to 64 years, which is usually treated as the "working age population". In order to reap benefits of demographic dividend; access, equity and quality have been major concerns of the Government in the higher education sector. Need has been felt that Gross Enrolment Ratio (GER) in higher education, which is 12.4% (as per 2006-07 provisional data) should be raised to a significant level in a time bound manner.

In order to increase access, the Department of Higher Education has made efforts to have at least one Central University of national character in each State of our Union. In the area of technical and professional education, 8 new Indian Institutes of Technology and 7 new Indian Institutes of Management, 20 new Indian Institutes of Information Technology and 10 National Institutes of Technology are being set up and work has started in this direction. Apart from these 5 Indian Institutes of Science Education and Research (IISERs) and 2 new Schools of Planning and Architecture have also been established.

An important challenge in the higher education sector is to bring Governance Reforms not only in the institutions of higher learning but also in the regulatory structures of the higher education system. There is also a challenge of maintaining quality and excellence while ensuring rapid expansion of the higher education system. The higher education system is also faced with the challenge to attract and retain good faculty in adequate numbers to meet the demand of the rapidly expanding higher education system.

Vision

To realize India's human resource potential to its fullest in the higher education sector, with equity and excellence.

Mission

1. To provide greater opportunities of access to higher education with equity to all the eligible persons and in particular to the vulnerable sections.

2. Expand access by supporting existing institutions, establishing new institutions, support State Governments and Non-Government Organizations / civil society to supplement public efforts aimed at removing Regional or other imbalances that exist at present.

3. Initiate policies and programmes for strengthening research and innovation and enable institutions & public or private & to engage in expanding the frontiers of knowledge and encourage excellence.

4. To promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring towards the inclusion of hitherto deprived communities.

Objectives

1. Access, Participation and Expansion

2. Equity and Inclusion

3. Quality Enhancement

4. Governance Reforms.

Functions

1. Enhancement of the Gross Enrolment Ratio by expanding access through all modes;

2. Promoting the participation of those sections of the society whose GER is lower than the national average;

3. To improve quality and to promote academic reforms;

4. Setting up of new educational institutions and also capacity expansion and improvement of the existing institution;

5. Use of Technology in Higher Education;

6. Development of Vocational Education and Skill Development;

7. Development of Indian Languages;

8. International Collaboration in the field of education

Other details related to RFD 2011-12 of Department of Higher Education can be accessed on the website www.performance.gov.in

Performance Evaluation Report viz-a-vis. Inter se Priorities among Key Objectives, Success Indicators and Targets are at Annexure.III (i.e. Section 2, 3 and 6) and Annexure.IV respectively. Performance Management Division, Cabinet Secretariat in its review of Annual Report 2011-12 of Department of Higher Education has approved the composite score of 78.58 against the composite score reported as 77.78. The reasons for modifications are as under :

	Item	From	To	Reason
1	Mandatory Indicator – CCC	2.0	1.8	Document submitted on 18.1.2012 which is corresponds to 90% of the target value and hence the score reduced accordingly.
2	Mandatory Indicator – ATR/ATN	0.5	1.5	ATR/ATN score of 1.0 though not initially claimed by the Department, has been added.
	Total addition in the Score	2.5	3.3	Total additions in Score=0.8

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Appendix

Details of sector-wise Schemes/Programmes of UGC

(₹ in Crores)

S. No.	Sectors	Total	%	Name of Sector-wise scheme/programme
1.	Enhancing Aggregate Access	5182.12	81.59	(i) General Development Grant for Universities • Central Universities • State Universities • Deemed to be Universities • General Development Grants to Colleges • Development grants to Management Departments in Universities (ii) Establishment of New Model Degree Colleges in Educationally Backward Districts (iii) Additional Assistant to Universities and Colleges already covered under Section 12 B of the UGC Act (iv) One Time Catch up grant to uncovered (non 12 B) State Universities funded by the State Governments (v) One Time Catch up grant to uncovered (non- 12 B) State Colleges
2.	Equity	180.36	2.84	(i) Gender Equity • Status of Women in Higher Education • Indira Gandhi Post Graduate Scholarship for Single Girl Child for pursuing higher and technical education • Construction of Women Hostels for Colleges • Development of Women's Studies in Universities and Colleges • Capacity Building for Women Managers in Higher Education • Post-doctoral Fellowships for Women (ii) Social Group Equity • Establishment of Equal Opportunity Cell(EOC) for SC/ST/OBC/Minorities • Establishment of Residential Coaching Academy(RCA) for Minorities and SC/ST/Women in Universities • Post-Doctoral Fellowship for SC/ST • Post-Graduate Scholarships for SC/ST students in professional courses • Rajiv Gandhi National Fellowships for SC/ST • Maulana Azad National Fellowships for Minority Students
3.	Quality and Excellence	631.30	9.94	(i) Universities with Potential for Excellence (ii) Colleges with Potential for Excellence (iii) Centres with Potential for Excellence in Particular Area (CPEPA) (iv) Special Assistance Programme(SAP) (v) Academic Staff Colleges

S. No.	Sectors	Total	%	Name of Sector-wise scheme/programme		
				(vi)	Inter University Centres	
				(vii)	Centres of National Facilities	
				(viii)	Teaching and Research in Innovative/Emerging Areas	
				(ix)	Faculty Improvement Programme(FIP)	
				(x)	Bilateral Exchange Programmes	
				(xi)	Appointment of UGCs Observer for promotion from Reader to Professor and CAS.	
				(xii)	National Examination Testing for Teaching and Research.	
				(xiii)	Enhancing faculty Resources of Universities	
					• Development of Sports infrastructure and equipment in Universities and Colleges.	
					• Establishment of Internal Quality Assurance Cells (IQAC) in higher educational Institutions.	
				(xiv)	Autonomous Colleges	
				(xv)	Travel Grant	
				(xvi)	Instrumentation Maintenance Facility (IMF) Centres in Colleges	
				(xvii)	Celebration of year 2011 as the International year of Chemistry	
				(xviii)	Promotion of Indian Higher Education Abroad(PIHEAD)	
				(xix)	Promotion of Intellectual Property Rights (IPRs) Awareness and Facilitation for Patents	
4.	Research Projects	230.16	3.62	(i)	Major and Minor Research Projects	
				(ii)	Research Awards to Teachers	
				(iii)	Emeritus Fellowships	
				(iv)	Research Workshops, Seminars and Conferences	
				(v)	Research Fellowships (JRFs) for Foreign Nationals	
				(vi)	Junior Research Fellowships (JRFs) for Indian Nationals	
				(vii)	Engineering & Technology JRFs	
				(viii)	Research Fellowships in Sciences for Meritorious Students	
				(ix)	Post-Graduate Scholarships to ME/M.Tech Students	
				(x)	Post-Graduate Merit Scholarships for University Rank Holders	
				(xi)	Dr. D.S. Kathari Post-Doctoral Fellowships	
				(xii)	Dr. Radhakrishan Post-doctoral Fellowships	
				(xiii)	Research Fellowships in Humanities and Social Sciences for Meritorious Students	

S. No.	Sectors	Total	%	Name of Sector-wise scheme/programme	
5.	Relevance and Value Based Education	49.84	0.78	(i)	Area Studies Programme
				(ii)	Career Oriented to Education in Universities and Colleges
				(iii)	Centres for Studies in Social Exclusion & Inclusive Policy
				(iv)	Special Studies on Epoch Making Social Thinkers and Leaders
				(v)	Life-Long Learning and Extension
				(vi)	Human Rights Education
6.	ICT Integration	29.87	0.47	(i)	UGC-INFONET Digital Library Consortium(e-Journals Scheme)
				(ii)	UGC-Infonet Internet Connectivity Programme
				(iii)	Digital Repository Indian Electronic Thesis and Dissertations (Shodhganga)
				(iv)	E-content Development in all subjects
				(v)	Establishment or Upgradation of Computer Centres in Universities
7.	Governance and Efficiency Improvement	46.50	0.73	(i)	Incentives for Resource Mobilization by Universities
				(ii)	Training for Academic Administrators of Universities, Colleges and UGC Officers
				(iii)	E-governance of Higher Education and UGC Office
8.	Others (New Initiatives)	1.00	0.03	(i)	Operation Faculty Recharge: Initiative of Augmenting the research and teaching resources of universities
				(ii)	Singh-Obama 21st Century Knowledge Initiative
	Total	**6351.15**	**100.00**		

* * * * *

Performance of States in regard to implementation of the centrally sponsored scheme for establishment of one model degree college in each of the identified 374 educationally backward districts having lower GER than National GER.

(as on 31.03.2013)

S. No.	State/UTs	EBDs	Proposals received	Proposals approved	Proposals under process	Proposals rejected	Remarks
1.	Andhra Pradesh	11	7	5	-	*2	Documents called for. *Affiliating university is not covered under Section 12B of UGC Act
2.	Arunachal Pradesh	11	8	6	*2	-	
3.	Assam	12	12	12	-	-	Approval has been conveyed
4.	Bihar	25	1	-	-	*1	*Date of establishment is before 1.1.2008
5.	Chattisgarh	15	5	-	*5	-	*Documents called for
6.	Goa	-	-	-	-	-	
7.	Gujarat	20	20	19	-	*1	Grant has been released *Affiliating university is not covered under Section 12B of UGC Act
8.	Haryana	7	10	-	1	*9	Document called for *Date of establishment is before 1.1.2008/not in EBD
9.	Himachal Pradesh	4	4	-	-	*4	*Date of establishment is before 1.1.2008
10.	Jammu & Kashmir	11	11	8	*3	-	*Document called for
11.	Jharkhand	12	-	-	-	-	
12.	Karnataka	20	20	1	8	*11	Documents called for. *Date of establishment is before 1.1.2008
13.	Kerala	4	4	3	*1	-	*Documents called for
14.	Madhya Pradesh	39	-	-	-	-	
15.	Maharashtra	7	7	7	-	-	Grant has been released
16.	Manipur	-	-	-	-	-	
17.	Meghalaya	5	-	-	-	-	
18	Mizoram	7	-	-	-	-	
19.	Nagaland	1	-	-	-	-	

S. No.	State/UTs	EBDs	Proposals received	Proposals approved	Proposals under process	Proposals rejected	Remarks
20.	Orissa	18	8	-	*8	-	*Documents called for
21.	Punjab	13	13	11	-	*2	*Date of establishment is before 1.1.2008
22.	Rajasthan	30	1	-	*1	-	*Documents called for
23.	Sikkim	4	2	-	*2	-	*Documents called for
24.	Tamil Nadu	27	7	1	*3	**3	*Documents called for **Affiliating university is not covered under Section 12B of UGC Act/not in EBD
25.	Tripura	4	4	-	*4	-	*Documents called for
26.	Uttar Pradesh	41	6	5	*1	-	*Documents called for
27.	Uttaranchal	2	-	-	-	-	
28.	West Bengal	17	3	-	*3	-	*Documents called for
29.	Andaman & Nicobar	2	-	-	-	-	
30.	Chandigarh	--	-	-	-	-	
31.	Dadra & Nagar Haveli	1	1	1	-	-	Approval has been conveyed
32.	Daman & Diu	2	-	-	-	-	
33.	Delhi	-	-	-	-	-	
34.	Lakshadweep	1	1	-	*1	-	*Documents called for
35.	Pudducherry	1	-	-	-	-	
	Total	**374**	**155**	**74**	**48**	**33**	

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List of Centrally Funded Institutions/Organizations under Department of Higher Education

CENTRAL UNIVERSITIES

1. University of Delhi www.du.ac.in
2. Jawaharlal Nehru University www.jnu.ac.in
3. Aligarh Muslim University www.amu.ac.in
4. Banaras Hindu University, Varanasi www.bhu.ac.in
5. Pondicherry University www.pondiuni.edu.in
6. University of Hyderabad www.uohyd.ac.in
7. North Eastern Hill University www.nehu.ac.in
8. Indira Gandhi National Open University (IGNOU) www.ignou.ac.in
9. Assam University, www.assamuniversity.nic.in
10. Tezpur University, www.tezu.ernet.in
11. Visva Bharati www.visva-bharati.ac.in
12. Nagaland University, www.nagauniv.org.in
13. Jamia Millia Islamia www.jmi.nic.in
14. Babasaheb Bhimrao Ambedkar University www.bbau.ac.in
15. Manipur University manipuruniv.ac.in
16. Mizoram University www.mzu.edu.in
17. University of Allahabad www.allduniv.ac.in
18. Rajiv Gandhi University Arunachal Pradesh www.rgu.ac.in
19. Sikkim University www.sikkimuniversity.in
20. Tripura University www.tripurauniv.in
21. Indira Gandhi National Tribal University, Amarkantak www.igntu.nic.in
22. Central University of Bihar www.cub.ac.in
23. Guru Ghasidas Vishwavidyalaya,www.ggu.ac.in
24. Central University of Gujarat www.cug.ac.in
25. Central University of Haryana www.cuharyana.org
26. Central University of Himachal Pradesh www.cuhimachal.ac.in
27. Central University of Kashmir www.cukashmir.ac.in
28. Central University of Jharkhand www.cuj.ac.in
29. Central University of Karnataka www.cuk.ac.in
30. Central University of Kerala www.cukerala.ac.in
31. Dr. Harisingh Gaur Vishwa Vidyalaya, www.dhsgsu.ac.in
32. Central University of Orissa www.cu.ac.in
33. Central University of Punjab www.centralunipunjab.com
34. Central University of Rajasthan www.curaj.ac.in
35. Central University of Tamil Nadu www.tiruvarur.tn.nic.in
36. Hemvati Nandan Bahuguna Garhwal University www.hnbgu.ac.in
37. Central University of Jammu www.jammuuniversity.in
38. Maulana Azad National Urdu University www.manuu.ac.in
39. Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya www.hindivishwa.org
40. English and Foreign Language University www.efluniversity.ac.in

TECHNICAL INSTITUTIONS

1. Indian Institute of Technology (IIT), Delhi www.iitd.ernet.in
2. Indian Institute of Technology (IIT), Kanpur www.iitk.ac.in
3. Indian Institute of Technology (IIT), Mumbai www.iitb.ac.in
4. Indian Institute of Technology (IIT), Kharagpur www.iitkgp.ac.in
5. Indian Institute of Technology (IIT), Madras www.iitm.ac.in
6. Indian Institute of Technology (IIT), Guwahati www.iitg.ernet.in/
7. Indian Institute of Technology (IIT), Roorkee www.iitr.ernet.in
8. Indian Institute of Technology (IIT), Jodhpur www.iitj.ac.in
9. Indian Institute of Technology (IIT), Gandhi Nagar www.iitgn.ac.in
10. Indian Institute of Technology (IIT), Patna www.iitp.ac.in

11. Indian Institute of Technology (IIT), Hyderabad www.iith.ac.in

12. Indian Institute of Technology (IIT), Ropar http://www.iitd.ac.in/iitrpr

13. Indian Institute of Technology (IIT), Bhubaneshwar www.iitbbs.ac.in

14. Indian Institute of Technology (IIT), Mandi www.iitmandi.ac.in

15. Indian Institute of Technology (IIT), Indore www.iiti.ac.in

16. Indian Institute of Technology (BHU), Varanasi www.iitbhu.ac.in

17. National Institute of Technology, Calicut www.nitc.ac.in

18. S.V. National Institute of Technology, Surat www.svnit.ac.in

19. National Institute of Technology, Srinagar www.nitsri.net

20. Motilal Nehru National Institute of Technology, Allahabad www.mnnit.ac.in

21. National Institute of Technology, Durgapur www.nitdgp.ac.in

22. National Institute of Technology Jamshedpur www.nitjsr.ac.in

23. Visvesvaraya National Institute of Technology Nagpur www.vnitnagpur.ac.in

24. National Institute of Technology Surthakal www.nitk.ac.in

25. National Institute of Technology, Warangal www.nitw.ac.in

26. Malaviya National Institute of Technology, Jaipur www.mnit.ac.in

27. National Institute of Technology, Rourkela www.nitrkl.ac.in

28. Maulana Azad National Institute of Technology, Bhopal www.manit.ac.in

29. National Institute of Technology, Tiruchirapalli www.nitt.edu

30. National Institute of Technology, Kurukshetra www.nitkkr.ac.in

31. National Institute of Technology, Silchar www.nits.ac.in

32. National Institute of Technology, Hamirpur www.nitham.ac.in

33. National Institute of Technology, Patna www.nitp.ac.in

34. Dr. B.R. Ambedkar National Institute of Technology, Jallandhar www.nitj.ac.in

35. National Institute of Technology, Raipur, www.nitrr.ac.in

36. National Institute of Technology, Agartala, www.tec.nic.in

37. National Institute of Technology, Sikkim www.nitc.ac.in

38. National Institute of Technology, Arunachal Pradesh www.nitdgp.ac.in

39. National Institute of Technology, Shilong www.nitmeghalaya.org

40. National Institute of Technology, Nagaland www.nits.ac.in

41. National Institute of Technology, Manipur www.nitmanipur.in

42. National Institute of Technology, Mizoram www.vnit.ac.in

43. National Institute of Technology, Uttarkhand www.nitkkr.ac.in

44. National Institute of Technology, Goa www.nitgoa.ac.in

45. National Institute of Technology, Delhi www.nitdelhi.ac.in

46. National Institute of Technology, Puducherry www.nitt.edu

MANAGEMENT INSTITUTIONS

1. Indian Institute of Management, Ahmedabad www.iimahd.ernet.in

2. Indian Institute of Management, Bangalore www.iimb.ernet.in

3. Indian Institute of Management, Kolkata www.iimcal.ac.in

4. Indian Institute of Management Kozhikode www.iimk.ac.in

5. Indian Institute of Management, Indore www.iimidr.ac.in

6. Indian Institute of Management, Lucknow www.iiml.ac.in

7. Rajiv Gandhi Indian Institute of Management, Shillong www.iimshillong.in

8. Indian Institute of Management, Rohtak, www.iimrohtak.ac.in

9. Indian Institute of Management, Raipur www.iimraipur.ac.in

10. Indian Institute of Management, Ranchi www.iimranchi.ac.in

11. Indian Institute of Management, Tiruchirappalli www.iimtrichy.ac.in

12. Indian Institute of Management, Kashipur www.iimkashipur.ac.in

13. Indian Institute of Management, Udaipur www.iimu.ac.in/

INFORMATION TECHNOLOGY INSTITUTIONS

1. ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), Gwalior http://www.iiitm.ac.in

2. Indian Institute of Information Tehnology (IIIT), Allahabad www.iiita.ac.in

3. Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Jabalpur www.iiitdm.in

4. Indian Institute of Information Tehnology, Design & Manufacturing (IIITDM), Kancheepuram, www.iiitdm.iitm.ac.in

SCIENCE & RESEARCH INSTITUTIONS

1. Indian Institute of Science, Bangalore www.iisc.ernet.in

2. Indian Institute of Science Education & Research (IISER), Pune www.iiserpune.ac.in

3. Indian Institute of Science Education & Research (IISER), Kolkata www.iiserkol.ac.in/

4. Indian Institute of Science Education & Research (IISER), Mohali www.iisermohali.ac.in

5. Indian Institute of Science Education & Research (IISER), Bhopal www.iiserbhopal.ac.in/

6. Indian Institute of Science Education & Research (IISER), Thiruvananthapuram www.iisertvm.ac.in/

PLANNING & ARCHITECTURE INSTITUTIONS

1. School of Planning & Architecture, New Delhi - 110 002 www.spa.ac.in

2. School of Planning & Architecture, Bhopal. www.spabhopal.ac.in

3. School of Planning & Architecture, Vijayawada www.spav.ac.in

TRAINING INSTITUTIONS

1. National Institute of Technical Teachers' Training & Research, Kolkata www.nitttrkol.ac.in

2. National Institute of Technical Teachers' Training & Research, Chennai www.nitttrc.ac.in

3. National Institute of Technical Teachers' Training & Research, Bhopal www.nitttrbhopal.org

4. National Institute of Technical Teachers' Training & Research, Chandigarh www.nitttrchd.ac.in

PLANNING & CONSULTANCY INSTITUTIONS

1. National University of Educational Planning and Administration (NUEPA), New Delhi www.nuepa.org/

2. Educational Consultants of India Limited (EdCIL), Noida - www.edcilindia.co.in

AREA/SECTOR SPECIFIC INSTITUTIONS

1. Indian School of Mines University, Dhanbad www.ismdhanbad.ac.in/

2. National Institute of Foundry and Forge Technology (NIFFT), Ranchi www.nifft.ernet.in

3. National Institute of Industrial Engineering(NITIE), Mumbai.www.nitie.edu/

4. Sant Longowal Institute of Engineering & Technology (SLIET), Punjab www.sliet.ac.in/

5. North Eastern Regional Institute of Science & Technology (NERIST), Itanagar: www.nerist.ac.in

6. Central Institute of Technology(CIT), Kokrajhar www.cit.kokrajhar.in

7. Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal, www.gkciet.in

* * * * *

Number of Scholarships to States/UTs under the Scheme of Scholarship to University/College Students

S. No	Name of State/UT	No. of Scholarships allotted
1.	CBSE	5413
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
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	Dadra & Nagar Haveli	21
35	Daman & Diu	19
36	Lakshadweep	4
37	Pondicherry	78
	Total	**82,000**

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Annexure

A N N E X U R E S

ORGANISATION CHART (As on 18.2.2013)

MINISTER FOR HUMAN RESOURCE DEVELOPMENT

MINISTER OF STATE FOR HRD

MINISTER OF STATE FOR HRD

Department of School Education & Literacy

Secretary (SE&L)

JS(SE-I)	JS(SE-II)	AS (SE)	AS(EE-I)	JS(AE) & DG(NLM)	Advisor (SE&L)
Rastriya Madhyamik Shiksha(Abhiyan RMSA), Model Schools, Girls Hostel Scheme, Inclusive Education for Disabled at Secondary Stage (IEDSS), Policy & Planning (Secondary Edn.)	National Means Cum-Merit Scholarship Scheme, Union Territories, Kendriya Vidyalay Sangathan (KVS), Navodaya Vidhyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), National Council for Education Research and -Training (NCERT), National Institute of Open Schooling, Adolescent Education including RFD.	RTE Act, Sarva Shiksha Abhiyan (SSA), Rastriya Madhyamik Shiksha Abhiyan (RMSA), Vocational Education including NVEQF	Mid-Day Meal Scheme, National Foundation for Teacher Welfare (NFTW), National Council for Teacher Education (NCTE), Bal Bhawan etc.	Adult Education & Literacy, Saakshar Bharat Mission, Directorate of Adult Education (DAE).	Annual and Five Year Plan, SC/ST, Statistics, Economic Analysis, Individual Plan Scheme, Appointment of Language Teachers, Indo-Mangolian School.

ORGANISATION CHART(As on 18.2.2013)

MINISTER FOR HUMAN RESOURCE DEVELOPMENT

MINISTER OF STATE FOR HRD	MINISTER OF STATE FOR HRD

Department of Higher Education

Secretary (HE)

JS (A)	JS (CU&L)	JS (ICC)	JS (HE)	AS (T)	AS (TEL)	JS & FA	DDG	Economic Adviser
Admn., CDN, Parl., Minority Edn, Planning & Monitoring, CVO, Education Policy	Central Universities & Languages	Book Promotion & Copy Right , UNESCO, International Co-operation Cell, INC, External Commercial Borrowings [ECB]	Higher Education	Technical Education, NITs, IITs, IIMs	Technology Enabled Learning, Scholarship and Ed.CIL	Finance & Accounts	Statistics & CMIS/Budget	Administrative Reforms, North Eastern Region, SCST/OBC/PH, Gender & Man Power Planning

DEPARTEMNT OF SCHOOL EDUCATION & LITERACY
STATEMENT SHOWING DETAILS OF GRANT'S RELEASED TO NGO'S EXCEEDING ₹ 1.00 LAKHS DURING THE YEAR 2012-13 (UPTO 12-12-2012)

Sr. No	Grantee's Name	Sanction No.	Amount Released
1	AGRAGAMEE , Rayagada	F.9-2/2011-NLM-3	500000
2	Andhra Pradesh Productivity Council, Hyderabad	F.7-1/2012-EE.7(B)	8591000
3	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7	16409000
4	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7/1292	4228000
5	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7/1293	2242000
6	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7	33344000
7	Andra Pradesh Mahila Samantha Society	F.7-1/2012-EE.7(A)	4556000
8	Anjuman-E-Talimi Idara Charitable Trust-1, Bharuch	F.22-1/2012-NLM-1(PT)	500000
9	APSLMA & Director of Adult Education, A.P. Hyderabad	F.18-10(ii)/2010-NLM-II	10390628
10	APSLMA & Director of Adult Education, A.P. Hyderabad	F.18-10/2010-NLM-II	67296310
11	APSLMA & Director of Adult Education, A.P. Hyderabad	F.18-10(i)/2010-NLM-II	19421735
12	APSLMA & Director of Adult Education, A.P. Hyderabad	F.29-1(ii)/2009-AE.1/NLM-II(VOL.II)	113791716
13	APSLMA & Director of Adult Education, A.P. Hyderabad	F.29-1(i)/2009-AE.1/NLM-II(VOL.II)	212694797
14	Assam Mahila Samata Society	F.7-2/2012-EE.7	12622000
15	Assam Mahila Samata Society	F.7-2/2012-EE.7/1444	1622000
16	Assam Mahila Samata Society	F.7-2/2012-EE.7/1445	2557000
17	Assam Mahila Samata Society	F.7-2/2012-EE.7	18170000
18	Assam Mahila Samata Society	F.7-2/2011-EE.7(A)	3681000
19	Assam Mahila Samata Society	F.7-2/2011-EE.7(B)	2336000
20	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7	26617000
21	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/1307	6210000
22	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/1308	618000
23	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/272	12017000
24	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/273	2803000
25	Bihar Mahila Samakhya Society	F.7-3/2012-EE.7/274	279000
26	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2012-EE.7	2636000
27	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2012-EE.7/296	1216000

Sr. No	Grantee's Name	Sanction No.	Amount Released
28	Chhattisgarh Mahila Samakhya Society, Raipur	F.7-4/2012-EE.7/297	4333000
29	Jan Shikshan Sansthan, Nandurbar-II (Vidya Vikas Mandal) Nandurbar	F.21-1/2012-NLM-I/736	1039500
30	Jan Shikshan Sansthan, Nandurbar-II (Vidya Vikas Mandal) Nandurbar	F.21-1/2012-NLM-I(3611114)	160500
31	Jan Shikshan Sansthan, Nandurbar-II (Vidya Vikas Mandal) Nandurbar	F.21-1/2012-NLM-I(6749746)	300000
32	Jan Shikshan Saansthan, Chandrapur-II	F.21-1/2012-NLM-I(3611114)	127248
33	Jan Shikshan Saansthan, Chandrapur-II	F.21-1/2012-NLM-I(6749746)	237847
34	Jan Shikshan Saansthan, Chandrapur-II	F.21-1/2012-NLM-I(23387869)	824141
35	Jan Shikshan Sansthan	F.7-10/2012-EE.7/211	2974000
36	Jan Shikshan Sansthan Alirajpur	F.7-1/2012-NLM-4/(SC & ST))	946981
37	Jan Shikshan Sansthan Alirajpur	F.7-1/2012-NLM-4/(SC & ST))	146215
38	Jan Shikshan Sansthan Alirajpur	F.7-1/2012-NLM-4/(SC & ST))	273299
39	Jan Shikshan Sansthan Chanduli	F.7-1/2012-NLM-4/(SC & ST))	159185
40	Jan Shikshan Sansthan Chanduli	F.7-1/2012-NLM-4/(SC & ST))	1030977
41	Jan Shikshan Sansthan Chanduli	F.7-1/2012-NLM-4/(SC & ST))	297540
42	Jan Shikshan Sansthan Dadra &nagar Haveli	F.21-1/2012-NLM-I(PT)(4532022)	292088
43	Jan Shikshan Sansthan Dadra &nagar Haveli	F.21-1/2012-NLM-I(PT)(2424634)	156267
44	Jan Shikshan Sansthan Dadra &nagar Haveli	F.21-1/2012-NLM-I(PT)	1012085
45	Jan Shikshan Sansthan Deogarh	F.5-3/2012-NLM-3/409	1015991
46	Jan Shikshan Sansthan Deogarh	F.5-3/2012-NLM-3	156870
47	Jan Shikshan Sansthan Deogarh	F.5-3/2012-NLM-3/410	293215
48	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2012-NLM-4(ST)	151759
49	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2012-NLM-4(SC)	283662
50	Jan Shikshan Sansthan Dindori Madhya Pradesh	F.7-1/2012-NLM-4(GENL)	982888
51	Jan Shikshan Sansthan Gurgaon	F.12-1/2012-AE.2/344	1037373
52	Jan Shikshan Sansthan Gurgaon	F.12-1/2012-AE.2/345	299386
53	Jan Shikshan Sansthan Gurgaon	F.12-1/2012-AE.2/346	160172
54	Jan Shikshan Sansthan Khandwa Madhya Pradesh	F.7-1/2012-NLM-4/(SC & ST))	1036874
55	Jan Shikshan Sansthan Khandwa Madhya Pradesh	F.7-1/2012-NLM-4/(SC & ST))	160094
56	Jan Shikshan Sansthan Khandwa Madhya Pradesh	F.7-1/2012-NLM-4/(SC & ST))	299242
57	Jan Shikshan Sansthan Mahsoodpur	F.7-1/2012-NLM-4/(SC & ST))	159951
58	Jan Shikshan Sansthan Mahsoodpur	F.7-1/2012-NLM-4/(SC & ST))	1035942

Sr. No	Grantee's Name	Sanction No.	Amount Released
59	Jan Shikshan Sansthan Mahsoodpur	F.7-1/2012-NLM-4/(SC & ST))	298973
60	Jan Shikshan Sansthan Raigad	F.21-1/2012-NLM-I(23387869)	1039500
61	Jan Shikshan Sansthan Raigad	F.21-1/2012-NLM-I/(3611114)	160500
62	Jan Shikshan Sansthan Raigad	F.21-1/2012-NLM-I(6749746)	300000
63	Jan Shikshan Sansthan, Bhimital (Nainital)	F.7-1/2012-NLM-4/(SC & ST))	940555
64	Jan Shikshan Sansthan, Bhimital (nainital)	F.7-1/2012-NLM-4/(SC & ST))	271445
65	Jan Shikshan Sansthan, Bhimital (nainital)	F.7-1/2012-NLM-4/(SC & ST))	145223
66	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2012-NLM-4/(SC & ST))	280622
67	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2012-NLM-4/(SC & ST))	150132
68	Jan Shikshan Sansthan, Gautam Budh Nagar, Noida	F.7-1/2012-NLM-4/(SC & ST))	972355
69	Jan Shikshan Sansthan, Guwahati	F.24-1/2010-AE.1(ii)	145374
70	Jan Shikshan Sansthan, Guwahati	F. 24-1/2010-AE.1(1)	271728
71	Jan Shikshan Sansthan, Guwahati	F.24-1/2010-AE.1	941537
72	Jan Shikshan Sansthan, Lahoul & Spiti Kaza	F.12-1/2012-AE.2/351	299200
73	Jan Shikshan Sansthan, Lahoul & Spiti KAZA	F.12-1/2012-AE.2/352	160072
74	Jan Shikshan Sansthan, Lahoul & Spiti KAZA	F.12-1/2012-AE.2/353	1036728
75	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2012-NLM-4/(SC & ST))	159676
76	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2012-NLM-4/(SC & ST))	1034166
77	Jan Shikshan Sansthan, Sonbhadra	F.7-1/2012-NLM-4/(SC & ST))	298461
78	Jan Shikshan Sansthan, (West Imphal)	F.24-1/2010-AE.1(ii)	159398
79	Jan Shikshan Sansthan, (West Imphal)	F. 24-1/2010-AE.1(1)	297941
80	Jan Shikshan Sansthan, (West Imphal)	F.24-1/2010-AE.1	1032366
81	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1	883037
82	Jan Shikshan Sansthan, Agartala	F. 24-1/2010-AE.1(1)	254845
83	Jan Shikshan Sansthan, Agartala	F.24-1/2010-AE.1(ii)	136342
84	Jan Shikshan Sansthan, Agra	F.7-1/2012-NLM-4/(SC & ST))	1036783
85	Jan Shikshan Sansthan, Agra	F.7-1/2012-NLM-4/(SC & ST))	299216
86	Jan Shikshan Sansthan, Agra	F.7-1/2012-NLM-4/(SC & ST))	160080
87	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2012-NLM-I/(3611114)	159772
88	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2012-NLM-I(23387869)	1034789
89	Jan Shikshan Sansthan, Ahmednagar	F.21-1/2012-NLM-I(6749746)	298641
90	Jan Shikshan Sansthan, Ajmer	F.21-1/2012-NLM-I/(3611114)	164422

Sr. No	Grantee's Name	Sanction No.	Amount Released
91	Jan Shikshan Sansthan, Ajmer	F.21-1/2012-NLM-I(23387869)	1064901
92	Jan Shikshan Sansthan, Ajmer	F.21-1/2012-NLM-I(6749746)	307331
93	Jan Shikshan Sansthan, Akola	F.21-1/2012-NLM-I/(3611114)	156999
94	Jan Shikshan Sansthan, Akola	F.21-1/2012-NLM-I(6749746)	293455
95	Jan Shikshan Sansthan, Akola	F.21-1/2012-NLM-I(23387869)	1016822
96	Jan Shikshan Sansthan, Aligarh	F.7-1/2012-NLM-4/(SC & ST))	160500
97	Jan Shikshan Sansthan, Aligarh	F.7-1/2012-NLM-4/(SC & ST))	1039500
98	Jan Shikshan Sansthan, Aligarh	F.7-1/2012-NLM-4/(SC & ST))	300000
99	Jan Shikshan Sansthan, Allahabad	F.7-1/2012-NLM-4/(SC & ST))	1037622
100	Jan Shikshan Sansthan, Allahabad	F.7-1/2012-NLM-4/(SC & ST))	160210
101	Jan Shikshan Sansthan, Allahabad	F.7-1/2012-NLM-4/(SC & ST))	299458
102	Jan Shikshan Sansthan, Allahabad (daws)	F.7-1/2012-NLM-4/(SC & ST))	159652
103	Jan Shikshan Sansthan, Allahabad (daws)	F.7-1/2012-NLM-4/(SC & ST))	298416
104	Jan Shikshan Sansthan, Allahabad (daws)	F.7-1/2012-NLM-4/(SC & ST))	1034010
105	Jan Shikshan Sansthan, Almora	F.7-1/2012-NLM-4(SC)	288751
106	Jan Shikshan Sansthan, Almora	F.7-1/2012-NLM-4(GENL)	1000524
107	Jan Shikshan Sansthan, Almora	F.7-1/2012-NLM-4(ST)	154482
108	Jan Shikshan Sansthan, Ambedkarnagar	F.7-1/2012-NLM-4/(SC & ST))	297283
109	Jan Shikshan Sansthan, Ambedkarnagar	F.7-1/2012-NLM-4/(SC & ST))	159046
110	Jan Shikshan Sansthan, Ambedkarnagar	F.7-1/2012-NLM-4/(SC & ST))	1030084
111	Jan Shikshan Sansthan, Amethi	F.7-1/2012-NLM-4/(SC & ST))	1035567
112	Jan Shikshan Sansthan, Amethi	F.7-1/2012-NLM-4/(SC & ST))	159893
113	Jan Shikshan Sansthan, Amethi	F.7-1/2012-NLM-4/(SC & ST))	298865
114	Jan Shikshan Sansthan, Angul	F.5-3/2012-NLM-3	160500
115	Jan Shikshan Sansthan, Angul	F.5-3/2012-NLM-3/410	300000
116	Jan Shikshan Sansthan, Angul	F.5-3/2012-NLM-3/409	1039500
117	Jan Shikshan Sansthan, Arwal	F.5-3/2012-NLM.3(PT)	158886
118	Jan Shikshan Sansthan, Arwal	F.5-3/2012-NLM-3(PT)	1029045
119	Jan Shikshan Sansthan, Arwal	F.5-3/2012-NLM-3(PT)/2357160	296983
120	Jan Shikshan Sansthan, Aurangabad	F.5-3/2012-NLM.3/358	160500
121	Jan Shikshan Sansthan, Aurangabad	F.21-1/2012-NLM-1	1212750
122	Jan Shikshan Sansthan, Aurangabad	F.21-1/2012-NLM-1/1412	350000

Sr. No	Grantee's Name	Sanction No.	Amount Released
123	Jan Shikshan Sansthan, Aurangabad	F.21-1/2012-NLM-1/1413	187250
124	Jan Shikshan Sansthan, Azamgarh	F.7-1/2012-NLM-4/(SC & ST))	160174
125	Jan Shikshan Sansthan, Azamgarh	F.7-1/2012-NLM-4/(SC & ST))	1037388
126	Jan Shikshan Sansthan, Azamgarh	F.7-1/2012-NLM-4/(SC & ST))	299390
127	Jan Shikshan Sansthan, Bagalkot	F.5-1/2012-NLM.II(GENL)	823572
128	Jan Shikshan Sansthan, Bagalkot	F.5-1/2012-NLM.II(SC)	237683
129	Jan Shikshan Sansthan, Bagalkot	F.5-1/2012-NLM.II(ST)	127161
130	Jan Shikshan Sansthan, Bageshwar	F.7-1/2012-NLM-4/(SC & ST))	922066
131	Jan Shikshan Sansthan, Bageshwar	F.7-1/2012-NLM-4/(SC & ST))	266108
132	Jan Shikshan Sansthan, Bageshwar	F.7-1/2012-NLM-4/(SC & ST))	142368
133	Jan Shikshan Sansthan, Bahraich	F.7-1/2012-NLM-4/(SC & ST))	159902
134	Jan Shikshan Sansthan, Bahraich	F.7-1/2012-NLM-4/(SC & ST))	1035628
135	Jan Shikshan Sansthan, Bahraich	F.7-1/2012-NLM-4/(SC & ST))	298883
136	Jan Shikshan Sansthan, Balangir	F.5-3/2012-NLM-3/409	1039500
137	Jan Shikshan Sansthan, Balangir	F.5-3/2012-NLM-3/410	300000
138	Jan Shikshan Sansthan, Balangir	F.5-3/2012-NLM-3	160500
139	Jan Shikshan Sansthan, Balasore	F.5-3/2012-NLM.3/509	1036460
140	Jan Shikshan Sansthan, Balasore	F.5-3/2012-NLM-3	160031
141	Jan Shikshan Sansthan, Balasore	F.5-3/2012-NLM-3/410	299123
142	Jan Shikshan Sansthan, Ballia Up.	F.7-1/2012-NLM-4/(SC & ST))	296254
143	Jan Shikshan Sansthan, Ballia Up.	F.7-1/2012-NLM-4/(SC & ST))	1026519
144	Jan Shikshan Sansthan, Ballia Up.	F.7-1/2012-NLM-4/(SC & ST))	158496
145	Jan Shikshan Sansthan, Banaskantha	F.21-1/2012-NLM-I(6749746)	298137
146	Jan Shikshan Sansthan, Banaskantha	F.21-1/2012-NLM-I(23387869)	1033045
147	Jan Shikshan Sansthan, Banaskantha	F.21-1/2012-NLM-I/(3611114)	159504
148	Jan Shikshan Sansthan, Banda	F.7-1/2012-NLM-4/(SC & ST))	159731
149	Jan Shikshan Sansthan, Banda	F.7-1/2012-NLM-4/(SC & ST))	1034520
150	Jan Shikshan Sansthan, Banda	F.7-1/2012-NLM-4/(SC & ST))	298563
151	Jan Shikshan Sansthan, Bankura,wb	F.24-1/2010-AE.I(1309866)	160128
152	Jan Shikshan Sansthan, Bankura,wb	F.24-1/2010-AE.I(2448342)	299302
153	Jan Shikshan Sansthan, Bankura,wb	F.24-1/2010-AE.I	1037080
154	Jan Shikshan Sansthan, Barabanki	F.7-1/2012-NLM-4/(SC & ST))	146102

Sr. No	Grantee's Name	Sanction No.	Amount Released
155	Jan Shikshan Sansthan, Barabanki	F.7-1/2012-NLM-4/(SC & ST))	273088
156	Jan Shikshan Sansthan, Barabanki	F.7-1/2012-NLM-4/(SC & ST))	946251
157	Jan Shikshan Sansthan, Bareilly	F.7-1/2012-NLM-4/(SC & ST))	151083
158	Jan Shikshan Sansthan, Bareilly	F.7-1/2012-NLM-4/(SC & ST))	978513
159	Jan Shikshan Sansthan, Bareilly	F.7-1/2012-NLM-4/(SC & ST))	282399
160	Jan Shikshan Sansthan, Basti	F.7-1/2012-NLM-4/(SC & ST))	152911
161	Jan Shikshan Sansthan, Basti	F.7-1/2012-NLM-4/(SC & ST))	285816
162	Jan Shikshan Sansthan, Basti	F.7-1/2012-NLM-4/(SC & ST))	990352
163	Jan Shikshan Sansthan, Beed	F.21-1/2012-NLM-I(3611114)	160500
164	Jan Shikshan Sansthan, Beed	F.21-1/2012-NLM-I(23387869)	1039500
165	Jan Shikshan Sansthan, Beed	F.21-1/2012-NLM-I(6749746)	300000
166	Jan Shikshan Sansthan, Bhadohi	F.7-1/2012-NLM-4/(SC & ST))	159683
167	Jan Shikshan Sansthan, Bhadohi	F.7-1/2012-NLM-4/(SC & ST))	1034203
168	Jan Shikshan Sansthan, Bhadohi	F.7-1/2012-NLM-4/(SC & ST))	298471
169	Jan Shikshan Sansthan, Bhadrak	F.5-3/2012-NLM-3/409	1039500
170	Jan Shikshan Sansthan, Bhadrak	F.5-3/2012-NLM-3/410	300000
171	Jan Shikshan Sansthan, Bhadrak	F.5-3/2012-NLM-3	160500
172	Jan Shikshan Sansthan, Bharuch	F.21-1/2012-NLM-I(23387869)	1039500
173	Jan Shikshan Sansthan, Bharuch	F.21-1/2012-NLM-I(6749746)	300000
174	Jan Shikshan Sansthan, Bharuch	F.21-1/2012-NLM-I/(3611114)	160500
175	Jan Shikshan Sansthan, Bhind	F.7-1/2012-NLM-4/(SC & ST))	1029061
176	Jan Shikshan Sansthan, Bhind	F.7-1/2012-NLM-4/(SC & ST))	158888
177	Jan Shikshan Sansthan, Bhind	F.7-1/2012-NLM-4/(SC & ST))	296987
178	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4/(SC & ST))	298623
179	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4/(SC & ST))	1034730
180	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4/(SC & ST))	298916
181	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4/(SC & ST))	159920
182	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4/(SC & ST))	1035742
183	Jan Shikshan Sansthan, Bhopal	F.7-1/2012-NLM-4/(SC & ST))	159764
184	Jan Shikshan Sansthan, Bhubaneswar	F.5-3/2012-NLM-3/410	300000
185	Jan Shikshan Sansthan, Bhubaneswar	F.5-3/2012-NLM-3/409	1039500
186	Jan Shikshan Sansthan, Bhubaneswar	F.5-3/2012-NLM-3	160500

Sr. No	Grantee's Name	Sanction No.	Amount Released
187	Jan Shikshan Sansthan, Bikaner	F.21-1/2012-NLM-I(PT)	1022518
188	Jan Shikshan Sansthan, Bikaner	F.21-1/2012-NLM-I(PT)(4532022)	295099
189	Jan Shikshan Sansthan, Bikaner	F.21-1/2012-NLM-I(PT)(2424634)	157878
190	Jan Shikshan Sansthan, Bokaro	F.5-3/2012-NLM-3	139192
191	Jan Shikshan Sansthan, Bokaro	F.5-3/2012-NLM-3/410	260172
192	Jan Shikshan Sansthan, Bokaro	F.5-3/2012-NLM-3/409	901497
193	Jan Shikshan Sansthan, Buldana	F.21-1/2012-NLM-I(PT)(4532022)	269849
194	Jan Shikshan Sansthan, Buldana	F.21-1/2012-NLM-I(PT)	935028
195	Jan Shikshan Sansthan, Buldana	F.21-1/2012-NLM-I(PT)(2424634)	144369
196	Jan Shikshan Sansthan, Buxar, Bihar	F.5-3/2012-NLM-3/409	1039500
197	Jan Shikshan Sansthan, Buxar, Bihar	F.5-3/2012-NLM-3/410	300000
198	Jan Shikshan Sansthan, Buxar, Bihar	F.5-3/2012-NLM-3	160500
199	Jan Shikshan Sansthan, Chandigarh	F.12-1/2012-AE.2/(2285748)	187250
200	Jan Shikshan Sansthan, Chandigarh	F.12-1/2012-AE.2/(4272425)	350000
201	Jan Shikshan Sansthan, Chandigarh	F.12-1/2012-AE.2/(14803953)	1212750
202	Jan Shikshan Sansthan, Chandrapur-I(VGVSM)	F.21-1/2012-NLM-I(PT)	1039500
203	Jan Shikshan Sansthan, Chandrapur-I(VGVSM)	F.21-1/2012-NLM-I (PT)(4532022)	300000
204	Jan Shikshan Sansthan, Chandrapur-I(VGVSM)	F.21-1/2012-NLM-I(PT)(2424634)	160500
205	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2012-NLM-4/(SC & ST))	144033
206	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2012-NLM-4/(SC & ST))	269220
207	Jan Shikshan Sansthan, Chhatarpur	F.7-1/2012-NLM-4/(SC & ST))	932848
208	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2012-NLM-4/(SC & ST))	300000
209	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2012-NLM-4/(SC & ST))	160500
210	Jan Shikshan Sansthan, Chitrakoot	F.7-1/2012-NLM-4/(SC & ST))	1039500
211	Jan Shikshan Sansthan, Cuttack	F.5-3/2012-NLM-3/409	1212750
212	Jan Shikshan Sansthan, Cuttack	F.5-3/2012-NLM-3/410	350000
213	Jan Shikshan Sansthan, Cuttack	F.5-3/2012-NLM-3	187250
214	Jan Shikshan Sansthan, Damoh	F.7-1/2012-NLM-4/(SC & ST))	1032018
215	Jan Shikshan Sansthan, Damoh	F.7-1/2012-NLM-4/(SC & ST))	297841
216	Jan Shikshan Sansthan, Damoh	F.7-1/2012-NLM-4/(SC & ST))	159345
217	Jan Shikshan Sansthan, Darrang	F. 24-1/2010-AE.1(1)	299800
218	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE.1(ii)	160393

Sr. No	Grantee's Name	Sanction No.	Amount Released
219	Jan Shikshan Sansthan, Darrang	F.24-1/2010-AE.1	1038807
220	Jan Shikshan Sansthan, Datia	F.7-1/2012-NLM-4/(SC & ST))	159145
221	Jan Shikshan Sansthan, Datia	F.7-1/2012-NLM-4/(SC & ST))	297468
222	Jan Shikshan Sansthan, Datia	F.7-1/2012-NLM-4/(SC & ST))	1030728
223	Jan Shikshan Sansthan, Dehradun	F.7-1/2012-NLM-4(GENL)	990767
224	Jan Shikshan Sansthan, Dehradun	F.7-1/2012-NLM-4(SC)	285936
225	Jan Shikshan Sansthan, Dehradun	F.7-1/2012-NLM-4(ST)	152976
226	Jan Shikshan Sansthan, Deoria	F.7-1/2012-NLM-4/(SC & ST))	779506
227	Jan Shikshan Sansthan, Deoria	F.7-1/2012-NLM-4/(SC & ST))	120357
228	Jan Shikshan Sansthan, Deoria	F.7-1/2012-NLM-4/(SC & ST))	224966
229	Jan Shikshan Sansthan, Dewas	F.7-1/2012-NLM-4/(SC & ST))	1019834
230	Jan Shikshan Sansthan, Dewas	F.7-1/2012-NLM-4/(SC & ST))	157464
231	Jan Shikshan Sansthan, Dewas	F.7-1/2012-NLM-4/(SC & ST))	294325
232	Jan Shikshan Sansthan, Dhanbad	F.5-3/2012-NLM-3/410	282927
233	Jan Shikshan Sansthan, Dhanbad	F.5-3/2012-NLM-3	151366
234	Jan Shikshan Sansthan, Dhanbad	F.5-3/2012-NLM-3/409	980343
235	Jan Shikshan Sansthan, Dhar	F.7-1/2012-NLM-4/(SC & ST))	297543
236	Jan Shikshan Sansthan, Dhar	F.7-1/2012-NLM-4/(SC & ST))	159186
237	Jan Shikshan Sansthan, Dhar	F.7-1/2012-NLM-4/(SC & ST))	1030988
238	Jan Shikshan Sansthan, Dharavi	F.21-1/2012-NLM-I(23387869)	1319133
239	Jan Shikshan Sansthan, Dharavi	F.21-1/2012-NLM-I(6749746)	380702
240	Jan Shikshan Sansthan, Dharavi	F.21-1/2012-NLM-I/(3611114)	203676
241	Jan Shikshan Sansthan, Dhenkanal	F.5-3/2012-NLM-3/409	1039223
242	Jan Shikshan Sansthan, Dhenkanal	F.5-3/2012-NLM-3	160457
243	Jan Shikshan Sansthan, Dhenkanal	F.5-3/2012-NLM-3/410	299920
244	Jan Shikshan Sansthan, Dhule	F.21-1/2012-NLM-I(6749746)	300000
245	Jan Shikshan Sansthan, Dhule	F.21-1/2012-NLM-I(23387869)	1039500
246	Jan Shikshan Sansthan, Dhule	F.21-1/2012-NLM-I/(3611114)	160500
247	Jan Shikshan Sansthan, Dimapur	F.24-1/2010-AE.1	962871
248	Jan Shikshan Sansthan, Dimapur	F. 24-1/2010-AE.1(1)	277885
249	Jan Shikshan Sansthan, Dimapur	F.24-1/2010-AE.1(ii)	148668
250	Jan Shikshan Sansthan, Eluru	F.5-1/2012-NLM.II(GENL)	669776

Sr. No	Grantee's Name	Sanction No.	Amount Released
251	Jan Shikshan Sansthan, Faizabad	F.7-1/2012-NLM-4/(SC & ST))	159678
252	Jan Shikshan Sansthan, Faizabad	F.7-1/2012-NLM-4/(SC & ST))	1034177
253	Jan Shikshan Sansthan, Faizabad	F.7-1/2012-NLM-4/(SC & ST))	298464
254	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2012-NLM-4/(SC & ST))	975844
255	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2012-NLM-4/(SC & ST))	281629
256	Jan Shikshan Sansthan, Farrukhabad	F.7-1/2012-NLM-4/(SC & ST))	150672
257	Jan Shikshan Sansthan, Fatehpur	F.7-1/2012-NLM-4/(SC & ST))	1027249
258	Jan Shikshan Sansthan, Fatehpur	F.7-1/2012-NLM-4/(SC & ST))	296464
259	Jan Shikshan Sansthan, Fatehpur	F.7-1/2012-NLM-4/(SC & ST))	158609
260	Jan Shikshan Sansthan, Fatehpur	F.7-1/2012-NLM-4/(SC & ST))	158939
261	Jan Shikshan Sansthan, Ferozabad Up.	F.7-1/2012-NLM-4/(SC & ST))	159604
262	Jan Shikshan Sansthan, Ferozabad Up.	F.7-1/2012-NLM-4/(SC & ST))	298325
263	Jan Shikshan Sansthan, Ferozabad Up.	F.7-1/2012-NLM-4/(SC & ST))	1033695
264	Jan Shikshan Sansthan, Gaya	F.5-3/2012-NLM.3(PT)	160500
265	Jan Shikshan Sansthan, Gaya	F. 5-3/2012-NLM-3(PT)	1039500
266	Jan Shikshan Sansthan, Gaya	F.5-3/2012-NLM.3 (PT)/(2357160)	300000
267	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2012-NLM-4/(SC & ST))	1033219
268	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2012-NLM-4/(SC & ST))	298187
269	Jan Shikshan Sansthan, Ghaziabad	F.7-1/2012-NLM-4/(SC & ST))	159530
270	Jan Shikshan Sansthan, Goa	F.21-1/2012-NLM-I/(3611114)	130253
271	Jan Shikshan Sansthan, Goa	F.21-1/2012-NLM-I(6749746)	243463
272	Jan Shikshan Sansthan, Goa	F.21-1/2012-NLM-I(23387869)	843600
273	Jan Shikshan Sansthan, Gomti Nagar(AIMWA)	F.7-1/2012-NLM-4/(SC & ST))	298601
274	Jan Shikshan Sansthan, Gomti Nagar(AIMWA)	F.7-1/2012-NLM-4/(SC & ST))	159751
275	Jan Shikshan Sansthan, Gomti Nagar(AIMWA)	F.7-1/2012-NLM-4/(SC & ST))	1034652
276	Jan Shikshan Sansthan, Gonda	F.7-1/2012-NLM-4/(SC & ST))	157198
277	Jan Shikshan Sansthan, Gonda	F.7-1/2012-NLM-4/(SC & ST))	1018115
278	Jan Shikshan Sansthan, Gonda	F.7-1/2012-NLM-4/(SC & ST))	293828
279	Jan Shikshan Sansthan, Gondia	F.21-1/2012-NLM-I(PT)(4532022)	299999
280	Jan Shikshan Sansthan, Gondia	F.21-1/2012-NLM-I(PT)	1039497
281	Jan Shikshan Sansthan, Gondia	F.21-1/2012-NLM-I(PT)(2424634)	160499
282	Jan Shikshan Sansthan, Guna	F.7-1/2012-NLM-4/(SC & ST))	159749

Sr. No	Grantee's Name	Sanction No.	Amount Released
283	Jan Shikshan Sansthan, Guna	F.7-1/2012-NLM-4/(SC & ST))	298596
284	Jan Shikshan Sansthan, Guna	F.7-1/2012-NLM-4/(SC & ST))	1034637
285	Jan Shikshan Sansthan, Gwalior	F.7-1/2012-NLM-4/(SC & ST))	159328
286	Jan Shikshan Sansthan, Gwalior	F.7-1/2012-NLM-4/(SC & ST))	297808
287	Jan Shikshan Sansthan, Gwalior	F.7-1/2012-NLM-4/(SC & ST))	1031905
288	Jan Shikshan Sansthan, Hajipur	F.5-3/2012-NLM-3	160500
289	Jan Shikshan Sansthan, Hajipur	F.5-3/2012-NLM-3/409	1039500
290	Jan Shikshan Sansthan, Hajipur	F.5-3/2012-NLM-3/410	300000
291	Jan Shikshan Sansthan, Haldia	F.24-1/2010-AE.I(1309866)	160477
292	Jan Shikshan Sansthan, Haldia	F.24-1/2010-AE.I(2448342)	299956
293	Jan Shikshan Sansthan, Haldia	F.24-1/2010-AE.I	1039344
294	Jan Shikshan Sansthan, Hardoi	F.7-1/2012-NLM-4/(SC & ST))	159704
295	Jan Shikshan Sansthan, Hardoi	F.7-1/2012-NLM-4/(SC & ST))	298511
296	Jan Shikshan Sansthan, Hardoi	F.7-1/2012-NLM-4/(SC & ST))	1034342
297	Jan Shikshan Sansthan, Hazaribagh	F.5-3/2012-NLM-3/409	1039500
298	Jan Shikshan Sansthan, Hazaribagh	F.5-3/2012-NLM-3/410	300000
299	Jan Shikshan Sansthan, Hazaribagh	F.5-3/2012-NLM-3	160500
300	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2012-NLM-4/(SC & ST))	159770
301	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2012-NLM-4/(SC & ST))	298634
302	Jan Shikshan Sansthan, Hoshangabad	F.7-1/2012-NLM-4/(SC & ST))	1034770
303	Jan Shikshan Sansthan, Howrah	F.24-1/2010-AE.I	1038611
304	Jan Shikshan Sansthan, Howrah	F.24-1/2010-AE.I(2448342)	299743
305	Jan Shikshan Sansthan, Howrah	F.24-1/2010-AE.I(1309866)	160363
306	Jan Shikshan Sansthan, Idukki	F.5-1/2012-NLM.II(ST)	160342
307	Jan Shikshan Sansthan, Idukki	F.5-1/2012-NLM.II(GENL)	1038479
308	Jan Shikshan Sansthan, Idukki	F.5-1/2012-NLM.II(SC)	299705
309	Jan Shikshan Sansthan, Indore	F.7-1/2012-NLM-4/(SC & ST))	183854
310	Jan Shikshan Sansthan, Indore	F.7-1/2012-NLM-4/(SC & ST))	343652
311	Jan Shikshan Sansthan, Indore	F.7-1/2012-NLM-4/(SC & ST))	1190756
312	Jan Shikshan Sansthan, J.p. Nagar, Amroha	F.7-1/2012-NLM-4/(SC & ST))	157567
313	Jan Shikshan Sansthan, J.p. Nagar, Amroha	F.7-1/2012-NLM-4/(SC & ST))	1020499
314	Jan Shikshan Sansthan, J.p. Nagar, Amroha	F.7-1/2012-NLM-4/(SC & ST))	294516

Sr. No	Grantee's Name	Sanction No.	Amount Released
315	Jan Shikshan Sansthan, Jagatsinghpur	F.5-3/2012-NLM-3/409	1037517
316	Jan Shikshan Sansthan, Jagatsinghpur	F.5-3/2012-NLM-3/410	299428
317	Jan Shikshan Sansthan, Jagatsinghpur	F.5-3/2012-NLM-3	160194
318	Jan Shikshan Sansthan, Jagdalpur	F.5-3/2012-NLM.3(PT)/517	1039500
319	Jan Shikshan Sansthan, Jagdalpur	F.5-3/2012-NLM.3(PT)	160500
320	Jan Shikshan Sansthan, Jagdalpur	F.5-3/2012-NLM.3 (PT)/(2357160)	300000
321	Jan Shikshan Sansthan, Jaipur	F.21-1/2012-NLM-I(PT)(2424634)	187250
322	Jan Shikshan Sansthan, Jaipur	F.21-1/2012-NLM-I (PT)(4532022)	350000
323	Jan Shikshan Sansthan, Jaipur	F.21-1/2012-NLM-I(PT)	1212750
324	Jan Shikshan Sansthan, Jajpur	F.5-3/2012-NLM-3/409	1039500
325	Jan Shikshan Sansthan, Jajpur	F.5-3/2012-NLM-3/410	300000
326	Jan Shikshan Sansthan, Jajpur	F.5-3/2012-NLM-3	160500
327	Jan Shikshan Sansthan, Jalaun	F.7-1/2012-NLM-4/(SC & ST))	159249
328	Jan Shikshan Sansthan, Jalaun	F.7-1/2012-NLM-4/(SC & ST))	297661
329	Jan Shikshan Sansthan, Jalaun	F.7-1/2012-NLM-4/(SC & ST))	1031395
330	Jan Shikshan Sansthan, Jalgaon	F.21-1/2012-NLM-I(23387869)	1039500
331	Jan Shikshan Sansthan, Jalgaon	F.21-1/2012-NLM-I(6749746)	300000
332	Jan Shikshan Sansthan, Jalgaon	F.21-1/2012-NLM-I/(3611114)	160500
333	Jan Shikshan Sansthan, Jalpaiguri	F.24-1/2010-AE.I	1039386
334	Jan Shikshan Sansthan, Jalpaiguri	F.24-1/2010-AE.I(2448342)	299967
335	Jan Shikshan Sansthan, Jalpaiguri	F.24-1/2010-AE.I(1309866)	160483
336	Jan Shikshan Sansthan, Jammu	F.12-1/2012-AE.2/(2285748)	187250
337	Jan Shikshan Sansthan, Jammu	F.12-1/2012-AE.2/(14803953)	1212750
338	Jan Shikshan Sansthan, Jamshedpur	F.5-3/2012-NLM-3/409	1193625
339	Jan Shikshan Sansthan, Jamshedpur	F.5-3/2012-NLM-3/410	344481
340	Jan Shikshan Sansthan, Jamshedpur	F.5-3/2012-NLM-3	184297
341	Jan Shikshan Sansthan, Jaunpur	F.7-1/2012-NLM-4/(SC & ST))	1029667
342	Jan Shikshan Sansthan, Jaunpur	F.7-1/2012-NLM-4/(SC & ST))	297162
343	Jan Shikshan Sansthan, Jaunpur	F.7-1/2012-NLM-4/(SC & ST))	158982
344	Jan Shikshan Sansthan, Jhabua	F.7-1/2012-NLM-4(GENL)	1038987
345	Jan Shikshan Sansthan, Jhabua	F.7-1/2012-NLM-4(SC)	299852

Sr. No	Grantee's Name	Sanction No.	Amount Released
346	Jan Shikshan Sansthan, Jhabua	F.7-1/2012-NLM-4(ST)	160421
347	Jan Shikshan Sansthan, Jhalawar	F.21-1/2012-NLM-I(PT)(4532022)	297335
348	Jan Shikshan Sansthan, Jhalawar	F.21-1/2012-NLM-I(PT)	1030266
349	Jan Shikshan Sansthan, Jhalawar	F.21-1/2012-NLM-I(PT)(2424634)	159075
350	Jan Shikshan Sansthan, Jodhpur	F.22-1/2012-NLM-I(PT.1_	1808334
351	Jan Shikshan Sansthan, Jodhpur	22-1/2012-NLM-I(PT.2)	521886
352	Jan Shikshan Sansthan, Jodhpur	F.21-1/2012-NLM-I(PT)	1173479
353	Jan Shikshan Sansthan, Jodhpur	F.21-1/2012-NLM-I(PT)(4532022)	338666
354	Jan Shikshan Sansthan, Jodhpur	F.21-1/2012-NLM-I(PT)(2424634)	181187
355	Jan Shikshan Sansthan, Jorhat	F.24-1/2010-AE.1(ii)	150814
356	Jan Shikshan Sansthan, Jorhat	F. 24-1/2010-AE.1(1)	281895
357	Jan Shikshan Sansthan, Jorhat	F.24-1/2010-AE.1	976765
358	Jan Shikshan Sansthan, Kachchh	F.21-1/2012-NLM-I(PT)	968080
359	Jan Shikshan Sansthan, Kachchh	F.21-1/2012-NLM-I(PT)(4532022)	279388
360	Jan Shikshan Sansthan, Kachchh	F.21-1/2012-NLM-I(PT)(2424634)	149473
361	Jan Shikshan Sansthan, Kancheepuram	F.5-1/2012-NLM.II(GENL)	1005890
362	Jan Shikshan Sansthan, Kancheepuram	F.5-1/2012-NLM.II(SC)	290300
363	Jan Shikshan Sansthan, Kancheepuram	F.5-1/2012-NLM.II(ST)	155310
364	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4/(SC & ST))	157685
365	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4/(SC & ST))	294739
366	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4/(SC & ST))	1021269
367	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4/(SC & ST))	1180778
368	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4/(SC & ST))	182313
369	Jan Shikshan Sansthan, Kanpur	F.7-1/2012-NLM-4/(SC & ST))	340773
370	Jan Shikshan Sansthan, Karwar	F.5-1/2012-NLM.II(GENL)	1039500
371	Jan Shikshan Sansthan, Karwar	F.5-1/2012-NLM.II(SC)	300000
372	Jan Shikshan Sansthan, Karwar	F.5-1/2012-NLM.II(ST)	160500
373	Jan Shikshan Sansthan, Katni	F.7-1/2012-NLM-4/(SC & ST))	1039500
374	Jan Shikshan Sansthan, Katni	F.7-1/2012-NLM-4/(SC & ST))	160500
375	Jan Shikshan Sansthan, Katni	F.7-1/2012-NLM-4/(SC & ST))	300000
376	Jan Shikshan Sansthan, Kaushambi	F.7-1/2012-NLM-4/(SC & ST))	159773
377	Jan Shikshan Sansthan, Kaushambi	F.7-1/2012-NLM-4/(SC & ST))	298642

Sr. No	Grantee's Name	Sanction No.	Amount Released
378	Jan Shikshan Sansthan, Kaushambi	F.7-1/2012-NLM-4/(SC & ST))	1034794
379	Jan Shikshan Sansthan, Keonjhar	F.5-3/2012-NLM-3	160500
380	Jan Shikshan Sansthan, Keonjhar	F.5-3/2012-NLM-3/409	1039500
381	Jan Shikshan Sansthan, Keonjhar	F.5-3/2012-NLM-3/410	300000
382	Jan Shikshan Sansthan, Kishanganj	F.5-3/2012-NLM.3(PT)	149903
383	Jan Shikshan Sansthan, Kishanganj	F.5-3/2012-NLM.3(PT)/516	280193
384	Jan Shikshan Sansthan, Kishanganj	F.5-3/2012-NLM.3(PT)/517	970868
385	Jan Shikshan Sansthan, Kollam	F.5-1/2012-NLM.II(GENL)	1039500
386	Jan Shikshan Sansthan, Kollam	F.5-1/2012-NLM.II(SC)	300000
387	Jan Shikshan Sansthan, Kollam	F.5-1/2012-NLM.II(ST)	160500
388	Jan Shikshan Sansthan, Koraput	F.5-3/2012-NLM-3/409	1026003
389	Jan Shikshan Sansthan, Koraput	F.5-3/2012-NLM-3/410	296105
390	Jan Shikshan Sansthan, Koraput	F.5-3/2012-NLM-3	158416
391	Jan Shikshan Sansthan, Korea, C.G.	F.5-3/2012-NLM.3(PT)	158079
392	Jan Shikshan Sansthan, Korea, C.G.	F. 5-3/2012-NLM-3(PT)	1023819
393	Jan Shikshan Sansthan, Korea, C.G.	F. 5-3/2012-NLM-3(PT)/2357160	295474
394	Jan Shikshan Sansthan, Korea, C.G.	F. 5-3/2012-NLM-3(PT)/2357160	300000
395	Jan Shikshan Sansthan, Kota	F.21-1/2012-NLM-I(PT)	1037675
396	Jan Shikshan Sansthan, Kota	F.21-1/2012-NLM-I(PT)(4532022)	299473
397	Jan Shikshan Sansthan, Kota	F.21-1/2012-NLM-I(PT)(2424634)	160218
398	Jan Shikshan Sansthan, Kottayam	F.5-1/2012-NLM.II(GENL)	1000077
399	Jan Shikshan Sansthan, Kottayam	F.5-1/2012-NLM.II(SC)	288622
400	Jan Shikshan Sansthan, Kottayam	F.5-1/2012-NLM.II(ST)	154413
401	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2012-NLM.II(GENL)	926506
402	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2012-NLM.II(SC)	267390
403	Jan Shikshan Sansthan, Kundrakudi, Sivaganga	F.5-1/2012-NLM.II(ST)	143055
404	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2012-NLM-4/(SC & ST))	159599
405	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2012-NLM-4/(SC & ST))	1033668
406	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2012-NLM-4/(SC & ST))	298317
407	Jan Shikshan Sansthan, Latur	F.21-1/2012-NLM-I(23387869)	1024024
408	Jan Shikshan Sansthan, Latur	F.21-1/2012-NLM-I(6749746)	295534
409	Jan Shikshan Sansthan, Latur	F.21-1/2012-NLM-I/(3611114)	158110

Sr. No	Grantee's Name	Sanction No.	Amount Released
410	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4/(SC & ST))	1201348
411	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4/(SC & ST))	346709
412	Jan Shikshan Sansthan, Lucknow	F.7-1/2012-NLM-4/(SC & ST))	185490
413	Jan Shikshan Sansthan, Ludhiana	F.12-1/2012-AE.2/384	157611
414	Jan Shikshan Sansthan, Ludhiana	F.12-1/2012-AE.2/402	1020789
415	Jan Shikshan Sansthan, Ludhiana	F.12-1/2012-AE.2/385	294600
416	Jan Shikshan Sansthan, Madurai	F.5-1/2012-NLM.II(ST)	159395
417	Jan Shikshan Sansthan, Mahabub Nagar	F.5-1/2012-NLM.II(SC)	300000
418	Jan Shikshan Sansthan, Mahabub Nagar	F.5-1/2012-NLM.II(GENL)	1039500
419	Jan Shikshan Sansthan, Mahabub Nagar	F.5-1/2012-NLM.II(ST)	160500
420	Jan Shikshan Sansthan, Malappuram	F.5-1/2012-NLM.II(SC)	297934
421	Jan Shikshan Sansthan, Mandla	F.7-1/2012-NLM-4/(SC & ST))	300000
422	Jan Shikshan Sansthan, Mandla	F.7-1/2012-NLM-4/(SC & ST))	160500
423	Jan Shikshan Sansthan, Mandla	F.7-1/2012-NLM-4/(SC & ST))	1039500
424	Jan Shikshan Sansthan, Mathura UP	F.7-1/2012-NLM-4/(SC & ST))	1035521
425	Jan Shikshan Sansthan, Mathura UP	F.7-1/2012-NLM-4/(SC & ST))	159886
426	Jan Shikshan Sansthan, Mathura UP	F.7-1/2012-NLM-4/(SC & ST))	298851
427	Jan Shikshan Sansthan, Mau	F.7-1/2012-NLM-4/(SC & ST))	941926
428	Jan Shikshan Sansthan, Mau	F.7-1/2012-NLM-4/(SC & ST))	145434
429	Jan Shikshan Sansthan, Mau	F.7-1/2012-NLM-4/(SC & ST))	271840
430	Jan Shikshan Sansthan, Mehsana	F.21-1/2012-NLM-I	159232
431	Jan Shikshan Sansthan, Mehsana	F.21-1/2012-NLM-I(23387869)	1031286
432	Jan Shikshan Sansthan, Mehsana	F.21-1/2012-NLM-I(6749746)	297629
433	Jan Shikshan Sansthan, Midnapur	F.24-1/2010-AE.I	1039500
434	Jan Shikshan Sansthan, Midnapur	F.24-1/2010-AE.I(1309866)	160500
435	Jan Shikshan Sansthan, Midnapur	F.24-1/2010-AE.I(2448342)	300000
436	Jan Shikshan Sansthan, Mirzapur	F.7-1/2012-NLM-4/(SC & ST))	159193
437	Jan Shikshan Sansthan, Mirzapur	F.7-1/2012-NLM-4/(SC & ST))	297556
438	Jan Shikshan Sansthan, Mirzapur	F.7-1/2012-NLM-4/(SC & ST))	1031032
439	Jan Shikshan Sansthan, Mohali	F.12-1/2012-AE.2/350	160500
440	Jan Shikshan Sansthan, Mohali	F.12-1/2012-AE.2/354	300000
441	Jan Shikshan Sansthan, Mohali	F.12-1/2012-AE.2/383	1039500

Sr. No	Grantee's Name	Sanction No.	Amount Released
442	Jan Shikshan Sansthan, Morena	F.7-1/2012-NLM-4/(SC & ST))	153476
443	Jan Shikshan Sansthan, Morena	F.7-1/2012-NLM-4/(SC & ST))	286872
444	Jan Shikshan Sansthan, Morena	F.7-1/2012-NLM-4/(SC & ST))	994011
445	Jan Shikshan Sansthan, Motihari	F.5-3/2012-NLM-3	142559
446	Jan Shikshan Sansthan, Motihari	F.5-3/2012-NLM-3/410	266466
447	Jan Shikshan Sansthan, Motihari	F.5-3/2012-NLM-3/409	923305
448	Jan Shikshan Sansthan, Munger	F.5-3/2012-NLM.3/362	160457
449	Jan Shikshan Sansthan, Munger	F.5-3/2012-NLM.3/363	299920
450	Jan Shikshan Sansthan, Munger	F.5-3/2012-NLM.3/364	1039223
451	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-3/2012-NLM.3/359	300000
452	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-3/2012-NLM.3/360	160500
453	Jan Shikshan Sansthan, Muzaffarpur, Bihar	F.5-3/2012-NLM.3/361	1039500
454	Jan Shikshan Sansthan, Nagaon	F.24-1/2010-AE.1(ii)	160500
455	Jan Shikshan Sansthan, Nagaon	F. 24-1/2010-AE.1(1)	300000
456	Jan Shikshan Sansthan, Nagaon	F.24-1/2010-AE.1	1039500
457	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2012-NLM.II(GENL)	951672
458	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2012-NLM.II(SC)	274653
459	Jan Shikshan Sansthan, Nagapattinam	F.5-1/2012-NLM.II(ST)	146939
460	Jan Shikshan Sansthan, Nalanda	F.5-3/2012-NLM-3/410	300000
461	Jan Shikshan Sansthan, Nalanda	F.5-3/2012-NLM-3/409	1039500
462	Jan Shikshan Sansthan, Nalanda	F.5-3/2012-NLM-3	160500
463	Jan Shikshan Sansthan, Nalgonda	F.5-1/2012-NLM.II(SC)	300000
464	Jan Shikshan Sansthan, Nalgonda	F.5-1/2012-NLM.II(GENL)	1039500
465	Jan Shikshan Sansthan, Namakkal	F.5-1/2012-NLM.II(SC)	290518
466	Jan Shikshan Sansthan, Namakkal	F.5-1/2012-NLM.II(GENL)	1006646
467	Jan Shikshan Sansthan, Namakkal	F.5-1/2012-NLM.II(ST)	155427
468	Jan Shikshan Sansthan, Nandurbar-i	F.21-1/2012-NLM-I(23387869)	1039500
469	Jan Shikshan Sansthan, Nandurbar-i	F.21-1/2012-NLM-I/(3611114)	160500
470	Jan Shikshan Sansthan, Nandurbar-i	F.21-1/2012-NLM-I(6749746)	300000
471	Jan Shikshan Sansthan, Narendrapur	F.24-1/2010-AE.I	1212750
472	Jan Shikshan Sansthan, Narendrapur	F.24-1/2010-AE.I(2448342)	350000
473	Jan Shikshan Sansthan, Narendrapur	F.24-1/2010-AE.I(1309866)	187250

Sr. No	Grantee's Name	Sanction No.	Amount Released
474	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2012-NLM-4/(SC & ST))	159919
475	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2012-NLM-4/(SC & ST))	298914
476	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2012-NLM-4/(SC & ST))	1035737
477	Jan Shikshan Sansthan, Nashik	F.21-1/2012-NLM-I(23387869)	1039500
478	Jan Shikshan Sansthan, Nashik	F.21-1/2012-NLM-I(6749746)	300000
479	Jan Shikshan Sansthan, Nashik	F.21-1/2012-NLM-I/(3611114)	160500
480	Jan Shikshan Sansthan, Niiharika, Korba	F.5-3/2012-NLM.3(PT)	160500
481	Jan Shikshan Sansthan, Niiharika, Korba	F. 5-3/2012-NLM-3(PT)	1039500
482	Jan Shikshan Sansthan, North 24 Parganas	F.24-1/2010-AE.I	1037338
483	Jan Shikshan Sansthan, North 24 Parganas	F.24-1/2010-AE.I(2448342)	299376
484	Jan Shikshan Sansthan, North 24 Parganas	F.24-1/2010-AE.I(1309866)	160166
485	Jan Shikshan Sansthan, Nuapada	F.5-3/2012-NLM-3/409	1039422
486	Jan Shikshan Sansthan, Nuapada	F.5-3/2012-NLM-3	160488
487	Jan Shikshan Sansthan, Nuapada	F.5-3/2012-NLM-3/410	299978
488	Jan Shikshan Sansthan, Palakkad,Kerala	F.5-1/2012-NLM.II(GENL)	906010
489	Jan Shikshan Sansthan, Palakkad,Kerala	F.5-1/2012-NLM.II(ST)	139889
490	Jan Shikshan Sansthan, Palakkad,Kerala	F.5-1/2012-NLM.II(SC)	261475
491	Jan Shikshan Sansthan, Panipat	F.12-1/2012-AE.2/298	1038460
492	Jan Shikshan Sansthan, Panipat	F.12-1/2012-AE.2/299	299700
493	Jan Shikshan Sansthan, Panipat	F.12-1/2012-AE.2/300	160340
494	Jan Shikshan Sansthan, Papum-Pare	F.24-1/2010-AE.1(ii)	160000
495	Jan Shikshan Sansthan, Papum-Pare	F. 24-1/2010-AE.1(1)	299066
496	Jan Shikshan Sansthan, Papum-Pare	F.24-1/2010-AE.1	1036264
497	Jan Shikshan Sansthan, Patan	F.21-1/2012-NLM-I/(3611114)	160206
498	Jan Shikshan Sansthan, Patan	F.21-1/2012-NLM-I(23387869)	1037598
499	Jan Shikshan Sansthan, Patan	F.21-1/2012-NLM-I(6749746)	299451
500	Jan Shikshan Sansthan, Pathanamthitta, Kerala	F.5-1/2012-NLM.II(GENL)	1035695
501	Jan Shikshan Sansthan, Pathanamthitta, Kerala	F.5-1/2012-NLM.II(SC)	298902
502	Jan Shikshan Sansthan, Pathanamthitta, Kerala	F.5-1/2012-NLM.II(ST)	159912
503	Jan Shikshan Sansthan, Patna	F.5-3/2012-NLM.3(PT)	152213
504	Jan Shikshan Sansthan, Patna	F. 5-3/2012-NLM-3(PT)	985828
505	Jan Shikshan Sansthan, Patna	F. 5-3/2012-NLM-3(PT)/2357160	284510

Sr. No	Grantee's Name	Sanction No.	Amount Released
506	Jan Shikshan Sansthan, Patna	F.5-3/2012-NLM.3	1039500
507	Jan Shikshan Sansthan, Patna	F.5-3/2012-NLM.3/357	300000
508	Jan Shikshan Sansthan, Pilibhit	F.7-1/2012-NLM-4/(SC & ST))	297083
509	Jan Shikshan Sansthan, Pilibhit	F.7-1/2012-NLM-4/(SC & ST))	1029393
510	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2012-NLM-4/(SC & ST))	153542
511	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2012-NLM-4/(SC & ST))	994433
512	Jan Shikshan Sansthan, Pratapgarh	F.7-1/2012-NLM-4/(SC & ST))	286994
513	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2012-AE.2/386	155936
514	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2012-AE.2/387	291470
515	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-1/2012-AE.2/388	1009942
516	Jan Shikshan Sansthan, Prayas, Samastipur	F.5-3/2012-NLM-3	160500
517	Jan Shikshan Sansthan, Prayas, Samastipur	F.5-3/2012-NLM-3/410	300000
518	Jan Shikshan Sansthan, Prayas, Samastipur	F.5-3/2012-NLM-3/409	1039500
519	Jan Shikshan Sansthan, Pune	F.21-1/2012-NLM-I(PT)(2424634)	187250
520	Jan Shikshan Sansthan, Pune	F.21-1/2012-NLM-I(PT)	1212750
522	Jan Shikshan Sansthan, Puri	F.5-3/2012-NLM-3/409	1021377
523	Jan Shikshan Sansthan, Puri	F.5-3/2012-NLM-3/410	294770
524	Jan Shikshan Sansthan, Puri	F.5-3/2012-NLM-3	157702
525	Jan Shikshan Sansthan, Purulia	F.24-1/2010-AE.I	1039493
526	Jan Shikshan Sansthan, Purulia	F.24-1/2010-AE.I(2448342)	299998
527	Jan Shikshan Sansthan, Purulia	F.24-1/2010-AE.I(1309866)	160499
528	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2012-NLM-4/(SC & ST))	156157
529	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2012-NLM-4/(SC & ST))	291883
530	Jan Shikshan Sansthan, Rae Bareli	F.7-1/2012-NLM-4/(SC & ST))	1011375
531	Jan Shikshan Sansthan, Raipur	F.5-3/2012-NLM-3/409	798576
532	Jan Shikshan Sansthan, Raipur	F.5-3/2012-NLM-3/410	230469
533	Jan Shikshan Sansthan, Raipur	F.5-3/2012-NLM-3	123301
534	Jan Shikshan Sansthan, Raisen	F.7-1/2012-NLM-4/(SC & ST))	1039500
535	Jan Shikshan Sansthan, Raisen	F.7-1/2012-NLM-4/(SC & ST))	300000
536	Jan Shikshan Sansthan, Raisen	F.7-1/2012-NLM-4/(SC & ST))	160500
537	Jan Shikshan Sansthan, Rajgarh	F.7-1/2012-NLM-4/(SC & ST))	159945
538	Jan Shikshan Sansthan, Rajgarh	F.7-1/2012-NLM-4/(SC & ST))	298963

Sr. No	Grantee's Name	Sanction No.	Amount Released
539	Jan Shikshan Sansthan, Rajgarh	F.7-1/2012-NLM-4/(SC & ST))	1035906
540	Jan Shikshan Sansthan, Rajnandgaon	F.5-3/2012-NLM-3/410	247804
541	Jan Shikshan Sansthan, Rajnandgaon	F.5-3/2012-NLM-3	132575
542	Jan Shikshan Sansthan, Rajnandgaon	F.5-3/2012-NLM-3/409	858641
543	Jan Shikshan Sansthan, Ranchi	F.5-3/2012-NLM-3/409	1036699
544	Jan Shikshan Sansthan, Ranchi	F.5-3/2012-NLM-3/410	299192
545	Jan Shikshan Sansthan, Ranchi	F.5-3/2012-NLM-3	160068
546	Jan Shikshan Sansthan, Ranchi	F.5-4/2012-NLM.3	556962
547	Jan Shikshan Sansthan, Ranchi	F.5-4/2012-NLM.3	297975
548	Jan Shikshan Sansthan, Rangareddy	F.5-1/2012-NLM.II(SC)	350000
549	Jan Shikshan Sansthan, Rangareddy	F.5-1/2012-NLM.II(ST)	187250
550	Jan Shikshan Sansthan, Ratlam	F.7-1/2012-NLM-4/(SC & ST))	1032819
551	Jan Shikshan Sansthan, Ratlam	F.7-1/2012-NLM-4/(SC & ST))	298072
552	Jan Shikshan Sansthan, Ratlam	F.7-1/2012-NLM-4/(SC & ST))	159468
553	Jan Shikshan Sansthan, Rewa	F.7-1/2012-NLM-4/(SC & ST))	136706
554	Jan Shikshan Sansthan, Rewa	F.7-1/2012-NLM-4/(SC & ST))	255525
555	Jan Shikshan Sansthan, Rewa	F.7-1/2012-NLM-4/(SC & ST))	885392
556	Jan Shikshan Sansthan, Rohtak	F.12-1/2012-AE.2/347	1039500
557	Jan Shikshan Sansthan, Rohtak	F.12-1/2012-AE.2/348	300000
558	Jan Shikshan Sansthan, Rohtak	F.12-1/2012-AE.2/349	160500
559	Jan Shikshan Sansthan, Rohtak	F.13-1/2012-A.E.2(2447545)	541698
560	Jan Shikshan Sansthan, Rohtak	F.13-1/2012-A.E.2(1309436)	289808
561	Jan Shikshan Sansthan, Rourkela	F.5-3/2012-NLM-3/409	1212750
562	Jan Shikshan Sansthan, Rourkela	F.5-3/2012-NLM-3/410	350000
563	Jan Shikshan Sansthan, Rourkela	F.5-3/2012-NLM-3	187250
564	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2012-NLM-I (PT)(4532022)	300000
565	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2012-NLM-I(PT)(2424634)	160500
566	Jan Shikshan Sansthan, Sabarkantha	F.21-1/2012-NLM-I(PT)	1039500
567	Jan Shikshan Sansthan, Sagar	F.7-1/2012-NLM-4/(SC & ST))	1017693
568	Jan Shikshan Sansthan, Sagar	F.7-1/2012-NLM-4/(SC & ST))	157133
569	Jan Shikshan Sansthan, Sagar	F.7-1/2012-NLM-4/(SC & ST))	293706
570	Jan Shikshan Sansthan, Saharanpur Up	F.7-1/2012-NLM-4/(SC & ST))	1036074

Sr. No	Grantee's Name	Sanction No.	Amount Released
571	Jan Shikshan Sansthan, Saharanpur Up	F.7-1/2012-NLM-4/(SC & ST))	159971
572	Jan Shikshan Sansthan, Saharanpur Up	F.7-1/2012-NLM-4/(SC & ST))	299011
573	Jan Shikshan Sansthan, Sambalpur	F.5-3/2012-NLM-3/410	300000
574	Jan Shikshan Sansthan, Sambalpur	F.5-3/2012-NLM-3/409	1039500
575	Jan Shikshan Sansthan, Sambalpur	F.5-3/2012-NLM-3	160500
576	Jan Shikshan Sansthan, Satna	F.7-1/2012-NLM-4/(SC & ST))	296760
577	Jan Shikshan Sansthan, Satna	F.7-1/2012-NLM-4/(SC & ST))	158766
578	Jan Shikshan Sansthan, Satna	F.7-1/2012-NLM-4/(SC & ST))	1028272
579	Jan Shikshan Sansthan, Sehore	F.7-1/2012-NLM-4/(SC & ST))	159802
580	Jan Shikshan Sansthan, Sehore	F.7-1/2012-NLM-4/(SC & ST))	1034977
581	Jan Shikshan Sansthan, Sehore	F.7-1/2012-NLM-4/(SC & ST))	298695
582	Jan Shikshan Sansthan, Senapati	F. 24-1/2010-AE.1(1)	296800
583	Jan Shikshan Sansthan, Senapati	F.24-1/2010-AE.1	1028412
584	Jan Shikshan Sansthan, Senapati	F.24-1/2010-AE.1(ii)	158788
585	Jan Shikshan Sansthan, Shahjahanpur	F.7-1/2012-NLM-4/(SC & ST))	100010
586	Jan Shikshan Sansthan, Shahjahanpur	F.7-1/2012-NLM-4/(SC & ST))	186934
587	Jan Shikshan Sansthan, Shahjahanpur	F.7-1/2012-NLM-4/(SC & ST))	647726
588	Jan Shikshan Sansthan, Shajapur	F.7-1/2012-NLM-4/(SC & ST))	1035602
589	Jan Shikshan Sansthan, Shajapur	F.7-1/2012-NLM-4/(SC & ST))	298875
590	Jan Shikshan Sansthan, Shajapur	F.7-1/2012-NLM-4/(SC & ST))	159898
591	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2012-NLM-4/(SC & ST))	1036040
592	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2012-NLM-4/(SC & ST))	299002
593	Jan Shikshan Sansthan, Sheopur, M.P.	F.7-1/2012-NLM-4/(SC & ST))	159966
594	Jan Shikshan Sansthan, Sheopur, Varanasi	F.7-1/2012-NLM-4/(SC & ST))	300000
595	Jan Shikshan Sansthan, Sheopur, Varanasi	F.7-1/2012-NLM-4/(SC & ST))	160500
596	Jan Shikshan Sansthan, Sheopur, Varanasi	F.7-1/2012-NLM-4/(SC & ST))	1039500
597	Jan Shikshan Sansthan, Shimoga	F.5-1/2012-NLM.II(GENL)	1039500
598	Jan Shikshan Sansthan, Shimoga	F.5-1/2012-NLM.II(SC)	300000
599	Jan Shikshan Sansthan, Shimoga	F.5-1/2012-NLM.II(ST)	160500
600	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2012-NLM-4/(SC & ST))	298584
601	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2012-NLM-4/(SC & ST))	159742
602	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2012-NLM-4/(SC & ST))	1034593

Sr. No	Grantee's Name	Sanction No.	Amount Released
603	Jan Shikshan Sansthan, Sidhi	F.7-1/2012-NLM-4/(SC & ST))	156524
604	Jan Shikshan Sansthan, Sidhi	F.7-1/2012-NLM-4/(SC & ST))	292569
605	Jan Shikshan Sansthan, Sidhi	F.7-1/2012-NLM-4/(SC & ST))	1013752
606	Jan Shikshan Sansthan, Sikar	F.21-1/2012-NLM-I(PT)(2424634)	144565
607	Jan Shikshan Sansthan, Sikar	F.21-1/2012-NLM-I(PT)(4532022)	270214
608	Jan Shikshan Sansthan, Sikar	F.21-1/2012-NLM-I(PT)	936293
609	Jan Shikshan Sansthan, Silchar	F.24-1/2010-AE.1(ii)	160500
610	Jan Shikshan Sansthan, Silchar	F.24-1/2010-AE.1	1039500
611	Jan Shikshan Sansthan, Silchar	F. 24-1/2010-AE.1(1)	300000
612	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2012-NLM-I(PT)	1004543
613	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2012-NLM-I(PT)(4532022)	289911
614	Jan Shikshan Sansthan, Sindhudurg	F.21-1/2012-NLM-I(PT)(2424634)	155103
615	Jan Shikshan Sansthan, Sirsa	F.12-1/2012-AE.2/(2285748)	160500
616	Jan Shikshan Sansthan, Sirsa	F.12-1/2012-AE.2/(14803953)	1039500
617	Jan Shikshan Sansthan, Sirsa	F.12-1/2012-AE.2/(4272425)	300000
618	Jan Shikshan Sansthan, Sitapur	F.7-1/2012-NLM-4(ST)	158991
619	Jan Shikshan Sansthan, Sitapur	F.7-1/2012-NLM-4(SC)	297179
620	Jan Shikshan Sansthan, Sitapur	F.7-1/2012-NLM-4(GENL)	1029727
621	Jan Shikshan Sansthan, Sivakasi	F.5-1/2012-NLM.II(ST)	160382
622	Jan Shikshan Sansthan, Sonepat	F.12-1/2012-AE.2/375	157632
623	Jan Shikshan Sansthan, Sonepat	F.12-1/2012-AE.2/376	294640
624	Jan Shikshan Sansthan, Sonepat	F.12-1/2012-AE.2/389	1020928
625	Jan Shikshan Sansthan, Sonepur (Saran)	F.5-3/2012-NLM-3	160500
626	Jan Shikshan Sansthan, Sonepur (Saran)	F.5-3/2012-NLM-3/410	300000
627	Jan Shikshan Sansthan, Sonepur (Saran)	F.5-3/2012-NLM-3/409	1039500
628	Jan Shikshan Sansthan, Subarnapur	F.5-3/2012-NLM-3/409	1013174
629	Jan Shikshan Sansthan, Subarnapur	F.5-3/2012-NLM-3/410	292402
630	Jan Shikshan Sansthan, Subarnapur	F.5-3/2012-NLM-3	156435
631	Jan Shikshan Sansthan, Sultanpur	F.7-1/2012-NLM-4/(SC & ST))	1036891
632	Jan Shikshan Sansthan, Sultanpur	F.7-1/2012-NLM-4/(SC & ST))	299247
633	Jan Shikshan Sansthan, Sultanpur	F.7-1/2012-NLM-4/(SC & ST))	160097
634	Jan Shikshan Sansthan, Surat	F.21-1/2012-NLM-I(23387869)	1209604

Sr. No	Grantee's Name	Sanction No.	Amount Released
635	Jan Shikshan Sansthan, Surat	F.21-1/2012-NLM-I/(3611114)	186764
636	Jan Shikshan Sansthan, Surat	F.21-1/2012-NLM-I(6749746)	349092
637	Jan Shikshan Sansthan, Surguja, C.G.	F.5-3/2012-NLM.3/399	300000
638	Jan Shikshan Sansthan, Surguja, C.G.	F.5-3/2012-NLM.3/400	1039500
639	Jan Shikshan Sansthan, Surguja, C.G.	F.5-3/2012-NLM-3	160500
640	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2012-AE.2/(4272425)	293812
641	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2012-AE.2/(14803953)	1018060
642	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2012-AE.2/(2285748)	157190
643	Jan Shikshan Sansthan, Tangdar, J&K	F.12-1/2012-AE.2/(4272425)	350000
644	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2012-NLM-4(SC)	236329
645	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2012-NLM-4(ST)	126436
646	Jan Shikshan Sansthan, Tehri Garhwal (Ranichauri)	F.7-1/2012-NLM-4(GENL)	818878
647	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2012-NLM.II(GENL)	1044495
648	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2012-NLM.II(SC)	301442
649	Jan Shikshan Sansthan, Thiruvananthapuram	F.5-1/2012-NLM.II(ST)	161271
650	Jan Shikshan Sansthan, Thiruvarur	F.5-1/2012-NLM.II(GENL)	655167
651	Jan Shikshan Sansthan, Thiruvarur	F.5-1/2012-NLM.II(SC)	189081
652	Jan Shikshan Sansthan, Thiruvarur	F.5-1/2012-NLM.II(ST)	101158
653	Jan Shikshan Sansthan, Thoubal	F.24-1/2010-AE.1	1021759
654	Jan Shikshan Sansthan, Thoubal	F.24-1/2010-AE.1(ii)	157761
655	Jan Shikshan Sansthan, Thoubal	F. 24-1/2010-AE.1(1)	294880
656	Jan Shikshan Sansthan, Thrissur	F.5-1/2012-NLM.II(GENL)	977659
657	Jan Shikshan Sansthan, Thrissur	F.5-1/2012-NLM.II(SC)	282152
658	Jan Shikshan Sansthan, Thrissur	F.5-1/2012-NLM.II(ST)	150952
659	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2012-NLM-4/(SC & ST))	1034987
660	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2012-NLM-4/(SC & ST))	159803
661	Jan Shikshan Sansthan, Tikamgarh	F.7-1/2012-NLM-4/(SC & ST))	298698
662	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2012-NLM.II(GENL)	1039500
663	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2012-NLM.II(SC)	300000
664	Jan Shikshan Sansthan, Tiruchchirapalli	F.5-1/2012-NLM.II(ST)	160500
665	Jan Shikshan Sansthan, Ujjain	F.7-1/2011-NLM.4(SC)	278612
666	Jan Shikshan Sansthan, Ujjain	F.7-1/2011-NLM.4	1755431

Sr. No	Grantee's Name	Sanction No.	Amount Released
667	Jan Shikshan Sansthan, Umaria	F.7-1/2012-NLM-4/(SC & ST))	1034994
668	Jan Shikshan Sansthan, Umaria	F.7-1/2012-NLM-4/(SC & ST))	298700
669	Jan Shikshan Sansthan, Umaria	F.7-1/2012-NLM-4/(SC & ST))	159804
670	Jan Shikshan Sansthan, Unnao	F.7-1/2012-NLM-4/(SC & ST))	298337
671	Jan Shikshan Sansthan, Unnao	F.7-1/2012-NLM-4/(SC & ST))	1033738
672	Jan Shikshan Sansthan, Unnao	F.7-1/2012-NLM-4/(SC & ST))	159610
673	Jan Shikshan Sansthan, Vadodara	F.21-1/2012-NLM-I(23387869)	1207646
674	Jan Shikshan Sansthan, Vadodara	F.21-1/2012-NLM-I(6749746)	348527
675	Jan Shikshan Sansthan, Valsad	F.21-1/2012-NLM-I(PT)	1039500
676	Jan Shikshan Sansthan, Valsad	F.21-1/2012-NLM-I(PT)(4532022)	300000
677	Jan Shikshan Sansthan, Valsad	F.21-1/2012-NLM-I(PT)(2424634)	160500
678	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2012-NLM.II(GENL)	1012180
679	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2012-NLM.II(SC)	292116
680	Jan Shikshan Sansthan, Vidyanagar, Adilabad	F.5-1/2012-NLM.II(ST)	156282
681	Jan Shikshan Sansthan, Vijayawada	F.5-1/2012-NLM.II(GENL)	1212552
682	Jan Shikshan Sansthan, Vijayawada	F.5-1/2012-NLM.II(SC)	349943
683	Jan Shikshan Sansthan, Vijayawada	F.5-1/2012-NLM.II(ST)	187219
684	Jan Shikshan Sansthan, West Delhi	F.12-1/2012-AE.2/287	1038173
685	Jan Shikshan Sansthan, West Delhi	F.12-1/2012-AE.2/288	160295
686	Jan Shikshan Sansthan, West Delhi	F.12-1/2012-AE.2	160500
687	Jan Shikshan Sansthan, West Delhi	F.12-1/2012-AE.2/284	300000
688	Jan Shikshan Sansthan, West Delhi	F.12-1/2012-AE.2/285	1039500
689	Jan Shikshan Sansthan, West Delhi	F.12-1/2012-AE.2/286	299617
690	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2012-NLM-I/(3611114)	213966
691	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2012-NLM-I(23387869)	1385780
692	Jan Shikshan Sansthan, Worli, Mumbai	F.21-1/2012-NLM-I(6749746)	399937
693	Jan Shikshan Sansthan, Yavatmal	F.21-1/2012-NLM-I(23387869)	1039500
694	Jan Shikshan Sansthan, Yavatmal	F.21-1/2012-NLM-I(6749746)	300000
695	Jan Shikshan Sansthan, Yavatmal	F.21-1/2012-NLM-I/(3611114)	160500
696	Jan Shikshan Sansthan, Bilashpur	F.5-3/2012-NLM.3(PT)	160500
697	Jan Shikshan Sansthan, Bilashpur	F. 5-3/2012-NLM-3(PT)	1039500
698	Jan Shikshan Sansthan, Bilashpur	F. 5-3/2012-NLM-3(PT)/2357160	300000

Sr. No	Grantee's Name	Sanction No.	Amount Released
699	Jan Shikshan Sansthan,chamoli	F.7-1/2012-NLM-4/(SC & ST))	1039500
700	Jan Shikshan Sansthan,chamoli	F.7-1/2012-NLM-4/(SC & ST))	300000
701	Jan Shikshan Sansthan,chamoli	F.7-1/2012-NLM-4/(SC & ST))	160500
702	Jan Shikshan Sansthan,Warangal	F.5-1/2012-NLM.II(GENL)	927296
703	Jan Shikshan Sansthan,Warangal	F.5-1/2012-NLM.II(SC)	267618
704	Jan Shikshan Sansthan,Warangal	F.5-1/2012-NLM.II(ST)	143176
705	Jharkhand Mahila Samakhya Society	F.7-6/2012-EE.7	11799000
706	Jharkhand Mahila Samakhya Society	F.7-6/2012-EE.7/1409	4461000
707	Jharkhand Mahila Samakhya Society	F.7-6/2012-EE.7/1410	13740000
708	Jharkhand Mahila Samakhya Society	F.7-10/2012-EE.7/212	5960000
709	Jharkhand Mahila Samakhya Society	F.7-10/2012-EE.7/213	11066000
710	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2012-EE.7/1493	3000000
711	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2012-EE.7	1936000
712	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2012-EE.7/276	391000
713	Kerala Mahila Samakhya Society, Vazhutacadu, Thiruvananthapuram	F.7-8/2012-EE.7/277	14567000
714	Mahila Samakhya Gujarat	F.-7-5/2012-EE.7	11311000
715	Mahila Samakhya Gujarat	F.-7-5/2012-EE.7/1304	2745000
716	Mahila Samakhya Gujarat	F.-7-5/2012-EE.7/1305	1090000
717	Mahila Samakhya Gujarat	F.7-5/2012-EE.7	3626000
718	Mahila Samakhya Gujarat	F.7-5/2012-EE.7(A)	14934000
719	Mahila Samakhya Gujarat	F.7-5/2012-EE.7(B)	1440000
720	Mahila Samakhya Uttarakhand	F.7-10/2012-EE.7/209	672000
721	Mahila Samakhya Uttarakhand	F.7-10/2012-EE.7/210	5794000
722	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7	30463
723	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7/268	8050000
724	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7/269	3307000
725	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7	1900000
726	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7/1490	4624000
727	Mahila Samakhya, Karnataka	F.7-7/2012-EE.7/1491	17499000
728	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7/1530	5573000

Sr. No	Grantee's Name	Sanction No.	Amount Released
729	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7/1531	125000
730	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7	11192000
731	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7/245	251000
732	Mahila Samakhya, Uttar Pradesh	F.7-9/2012-EE.7/246	29780000
733	Nari Chetna Sangthan, Sonepat	F.12-5/2012-EE.16/628	15742000
734	Noor Society	F.1-62/2011-SCH.1(A)	80000000
735	Noor Society	F.1-62/2011-SCH.1(B)	36400000
736	Sabrang Trust	F.6-4/2010-EE.13	2666570
737	Src For Adult Education & Continuing Education, Space, Hyderabad	F.13-2/2012-NLM-II(SC)	993570
738	Src For Adult Education & Continuing Education, Space, Hyderabad	F.13-2/2012-NLM-II(GENL)	3442721
739	Src For Adult Education & Continuing Education, Space, Hyderabad	F.13-2/2012-NLM-II(ST)	531560
740	Src, Jamia Milia Islamia, N. Delhi	F.13-1/2012-A.E.2(2447545)	489953
741	Src, Jamia Milia Islamia, N. Delhi	F.13-1/2012-A.E.2(1309436)	262125
742	Src, Jamia Milia Islamia, N. Delhi	F.13-1/2012-A.E.2	1697688
743	Src, University of Kashmir	F.13-1/2012-A.E.2	2393946
744	Src, University of Kashmir	F.13-1/2012-A.E.2(2447545)	690894
745	Src, University of Kashmir	F.13-1/2012-A.E.2(1309436)	369628
746	State Resource Centre For Adult Education, Tripura, Gana Siksha Bhawan, Melarmath, Agartala	F.21-1/2010-A.E.1	843849
747	State Resource Centre For Adult Education, Tripura, Gana Siksha Bhawan, Melarmath, Agartala	F.21-1/2010-A.E.1(i)	243535
748	State Resource Centre For Adult Education, Tripura, Gana Siksha Bhawan, Melarmath, Agartala	F.21-1/2010-A.E.1(ii)	130291
749	State Resource Centre Shillong	F.21-1/2010-A.E.1	24033
750	State Resource Centre Shillong	F.21-1/2010-A.E.1(i)	693602
751	State Resource Centre Shillong	F.21-1/2010-A.E.1(ii)	371077
752	State Resource Centre, Kolkata	F.21-1/2010-AE.I	3291419
753	State Resource Centre, Kolkata	F.21-1/2010-AE.I/1002	949904
754	State Resource Centre, Kolkata	F.21-1/2010-AE.I/1003	508199
755	State Resource Centre, Adri, Patna	F.13-5/2008-AE.8/NLM-3	709524
756	State Resource Centre, Ahmedabad	22-1/2012-NLM-I(PT.2)	700000
757	State Resource Centre, Ahmedabad	F.22-1/2012-NLM-I(PT.1_	2425500

Sr. No	Grantee's Name	Sanction No.	Amount Released
758	State Resource Centre, Ahmedabad	F.22-1/2011-NLM.1(PT)	374500
759	State Resource Centre, Aurangabad	F.22-1/2012-NLM-I(PT.1_	2425361
760	State Resource Centre, Aurangabad	F.22-1/2011-NLM.1(PT)	374479
761	State Resource Centre, Aurangabad	22-1/2012-NLM-I(PT.2)	699960
762	State Resource Centre, Bhopal	F.8-1/2012-NLM-4(GC)	2635985
763	State Resource Centre, Bhopal	F.8-1/2012-NLM-4(SC)	760746
764	State Resource Centre, Bhopal	F.8-1/2012-NLM-4(ST)	406999
765	State Resource Centre, Deepayatan, Patna	F.5-4/2012-NLM.3	1000000
766	State Resource Centre, Deepayatan. Bihar	F.5-4/2012-NLM.3	535000
767	State Resource Centre, Dehradun	F.8-1/2012-NLM-4(GC)	1764844
768	State Resource Centre, Dehradun	F.8-1/2012-NLM-4(SC)	509335
769	State Resource Centre, Dehradun	F.8-1/2012-NLM-4(ST)	272494
770	State Resource Centre, Guwahati	F.21-1/2010-A.E.1(ii)	527671
771	State Resource Centre, Guwahati	F.21-1/2010-A.E.1	3417532
772	State Resource Centre, Guwahati	F.21-1/2010-A.E.1(i)	986301
773	State Resource Centre, Indore	F.8-1/2012-NLM-4(GC)	2640629
774	State Resource Centre, Indore	F.8-1/2012-NLM-4(SC)	762086
775	State Resource Centre, Indore	F.8-1/2012-NLM-4(ST)	407717
776	State Resource Centre, Jaipur	F.22-1/2012-NLM-I(PT.1_	693000
777	State Resource Centre, Jaipur	F.22-1/2011-NLM.1(PT)	107000
778	State Resource Centre, Jaipur	22-1/2012-NLM-I(PT.2)	200000
779	State Resource Centre, Jodhpur	F.22-3/2010-NLM-I	267500
780	State Resource Centre, Jodhpur	F.22-3/2010-NLM-I/714	500000
781	State Resource Centre, Jodhpur	F.22-3/2010-NLM-I/715	2220963
782	State Resource Centre, Jodhpur	F.22-1/2011-NLM.1(PT)	279209
783	State Resource Centre, Lucknow	F.8-1/2012-NLM.4(SC)	454033
784	State Resource Centre, Lucknow	F.8-1/2012-NLM.4(GC)	1573225
785	State Resource Centre, Lucknow	F.8-1/2012-NLM.4(ST)	242908
786	State Resource Centre, Mysore	F.13-2/2012-NLM-II(GENL)	3107753
787	State Resource Centre, Mysore	F.13-2/2012-NLM-II(SC)	896898
788	State Resource Centre, Mysore	F.13-2/2012-NLM-II(ST)	479841
789	State Resource Centre, Naharlagun	F.21-1/2010-A.E.1	2263461

Sr. No	Grantee's Name	Sanction No.	Amount Released
790	State Resource Centre, Naharlagun	F.21-1/2010-A.E.1(i)	653236
791	State Resource Centre, Naharlagun	F.21-1/2010-A.E.1(ii)	349481
792	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-2/2012-NLM-II(GENL)	3282112
793	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-2/2012-NLM-II(SC)	947219
794	State Resource Centre, Nandavanam, Thiruvanthapuram	F.13-2/2012-NLM-II(ST)	506762
795	State Resource Centre, Pune	F.22-1/2012-NLM-I	515261
796	State Resource Centre, Pune	F.22-1/2012-NLM-I/1168	3337155
797	State Resource Centre, Pune	F.22-1/2012-NLM-I/1169	963104
798	State Resource Centre, Raipur	F.5-4/2012-NLM.3	2425500
799	State Resource Centre, Raipur	F.5-4/2012-NLM.3	700000
800	State Resource Centre, Raipur	F.5-4/2012-NLM.3	374500
801	State Resource Centre, Ranchi	F.5-4/2012-NLM.3	1929874
802	State Resource Centre, Rohtak	F.13-1/2012-A.E.2	1876985
803	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	F.13-1/2012-A.E.2(1309436)	387875
804	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	F.13-1/2012-A.E.2(2447545)	725000
805	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	F.13-1/2012-A.E.2	2512125
806	State Resource Centre, Vishakapatnam	F.13-2/2012-NLM-II(GENL)	974718
807	State Resource Centre, Vishakapatnam	F.13-2/2012-NLM-II(ST)	150498
808	State Resource Centre, Vishakapatnam	F.13-2/2012-NLM-II(SC)	281304
809	State Resourcue Centre, Patna	F.5-4/2012-NLM.3	619261
810	State Resourcue Centre, Patna	F.5-4/2012-NLM.3	331305
811	State Resourcue Centre, Patna	F.5-4/2012-NLM.3	3465000
812	State Resourcue Centre, Patna	F.5-4/2012-NLM.3	2145741

DEPARTMENT OF HIGHER EDUCATION
STATEMENT SHOWING DETAILS OF GRANTS RELEASED TO NGOs
EXCEEDING ₹ 1.00 LAKHS DURING THE YEAR 2012-13 (UPTO 12.12.2012)

Sr. No	Grantee's Name	Sanction No.	Amount Released
1.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(2)	136000
2.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(1)	238000
3.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(2)	136000
4.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(1)	238000
5.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(1)	3238000
6.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(2)	136000
7.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(2)	136000
8.	Centre for Studies in Civilization(CSC), New Delhi	F.7-3/2012-U3(1)	3238000

SUMMARY OF IMPORTANT AUDIT OBSERVATIONS MADE BY C&AG

Name of Institution	Observation
Department of Higher Education	
Jawaharlal Nehru University	Overpayment of interest of Rs.2.75 crore to the GPF/CPF subscribers – JNU paid interest to the provident fund subscribers at a higher rate than that prescribed by Government. This resulted in overpayment of interest of Rs.2.75 crore during 2005-06 to 2010-11. (Para No.5.3) (Report No.33 of 2011-12)
North Eastern Hill University	Inadmissible payment of allowance amounting to Rs.11.13 crore – North Eastern Hill University continued payment of Hill Area Special Allowance to employees from September 2008 onwards despite instructions of UGC/MHRD to discontinue the same. (Para No.5.4) (Report No.33 of 2011-12)
North Eastern Hill University	Extra expenditure on electricity charges – Failure of NEHU to periodically review contracted demand for electricity vis-à-vis actual consumption resulted in extra expenditure of Rs.46.73 lakh. (Para No.5.5) (Report No.33 of 2011-12)
Sant Longowal Institute of Engineering and Technology	Avoidable payment – The Institute made avoidable payment of Rs.27.93 lakh owing to lack of internal controls to ensure compliance of the provisions of the Employees Provident Fund & Miscellaneous Provision Act by the contractors. (Para No.5.6) (Report No.33 of 2011-12)

Name of Institution	Observation
University of Delhi	Recovery at the instance of audit – University of Delhi did not revise the rates of medical contribution recoverable from its employees and pensioners who were given medical facility on the analogy of CGHS. The recovery of Rs.1.68 crore was made at the instance of audit. (Para No.5.7) (Report No.33 of 2011-12)
Corrective action at the instance of Audit	The Ministry failed to follow the extant rules and extended a loan of Rs.100 crore to the IIT Madras Research Park at an interest rate of three per cent instead of the applicable 11.5 per cent. At the instance of Audit, the Ministry took corrective action to change the rate of interest, thereby averting a loss of Rs.46.75 crore. (Para No.5.1) (Report No.33 of 2012-13)
Department of School Education & Literacy	
Kendriya Vidyalaya Sangathan	Unfruitful expenditure – In deviation of the prescribed norms, Kendriya Vidyalaya Sangathan purchased land, which should have been acquired free of cost, for opening new schools at a total cost of Rs.3.16 crore. While the expenditure has been rendered unfruitful, the intended objectives ghave also remained elusive. (Para No.5.1) (Report No.33 of 2011-12)
Kendriya Vidyalaya Sangathan	Premature release of funds - Kendriya Vidyalaya Sangathan(KVS) had prematurely released Rs.2.25 crore to the CPWD for construction of School building at Sector 22, Rohini, New Delhi. The construction could not commence due to an ongoing litigation. Besides, the primary objectives of opening a new Kendriya Vidyalaya remained unachieved for more than 10 years. (Para No.5.2) (Report No.33 of 2011-12)

LIST OF INSTITUTIONS DECLAIRED AS DEEMED TO BE UNIVERSITIES UNDER SECTION THREE OF THE UGC ACT 1956

S.No.	Deemed University

ANDHRA PRADESH

1. Gandhi Institute of Technology and Management(GITAM), Visakhapatnam, Andhra Pradesh. www.gitam.edu

2. International Institute of Information Technology, Hyderabad, Andhra Pradesh. www..iiit.ac.in

3. Koneru Lakshmaiah Education Foundation, Guntur, Andhra Pradesh. www.kluniversity.in

4. Rashtriya Sanskrit Vidyapeeth, Tirupati, Andhra Pradesh. www.rsvidyapeetha.ac.in

5. Sri Sathya Sai Institute of Higher Learning, Anantpur, Andhra Pradesh. www.sssu.edu.in

6. ICFAI Foundation for Higher Education, Hyderabad, Andhra Pradesh. www.ifheindia.org

7. Vignan's Foundation for Science, Technology and Research, Guntur, Andhra Pradesh. www.vignanuniversity.org

ARUNACHAL PRADESH

8. North Eastern Regional Institute of Science & Technology, Itanagar, Arunachal Pradesh. www.nerist.ac.in

BIHAR

9. Bihar Yoga Bharati, Munger, Bihar. www.yogavision.net

10. Nava Nalanda Mahavihara, Nalanda, Bihar. www.navanalanda.org

CHANDIGARH

11. Punjab Engineering College, Chandigarh. www.pec.ac.in

DELHI

12. Indian Agricultural Research Institute, Pusa, New Delhi. www.iari.res.in

13. Indian Institute of Foreign Trade, New Delhi. www.iift.edu

14. Indian Law Institute, New Delhi. www. ilidelhi.org

15. Institute of Liver and Biliary Sciences (ILBS), New Delhi. www.ilbs.in

16. Jamia Hamdard, New Delhi. www.jamiahamdard.edu

17. National Museum Institute of History of Art, Conservation and Musicology, New Delhi. www.nationalmuseumindia.gov.in

18. National University of Educational Planning & Administration, New Delhi. www.nuepa.org

S.No.	Deemed University
19.	Rashtriya Sanskrit Sansthana, New Delhi. www.sanskrit.nic.in
20.	School of Planning & Architecture, New Delhi. www.spa.ac.in
21.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapith, Qutub Institutional Area, New Delhi-110 016, www.slbsrsv.ac.in
22.	TERI School of Advanced Studies, New Delhi www.terischool.ac.in

GUJRAT

23.	Gujarat Vidyapith, Ahmedabad Gujarat. www.gujaratvidyapith.org
24.	Sumandeep Vidyapeeth, Vadodara, Gujarat www.sumandeepuniversity.co.in

HARYANA

25.	Maharishi Markandeshwar University, Ambala, Haryana. www.mmumullana.org
26.	Lingaya's University, Faridabad , Haryana. www.limat.org
27.	National Brain Research Centre, Gurgaon, Haryana. www.nbrc.ac.in
28.	National Dairy Research Institute, Karnal, Haryana. www.ndri.res.in
29.	Manav Rachna International University, Faridabad, Haryana. www.meri.ac.in
30.	National Institute of Food Technology Entrepreneurships & Management(NIFTEM), Kundli Haryana. www.niftem.ac.in

JHARKHAND

31.	Birla Institute of Technology, Ranchi, Jharkhand www.bitmesra.ac.in
32.	Indian School of Mines, Dhanbad, Jharkhand www.ismdhanbad.ac.in

KARNATAKA

33.	B.L.D.E. University, Karnataka www.bldeuniversity.org
34.	Christ University, Bangalore Karnataka www.christcollege.edu
35.	Indian Institute of Science, Bangalore, Karnataka www.iisc.ernet.in
36.	International Institute of Information Technology, Bangalore, Karnataka www.iitb.ac.in
37.	Jain University, Bangalore, Karnataka www.jaincollege.ac.in
38.	Jagadguru Sri Shivarathreeswara University, Mysore, Karnataka www.jssuni.edu.in
39.	Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore Karnataka www.jncasr.ac.in
40.	K.L.E. Academy of Higher Education and Research, Belgaum, Karnataka www.kahe.edu.in
41.	Manipal Academy of Higher Education, Manipal, Karnataka www.manipal.edu

S.No.	Deemed University

42. National Institute of Mental Health & Neuro Sciences, Bangalore, Karnataka
www.nimhans.kar.nic.in

43. NITTE University, Mangalore, Karnataka www.nitte.ac.in

44. Sri Devraj Urs Academy of Higher Education and Research, Kolar Karnataka
www.sdumc.ac.in

45. Sri Siddhartha Academy of Higher Education, Tumkur, Karnataka   www.sahe.in

46. Swami Vivekananda Yoga Anusandhana Samsthana, Bangalore, Karnataka   www.vyasa.org.in

47. Yenepoya University, Mangalore, Karnataka www.yenepoya.com

KERALA

48. Kerala Kalamandalam, Cheruthuruthy, Kerala www.kalamandalam.org

49. Indian Institute of Space Science and Technology, Thiruvananthapuram, Kerala
www.iist.ac.in

MADHYA PRADESH

50. Indian Institute of Information Technology and Management, Gwalior , M.P.
www.iiitm.ac.in

51. Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design &
Manufacturing, Jabalpur, Madhya Pradesh www.iiitdmj.ac.in

52. Lakshmibai National Institute of Physical Education, Gwalior-, M.P.   www.lnipe.gov.in

MAHARASHTRA

53. Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Pune, Maharashtra
www.bharatividyapeeth.com

54. Central Institute of Fisheries Education, Mumbai, Maharashtra www.cife.edu.in

55. D.Y. Patil Educational Society, Kolhapur, Maharashtra   www.dypatatailkolhapur.com

56. Datta Meghe Institute of Medical Sciences, Nagpur, Maharashtra   www.dmims.org

57. Deccan College Postgraduate & Research Institute, Pune, Maharashtra
www.deccancollege.edu

58. Dr. D.Y. Patil Vidyapeeth, Pune, Maharashtra www.dypatilvidyapeeth.org

59. Gokhale Institute of Politics & Economics, Pune, Maharashtra www.gipe.etnet.in

60. Homi Bhabha National Institute, Mumbai, Maharashtra www.hbni.ac.in

61. Indira Gandhi Institute of Development Research, Mumbai, Maharashtra   www.igidr.ac.in

62. Institute of Armament Technology, Pune, Maharashtra www.diat.ac.in

63. International Institute for Population Sciences, Mumbai, Maharashtra www.iipsindia.org

S.No.	Deemed University
64.	Institute of Chemical Technology, Mumbai, Maharashtra www.udct.org
65.	Krishna Institute of Medical Sciences, Satara, Maharashtra www.kims.ac.in
66.	MGM Institute of Health Sciences, Mumbai, Maharashtra www.mgmuhs.com
67.	Narsee Monjee Institute of Management Studies, Mumbai, Maharashtra www.nmims.edu
68.	Padmashree Dr. D.Y. Patil Vidyapeeth, Mumbai, Maharashtra www.dyptail.ac.in
69.	Pravara Institute of Medical Sciences, Ahmednagar, Maharashtra www.pravara.com
70.	SYMBIOSIS International University, Pune, Maharashtra www.siu.edu.in
71.	Tata Institute of Fundamental Research, Mumbai, Maharashtra www.tifr.res.in
72.	Tata Institute of Social Sciences, Mumbai, Maharashtra www.tiss.edu
73.	Tilak Maharashtra Vidyapeeth, Pune, Maharashtra www.tilakvidyapeeth.org

ORISSA

S.No.	Deemed University
74.	Kalinga Insitute of Industrial Technology, Bhubaneshwar, Orissa www.kiit.org
75.	Shiksha 'O' Anusandhan, Bhubaneswar, Orissa www.soauniversity.ac.in

PUNJAB

S.No.	Deemed University
76.	Sant Longowal Institute of Engineering and Technology (SLIET), Sangrur Punjab www.sliet.ac.in
77.	Thapar Institute of Engineering & Technology, Patiala, Punjab www.tiet.ac.in

PONDICHERRY

S.No.	Deemed University
78.	Sri Balaji Vidyapeeth, Pillaiyarkuppam, Pondicherry www.balajitrust.org

RAJASTHAN

S.No.	Deemed University
79.	Banasthali Vidyapith, Banasthali, Rajasthan www.banasthali.org
80.	Birla Institute of Technology & Science, Pilani, Rajasthan www.bits-pilani.ac.in
81.	Institute of Advanced Studies in Education, Sardarshahr, Churu, Rajasthan www.iaseduniv.org
82.	IIS University, Gurukul Marg, Mansarovar, Jaipur, Rajasthan www.iisuniv.ac.in
83.	Jain Vishva Bharati Institute, Nagaur, Rajasthan www.jvbi.ac.in
84.	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Rajasthan www.jnrvuniversity.com
85.	LNM Institute of Information Technology, Jaipur, Rajasthan www.lnmiit.ac.in
86.	Mody Institute of Education and Research, Sikar, Rajasthan www.mnit.ac.in

S.No.	Deemed University

TAMILNADU

87. Academy of Maritime Education and Training, Chennai www.ametindia.com

88. Amrita Vishwa Vidyapeetham, Coimbatore, Tamilnadu www.amrita.edu

89. Avinashilingam Institute for Home Science & Higher Education for Women, Coimbatore, Tamilnadu www.avinashlingam.edu

90. B.S. Abdur Rahman Institute of Science and Technology, Chennai, Tamil Nadu www.crescentcollege.org

91. Bharath Institute of Higher Education & Research, Chennai, Tamilnadu www.bharathuniv.com

92. Chennai Mathematical Institute, Chennai, Tamilnadu www.cmi.ac.in

93. Chettinad Academy of Research and Education (CARE), Kanchipuram, Tamil Nadu www.chettinadhealthcity.com

94. Gandhigram Rural Institute, Gandhigram, Dindigul, Tamilnadu www.ruraluniv.ac.in

95. Hindustan Institute of Technology and Science (HITS), Kancheepuram, Tamilnadu www.hindustancollege.com

96. Kalasalingam Academy of Research and Higher Education, Virudhunagar, Tamilnadu www.akce.ac.in

97. Karunya Institute of Technology and Sciences, Coimbatore, Tamil Nadu www.karunya.edu

98. Karpagam Academy of Higher Education, Coimbatore, Tamilnadu www.karpagamuniversity.ac.in

99. Dr. M.G.R. Educational and Research Institute, Chennai, Tamilnadu www.drmdrdu.ac.in

100. Meenakshi Academy of Higher Education and Research, Chennai, Tamilnadu www.maher.ac.in

101. Noorul Islam Centre for Higher Education, Kanyakumari, Tamil Nadu www.niuniv.com

102. Periyar Maniammai Institute of Science & Technology (PMIST), Thanjavur, Tamil Nadu www.periyar.org

103. Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Thanjavur, Tamilnadu www.prist.ac.in

104. Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamilnadu www.rgniyd.gov.in

105. S.R.M Institute of Science and Technology, Chennai, Tamil Nadu www.srmuniv.ac.in

106. Sathyabama Institute of Science and Technology, Chennai, Tamil Nadu www.sathyabamauniv.ac.in

107. Saveetha Institute of Medical and Technical Sciences, Chennai, Tamil Nadu www.saveetha.com

108. Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Thanjavur, Tamil Nadu www.sastra.edu

S.No.	Deemed University
109.	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Kancheepuram, Tamilnadu www.kanchiuniv.ac.in
110.	Sri Ramachandra Medical College and Research Institute, Chennai, Tamil Nadu www.srmc.edu
111.	St. Peter's Institute of Higher Education and Research, Chennai, Tamil Nadu, www.stpetersuniversity.org
112.	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Chennai, Tamilnadu www.velsuniv.org
113.	Vellore Institute of Technology, Vellore, Tamilnadu www.vit.ac.in
114.	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai, Tamil Nadu www.vel-tech.org
115.	Vinayaka Mission's Research Foundation, Salem, Tamil Nadu www.vinayakamission.com

UTTAR PRADESH

116.	Sam Higginbottom Institute of Agriculture, Technology & Sciences (Formerly Allahabad Agricultural Institute), Allahabad, U.P. www.aaidu.org
117.	Bhatkhande Music Institute, Lucknow, Uttar Pradesh www.bhatkhandemusic.edu.in
118.	Central Institute of Higher Tibetan Studies, Varanasi, Uttar Pradesh www.smith.edu
119.	Dayalbagh Educational Institute, Agra, Uttar Pradesh www.dei.ac.in
120.	Indian Institute of Information Technology, Allahabad, Uttar Pradesh www.iiita.ac.in
121.	Indian Veterinary Research Institute, Izatnagar, Uttar Pradesh www.ivri.nic.in
122.	Jaypee Institute of Information Technology, Noida, U.P, www.jiit.ac.in
123.	Nehru Gram Bharati Vishwavidyalaya, Allahabad, Uttar Pradesh www.nehrugrambharati.org.in
124.	Shobit Institute of Engineering & Technology, Meerut, U.P. www.shobhituniversity.ac.in
125.	Santosh University, Ghaziabad, U.P www.santoshuniversity.com

UTTRAKHAND

126.	Forest Research Institute, Dehradun, Uttrakhand www.icfre.org
127.	Gurukul Kangri Vishwavidyalaya, Haridwar, Uttrakhand www.gkvharidwar.org
128.	HIHT University, Dehradun, Uttrakhand www.sruniversity.org
129.	Graphic Era University, Dehradun, Uttrakhand www.geitdoon.com

WEST BENGAL

130.	Ramakrishna Mission Vivekananda Educational and Research Institute, Howrah, West Bengal www.hehrugrambharati.org.in

AUTONOMOUS ORGANISATIONS/ATTACHED OFFICES/SUBORDINATE OFFICES/PSU OF MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF HIGHER EDUCATION

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
1. University & Higher Education	1. Apex Level Bodies	1.	University Grants Commission, New Delhi.	www.ugc.ac.in
		2.	Indian Council of Historical Research (ICHR), New Delhi.	www.ichrindia.org
		3.	Indian Council of Social Science Research (ICSSR), New Delhi.	www.icssr.org
		4.	Indian Council of Philosophical Research (ICPR), New Delhi.	www.icpr.nic.in
		5.	National Council of Rural Institutes (NCRI), Hyderabad.	www.ncri.in
		6.	Indian Institute of Advance Study(IIAS), Shimla	www.iias.org
		7.	Association of Indian Universities(AIU)	www.aiuweb.org
		8.	Centre for Studies in Civilization, Project of History of Indian Science, Philosophy and Culture(PHISPC)	www.phispc.nic.in
	2. Central Universities	9.	University of Delhi, Delhi.	www.du.ac.in
		10.	Jawaharlal Nehru University, New Delhi.	www.jnu.ac.in
		11.	Aligarh Muslim University, Aligarh.	www.amu.ac.in
		12.	Banaras Hindu University, Varanasi.	www.bhu.ac.in
		13.	Pondicherry University, Puducherry.	www.pondiuni.edu.in
		14.	University of Hyderabad, Hyderabad.	www.uohyd.ac.in
		15.	North Eastern Hill University, Shillong.	www.nehu.ac.in
		16.	Indira Gandhi National Open University (IGNOU), New Delhi.	www.ignou.ac.in
		17.	Assam University, Silchar.	www.assamuniversity.nic.in
		18.	Tezpur University, Tezpur, Assam.	www.tezu.ernet.in
		19.	Visva Bharati Shanti Niketan West Bengal.	www.visva-bharati.ac.in
		20.	Nagaland University, Kohima, Nagaland.	www.nagauniv.org.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		21.	Jamia Millia Islamia, New Delhi.	www.jmi.ac.in
		22.	Babasaheb Bhimrao Ambedkar University, Lucknow.	www.bbau.ac.in
		23.	Manipur University, Imphal.	www.manipuruniv.ac.in
		24.	Mizoram University, Aizawl, Mizoram.	www.mzu.edu.in
		25.	University of Allahabad Allahabad, Uttar Pradesh.	www.allduniv.ac.in
		26.	Rajiv Gandhi University Itanagar, Arunachal Pradesh.	www.rgu.ac.in
		27.	Sikkim University, Gangtok, Sikkim.	www.sikkimuniversity.in
		28.	Tripura University, Agartala, Tripura.	www.tripurauniv.in
		29.	Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh.	www.igntu.nic.in
		30.	Central University of Bihar, Patna.	www.cub.ac.in
		31.	Guru Ghasidas Vishwavidyalaya, Chhattisgarh.	www.ggu.ac.in
		32.	Central University of Gujarat, Gandhi Nagar.	www.cug.ac.in
		33.	Central University of Haryana, Gurgaon.	www.cuharyana.org
		34.	Central University of Himachal Pradesh, Dharamshala.	www.cuhimachal.ac.in
		35.	Central University of Kashmir, Srinagar.	www.cukashmir.ac.in
		36.	Central University of Jharkhand, Ranchi.	www.cuj.ac.in
		37.	Central University of Karnataka, Gulbarga.	www.cuk.ac.in
		38.	Central University of Kerala, Trivandrum.	www.cukerala.ac.in
		39.	Doctor Harisingh Gaur Vishwa Vidyalaya, Madhya Pradesh.	www.dhsgsu.ac.in
		40.	Central University of Orissa, Bhubneswar.	www.cuo.ac.in
		41.	Central University of Punjab, Bhatinda.	www.centralunipunjab.com
		42.	Central University of Rajasthan, Jaipur.	www.curaj.ac.in
		43.	Central University of Tamil Nadu, Tiruvarur.	www.tiruvarur.tn.nic.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		44.	Hemvati Nandan Bahuguna Garhwal University, Srinagar, Uttarkhand.	www.hnbgu.ac.in
		45.	Central University of Jammu.	www.jammuuniversity.in
		46.	Maulana Azad National Urdu University, Hyderabad.	www.manuu.ac.in
		47.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.	www.hindivishwa.nic.in
		48.	The English and Foreign Languages University, Hyderabad.	www.efluniversity.ac.in
	3. Others	49.	Indian Institute of Advanced Studies (IIAS), Shimla.	www.iias.org
		50.	National Commission for Minority Educational Institutions, New Delhi.	www.ncmei.gov.in
2. Technical Education	1. Apex level Bodies	51.	All India Council of Technical Education (AICTE), New Delhi.	www.aicte-india.org
		52.	Council of Architecture, India Habitat Centre, New Delhi.	www.coa.gov.in
	2. IITs	53.	Indian Institute of Technology (IIT), New Delhi.	www.iitd.ernet.in
		54.	Indian Institute of Technology (IIT), Kanpur.	www.iitk.ac.in
		55.	Indian Institute of Technology (IIT), Mumbai.	www.iitb.ac.in
		56.	Indian Institute of Technology (IIT), Kharagpur.	www.iitkgp.ac.in
		57.	Indian Institute of Technology (IIT), Chennai.	www.iitm.ac.in
		58.	Indian Institute of Technology (IIT), Guwahati.	www.iitg.ernet.in
		59.	Indian Institute of Technology (IIT), Roorkee.	www.iitr.ernet.in
		60.	Indian Institute of Technology (IIT), Rajasthan.	www.iitj.ac.in
		61.	Indian Institute of Technology (IIT), Gandhi Nagar	www.iitgn.ac.in
		62.	Indian Institute of Technology (IIT), Patna.	www.iitp.ac.in
		63.	Indian Institute of Technology (IIT), Hyderabad.	www.iith.ac.in
		64.	Indian Institute of Technology (IIT), Ropar, Punjab.	www.iitd.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		65.	Indian Institute of Technology (IIT), Bhubaneshwar.	www.iitbbs.ac.in
		66.	Indian Institute of Technology (IIT), Mandi.	www.iitmandi.ac.in
		67.	Indian Institute of Technology (IIT), Indore	www.iiti.ac.in
		68.	Indian Institute of Technology (IIT-BHU), Varanasi	www.iitbhu.ac.in
	3.IIMs	69.	Indian Institute of Management, Ahmedabad.	www.iimahd.ernet.in
		70.	Indian Institute of Management, Bangalore.	www.iimb.ernet.in
		71.	Indian Institute of Management, Kolkata.	www.iimcal.ac.in
		72.	Indian Institute of Management, Kozhikode.	www.iimk.ac.in
		73.	Indian Institute of Management, Indore	www.iimidr.ac.in
		74.	Indian Institute of Management, Lucknow.	www.iiml.ac.in
		75.	Rajiv Gandhi Indian Institute of Management, Shillong.	www.iimshillong.in
		76.	Indian Institute of Management, Rohtak, Haryana.	www.iimrohtak.ac.in
		77.	Indian Institute of Management, Raipur, Chhattisgarh.	www.iimraipur.ac.in
		78.	Indian Institute of Management, Ranchi, Jharkhand.	www.iimranchi.ac.in
		79.	Indian Institute of Management, Tiruchirappalli, Tamil Nadu.	www.iimtrichy.ac.in
		80.	Indian Institute of Management, Kashipur, Uttarakhand.	www.iimkashipur.ac.in
		81.	Indian Institute of Management, Udaipur, Rajasthan.	www.iimu.ac.in
	4. NITs	82.	National Institute of Technology, Calicut, Kerala.	www.nitc.ac.in
		83.	S.V. National Institute of Technology, Surat, Gujarat.	www.svnit.ac.in
		84.	National Institute of Technology, Hazaratbal, Srinagar, Jammu and Kashmir.	www.nitsri.net
		85.	Motilal Nehru National Institute of Technology, Allahabad.	www.mnnit.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		86.	National Institute of Technology, Durgapur, West Bengal.	www.nitdgp.ac.in
		87.	National Institute of Technology, Jamshedpur, Jharkhand.	www.nitjsr.ac.in
		88.	Visvesvaraya National Institute of Technology Nagpur, Maharashtra.	www.vnitnagpur.ac.in
		89.	National Institute of Technology, Surthakal, Karnataka.	www.nitk.ac.in
		90.	National Institute of Technology, Warangal, Andhra Pradesh.	www.nitw.ac.in
		91.	Malaviya National Institute of Technology, Jaipur, Rajasthan.	www.mnit.ac.in
		92.	National Institute of Technology, Rourkela, Orissa.	www.nitrkl.ac.in
		93.	Maulana Azad National Institute of Technology, Bhopal.	www.manit.ac.in
		94.	National Institute of Technology, Tiruchirapalli, Tamil Nadu.	www.nitt.edu
		95.	National Institute of Technology, Kurukshetra, Haryana.	www.nitkkr.ac.in
		96.	National Institute of Technology, Silchar, Assam.	www.nits.ac.in
		97.	National Institute of Technology, Hamirpur.	www.nitham.ac.in
		98.	National Institute of Technology, Patna, Bihar.	www.nitp.ac.in
		99.	Dr. B.R. Ambedkar National Institute of Technology, Jallandhar.	www.nitj.ac.in
		100.	National Institute of Technology Raipur, Chhattisgarh.	www.nitrr.ac.in
		101.	National Institute of Technology, Agartala, Tripura.	www.tec.nic.in
		102.	National Institute of Technology Sikkim.	www.nitc.ac.in
		103.	National Institute of Technology, Arunachal Pradesh.	www.nitdgp.ac.in
		104.	National Institute of Technology, Meghalaya.	www.nitmeghalaya.org
		105.	National Institute of Technology, Nagaland.	www.nits.ac.in
		106.	National Institute of Technology, Manipur.	www.nitmanipur.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		107.	National Institute of Technology, Mizoram.	www.vnit.ac.in
		108.	National Institute of Technology, Uttarkhand.	www.nitkkr.nic.in
		109.	National Institute of Technology, Goa.	www.nitgoa.ac.in
		110.	National Institute of Technology, Delhi	www.ee.iitd.ernet.in
		111.	National Institute of Technology, Puducherry.	www.nitt.edu
	5.IIITs	112.	ABV-Indian Institute of Information Technology and Management, (ABV-IIITM), Gwalior.	www.iiitm.ac.in
		113.	Indian Institute of Information Tehnology (IIIT), Allahabad.	www.iiita.ac.in
		114.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Jabalpur.	www.iiitdm.in
		115.	Indian Institute of Information Tehnology, Design & Manufacturing (IIITDM), Kancheepuram.	www.iiitdm.iitm.ac.in
	6. IISc. & IISERs	116.	Indian Institute of Science, Bangalore.	www.iisc.ernet.in
		117.	Indian Institute of Science Education & Research (IISER), Pune.	www.iiserpune.ac.in
		118.	Indian Institute of Science Education & Research (IISER), Kolkata.	www.iiserkol.ac.in
		119.	Indian Institute of Science Education & Research (IISER), Mohali.	www.iisermohali.ac.in
		120.	Indian Institute of Science Education & Research (IISER), Bhopal.	www.iiserbhopal.ac.in
		121.	Indian Institute of Science Education & Research (IISER), Thiruvananthapuram.	www.iisertvm.ac.in
	7.NITTTRs	122.	National Institute of Technical Teachers' Training & Research, Kolkata.	www.nitttrkol.ac.in
		123.	National Institute of Technical Teachers' Training & Research, Taramani, Chennai.	www.nitttrc.ac.in
		124.	National Institute of Technical Teachers' Training & Research, Bhopal.	www.nitttrbhopal.org
		125.	National Institute of Technical Teachers' Training & Research, Chandigarh.	www.nitttrchd.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
	8.Boards of Apprenticeship Training	126.	Board of Apprenticeship Training, Mumbai.	www.apprentice-engineer.com
		127.	Board of Practical Training (BOPT), Kolkata.	www.bopter.gov.in
		128.	Board of ApprenticeshipTraining (BOAT), Kanpur.	www.batnorth.nic.in
		129.	Board of Apprenticeship Training, (BOAT), Chennai	www.boatsr.tn.nic.in
	9. Others	130.	Indian School of Mines University, Dhanbad, Bihar.	www.ismdhanbad.ac.in
		131.	National Institute of Foundry and Forge Technology (NIFFT), Ranchi.	www.nifft.ernet.in
		132.	National Institute of Industrial Engineering, Mumbai.	www.nitie.edu
		133.	School of Planning & Architecture, New Delhi.	www.spa.ac.in
		134.	School of Planning & Architecture, Bhopal.	www.spabhopal.ac.in
		135.	School of Planning & Architecture, Vijayawada.	www.spav.ac.in
		136.	Sant Longowal Institute of Engineering & Technology (SLIET), Sangrur Punjab.	www.sliet.ac.in
		137.	North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh.	www.nerist.ac.in
		138.	Central Institute of Technology(CIT), Kokrajhar.	www.cit.kokrajhar.in
3. Languages	1. Sanskrit & Vedic Institutions	139.	Rashtriya Sanskrit Sansthan, New Delhi.	www.sanskrit.nic.in
		140.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi.	www.slbsrsv.ac.in
		141.	Rashtriya Sanskrit Vidyapeetha, Tirupati, Andhra Pradesh.	www.rsvidyapeetha.ac.in
		142.	Maharshi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjain.	www.msrvvp.nic.in
	2. Institution related to Hindi and other Indian Languages	143.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, Agra.	www.hindisansthan.org
		144.	National Council for Promotion of Urdu Language, New Delhi.	www.urducouncil.nic.in
		145.	National Council for Promotion of Sindhi Language, Vadodra.	www.ncpsl.org

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		146.	Central Institute of Classical Tamil (CICT), Chennai.	www.cict.in
4.Planning		147.	National University of Educational Planning and Administration (NUEPA), New Delhi.	www.nuepa.org
5.UNESCO		148.	Auroville Foundation, Bharat Nivas, Auroville, Tamil Nadu.	www.auroville.org
6.Book Promotion		149.	National Book Trust of India, New Delhi.	www.nbtindia.org.in
ATTACHED OFFICES				
Languages		1.	Central Institute of Indian Languages, Mysore.	www.ciil.org
		2.	Central Hindi Directorate, New Delhi.	www.hindinideshalaya.nic.in
		3.	Commission for Scientific and Technical Terminology, New Delhi.	www.cstt.nic.in
PUBLIC SECTOR UNDERTAKING				
		1.	Educational Consultants of India Limited (EdCIL), Noida, Uttar Pradesh.	www.edcilindia.co.in
DEPARTMENT OF SCHOOL EDUCATION & LITERACY				
		1.	Central Board of Secondary Education, New Delhi.	www.cbse.nic.in
		2.	National Council for Educational Research and Training (NCERT) New Delhi.	www.ncert.nic.in
		3.	National Institute of Open Schooling, Noida, Uttar Pradesh.	www.nos.org
		4.	Central Tibetan Schools Administration (CTSA), Delhi.	www.ctsa.nic.in
		5.	Navodaya Vidyalaya Samiti, New Delhi.	www.navodaya.nic.in
		6.	Kendriya Vidyalaya Sangathan, New Delhi.	www.kvsangathan.nic.in
		7.	National Council for Teachers Education (NCTE), New Delhi.	www.ncte-india.org
SUBORDINATE OFFICE				
Adult Education		1.	Directorate of Adult Education, New Delhi.	

PWD REPORT - I

STATEMENT SHOWING THE REPRESENTATION OF THE PERSONS WITH DISABILITIES IN SERVICES (As on 1st January, 2013) MINISTRY / DEPARTMENT/ATTACHED / SUBORDINATE OFFICE: (Ministry of Human Resource Development, Department of Higher Education and SE&L and Attached / Subordinate offices)

GROUP	Total	In Identified Posts	Number of Employees		
			VH	HH	OH
(i)	**(ii)**	**(iii)**	**(iv)**	**(v)**	**(vi)**
Group A	179	2	0	0	0
Group B	560	0	2	0	4
Group C	217	19	0	0	1
Group D	243	0	0	0	1
Total	**1199**	**21**	**2**	**0**	**6**

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 Orthopedically Handicapped (persons suffering from locomotors disability or cerebral palsy)

PWD REPORT - II

STATEMENT SHOWINBG THE NUMBER OF PERSONS WITH DISABILITIES IN SERVICES APPOINTED DURING THE YEAR (FOR THE YEAR 2012)

MINISTRY / DEPARTMENT/ATTACHED / SUBORDINATE OFFICE: (Ministry of Human Resource Development, Department of Higher Education and SE&L and Attached / Subordinate offices)

Group	DIRECT RECRUITMENT							PROMOTION						
	No. of Vacancies reserved			No. of Appointment Made				No. of Vacancies reserved			No. of Appointments Made		
	VH	HH	OH	Total	VH	HH	OH	VH	HH	OH	Total	VH	HH	OH
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Group A	0	0	0	0	0	0	0	Nil	Nil	Nil	0	0	0	0
Group B	0	0	0	40	0	0	0	Nil	Nil	Nil	0	0	0	0
Group C	0	0	0	0	0	0	0	0	0	0	2	0	0	0
Group D	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**0**	**0**	**0**	**40**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**

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 Orthopedically Handicapped (persons suffering from locomotors disability or cerebral palsy)

(iv) There is no reservation for PWD in case of promotion to Group A and B posts. However, persons with disabilities can be promoted to such posts, provided the concerned post is identified suitable for persons with disabilities.

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs AS ON FIRST JANUARY OF THE YEAR AND NUMBER OF APPOINTMENTS MADE DURING THE PRECEDING CALENDER YEAR 2012

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (Ministry of Human Resource Development, Department of Higher Education and SE&L and Attached / Subordinate offices)

Groups	Total number of Employees	Representation of SCs/STs/OBCs (As on 1.1.2013)			Number of appointments made during the calendar year 2012									
					By Direct Recruitment				By Promotion			By Deputation		
		SCs	STs	OBCs	Total	SCs	STs	OBCs	Total	SCs	STs	Total	SCs	STs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Group A	179	25	11	3	1	1	0	0	26	6	1	5	0	0
Group B	560	83	30	28	41	4	5	8	28	1	1	0	0	0
Group C	217	45	8	27	4	2	0	2	3	1	0	0	0	0
Group D Excluding Sweepers)	231	78	21	14	2	0	0	0	0	0	0	0	0	0
Group D (Sweepers)	12	12	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1199	243	70	72	48	7	5	10	57	8	2	5	0	0

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs and OBCs IN VARIOUS GROUP 'A' SERVICES AS ON FIRST JANUARY 2011 AND NUMBER OF A APPOINTMENTS MADE IN THE SERVICE IN VARIOUS GRADES IN THE IN CALENDER YEAR 2012

MINISTRY/DEPARTMENT/ATTACHED/SUBORDINATE OFFICE: (Ministry of Human Resource Development, Department of Higher Education and SE&L and Attached / Subordinate offices)

SERVICE: All India Services & CSS

Pay Band and Grade Pay	Representation of SCs/STs/OBCs (As on 01.01.2013)				Number of appointments made during the calendar year 2012									
	Total number of Employees	SCs	STs	OBCs	By Direct Recruitment				By Promotion			By Deputation		
					Total	SCs	STs	OBCs	Total	SCs	STs	Total	SCs	STs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
PB-3:Rs.5400	9	3	0	1	1	1	0	0	0	0	0	0	0	0
PB-3:Rs.6000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PB-3: Rs.6600	89	13	7	1	0	0	0	0	13	3	1	0	0	0
PB-3:Rs.7000	1	0	0	0	0	0	0	0	0	0	0	0	0	0
PB-3: Rs.7600	53	8	2	1	0	0	0	0	13	3	0	5	0	0
PB-4: Rs.8700	1	0	0	0	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 8900	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 9000	6	1	0	0	0	0	0	0	0	0	0	0	0	0
PB-4: Rs.10000	15	0	1	0	0	0	0	0	0	0	0	0	0	0
HAG & Above	5	0	1	0	0	0	0	0	0	0	0	0	0	0
Total	**179**	**25**	**11**	**3**	**1**	**1**	**0**	**0**	**26**	**6**	**1**	**5**	**0**	**0**

State-wise women enrolment in Higher Education (2006-07 & 2011-12)

S. No.	State/UT	Total Enrolment 2006-07	Women Enrolment	Percentage of Women	Total Enrolment 2011-12	Women Enrolment	%age of Women	% age Increase / Decrease
1	Andhra Pradesh	960047	387124	40.32	1998541	797992	39.93	0.39
2	Arunachal Pradesh	6432	1943	30.21	20254	7431	36.69	6.48
3	Assam	237480	98676	41.55	279243	133461	47.79	6.24
4	Bihar	611465	150114	24.55	930544	344026	36.97	12.42
5	Chhattisgarh	181268	67391	37.18	386514	143690	37.18	0
6	Delhi	218989	107310	49.00	296837	137524	46.33	2.67
7	Goa	23457	13904	59.27	27792	16760	60.31	1.04
8	Gujarat	700077	312081	44.58	1093124	475714	43.52	1.06
9	Haryana	292866	121333	41.43	486569	214727	44.13	2.7
10	Himachal Pradesh	109761	48240	43.95	144023	73676	51.16	7.21
11	Jammu & Kashmir	80741	37929	46.98	205039	94339	46.01	0.97
12	Jharkhand	231756	71046	30.66	431829	166708	38.61	7.95
13	Karnataka	745729	309463	41.50	1009972	462707	45.81	4.31
14	Kerala	346961	211914	61.08	508931	298324	58.62	2.46
15	Madhya Pradesh	627310	234029	37.31	1165173	441405	37.88	0.57
16	Maharashtra	1586557	659231	41.55	2413713	1059590	43.90	2.35
17	Manipur	42854	19373	45.21	36958	16144	43.68	1.53
18	Meghalaya	34031	16434	48.29	44006	23849	54.19	5.9

S. No.	State/UT	2006-07			2011-12			%age Increase / Decrease
		Total Enrolment	Women Enrolment	Percentage of Women	Total Enrolment	Women Enrolment	%age of Women	
19	Mizoram	13495	6176	45.77	15848	7583	47.85	2.08
20	Nagaland	14797	5920	40.01	24207	11882	49.08	9.07
21	Orissa	406825	146710	36.06	563102	230460	40.93	4.87
22	Punjab	309902	160633	51.83	511678	254194	49.68	2.15
23	Rajasthan	430416	146783	34.10	1244018	479421	38.54	4.44
24	Sikkim	5201	2172	41.76	12757	6126	48.02	6.26
25	Tamil Nadu	886368	406752	45.89	1854740	861494	46.45	0.56
26	Tripura	23564	9729	41.29	47440	20068	42.30	1.01
27	Uttar Pradesh	1508754	557746	36.97	2911104	1201146	41.26	4.29
28	Uttarakhand	145963	62106	42.55	302326	302326	40.97	1.58
29	West Bengal	760015	300435	39.53	1238799	505674	40.82	1.29
30	Andaman & Nicobar Islands	2356	1336	56.71	3637	2123	58.37	1.66
31	Chandigarh	43738	22939	52.45	67235	33867	50.37	2.08
32	D & N Haveli	0	0	0.00	2120	996	46.98	46.98
33	Daman & Diu	685	323	47.15	949	561	59.11	11.96
34	Lakshdweep	266	93	34.96	429	175	40.79	5.83
35	Puducherry	22379	11483	51.31	48027	24744	51.52	0.21
	Grand Total	**11612505**	**4708871**	**40.55**	**20327475**	**8672431**	**42.66**	**2.11**

Source: University Grants Commission, Annual Report 20106-07 and 2011-12

Abbreviations

ABBREVIATIONS

ABL	Activity Based Learning
ABV-IIITMG	Atal Bihari Vajpayee Indian Institute of Information Technology and Management
ACCC	Association of Canadian Community College
ACCU	Asia-Pasific Cultural Centre for UNESCO
ACU	Association of Commonwealth Universities
ADEPTS	Advancement of Educational Performance through Teacher Support
AE	Adult Education
AEC	Adult Education Centre
AEP	Adolescence Educational Project
AICTE	All India Council for Technical Education
AIE	Alternative and Innovative Education
AIEEE	All India Engineering Entrance Examination
AIELTA	All India English Language Testing Authority
AIIS	American Institute of Indian Studies
AIMMP	Area Intensive and Madrasa Modernisation Programme
AISES	All India School Education Survey
AIU	Association of Indian Universities
ALM	Active Learning Methodology
ALW	Adult Literacy Week
AoCs	Agreement of Cooperation
ABP	Aadhaar Payment Bridge
APEID	Asia-Pasific Programme for Educational Innovation for Development
APAR	Annual Performance Appraisal Report
ASC	Academic Staff College
ASCI	Administrative Staff College of India

ASIST	Assistance for Strengthening of Infrastructure for Science & Technology
AVIs	Accredited Vocational Institutes
AVRC	Audio-Visual Research Centre
BASE	Bangalore Association for Science Education
BE	Budget Expenditure
BEP	Bihar Education Project
BEPC	Bihar Educational Project Council
BGVS	Bharat Gyan Vigyan Samiti
BITE	Block Institute of Teacher Education
BITS	Birla Institute of Technology and Science
BJVJ	Bharat Jan Vigyan Jatha
BLRC	Block Level Resource Centres
BMS	Basic Minimum Services
BOAT	Board of Apprenticeship Training
BPL	Below Poverty Line
BRAOU	Bhim Rao Ambedkar Open University
BSNL	Bharat Sanchar Nigam Limited
CABE	Central Advisory Board of Education
CAC	Central Apprenticeship Council
CAYT	Career Award for Young Teachers
CBLP	Camp Based Literacy Programme
CBR	Community-Based Rehabilitation
CBSE	Central Board of Secondary Education
CCA	Certificate Course in Computer Applications
CCC	Citizens'/Client's Charters
CCE	Continuous Comprehensive Evaluation
CCEA	Cabinet Committee on Economic Affairs
CCIs	Correspondence Course Institutes

CCRT	Centre for Cultural Resources and Training	CLASS	Computer Literacy and Studies in Schools
CDC	Curriculum Development Centre	CLIP	Children's Language Improvement Programme
CDPO	Community Development Project Officer	CLP	Child Labour Project/Computer Literacy Programme
CDTP	Community Development through Polytechnics	CMAT	Common Management Admission Test
CE	Continuing Education	CMCHC	Certificate in Maternal and Child Health Care
CEAC	Copyright Enforcement Advisory Council	CNIC	Certificate in New Born and Infant Care
CEC	Continuing Education Centres	CoA	Council of Architecture
CEEP	Cultural Educational Exchange Programme	COBSE	Council of Boards of Secondary Education
CEP	Computer Education Plan/Continuing Education Programme/Cultural Exchange Programme	COL	Commonwealth of Learning
		CPCC	Commission Planning and Costing Committee
CEO	Chief Executive Officer	CPE	College with Potential Excellence
CES	Committee of Education Secretaries	CPGRAMS	Centralized Public Grievances Readers and Monitoring System
CGI	Consulate-General of India		
CGPA	Cumulative Grade Point Average	CPIO	Central Public Information Officer
CHD	Central Hindi Directorate	CPP	Centre for Public Policy
CICT	Central Institute of Classical Tamil	CPSCE	Colombo Plan Staff College for Education
CIDA	Canadian International Development Agency	CPWD	Central Public Works Department
CIEFL	Central Institute of English and Foreign Languages	CRC	Computer Ready Copy/Cluster Resource Centre
CIET	Central Institute of Educational Technology	CRPA	Centre for Research, Planning and Action
CIILP	Canada-India Institute Industry Linkage Project	CS	Cabinet Secretary/Company Secretary
CIIL	Central Institute of Indian Languages	CSIR	Centre for Scientific and Industrial Research
CIRE	Centre for Insurance Research and Education	CSM	Centre Software Management
		CSS	Central Secretariat Service
CISCE	Council for Indian School Certificate Education	CSTT	Commission for Scientific and Technical Terminology
CIT	Central Institute of Technology	CT&E	Centre of Testing & Evaluation
CIVE	Central Institute of Vocational Education	CTE	College of Teacher Education
CLAPS	Children's Learning Acceleration Programme for Sustainability		

CTP	Computer Technician Programme	DSEL	Department of School Education and Literacy
CTET	Central Teacher Eligibility Test	DTH	Direct to Home
CTSA	Central Tibetan School Administration	DTP	Desk Top Publishing
CVC	Central Vigilance Commission	DWCRA	Development of Women and Children in Rural Areas
CVO	Chief Vigilance Officer		
CWSN	Children with special needs	EAP	Externally Aided Project
DA	Dearness Allowance	EBB	Educationally Backward Blocks
DAE	Directorate of Adult Education	EBD	Educationally Backward District
DAR&PG	Department of Administrative Reforms and Public Grievances	EC	Executive Committee/European Community
DBT	Department of Bio-Technology	ECCE	Early Childhood Care and Education
DBTS	Direct Benefit Transfer Scheme	ECE	Early Childhood Education
DEC	Distance Education Council	ECOWAS	Economic Organisation of West African States
DEEP	District Elementary Education Plans		
DFID	Department for International Development	Ed.CIL	Educational Consultants India Ltd.
		EDI	Educational Development Index
DIET	District Institute of Education and Training	EduSAT	Education Satellite
		EE	Elementary Education
DISE	District Information System for Education	EEO	Education Extension Officer
		EEOC	Establishment of Equal Opportunity Cells
DIU	District Implementation Unit		
DoNER	Development of North-Eastern Region	EEP	Education Exchange Programme
DOPT	Department of Personnel and Training	EFA	Education for All
DOS	Department of Space	EFDP	Early Faculty Development Programme
DPC	District Programme Coordinator		
DPE	Diploma in Primary Education	EGS	Education Guarantee Scheme
DPEP	District Primary Education Programme	EHV	Education in Human Values
		ELTI	English Language Teaching Institute
DPG	Directorate of Public Grievances	EMDP	Entrepreneurship and Management Development Programme
DPNER	Development Projects for North Eastern Region		
		EMIS	Educational Management Information System
DPR	Detail Project Report/District Rehabilitation Centre		
		EMRC	Educational Media Research Centre
DRDA	District Rural Development Agency	EOC	Equal Opportunity Cell
DRDO	Defence Research and Development Organisation	EP	Equivalency Programme
		EQIP	Educational Quality Improvement Programme
DRU	District Resource Unit		
DS	Day School		

ERC	Expenditure Reforms Commission		HTTI	Hindi Teachers Training Institute
ERIC	Educational Research and Innovation Centre		IAMR	Institute of Applied Manpower Research
ERP	Educational Resource Planning		IARCS	Indian Association for Research in Computing Sciences
ESG	Editorial support Group		IASE	Institute of Advanced Study in Education
ESPS	External Scholarship Processing System		IBE	International Bureau of Education
ESRC	External and Social Research Council		IBO	International Biology Olympiad
FAQ	Fair Average Quality		ICDS	Integrated Child Development Services
FG	Final Grant		IChO	International Chemistry Olympiad
FICCI	Federation of Indian Chamber of Commerce and Industry		ICHR	Indian Council of Historical Research
FIP	Federation of Indian Publishers/ Faculty Improvement Programme		ICMR	Indian Council of Medical Research
			ICPD	International Conference on Population and Development
FPM	Fellowship Programme in Management		ICPR	Indian Council of Philosophical Research
GAP	Gujarat Achievement Profile		ICT	Information and Communication Technology
GATS	General Agreement on Trade in Services		IDMI	Infrastructure Development in Minority Institutions
GATT	General Agreement on Trade and Tariff		IDS	Institute of Development Studies
GBS	Gross Budgetary Support		IEA	Indian Educational Abstracts
GER	Gross Enrolment Ratio		IEDC	Integrated Education for Disabled Children
GIAC	Grants-in-Aid Committee			
GOOS	Global Ocean Observation System		IEDSS	Inclusive Education for Disabled at Secondary State
GPAT	Graduate Pharmacy Aptitude Test			
GPF	General Provident Fund		IETE	Institute of Electronics and Telecommunication Engineers
GVC	Generic Vocational Course		IFC	Information & Facilitation Centre
HBCSE	Homi Bhabha Centre for Science Education		IGBC	Intergovernmental Bioethics Committee
HEFS	Human Ecology and Family Science		IGNOU	Indira Gandhi National Open University
HEPSN	Higher Education for Persons with Special Needs		IGNTU	Indira Gandhi National Tribal University
HMCT	Hotel Management and Catering Technology			
HRA	House Rent Allowance		IGP	Income Generating Programme
HRM	Human Resource (Development) Minister		IIAS	Indian Institute of Advanced Study
HTTC	Hindi Teachers Training Centre			

IIEP	International Institute of Educational Planning	ISSC	International Social Science Congress
IIIT	Indian Institute of Information Technology	IPhO	International Physics Olympiad
IIITM	Indian Institute of Information Technology and Management	IPR	Intellectual Property Rights
		IPRSL	Indian Performing Right Society Limited
IILS	International Institute of Labour Studies	IRRO	Indian Reprographic Rights Organisation
IIM	Indian Institute of Management	ISBN	International Standard Book Numbering
IIP	Industry Institute Partnership		
IIPA	Indian Institute of Public Administration	ISM	Indian School of Mines
		ISRO	Indian Space Research Organisation
IISc	Indian Institute of Science	ISSC	Indian Social Science Council
IIT	Indian Institute of Technology	ISTM	Institute of Secretariat Training and Management
IITD	Indian Institute of Technology, Delhi		
IITG	Indian Institute of Technology, Guwahati	IT	Information Technology
		ITCOS	International Training Centre in Open Schooling
IITK	Indian Institute of Technology, Kanpur		
IIT-KGP	Indian Institute of Technology, Khargpur	ITDOS	International Training Division in Open Schooling
		ITI	Industrial Training Institute
IITM	Indian Institute of Technology, Madras	ITPD	In-Service Teacher Professional Development
IITR	Indian Institute of Technology, Roorki		
IIVET	Indian Institute of Vocational Education and Training	IVRS	Interactive Voice Response System
		JAB	JEE Apex Board
ILIP	Integrated Learning Improvement Programme	JCVE	Joint Council of Vocational Education
		JEE	Joint Entrance Examination
ILO	International Labour Organisation	JMR	Joint Review Missions
IMO	International Mathematical Olympiad	JNU	Jawaharlal Nehru University
INEA	Indian National Academy of Engineering	JNV	Jawahar Navodaya Vidyalaya
		JRF	Junior Research Fellowship
INCCU	Indian National Commission for Cooperation with UNESCO	JRY	Jawahar Rozgar Yojana
		JSN	Jana Shikshan Nilayam
INDLST	Indian National Digital Library for Science and Technology	JSS	Jan Shikshan Sansthan
		JWG	Joint Working Group
INSA	Indian National Science Academy	KGBV	Kasturba Gandhi Balika Vidyalaya
IPAI	Institute of Public Auditors of India	KHS	Kendriya Hindi Sansthan
		KHSM	Kendriya Hindi Shikshan Mandal
IPDC	International Programme for the Development of Communication	KRS	Key Resource Person

KSQAO	Karnataka State Quality Assessment Organisation	NANCE	National Academic Network for Continuing Education
KVS	Kendriya Vidtyalaya Sangathan	NBB	National Bal Bhawan
LAN	Local Area Network	NBHM	National Board of Higher Mathematics
LAP	Learning Assurance Programme	NBPC	National Book Promotion Council
LATS	Learners' Achievement Tracking System	NBT	National Book Trust
LDC-IL	Linguistic Data Consortium for Indian Language	NCAER	National Council of Applied Economic Research
LEP	Life Enrichment Programme	NCC	National Cadet Corps
LIFE	Literacy Initiative for Empowerment	NCCL	National Centre for Children's Literature
LGP	Learning Guarantee Programme	NCEC	Nodal Continuing Education Centre
LP	Literacy Programme	NCERT	National Council of Educational Research and Training
LRUC	Learning Resource Utilization Centre	NCF	National Curriculum Framework
LSC	Learner Support Centres	NCFWFL	National Curriculum Frame Work for Female Literacy
MANUU	Maulana Azad National Urdu University	NCHE	National Council of Higher Education
MCBs	Muslim Concentration Blocks	NCHER	National Council for Higher Education and Research
MCD	Minority Concentration District	NCMEI	National Commission for Minorities Educational Institutions
MDM	Mid-day-Meal		
MEA	Ministry of External Affairs	NCOS	National Consortium for Open Schooling
MGIEP	Mahatma Gandhi Institute of Education for Peace	NCLP	National Child Labour Project
MHRD	Ministry of Human Resource Development	NCPSL	National Council for Promotion of Sindhi Language
MHTTI	Mizoram Hindi Teachers Training Institute	NCPUL	National Council for Promotion of Urdu Language
MIL	Modern Indian Languages	NCRI	National Council of Rural Institutes
MILES	Multi-Purpose Indian Language Evaluation System	NCTE	National Council of Teacher Education
MIS	Management Information System	NECRD	North East Centre for Research and Development
MLE	Multi Lingual Education	NFE	Non-Formal Education
MMPs	Mission Mode Projects	NEHU	North Eastern Hill University
MoU	Memorandum of Understanding	NELD	North East Language Development
MS	Mahila Samakhya	NEP	North East Project
MSK	Mahila Shikshan Kendra	NER	North Eastern Region
NAB	National Accreditation Board		
NACO	National AIDS Control Organisation		

NE-RIE	North-East Regional Institute of Education		NPNSPE	National Programme of Nutritional Support to Primary Education
NERIST	North Eastern Regional Institute of Science and Technology		NPTEL	National Programme of Technology Enabled Learning
NERLC	North Eastern Language Centre		NRCT	National Research Council of Thailand
NET	National Eligibility Test		NREGA	National Rural Employment Guarantee Act
NFE	Non Formal Education			
NFHS	National Family Health Survey		NRF	National Research Foundation
NGO	Non Governmental Organsiation		NRG	National Resource Group
NHRC	National Human Rights Commission		NRT	National Register of Translaters
NIC	National Informatics Centre		NSC	National Steering Committee
NICEE	National Information Centre on Earthquake Engineering		NSDC	National Skill Development Corporation
NIFM	National Institute of Finance Management		NSIGSE	National Scheme of Incentive to Girls for Secondary Education
NIFT	National Institute of Fashion Technology		NSF	National Science Foundation
NIOS	National Institute of Open Schooling		NSSO	National Sample Survey Organisation
NIRD	National Institute of Rural Development		NTM	National Translation Mission
			NTMIS	National Technical Manpower Information System
NITs	National Institutes of Technology		NTSE	National Talent Search Examination
NLCPR	Non Lapsable Central Pool of Resources		NUEPA	National University of Educational Planning and Administration
NLM	National Literacy Mission		NVEQF	National Vocational Education Qualification Frameworks
NLMA	National Literacy Mission Authority			
NMCME	National Monitoring Committee for Minority Education		OBC	Other Backward Classes
			ODL	Open and Distance Learning
NMMSS	National Means-cum-Merit Scholarship Scheme		OPAC	Online Public Access Catalogue
			PAB	Project Approval Board
NORI	No Objection to Returns to India Certificate		PCPs	Personal Contact Programmes
			PCT	Patents Cooperation Treaty
NOS	National Open School		PDI	Permanent Delegation of India
NPE	National Policy on Education		PDS	Public Distribution System
NPEP	National Population Education Project		PG	Post Graduate
NPGEEL	National Programme for Girls Education of at Elementary Level		PIHEA	Promotion of Indian Higher Education Abroad
NPMDMS	National Programme – Mid-Day-Meal in School		PLEP	Preparation for Learning Enhancement in Punjab

PoA	Programme of Action	RSKB	Rajasthan Shiksha Karmi Board
PPL	Phonographic Performance Limited	RTE	Right of Children to Free and Compulsory Education
PPP	Public Private Partnership	RTI	Right to Information
PQL	Physical Quality of Life	RUSA	Rashtriya Ucccchatar Shiksha Abhiyan
PSC	Parliamentary Standing Committee	SAARC	South Asian Association for Regional Cooperation
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education	SAIIER	Sri Aurobindo International Institute of Educational Research
PSU	Public Sector Undertaking	SAP	Special Assistance Programme
PTA	Parent Teacher Association	SC	Scheduled Caste
PTRs	Pupil Teacher Ratios	SC/ST	Scheduled Caste/Scheduled Tribe
PwD	Persons with Disability	SCA	Science Council of Asia
QICR	Quality Improvement in Class Rooms	SCSP	Scheduled Caste Sub-Plan
QIP	Quality Improvement Programme	SCERT	State Council of Educational Research and Training
R&D	Research &Development	SCG	Strategic Communication Group
RCC	Refresher Course Centre	SCHE	State Council of Higher Education
RCCP	Radio-Cum-Cassette Players	SCSP	Scheduled Caste Sub – Plan
RCs	Regional Conferences	SCVE	State Council of Vocational Education
RCSGC	Research and Creative Source Generation Centre	SDAE	State Directorate of Adult Education
RE	Revised Estimates	SH	Speech Handicap
READ	Read Enjoy and Develop	SICI	Shastri Indo-Canadian Institute
REC	Regional Engineering College	SID	Society of Innovation and Department
RF	Radio Frequency	SIDA	Swedish International Development Agency
RFD	Result Framework Document		
RFLP	Rural Functional Literacy Project	SIET	State Institute of Educational Technology
RFUs	Regional Field Units		
RGIIM	Rajiv Gandhi Indian Institute of Management	SIL	South Indian Language
		SIMs	Self Instructional Materials
RID	Research and Institutional Development	SKIMS	Sher-E-Kashmir Institute of Medical Sciences
RIE	Regional Institute of Education	SKP	Shiksha Karmi Project
RIs	Rural Institutes	SLET	State Level Eligibility Test
RLCs	Regional Language Centres	SLIET	Sant Longowal Institute of Engineering and Technology
RMSA	Rashtriya Madhyamik Shiksha Abhiyan		
RPF	Revised Policy Formulations	SLM	Self Learning Material
RRC	Regional Resource Centre	SLMA	State Literacy Mission Authority

SOPT	Special Orientation Programme for Primary Teacher	UNDP	United Nation Development Programme
SOUs	State Open Universities	UNESCO	United Nations Educational, Scientific and Cultural Organsiations
SPA	School of Planning and Architecture	UNFPA	United Nations Fund for Population Activity
SPoA	State Programme of Action	UNICEF	United Nations International Children's Emergency Fund
SPQEM	Scheme for Providing Quality Education in Madras	UNU	United Nations University
SRC	State Resource Centre	UPE	Universalisation of Primary Education
SRF	Senior Research Fellow	UT	Union Territory
SSA	Sarva Shiksha Abhiyan	VAs	Voluntary Agencies
STEI	Secondary Teacher Education Institute	VASS	Vietnam Academy of Social Sciences
SUPW	Socially Useful Productive Work	VDL	Video Distance Learning
TA	Travel Allowance	VE	Vocational Education
TC	Teachers Centre	VEC	Village Education Committee
TE	Technical Education	VEP	Vocational Education Programme
TEBMI	Traditionally Educationally Backward Minority Institutions	VH	Visually Handicap
		VHO	Voluntary Hindi Organisation
TEPSE	Teachers Preparation in Special Education	VHOs	Voluntary Hindi Organisations
		VLSI	Very Large Scale Integration
TEQIP	Technical Education Quality Improvement Porgramme	VPN	Very Personal Network
		VRC	Vocational Rehabilitation Centre
TLC	Total Literacy Campaign	VSAT	Very Small Aperture Terminal
TLE	Teaching Learning Equipment	VSSC	Vikram Sarabhai Space Centre
TMA	Tutor Marked Assignment	VTUs	Virtual Technological Universities
TSP	Tribal Sub - Plan	WePMIS	Web based Planning and Monitoring System
TTTI	Technical Teacher Training Institutes		
UC	Utilisation Certificate	WIDER	World Institute for Development Economic Research
UCC	Universal Copyright Commission		
UEE	Universalisation of Elementary Education	WIPO	World Intellectual Property Organisation
UG	Under Graduate	WTO	World Trade Organisation
UGC	University Grants Commission	ZIET	Zonal Institute of Education and Training
UKIERI	UK-India Education and Research Initiative	ZSS	Zilla Saksharta Samiti

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