

Annual Report



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





Annual Report 2009-10

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



Overview
Page - 1

Major Initiatives & Achievements
Page - 5



Administration
Page - 13

Elementary Education
Page - 19



Secondary Education
Page - 73

Higher Education
Page - 107





Technical Education
Page - 149

Adult Education
Page - 193



Distance Learning
Page - 209

Scholarships
Page - 213



Education of Scheduled Castes/
Scheduled Tribes and Minorities
Page - 219

Development of North Eastern
Region and J & K
Page - 231



Annexures

Annexures - 1	
State wise details of MS organization and activities:	308
Annexures - 2	
State-wise No. of DIETs, CTEs & IASEs sanctioned and functional	309
Annexures - 3	
State-wise details of Interventions recommended under RMSA (upto 27.1.2010)	310
Annexures - 4	
State-wise details of fund released for preparatory activities under RMSA scheme (as on 18.01.2010)	312
Annexures - 5	
List of Educationally Backward Blocks where Model Schools have been sanctioned	313
Annexures - 6	
List of Educationally Backward Blocks where Girls' Hostels have been sanctioned	318
Annexures - 7	
Statement showing States/UTs wise schools sanctioned under the Centrally Sponsored Scheme of ICT in Schools during 2009-10.	325
Annexures - 8	
Statement showing States/UTs wise fund released under the Centrally sponsored Scheme of ICT in Schools during 2009-10.	326
Annexures - 9	
Statement-1: Total Number of Recognised Institutions in India 2007-08 (Provisional)	327
Statement 2: Enrolment by Stages 2007-08 as on 30-09-2007 (Provisional)	328
Statement 3: Gross Enrolment Ratio (All Categories of Students) in the age group 6-11, 11-14 and 14-18 years during 2007-08 as on 30-09-2007 (Provisional)	330
Statement 4: Enrolment by Statges (Scheduled Caste Students) 2007-08 as on 30-09-2007 (Provisional)	332
Statement 5: Gross Enrolment Ratio (SC Students) in the age group 6-11, 11-14 and 14-18 years during 2007-08 as on 30-09-2007 (Provisional)	334
Statement 6: Enrolment by Statges (Scheduled Tribes Students) 2007-08 as on 30-09-2007 (Provisional)	336
Statement 7: Gross Enrolment Ratio (ST Students) in the age group 6-11, 11-14 and 14-18 years during 2007-08 as on 30-09-2007 (Provisional)	338
Statement 8: Dropout rates in Classes (I-V), (I-VIII) and (I-X) for the year 2007-08	340
Statement 9: Dropout rates in SC Students in Classes (I-V), (I-VIII) and (I-X) for the year 2007-08	342
Statement-10: Dropout rates in ST Students in Classes (I-V), (I-VIII) and (I-X) for the year 2007-08	344
Statement-11: Number of Teachers in 2007-08 (Provisional) as on 30.9.07	346
Annexure-10	
Department of Higher Education Statement showing details of grants released to NGO's exceeding Rs. 1.00 Lakh during the year 2009-10(UP TO 31.12.2009)	348
Annexure-11	
Department of School Education & Literacy Statement showing details of grants released to NGO's exceeding Rs. 1.00 Lakh during the year 2009-10(UP TO 31-12-2009)	350
Annexure-12	
Statement of grants amounting to Rs.1.00 lakh and above sanctioned by Central Hindi Directorate to various VHOs during the financial year 2009-10	362

Annexure-13	
Number of organizations (state-wise) received grant more than 1.00 lakh from Rashtriya Sanskrit Sansthan during the financial year 2009-10	366
Annexure-14	
Statement of grant of Rs.1.00 lakhs and above approved/released to NGOs during the financial year 2009-10 (up to December, 2009) by MSRVP	367
Annexure-15	
Details of Grants Released to NGOs under the scheme of Assistance for Strengthening Education in Human Values (State-wise)-2009-2010 (up to 4.2.2010)	369
Annexure-16	
Summary of important Audit Observations made by the C&AG Department of Higher Education (Ministry of Human Resource Development)	375
Annexure-17	
List of institutions declared as deemed-to-be-universities under section 3 of the UGC Act, 1956	378
Annexure-18	
Autonomous Organisations of Department of Higher Education	386
Annexure-19	
Annual Statement Showing the Representation of the persons with disabilities in services (as on 1.1.2010)	400
Annexure-20	
Annual Statement Showing the Representation of SCS, STS and OBCs as on First January, 2010 and number of Appointments made during the year 2009	401
Annexure-21	
Annual Statement Showing the Representation of SCS, STS and OBCs in various group 'A' Services as on first January 2010 and Number of Appointments made in the Service in Various Grades in the Year 2009	403

Abbreviations

AASSRECS	Association of Asian Social Science Ewseach Councils	AIU	Association of Indian Universities
ABL	Activity Based Learning	ALM	Active Learning Methodology
ABV-IIITMG	Atal Bihari Vajpayee Indian Institute of Information Technology and Management	ALW	Adult Literacy Week
ACCC	Association of Canadian Community College	AMU	Maulana Azadc National Urdu University
ACCU	Asia-Pasific Cultural Centre for UNESCO	AoCs	Agreements of Cooperation
ACU	Association of Commonwealth Universities	APEID	Asia-Pasific Programme for Educational Innovation for Development
ADEPTS	Advancement of Educational Performance through Teacher Support	ASC	Acadmic Staff College
AE	Adult Education	ASCI	Administrative Staff College of India
AEC	ADULT EDUCATION CENTRE	ASIST	Assistance for Strengthening of Infrastructure for Science & Technology
AEP	Adolescence Educational Project	AVIs	Accredited Vocational Institutes
AICTE	All India Council for Technical Education	AVRC	Audio-Visual Research Centre
AIE	Alternative and Innovative Education	BASE	Bangalore Association for Science Education
AIEEE	All India Engineering Entrance Examination	BE	Budget Expenditure
AIELTA -	All India English Language Testing Authority	BEP	Bihar Education Project
AIIS	American Institute of Indian Studies	BEPC	Bihar Educational Project Council
AIMMP	Area Intensive and Madrasa Modernisation Programme	BGVS	Bharat Gyan Vigyan Samiti
AISES	All India School Education Survey	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	CEP	Computer Education Plan/ Cultural Exchange Programme
BOAT	Board of Apprenticeship Training		
BPL	Below Poverty Line	CES	Committee of Education Secretaries
BRAOU	BR Ambedkar Open University	CESCI	Centre for Experiencing Cultural Interaction
BSNL	Bharat Sanchar Nigam Limited		
CABE	Central Advisory Board of Education	CGI	Consulate-General of India
		CGPA	Cumulative Grade Point Average
CAC	Central Apprenticeship Council	CHD	Central Hindi Directorate
CBR	Community-Based Rehabilitation	CICT	Central Institute of Classical Tamil
CBSE	Central Board of Secondary Education	CIDA	Canadian International Development Agency
CCA	Certificate Course in Computer Applications	CIEFL	Central Institute of English and Foreign Languages
CCE	Continuous and Comprehensive Evaluation/ Centre for Continuing Education	CIET	Central Institute of Educational Technology
CCEA	Cabinet Committee on Economic Affairs	CIIL	Central Institute of Indian Languages
CCF	Continuous and Comprehensive Evaluation	CIILP	Canada-India Institute Industry Linkage
CCIs	Correspondence Course Institutes	CIRE	Centre for Insurance Research and Education
CCRT	Centre for Cultural Resources and Training	CISCE	Council for Indian School Certificate Education
CDC	Curriculum Development Centre	CIT	Central Institute of Technology
CDPO	Community Development Project Officer	CIVE	Central Institute of Vocational Education
CE	Continuing Education	CLAPS	Children's Learning Acceleration Programme for Sustainability
CEAC	Copyright Enforcement Advisory Council	CLASS	Computer Literacy And Studies in Schools
CEC	Continuing Education Centres		
CEEP	Cultural Educational Exchange Programme	CLIP	Children's Language Improvement Programme
CEO	Chief Executive Officer	CLP	Child Labour Project/Computer Literacy Programme

CMCHC	Certificate in Maternal and Child Health Care	CTEs	College of Teacher Education
CNIC	Certificate in New Born and Infant Care	CTP	Computer Technician Programme
COBSE	Council of Boards of Secondary Education	CTSA	Central Tibetan School Administration
COL	Commonwealth of Learning	CVC	Central Vigilance Commissioner
CPCC	Commission Planning and Costing Committee	CVO	Chief Vigilance Officer
CPE	Colleges with Potential Excellence	DA	Dearness Allowance
CPGRAMS	Centralized Public Grievances Readers and Monitoring System	DAE	Directorate of Adult Education
CPIO	Central Public Information Officer	DAR&PG	Department of Administrative Reforms & Public Grievances
CPP	Centre for Public Policy	DBT	Department of Bio-Technology
CPSC	Colombo Plan Staff College for Education	DEC	Distance Education Council
CPWD	Central Public Works Department	DEEP	District Elementary Education Plans
CRC	Computer Ready Copy/ Cluster Resource Centre	DFG	South Africa, German Research Foundation, Germany
CRPA	Centre for Research, Planning and Action	DFID	Department for International Development
CS	Cabinet Secretary/Company Secretary	DIET	District Institute of Education and Training
CSIR	Centre for Scientific and Industrial Research	DISE	District Information System for Education
CSM	Centre Software Management	DIU	District Implementation Unit
CSS	Central Secretariat Service	DoNER	Development of North-Eastern Region
CSTT	Commission for Scientific and Technical Terminology	DOPT	Department of Personnel and Training
CT&E	Centre of Testing & Evaluation	DOS	Department of Space
CTE	College of Teacher Education	DPC	District Programme Coordinator
		DPE	Diploma in Primary Education
		DPEP	District Primary Education Programme

DPG	Directorate of Public Grievances	EFA	Education for All
DPNER	Development Projects for North Eastern Region	EGS	Education Guarantee Scheme
DPR	Detail Project Report/ District Rehabilitation Centre	EHV	Education in Human Values
DRDA	District Rural Development Agency	ELTI	English Language Teaching Institute
DRDO	Defence Research and Development Organisation]	EMDP	Entrepreneurship and Management Development Programme
DRU	District Resource Unit	EMIS	Educational Management Information System
DS	Day School	EMPC	ELECTRONIC MEDIA PRODUCTION CENTRE
DSEL	Department of School Education and Literacy	EMRC	Educational Media Research Centre
DTP	Desk Top Publishing	EOC	Equal Opportunity Cell
DWCRA	Development of Women and Children in Rural Areas	EP	Equivalency Programme
EAP	Externally Aided Project	EQIP	Educational Quality Improvement Programme
EAR	External Academic Relations	ERC	Expenditure Reforms Commission
EB	Educationally Backward	ERIC	Educational Research and Innovation Centre
EBB	Educationally Backward Blocks	ESPS	External Scholarship Processing System
EC	Executive Committee / European Commission	ESRC	Economic and Social Research Council
ECCE	Early Childhood Care and Education	FAQ	Fair Average Quality
ECOWAS	Economic Organization of West African States	FCI	Food Corporation of India
Ed.CIL	Educational Consultants India Ltd.	FG	Final Grant
EDI	Educational Development Index	FICCI	Federation of Indian Chamber of Commerce and Industry
EduSAT	Education Satellite	FIP	Federation of Indian Publishers/ Faculty Improvement Programme
EE	Elementary Education	FPM	Fellowship Programme in Management
EEO	Education Extension Officer		
EEP	Education Exchange Programme		

GAP	Gujarat Achievement Profile	ICMR	Indian Council of Medical Research
GATS	General Agreement on Trade in Services	ICPD	International Conference on Population and Development
GATT	General Agreement on Trade and Tariff	ICPR	Indian Council of Philosophical Research
GBS	Gross Budgetary Support	ICRTA	Centre for ODL in Research and Training in Agriculture
GER	Gross Enrolment Ratio	ICT	Information and Communication Technology
GPF	General Provident Fund	IDMI	Infrastructure Development in Minority Institutions
GVC	Generic Vocational Course	IDS	Institute of Development Studies
HBCSE	Homi Bhabha Centre for Science Education	IEA	Indian Educational Abstracts
HEFS	Human Ecology and Family Science	IEDC	Integrated Education for Disabled Children
HEPSN	Higher Education for persons with Special Needs	IEDSS	Inclusive Education for Disabled at Secondary State
HRA	HOUSE RENT ALLOWANCE	IETE	Institute of Electronics and Telecommunication Engineers
HRM	Human Resource (Development) Minister	IFC	Information & Facilitation Centrenicnet
HTTC	Hindi Teachers Training Centre	IGNOU	Indira Gandhi National Open University
HTTI	Hindi Teachers Training Institute	IGNTU	Indira Gandhi National Tribal University
IAMR	Institute of Applied Manpower Research	IGP	Income Generating Programme
IARCS	Indian Association for Research in Computing Sciences	IIAS	Indian Institute of Advanced Study
IASE	Institute of Advanced Study in Education	IIEP	International Institute of Educational Planning
IBE	International Bureau of Education	IIIT	Indian Institute of Information Technology
IBO	International Biology Olympiad	IIITM	Indian Institute of Information Technology and Management
ICDS	Integrated Child Development Services	IILS	International Institute of Labour Studies
ICHO	International Chemistry Olympiad		
ICHR	Indian Council of Historical Research		

IIM	Indian Institute of Management	IPAI	Institute of Public Auditors of India
IIP	Industry Institute Partnership	IPhO	International Physics Olympiad
IIPA	Indian Institute of Public Administration	IPR	Intellectual Property Rights
IIPCAT	Institute for Professional Competency Advancement of Teachers through ODL	IPRS	Indian Performing Right Society Limited
IISc	Indian Institute of Science	IPRs	Protection of Intellectual Property Rights
IIT	Indian Institute of Technology	IRRO	Indian Reprographic Rights Organization
IITD	Indian Institute of Technology, Delhi	ISBN	International Standard Book Numbering
IITG	Indian Institute of Technology, Guwahati	ISM	Indian School of Mines
IITK	Indian Institute of Technology, Kanpur	ISRO	Indian Space Research Organisation
IIT-KGP	Indian Institute of Technology, Khagadpur	ISSC	International Social Science Council
IITM	Indian Institute of Technology, Madras	ISTM	Institute of Secretarial Management
IITR	Indian Institute of Technology, Roorkee	IT	Information Technology
IIVET	Institute for Vocational Education and Training	ITCOS	International Training Centre in Open Schooling
ILIP	Integrated Learning Improvement Programme	ITDOS	International Training Division in Open Schooling
ILO	International Labour Organisation	ITI	Industrial Training Institute
IMO	International Mathematical Olympiad	JCVE	Joint Council of Vocational Education
INCCU	Indian National Commission for Cooperation with UNESCO	JEE	Joint Entrance Examination
INDLST	Indian National Digital Library for Science and Technology	JMI	Jamia Millia Islamia
INFLIBNET	Information for Library Network	JMR	Joint Review Missions
INSA	Indian National Science Academy	JNU	Jawaharlal Nehru University
		JNV	Jawahar Navodaya Vidyalayas
		JRF	Junior Research Fellowship

JRY	Jawahar Rozgar Yojana	MHRD	Ministry of Human Resource Development
JSN	Jana Shikshan Nilayam	MHTTI	Mizoram Hindi Teachers Training Institute
JSS	Jan Shikshan Sansthan	MIL	Modern Indian Languages
JSSs	JAN SHIKSHAN SANSTHANS	MILES	Multi-Purpose Indian Language Evaluation System
KGBV	Kasturba Balika Vidyalaya	MIS	Management Information System
KHS	Kendriya Hindi Sansthan	MLE	Multi Lingual Education
KHSM	Kendriya Hindi Shikshan Mandal	MoU	Memorandum of Understanding
KRS	Key Resource Person	MS	Mahila Samakhya
KSQAQO	Karnatak State Quality Assessment Organisation	MSK	Mahila Shikshan Kendra
KVS	Kendriya Vidyalaya Sangathan	NAB	National Accreditation Board
LAN	Local Area Network	NACO	National AIDS Control Organisation
LAP	Learning Assurance Programme	NANCE	National Academic Network for Continuing Education
LATS	Learners' Achievement Tracking System	NASSDOC	National Social Science Documentation Centre
LDC-IL	Linguistic Data Consortium for Indian Languages	NBB	National Bal Bhawan
LEP	Life Enrichment Programme	NBHM	National Board of Higher Mathematics
LGP	Learning Guarantee Programme	NBT	National Book Trust
LIS	LANGUAGE INFORMATION SERVICE	NCAER	National Council of Applied Economic Research
LP	LITERACY PROGRAMME	NCC	National Cadet Corps
LSC	LEARNER SUPPORT CENTRE	NCCL	National Centre for Children's Literature
MANUU	Maulana Azad National Urdu University	NCEC	Nodal Continuing Education Centre
MCBs	Muslim concentration blocks	NCERT	National Council of Educational Research and Training
MCD	Minority Concentration District	NCF	National Curriculum Framework
MDM	Mid-day-Meal		
MEA	Ministry of External Affairs		
MGIEP	Mahatma Gandhi Institute of Education For Peace		

NCFWFL	National Curriculum Frame Work for Female Literacy	NHRC	National Human Rights Commission
NCHE	National Council of Higher Education	NIC	National Informatics Centre
NCHER	National Council for Higher Education and Research	NICEE	National Information Centre on Earthquake Engineering
NCMEI	National Comission for Minorities Educational Institutions	NIFM	National Institute of Financial Management
NCOS	National Consortium for Open Schooling	NIFT	National Institute of Fashion Technology
NCPSL	National Council for Promotion of Sindhi Language	NIOS	National Institute of Open Schooling
NCPUL	National Council for Promotion of Urdu Language	NIRD	National Institute of Rural Development
NCRI	National Council of Rural Institutes	NITs	National Institutes of Technology
NCTE	National Council of Teacher Education	NLCPR	Non Lapsable Central Pool of Resources
NECRD	Noth East Centre for Esearch and Development	NLM	National Literacy Mission
NEHU	North Eastern Hill University	NMCME	National Monitoring Committee for Minority Education
NELD	North East Language Development	NORI	No Obligation to Return to India Certificate
NEP	North East Project	NOS	National Open School
NER	North Eastern Region	NOW	Netherland Organisation for Scientific Tesearch
NE-RIE	North-East Regional Institute of Education	NPEGEL	National Programme for Girls Education at Elementary Level
NERIST	North Eastern Regional Institute of Science and Technology	NP-MDMS	Mid Day Meal in Schools
NERLC	North Eastern Language Centre	NP-NPSE	National Programme of Nutritional Support to Primary Education
NET	National Eligibility Test	NPTEL	National Programme of Technology
NFE	Non Formal Education	NRCT	National Reserch Council of Thailand
NFHS	National Family Health Survey		
NGO	Non Governmental Organization		

NREGA	NATIONAL RURAL EMPLOYMENT GUARANTEE AUTHORITY	PwD	Persons with Disability
NRF	NATIONAL RESEARCH FOUNDATION	QICK	Quality Improvement in Class Rooms
NRG	National Resource Group	QIP	Quality Improvement Programme
NSF -	Natinal Science Foundation	R&D	Research &Development
NTM	National Literacy Mission	RCC	Refresher Coure Centre
NTSE	National Talent Search Examination	RCCP	Radio-Cum-Cassette Players
OBC	Other Backward Classes	RCs	Regional Committees
ODL	Open and Distance Learning	RCSGC	Research and Creative Source Generation Centre
OPAC	Online Public Access Catalogue	RE	Revised Estimates
PAB	Project Approval Board	READ	Read Enjoy And Develop
PCPs	Personal Contact Programmes	REC	Regional Engineering College
PCT	Patents Cooperation Treaty	RF	Radio Frequency
PDS	Public Distribution System	RFLP	Rural Functional Literacy Project
PG	Post Graduate	RFUs	Regional Field Units
PIHEAD	Promotion of Indian Higher Education Abroad	RGIIM	Rajiv Gandhi Indian Institute of Management
PLEP	Preparation for Learning Enhancement in Punjab	RIB	Regional Institute of Education
POA	Programme of Action	RIs	Rural Institutes
PPL	Phonographic Performance Limited	RLCs	Regional Language Centres
PPP	Public Private Partnership	RMSA	Rashtriya Madhyamik Shiksha Abhiyan
PQL	Physical Quality of Life	RPF	Revised Policy Formulations
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education	RRC	Regional Resource Centre
PSU	Plublic Sector Undertaking	RSKB	Rajasthan Shiksha Karmi Board
PTA	Parent Teacher Association	RTE	Right to Education
PTRs	Pupil Teacher Ratios	RTI	Right To Information
		SAARC	South Asian Association for Regional Cooperation

SAIIR	Sri Aurobindo International Institute of Educational Research	SLM	Self Learning Material
SAP	Special Assistance Programme	SLMA	State Literacy Mission Authority
SC	Scheduled Caste	SOPT	Special Orientation Programme for Primary Teacher
SC/ST	Schedule Caste/Schedule Tribe	SOUs	State Open Universities
SCA	Science Council of Asia	SPA	School of Planning and Architecture
SCERT	State Council of Educational Research and Training	SPoA	State Programme of Action
SCG	Strategic Communication Group	SPQEM	Scheme for Providing Quality Education in Madarasas
SCHE	State Council of Higher Education	SRC	State Resource Centre
SCRIPT	Society for Copyright Regulation of Indian Produces of Films and Television	SRF	Senior Research Fellow
SCVE	State Council of Vocational Education	SSA	Sarva Shiksha Abhiyan
SDAE	State Directorate of Adult Education	ST	Scheduled Tribe
SH	Speech Handicap	STEI	Secondary Teacher Education Institute
SICI	Shastri Indo-Canadian Institute	SUCCESS	Scheme for Universalization of access and improvement of quality of education at secondary stage
SID	Society of Innovation and Department	SUPW	Socially Useful Productive Work
SIDA	Swedish International Development Agency	TA	Travel Allowance
SIET	State Institute of Educational Technology	TC	Teachers Centre
SIL	South Indian Language	TEBMI	Traditionally Educationally Backward Minority Institutions
SIMs	Self Instructional Materials	TEPSE	Teacher preparation in Special Education
SKIMS	Sher-I-Kashmir Institute of Medical Sciences	TEQIP	Technical Education Quality Improvement Programme
SKP	Shiksha Karmi Project	TLC	Total Literacy Campaign
SLET	State Level Eligibility Test	TLE	Teaching Learning Equipment
SLIET	Sant Longowal Institute of Engineering and Technology	TMA	Tutor Marked Assignment
		TSG	TECHNICAL SUPPORT PROGRAMME

TTTI	Technical Teacher Training Institutes	VASS	Vietnam Academy of Social Sciences
UC	Utilisation Certificate	VDL	Video Distance Learning
UCC	Universal Copyright Commission	VEC	Village Education Committee
UEE	Universalisation of Elementary Education	VEP	Vocational Education Programme
UG	Under Graduate	VH	Visually Handicap
UGC	University Grants Commission	VHO	Voluntary Hindi Organisation
UNDP	United Nation Development Programme	VLSI	Very Large Scale Integration
UNDP	United Nations Development Programme	VPN	Very Personal Network
UNDP	United Nations Development Programme	VRC	Vocational Rehabilitation Centre
UNESCO	United Nations Educational, Scientific and Cultural Organisations	VSAT	Very Small Aperture Terminal
UNFPA	United Nations Population Fund	VSSC	Vikram Sarabhai Space Centre
UNICEF	United Nations Children's Emergency Fund	WCCUS	World Class Central Universities
UNU	United Nations University	WIDER	World Institute for Development Economic Research
UPE	Universalisation of Primary Education	WIPO	World Intellectual Property Organisation
UT	Union Territory	WTO	World Trade Organisation
VAs	VOLUNTARY AGENCIES	YOUCRA	Youth Campaign for Rural Advancement
		ZIET	Zonal Institute of Education and Training
		ZSS	Zilla Saksharta Samiti

1



Overview

Overview

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

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

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

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was published in the Gazette of India on 27th August, 2009. The Act provides for free and compulsory education to all children of the age of six to fourteen years. The Central Government has appointed 1st April, 2010 as the date of enforcement of the Act.

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

Under Sarva Shiksha Abhiyan India has not only been able to improve access to 99% at primary level but have also been able to reduce out of school children to 3-4% of the age cohort of 6-14 years. Greater emphasis is being laid on quality under SSA with specific provision for learning enhancement, remedial teaching and teacher training is being placed. In fact, 50% of the SSA outlay now goes towards quality.

Mid Day Meal Scheme has been enlarged to include upper primary schools and presently covers about 11.19 crore children studying at the primary and upper primary level in Government, Local Body and Government-aided schools, as well as the Centres running under Education Guarantee Scheme and Alternative, Innovative Education and Madarsa and Maqtabas supported under SSA across the country. The scheme has been revised w.e.f. 1st December, 2009.

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 years for entry into higher education or work situations. Successful implementation of Sarva

Shiksha Abhiyan has created a surge in demand for secondary schools. To meet this growing demand for access to secondary education, the Ministry has launched the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) with the objective of universalizing access to secondary education while improving its quality and ensuring equity and social justice.

While RMSA will remain the umbrella scheme in the Secondary sector, a bouquet of other schemes has also been launched during the initial two years of the XIth Five year plan. These include the setting up of 6000 Model Schools, construction and running of around 3500 Girls' Hostels in Educationally Backward Blocks, Inclusive Education for the Disabled at the Secondary Stage, Information and Communication Technology (ICT) in Schools, National Means cum Merit Scholarship, and Incentive to Girls for Secondary Education.

Demand for literacy and education of adults has been increasing over the years. To meet this growing demand, Saakshar Bharat, a versatile new variant of the National Literacy Mission was launched by the Prime Minister on 8th September, 2009. This flagship programme of the Government will offer adult non-literates and neo-literates a package of opportunities including those for Basic Literacy, Basic Education (Equivalency), Skill Development and Continuing Education. The thrust of Saakshar Bharat is on rapid increase in literacy levels among rural women.

Apart from universalizing Elementary Education, the government is working to expand opportunities in Higher Education. Various initiatives have been taken like setting up of new IITs, IIMs, NITs, IIITs, Central Universities, 374 Model Degree Colleges as part of the Government vision of access with equity and excellence. Rs.431 crore was released for setting up of 178 more polytechnics and Rs.5.5 crore for strengthening of 55 existing polytechnics. In order to enhance quality of higher education reforms initiated include setting up of a National Council for Higher

Education and Research (NCHER) as an overarching body to regulate higher education and research in India, (This organization will subsume the present UGC and AICTE), establishment of Innovation Universities (which will be world class centres of learning), VPN and Broadband connectivity to various colleges across the country under the National Mission on Education through ICT, amendment of various existing Acts, etc. Government's long term goal is to set India as a nation in which all those who aspire good quality can access it, irrespective of their paying capacity. For this purpose various scholarships and educational loan schemes have been introduced.

For inclusive education, emphasis has been given for educationally backward areas like J&K, North Eastern Region (NER) States i.e. establishment of 10 new NITs in NER states, opening of new Central Universities, Polytechnics, Model Degree College and Community Polytechnics, etc. In order to promote women education, women hostels, women Polytechnics, Equal Opportunity Cells (EOC), etc. have been established.

To meet the increasing demands of our young population for skill development and learning, implementation of Skill Development Mission for setting up of polytechnics in unserved and under-served districts in the country is under process. We also need to collaborate with global quality education providers. It is the need of the hour to have a policy framework ready for such collaboration. To this end, a Foreign Education Providers Bill to be introduced in the Parliament is under process.

As a part of its commitment to develop and promote Indian languages, the Languages Bureau is striving to ensure an all round development of all languages through three central universities, three deemed-to-be universities, three attached offices and five autonomous organizations. In addition to promoting scheduled languages, an endeavour is also made to preserve the written and oral

traditions of non-scheduled languages, knowledge contained in Vedas etc., classical languages like Sanskrit and Tamil and ancient languages like Pali and Prakrit are also receiving due attention.

The National Policy on Education (1986) and its Programme of Action (1992) has made direct reference to the promotion to the promotion of International Cooperation as an important objective of education. The MHRD has been initiating independent agreements in the form of Educational Exchange Programme (EEP) with various countries to give a more focused attention to meaningful cooperation for sharing best practices in the field of education for mutual benefit. The EEP signed by the Ministry is of an

over-arching nature within which the apex bodies/ institutions under the Ministry can go for specific arrangements with their counterparts in different countries.

In the 14th Summit of SAARC countries at New Delhi, it was decided to establish the "South Asia University" in India, as a world-class institution of learning, which would be an important symbol of the connectivity of ideas and of the youth that would build the knowledge economies of the future. Further, with the cooperation of UNESCO, it has been decided to establish the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) as a UNESCO Category I Institute at New Delhi to promote education for peace and sustainable development.



Major Initiatives & Achievements

Major Initiatives & Achievements

Education is not only an instrument of enhancing efficiency but also an effective tool of augmenting and widening democratic participation and upgrading the overall quality of individual and Society. India has a vast population and to capture the potential demographic dividend, to remove the acute regional, social and gender imbalances, the Government is committed to make concerted efforts for improving the quality of education as mere quantitative expansion will not deliver the desired results in view of the fast changing domestic and global scenario. For this purpose, the Government has taken/proposed a number of major initiatives during the XIth Five-Year-Plan. Some of the new initiatives and major achievements in education sector during the year 2009-10 are as under:

School & Literacy Sector

(i) Right of Children to Free and Compulsory Education Bill.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was published in the Gazette of India on 27th August, 2009. The Act provides for Free and Compulsory education to all children of the age of six to fourteen years. The Central Government has affixed 1st April, 2010 as the date of enforcement of the Act.

The RTE Act provides children in the 6-14 age group the legal entitlement to free and compulsory education. It lays down, inter alia norms and standards for infrastructure, PTRs for the primary and upper primary stage of education, academic responsibilities of teachers and principles for the teaching and learning process. The RTE Act has considerable implications for the implementation strategies of SSA. Steps have been initiated to harmonise the vision, strategy and norms under Sarva Shiksha Abhiyan with the RTE mandate.

(ii) Launching of Saakshar Bharat

The National Literacy Mission has been modified and renamed SAAKSHAR BHARAT, which was launched by the Prime Minister on 8.9.2009. To ensure equity and inclusiveness, achieve the overall objectives of reducing gender gap in literacy levels and minimize social disparities, nearly 60 out of 70 million targeted beneficiaries, that is 85% of the total target, will be women and nearly 50% of the target group will comprise SCs/STs and minorities.

District, Block and Gram Panchayats have been given key roles in planning, implementing and monitoring of the programme. The Mission will be implemented through Gram Panchayats at the grassroot level and by other PRIs at the district and sub-district levels.

(iii) Attempt to formulate a policy framework for PPP in school education

A concept note on possible models of Public Private Partnership in school education has been prepared and the same has been put on the website of the Ministry inviting suggestions from the stakeholders and the public. Suggestions/inputs have been received from a wide section of stakeholders, which will assist the Ministry in formulating appropriate PPP models for school education.

(iv) ICT in secondary schools and in open/distance schooling

Draft Policy on ICT for School Education has been prepared and posted on the Ministry's website and has also been sent to States/UTs, other concerned Ministries and key organizations for feedback. Comments have been received from a wide section of stakeholders and these are being examined before finalizing the policy.

The policy has a separate section on ICT for Open and Distance Learning as well as for network and connectivity with emphasis on broadband connectivity in schools.

(v) Evolving a National Curriculum Framework (NCF) for Teacher Education in accordance with National Curriculum Framework, 2005

The National Council of Teacher Education (NCTE) has prepared a draft National Curriculum Framework of Teacher Education. This framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher Education, consistent with the changed philosophy of school curriculum recommended in the NCF, 2005.

(vi) Setting up an independent accreditation mechanism in the area of school education.

CBSE has proposed to introduce the process of accreditation of schools affiliated to it. An approach paper has been prepared and CBSE is in the process of creating an appropriate framework for accreditation of schools.

(vii) Examination reform in accordance with NCF-2005.

This reform includes making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a Board certificate) to undergo internal school assessment instead.

The following decisions have been taken in this context:

- a. There will be no class X board examination w.e.f 2011.
- b. The students of class IX and X will be assessed on the basis of CCE (Continuous and Comprehensive Evaluation) to be implemented at the school level. CCE will

be applicable to class IX students from the session 2009-10.

- c. For students who wish to move out of their schools and for students in schools that have no higher secondary classes, on-demand examination will be offered by CBSE from 2011 onwards. Students continuing in the same school in class XI will have the option to appear for on-demand examination to get themselves assessed.
- d. Class X students of the current session 2009-10 will have to appear in the usual Board examination of CBSE in 2010.

(viii) Introducing a system for replacement of marks by grades at the secondary stage in schools affiliated to CBSE.

It has been decided to replace the present system of awarding marks by grades in all subjects in Class X Board examination to be conducted by CBSE in 2010. Such grading would be continued for on-demand examination of 2011 and beyond and also for CCE.

(ix) Awareness generation and intensification of efforts in the area of Madarsa/Maktab modernisation and skill development for Muslim children

The Scheme for Providing Quality Education in Madaras (SPQEM) encourages traditional institutions to voluntarily introduce science, mathematics, social studies, Hindi and English in their curriculum so that children studying in these institutions attain academic proficiency. The Scheme of Infrastructure Development in Minority Institutions (IDMI) aims at facilitating education of minorities by augmenting and strengthening school infrastructure in Minority Institutions. A series of workshops were conducted in order to enhance awareness on the parameters of the new scheme, and over 2000 Madaras have been provided support under the scheme.

Higher and Technical Education Sector

8

(i) Recommendations of Yash Pal Committee and National Knowledge Commission.

A proposal for establishment of an autonomous overarching National Commission for Higher Education and Research for prescribing standards of academic quality and defining policies for advancement of knowledge in higher educational institutions, based on the principle of enhancing autonomy of universities and institutions of higher learning and research. The said proposal is based on the recommendations of Yash Pal Committee and National Knowledge Commission for establishment of such an over-arching authority. A Task Force was constituted for aiding and advising the Government in the establishment of the Commission. A draft legislative proposal has been placed on the website of the Department for initiating the consultation process and to create a consensus across the country.

(ii) Law to prevent, prohibit and punish educational malpractices

A proposal to prevent, prohibit and punish educational malpractices is under consideration of Government which aims to curb adoption of unfair practices by technical and medical educational institutions and universities in matters related to charging of capitation fees, making admissions not according to merit, making of false claims on the availability of infrastructure, faculty or recognition of the institution etc.

(iii) Law for mandatory assessment and accreditation in higher education through an independent regulatory authority.

A proposal for mandatory accreditation in higher education and creation of an institutional structure for the purpose of regulation of the process of accreditation through an independent regulatory

authority is under consideration. Such an accreditation process would provide a common frame of reference for students and other stakeholders to obtain credible information on academic quality across institutions as required. Accreditation is the principal means of quality assurance in higher education the world over and reflects the fact that in achieving recognition, the institution or programme of study is committed to external review to meet certain minimum specified standards and also to continuously seek ways in which to enhance the quality of education. The institutional structure proposed for regulating the process of accreditation would find acceptability among peer group of international accreditation bodies, necessary for student and teacher mobility and institutional collaborations across borders.

(iv) Law to establish a Tribunal for fast-track adjudication of disputes concerning stakeholders.

A proposal to establish Tribunals at State and National levels for fast-track adjudication of the entire gamut of disputes concerning stakeholders that arise in the higher education sector.

(v) Establishment of a National Education Finance Corporation

A proposal for the establishment of a National Education Finance Corporation for fulfilling a need to devise an institutional mechanism that can nurture the philanthropic tradition of the past in the education sector and provide institutions a means to access comparatively low-cost funds which could develop into a self-sustaining spiral of improving access and quality and enhancing the expansion needs of the sector. The Corporation could also act as a refinance agency for educational loans obtained by students for pursuit of higher education. EdCIL, a PSU under the Ministry of HRD, has been requested to prepare a Details Project Report (DPR) to establish the viability of the proposal.

(vi) Establishment of a national database of academic qualifications

A proposal for establishment of a national database of academic qualifications created and maintained in an electronic format by an identified, registered depository is under consideration which would provide immense benefit to institutions, students and alumni and employers by enabling online access of academic qualifications, eliminating the need for persons to approach educational institutions for obtaining transcripts or for verification as well as reduce the need for institutions to preserve records related to academic performance of students for a number of years. The system could also eliminate fraudulent practices such as forging of certificates and mark sheets through facilitating online verification.

(vii) Establishment of 14 Innovation Universities aiming at world class standards

A proposal to establish 14 Innovation Universities aiming at world class standards for which a concept has been finalized by the Ministry.

(viii) Setting up 10 new National Institutes of Technology (NITs)

Government of India decided to set up 10 new NITs, one each for those States/UTs which as of now do not have any NIT. Accordingly, the Union Cabinet has since approved the proposal of opening 10 new NITs in Meghalaya, Manipur, Mizoram, Nagaland, Sikkim, Arunachal Pradesh, Goa (also catering to the needs of Daman & Diu, Dadra & Nagar Haveli and Lakshadweep), Puducherry (also catering to the needs of A&N Islands), Delhi (also catering to the needs of the Chandigarh) and Uttarakhand. In order to closely monitor as well as facilitate the work of establishment of these ten new NITs, it has been decided that the existing NITs will mentor the new NITs for the first 2-3 years or till such time as the new NITs are properly set up.

(ix) NIT (Amendment) Bill, 2009

Necessary note for the Cabinet was sent to the Union Cabinet on 31.07.2009 and the Union

Cabinet approved the proposal on 20.08.2009. The Bill together with necessary documents has been sent to the Ministry of Law & Justice for needful. The Ministry proposes to introduce the Bill in the Budget Session, 2010.

(x) Launching of a new scheme of interest subsidy on educational loans taken for professional courses by the Economically Weaker Students.

In a significant move, Government has decided to provide full interest subsidy on education loans taken by poor students to pursue technical and professional courses and fixed their parental income limit at Rs 4.5 lakh per annum to avail the benefit. The Scheme has been notified accordingly and put on the Ministry's website.

(xi) Strengthening and expansion of the scheme for Remedial Coaching for students from SC/ST/Minority communities in higher education.

The existing scheme has been reviewed by UGC with representatives of the 4 Central Universities and centrally funded Deemed Universities. Four universities namely, Aligarh Muslim University, Maulana Azad National Urdu University, Jamia Hamdard and Babasaheb Bhim Rao Ambedkar University have been identified for assistance. Aligarh Muslim University, Jamia Hamdard and Babasaheb Bhim Rao Ambedkar University have started the said Remedial Coaching Centers. An amount of Rs 5 crore has been sanctioned to each of the above four Universities.

(xii) "Equal Opportunity Offices" (EOCs) to be created in all Universities for effective implementation of schemes for disadvantaged sections of society.

It has been decided by University Grants Commission (UGC) to create EOCs in all universities which have been declared fit to receive grants under section 12-B of the UGC Act, 1956. An amount of Rs 3 lakh per university has been sanctioned to each of the 167 eligible universities.

(xiii) Regional Centre of the Indira Gandhi National Tribal University (IGNTU), Amarkantak to be started in the state of Manipur

The State Government has since identified land to the extent of 300 acres for the establishment of a Regional Centre of the University in the North-Eastern side of Makhan Village (Kehulubeg area) of Senapati Hill District. The Regional Centre has been inaugurated on 9th September, 2009 by the Chief Minister, Manipur with the launch of M.Phil programme in Political Science by IGNTU.

(xiv) Scheme of setting up of 374 Model degree colleges in districts having Gross Enrolment Ratio (GER) for higher education less than the National GER

A new scheme has been introduced to provide central assistance for setting up of a model degree college in each of the identified 374 educationally backward districts where Gross Enrolment Ratio (GER) for higher education is less than the national GER. Under the scheme, the Central Government shall provide assistance to the extent of one third of the capital cost for establishment of each college, limited to Rs.2.67 crore. For Special Category States, the Central share shall be 50% of the capital cost limited to Rs.4 crore for each college.

The Scheme shall be implemented, both through the University Grants Commission (which can release funds to the concerned affiliating university for establishment of the college as its constituent college) and also alternatively by way of direct release of funds by the Ministry of Human Resource Development to the concerned State Government, which may like to set up the college either as an affiliated or a constituent college.

(xv) 150 women's hostels in higher educational institutions located in districts with significant population of weaker sections and minorities

150 women's hostels in higher educational institutions located in districts with significant

population of weaker sections and minorities, have been sanctioned by the UGC and the first installment of the grants amounting to Rs 45 crore have been released.

(xvi) Review of the functioning of the existing Deemed Universities

Pursuant to receipt of information regarding dilution in academic standards in some institutions which were declared as 'deemed-to-be-universities', and allegations of some of them demanding capitation fees from students for admission, the Government ordered a review of the functioning of such institutions, both, by the University Grants Commission as well as by an independent team of experts.

The UGC was entrusted with the review of adequacy of infrastructure and teaching resources (faculty) in existing institutions 'deemed to be universities' as well as compliance regarding rectification of deficiencies pointed out in their periodic inspections.

Independent of the review by the UGC, a Review Committee comprising of independent experts was constituted by the Ministry on 06/07/2009 to review the functioning of existing institutions 'deemed to be universities' to ascertain whether these institutions were indeed serving the purposes for which they were so declared and whether they complied with the conditions stipulated in the notification.

The Review Committee gave its report to the Government on 20/10/2009. On 16/11/2009, a Task Force consisting of the same members as that of the Review Committee was set up to advise the Government on how to go about the implementation of the recommendations of the Review Committee. The terms of reference were - (a) protecting interests of students; and, (b) draft UGC Regulations on deemed to be universities. The Task Force has given its Part-Final report (on 24/12/2009) containing their suggestions on protecting the interest of students on revoking

declaration of the relevant deemed to be university. The report on the draft UGC regulations on deemed universities is yet to be given. Government has accepted both the Report of the Review Committee and the Part Final Report of the Task Force.

As per directions of the Hon'ble Supreme Court, status quo has been maintained till the further orders in the matter by the Hon'ble Court.

(xvii) Academic Reforms (semester system, choice-based credit system, regular revision of syllabi, impetus to research, etc. which are already mandated under the Central Universities Act, 2009) to be introduced in other Central Educational Institutions

This Ministry has taken up the matter with 24 older Central Universities to place the reform agenda before their statutory authorities at an early date so that the changes, if any, in the University statutes could be adopted (with the approval of the Visitor) for facilitating academic reforms. The reforms have been welcomed by older established universities.

(xviii) Law to amend the Copyright Act 1957 to address the concerns relating to copyrights of various stakeholders

Bill for amendment to Copyright Act 1957 is ready for introduction in the Parliament.

(xix) Modernisation of Copyright Offices

Under the Phase- I of the modernisation of the Copyright Office, a new web-portal of the Copyright office along with online registration facility, has been launched on 9th September 2009.

(xx) Colleges/University departments to be provided with broadband internet connectivity under the "National Mission on Education through Information and Communication Technology (ICT)"

BSNL-MTNL combine has been entrusted the job of giving broadband connectivity to Colleges/ University Departments and this work is expected to be completed soon. E-learning material such as NPTEL, Video Lectures etc. will be provided to colleges free of cost under the National Mission on Education through ICT.

(xxi) Assistance to States to establish 178 new polytechnics (over and above assistance already provided for 50 polytechnics in the last financial year) in districts without any polytechnic at present.

Financial assistance has been released to the State Governments for starting 178 new Polytechnics in the hitherto uncovered districts, for strengthening the infrastructure of 55 existing Polytechnics, and for the construction of 120 women hostels in 120 Polytechnics.

(xxii) Operationalising 703 revamped Community Polytechnics for skill development of rural youth.

703 Community Polytechnics have been sanctioned.

(xxiii) Direct credit of scholarship into the bank accounts of 41,000 boys and 41,000 girls every year, under the new Merit Scholarship Scheme for students in the universities and colleges.

Arrangements have been made for the direct credit of merit scholarships into the Bank account of student beneficiaries.

3



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

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

In addition to the establishment matters of proper Secretariat, the Administration Division is also looking after the following matters:-

Education Wings in Indian Missions Abroad

The Education Wings in Indian Missions in New York, Bonn, Moscow and Washington and the Permanent Delegation of India to UNESCO, Paris

were established abroad with a view to develop good relations in the field of Science, Education and Culture with friendly countries. The administrative and financial matters of Education Wings abroad are being handled by Administration Division. At present, the Education Wing of Consulate General of India, New York and Permanent Delegation of India to UNESCO, Paris are functional. The broad duties of our Education Wings abroad are indicated below:

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

Training Cell

The Training Cell under Administration Division assesses the training needs of the officers and staff members of both the Departments i.e. Department of Higher Education and the Department of School Education and Literacy. It also liaises with Organisations like Department of

Personnel and Training (DoPT), Ministry of Finance (Department of Economic Affairs), Indian Institute of Public Administration(IIPA), National Informatic Centre(NIC), Institute of Secretarial Management(ISTM), New Delhi and National Institute of Financial Management(NIFM), Faridabad, for imparting training to the staff and officers of the Departments, so that they could be deputed to attend various Courses/Programs such as management and administration, vigilance, cash and accounts, personnel and house-keeping matters, conducted by these agencies.

Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the DoPT and Department of Economic Affairs of the Ministry of Finance for short term and long term training courses abroad under the Colombo Plan and Bilateral Technical Assistance Programmes respectively. During the year 2009-10 (upto 30.11.2009) 1 Group-A level officer has been sent abroad for short-term training and 1 Group-A officer has been sent abroad for long term training and a total number of 27 officers at the level of Group-A, B and C have been deputed for various training courses being conducted by the Department of Personnel and Training(DoPT). In addition, this Department has imparted training to non-matric Group D employees of this Ministry in order to place them in the Pay Band with Grade Pay of Rs.1800 as per the instruction of DoPT.

HRM's Discretionary Grant

The Administration Division of Ministry of Human Resource Development operates a Fund for providing Grants in the field of Education. This Fund is called Human Resource Minister's Discretionary Fund and from this Fund, Grants of Rs.10,000/- each are provided to Institutions/Organisations and individuals doing useful work in the field of Education, Culture, Mass Communication Media like Journalism, Broadcasting, Publicity, Television, Drama, Poetry, Music and Performing Arts, Social Welfare, Social Security etc. Grants are also provided to

physically handicapped individuals to pursue educational and Vocational Training to enable them to advance in their career and also in life. Grants are also provided for the education of exceptionally brilliant children who are either physically handicapped or whose parents are no more or whose parents income does not exceed Rs.5000/-per month.

Vigilance Activities

The Vigilance set up in the Ministry is under the overall supervision of Secretary, who is assisted by a part time Chief Vigilance Officer of the rank of Joint Secretary, a part-time Under Secretary and other support staff.

During the year, a total of 805 references were received from various sources in the Vigilance Wing including the references from the Central Vigilance Commission and the Central Bureau of Investigation. Two complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. In 18 other references received from Central Vigilance Commission, fact finding enquiries have been ordered, which are under way. Prosecution sanction was granted by the Ministry to the Central Bureau of Investigation in four cases. During the year, 20 complaints were closed in consultation with the Central Vigilance Commission. 13 other complaints, in which a preliminary enquiry revealed prima facie criminal intent, have been referred to the Central Bureau of Investigation for a thorough investigation. Many complaints are at an advanced stage of investigation.

Regular Departmental Action in 6 cases was initiated during the year. Of the nine old disciplinary cases brought forward from previous years, four were concluded. In one case penalty of removal from service was imposed. In another case the penalty of dismissal from service was imposed. In yet another case, the inquiry has been completed and the report has been sent to Union Public Service Commission for their advice.

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

Chief Vigilance Officers were appointed against vacancies in various Autonomous Organizations under the administrative control of the Ministry.

A massive exercise was undertaken in pursuance of the directions of the Hon'ble High Court of Delhi to verify the authenticity of certificates of employees who had obtained employment on the basis of ST certificates in various offices under the administrative control of the Ministry. Suitable action, including filing of FIR, has been recommended in cases where the certificates were found to be fake.

Vigilance Awareness Week was observed from 3rd to 7th November, 2009. Banners and posters were displayed and an oath taking ceremony was also held, wherein an oath was administered to officials of both the Departments to maintain honesty in all public dealings. The subordinate offices and autonomous bodies also observed the Vigilance Awareness Week.

Specific grievance redressal machinery is also in place in the Department of Higher Education and the Department of School Education and Literacy, under the Director of Public Grievances, who is of the rank of Joint Secretary. During the period under report 92 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 all measures were taken for timely 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 10 A.M. to 1 P.M., in actual practice none is denied access throughout the working hours on

all working days. The Director personally responds to the grievances mailed to him on the e-mail address which has been widely publicized by the Department of Administrative Reforms and Public Grievances. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, autonomous/subordinate organizations and PSUs under the Department of Higher Education and School Education and Literacy have also designated officers as Director of Grievances. A new Centralized Public Grievances Redress and Monitoring System (CPGRAMS) has been introduced as per the recommendation of DAR&PG with the help of NIC.

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

National Education Day

Ministry of Human Resource Development celebrated the 2nd National Education Day on 11th November, 2009 to commemorate the birth anniversary of late Maulana Abul Kalam Azad, a great freedom fighter, an eminent educationist and the first Union Minister of Education of the Nation. The main function was held at New Delhi, which was inaugurated by the Hon'ble Prime Minister of India Dr Manmohan Singh. Shri Koichiro Matsuura, Hon'ble Director General, UNESCO was the guest of honour.

On the occasion, Sh. Kapil Sibal, Minister of Human Resource Development released a book entitled "60 Years of friendship- India and the UNESCO Courier : 1949-2009" published by UNESCO.

Central Advisory Board of Education (CABE)

The Fifty sixth meeting of the Central Advisory Board of Education (CABE) was held on 31st Aug. 2009. The meeting focused on the vision for the future with Child Centric education and reviewed

various initiatives of the Ministry of HRD both in Department of School Education & Literacy as well as in the Department of Higher Education. The CABE unanimously endorsed the general need for reforms at all levels of education.

CABE approved the proposal for an autonomous overarching authority for higher education and research with its policy related functions being distinct from regulatory functions. CABE also approved the proposal of a self-selecting Collegium of eminent persons for greater objectivity and assistance to search committees in the selection of Chairperson and Members of the proposed National Commission and in the selection of Vice Chancellors and other eminent academic and research positions. CABE endorsed the need for a law to prevent, prohibit and punish malpractices in higher education. CABE approved mandatory assessment and accreditation in higher education.

Information & Facilitation Centre (IFC)

A NICNET based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of HRD. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the 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 <http://www.education.nic.in>.

Report on Implementation of RTI

The Right to Information Act has been introduced since 12th October, 2005. IFC facilitates the process of information sharing. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date. Application-fee of Rs.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 Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers (in some cases Section Officers, where there are no Under Secretary) 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) which is 24 in the Department of School Education & Literacy and 38 in the Department of Higher Education; and Appellate Authorities are also available on the Ministry's website namely <http://www.education.nic.in>. This information is also updated as and when any change occurs.

All the autonomous organizations/ Sub-ordinate/ attached offices and Public Sector Undertakings under the purview of the Ministry are also implementing the RTI Act, 2005. They are also submitting their monthly data to the Ministry which is being uploaded on the portal of the CIC.

Data for Annual Report of Central Information Commission from all the CPIOs in the Ministry is also being collected, compiled and uploaded on the portal of CIC on monthly basis.

As against 359 applications received during the year 2006; 641 applications in 2007 & 1554 applications during 2008; 2166 applications (including Appeals) have been received till

December, 2009 under the Right to Information Act. All the applications have been disposed within stipulated time.

Planning & Monitoring Unit

Planning & Monitoring (P&M) Unit is involved in formulation of Annual Plans and Five-Year-Plan, review of programmes & schemes, functioning as Liaisoning unit for Planning Commission for monitoring of Plan expenditure vis-à-vis allocated Plan outlays and analysis of actual expenditure as per the targets fixed. The P&M Unit also brings out the Annual Publication "Analysis of Budgeted Expenditure on Education" providing on analysis of the trend of public expenditure on education. The data for this document is collected from various Budget documents of States, Central Ministries/ Departments and is analysed to publish

the break-up of expenditure incurred by Education Departments and other Departments for different sectors in education, separately for Plan & Non-Plan as also Revenue and Capital expenditure. This unit also brings out the Annual Financial Statistics of Education Sector, which gives plan-wise data (Centre & States) for the education sector.

The Eleventh Five Year Plan (2007-12) outlay (as approved by NDC) for Ministry of Human Resource Development is Rs. 2,69,873 crore (Rs.84,943 crore for the Department of Higher Education and Rs.1,84,930 crore for the Department of School Education & Literacy). The approved Annual Plan outlay (2009-10) is Rs.26,800 crore for the Department of School Education & Literacy and Rs.9,600 crore for the Department of Higher Education.

4



Elementary Education

Elementary Education

Sarva Shiksha Abhiyan

Goals

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

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA), which covers all States and Union Territories and reaches out to an estimated 19.4 crore children in 12.3 lakh habitations in the country, is one of India's important social sector programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children.

Right of Children to Free & Compulsory Education Act, 2009 (RTE Act)

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) was notified on 27th August, 2009 for general information. The notification for enforcing the provisions of the Act w.e.f. 1.4.2010 was issued on 16th February, 2010. The RTE Act provides the legislative framework for Universalisation of Elementary Education (UEE). The salient features of the RTE Act, 2009 are: -

- (i) The right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- (ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- (iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- (iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- (v) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, teacher working hours.

- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- (vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications;
- (viii) It prohibits (i) physical punishment and mental harassment, (ii) screening procedures for admission of children, (iii) capitation fees, (iv) private tuition by teachers, (v) running of schools without recognition,
- (ix) It provides for the following penalties:
 - a. For charging capitation fee : fine upto 10 times the capitation fee charged,
 - b. For resorting to screening during admission : Rs 25,000 for first contravention; Rs 50,000 for each subsequent contravention,
 - c. For running a school without recognition : fine upto Rs one lakh, and in case of continuing contravention Rs 10,000 for each day during which the contravention continues
- (x) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.
- (xi) It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by the National and State Commissions for Protection of Child Rights, which shall have the powers of a civil court.

Ministry of HRD has set up a Committee to identify SSA norms that require to be brought in conformity with RTE norms and standards, including for example, pupil teacher ratio, teacher classroom ratio, etc.

National Mission of SSA

In order to ensure that the priority to universal elementary education is translated into concrete action, the organizational set-up and the

Mission Statement

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

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

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

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

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

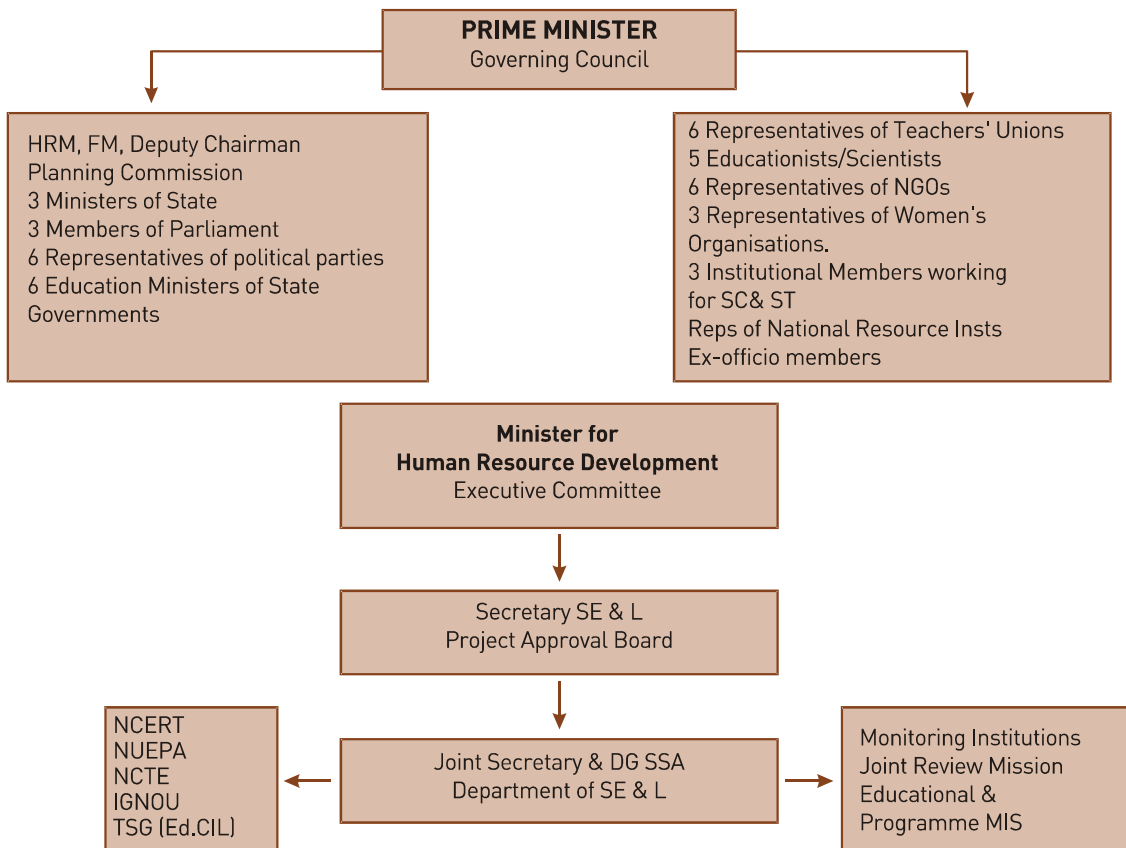
Institutional reforms and capacity building to ensure a sustained effort for UEE.

monitoring structure draw their authority from the highest political levels in the country. The Prime Minister of India heads the National Mission for SSA, which monitors progress made under the different components of the programme. The

Minister for Human Resource Development chairs the Executive Committee of the National Mission. The National Mission includes representation from major political parties, non-government sector, educationists, teachers unions, scientists and eminent experts.

SSA National Mission

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



Fundamental Principles

Priority to Girl's Education:

SSA promotes girls' education to equalize educational opportunities and eliminate gender disparities. SSA has made efforts to mainstream gender concerns in all activities under the programme. A two pronged strategy is adopted for the promotion of girls education, namely to make the education system responsive to the needs of girls, and simultaneously to generate a

community demand for girls' education. A strategic shift has been made in education planning to target low female literacy pockets and reduce gender disparity. Special effort is also made to bring out-of-school girls, especially girls from the disadvantaged sections, to school. Girls' education has received primacy through two special interventions subsumed under SSA, namely the National Programme for Girls Education at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV).

Ensuring Access & Equity:

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

Inclusive Education for the Disabled:

SSA aims at ensuring that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. Interventions for inclusive education include early detection and identification, functional and formal assessment, appropriate educational placement, preparation of individualised educational plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls.

Improving Retention and Quality:

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

Community Mobilisation:

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

Progress Overview

Activity	Achievement
Access	99% of the rural population has a primary school within 1 km. 300895 new schools opened till December 2009.
Gross Enrolment Ratio	GER increased in 6-14 age group to 114.61 in 2007-08 from 96.3 in 2001-02 at the primary level and to 77.50 in 2007-08 from 60.2 in 2001-02 at the upper primary level. (SES)
Gender Parity Index (GPI)	Improved from 0.83 in 2001-02 to 0.98 in 2007-08 at primary level & from 0.77 to 0.92 at upper primary level. (SES)
Dropout Rate at the primary level	Reduced by 13.48% to 25.55% in 2007-08 from 39.03% (2001-02). Dropout rate for girls declined by 15.06% points. (SES)
Pupil-Teacher Ratio	In 2007-08 the PTR at the national level was 46:1 for primary and 35:1 for upper primary level. 10.22 lakh teachers were recruited by December 2009.
Enrolment of Children with Special Needs	29.57 lakh children identified and 24.77 lakh children (83.78% of those identified) enrolled in school by 2009-10.

Matrix of SSA Activities

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

Enhancing Access

School Infrastructure

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

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

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

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

An attractive school environment involves a child-friendly school building as well as its immediate surroundings. Schools constructed under SSA are functional and attractive; they are well lit and ventilated with provisions for storage, display and chalkboards. Each school is expected to be designed for a space requirement of 8-10 sq. ft. per child to encourage activity based learning and provided with barrier-free features. The building, corridors, doors, windows, grills and walls are designed as external teaching-learning spaces and used for a whole range of learning activities.

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

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

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

Provision of Civil Works till 31.12.2009 (Primary & Upper Primary Schools)

	Work Completed	Work in Progress	Total
School Buildings	205558	37050	242608
Additional Classrooms	871044	162675	1033719
Drinking Water Facilities	182376	5822	188198
Toilets	257221	31485	288706

Alternative Schooling Facilities for Out-of-School Children

Educational Guarantee Scheme and Alternative & Innovative Education

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

AIE provides support for bridge courses and back-to-school camps, long duration residential camps for older children, as also short duration summer camps. AIE cover never enrolled or dropout

children, children who migrate seasonally with their families, street and other deprived urban children, working children and other vulnerable children in difficult circumstances. Support is also provided to unrecognized/ unregistered Makhtabs/ Madarsas to adopt formal curriculum. If the teacher is not qualified to teach formal curriculum, community provides a teacher, wherever necessary, who is trained under SSA.

Under EGS, educational facilities are set up in habitations that do not have a primary school within a distance of 1 km. Any habitation with 25 out of school children in the 6-14 age group (15 in the case of hilly & desert areas and tribal hamlets)

Financial Norms

EGS

Primary: Rs.1535 per child/ annum

Upper Primary: Rs.2960 per child/ annum.

AIE Centres

Non residential centres Rs.3000 per child/ annum

Residential Rs.10,000 per child /annum.

Till September 2009-10

- 23.24 lakh children enrolled in 25961 EGS centres
- 1483561 children enrolled in AIE centres
- 1,06,136 EGS centres upgraded to primary schools.
- 2559 residential bridge courses opened.
- 4126 centres opened for urban deprived children and 90 centres for children belonging to migrating families

is eligible to have an EGS centre. The EGS centre is a transitory facility till a primary school replaces it within period of two years. Formal curriculum is taught in EGS centres and all enrolled children are provided free textbooks and a mid day meal. The EGS centre is managed by the local community bodies viz. Parent Teacher Association (PTA), Village Education Committee (VEC) or the Gram Panchayats. A local teacher is engaged by the community for teaching in such centres.

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

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

1. EGS/AIE centres are required to function for at least four hours everyday.
2. Preparatory activities prior to starting the centre include

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

Girls Education

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

Provision for girls under SSA:

- Availability of school one km of each habitation of primary level and within arrange of three km at upper primary level
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of 50% women teachers
- Early childhood care and Education centers in/near schools in convergence with ICDS programme etc.
- Teachers' sensitisation 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

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

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

The NPEGEL Scheme

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

Children become vulnerable to leaving school when they are not able to cope with the pace of learning in the class or feel neglected by teachers/peers in class. The scheme emphasizes the

Reach of NPEGEL

Blocks	3261
Clusters	39210
Model Cluster Schools	40322
ECCE Support	10104
Additional classrooms	26838
Remedial teaching	2418036
Bridge courses	437645
Gender sensitization of teachers	2.14 lakh
Uniforms and other incentives	1.43 crore

responsibility of teachers to recognize such girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out. Recognizing the need for support services to help girls with responsibilities with regard to fuel, fodder, water, sibling care and paid and unpaid work, provisions have been made for incentives that are decided locally based on needs, and through the provision of ECCE, as child care for the two and three year old children. Gender sensitive teaching learning materials as also additional subjects like self-defense, life skills, legal rights, gender have been provided in the scheme. Efforts to ensure a supportive and gender sensitive classroom environment through systematic sensitisation and monitoring the classroom are also built into the scheme.

NPEGEL works through village level women's and community groups to follow up girls' enrolment, attendance and achievement. The community is engaged, in recommending village specific action based on their understanding of local issues.

At the cluster level, one school is developed into a resource hub for schools of the cluster. It is a repository of supplementary reading material, books, equipment, games, vocational training, teacher training for gender, classes on additional subjects like self-defense and life skills. The resources can be used by all girls in the cluster and are often circulated to the schools in the clusters, by rotation. The model cluster school serves to inspire other schools in the cluster, to build a gender sensitive school and classroom environment, so that girls could graduate with self-confidence and self esteem.

State Initiatives under NPEGEL

- **Bihar: Meena Manch** - Forum for adolescent girls to discuss their own issues and motivate girls to attend school.
- **Haryana:** Bicycles are given to girls on joining class VI in a Govt. school located outside the village to prevent dropout at the end of class V and help girls to complete 8 years of schooling.
- **Uttar Pradesh:** Self defense training to girls through Judo Karate for confidence building in girls.
- **MP:** Provisioning of Residential facility for girls. Two types of hostels were established 50 seater and 100 seater girl's hostel.
- **Uttarakhand:** Free text books, note books, uniforms, pencil box, shoes, socks, sweater etc distributed among around 30, 000 girls for the enhancement of their retention at primary and upper primary level.
- **Assam:** Aiming to facilitating holistic development of the school girls self defense training was conducted.
- **Orissa:** Involvement of community plays an important role in successful implementation of the programme. In order to mobilize the community towards girl's education and involve them more in the process of educational management, different community mobilization activities have been undertaken in the MCS.
- **Bihar:** Fee was reimbursed to the girls of class 8th to 10th with support of National institute of Open Schooling (NIOS) 25335 girls are enrolled in certification course Vocational training.
- **Karnataka:** Excursion and sharing programme is being organized for retention of girls who are mainstreamed through OOSC strategies.
- **Maharashtra:** Life skill training imparted to enable with difficult situation in life, enabling the girls to make inform choices, participate in decision making, process & access resources that will assure them quality of life.
- **Andhra Pradesh:** One Time TLE Grant provided i.e. library books, games, sports and musical equipment and vocational equipment to the Model Cluster Schools
- **Jammu & Kashmir:** Generating awareness among community, society & parents. Programmes were implemented to mobilize parents & community towards girl's education & their mainstreaming in formal education system.

Kasturba Gandhi Balika Vidyalaya Scheme

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

The KGBV scheme very specifically targets:

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

The KGBV scheme provides for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.

Details of the Reach of KGBVs

- 2573 sanctioned - of these 427 KGBVs with 26% Muslim population
- 2565 KGBVs operational
- Of total enrolment (27% SC, 29% ST, 27% OBC, 8% Muslim and 9% BPL). About one fourth of the girls enrolled in the EBBs with Muslim concentration are Muslim.

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

Target districts with Gender Gap

Districts with high gender gaps in enrolment receive special attention under SSA. 44 districts with gender gap of over 10 percentage points at the primary level and less than 20% at upper primary level were identified for priority allocation in 2009-10. The details of allocation made to such

Fund Allocation in Gender Gap Districts under NPEGEL and SSA 2009-10

Category	No. of Districts	Finance Rs. (in lakhs)			
		SSA	NPEGEL	KGBV	Total
Gender Gap → 10% Primary Level and →20% Upper Primary	44	238007.50 (9%)	2841.37 (7%)	8706.64 (9%)	249555.52 (9%)

Special Focus Groups

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

Identification of districts where disparities are high:

SSA targets geographical areas in districts and blocks with predominance of SC, ST, OBC and Minority population in the matter of allocation of funds and school infrastructure to promote education of those who have been deprived of

educational facilities so far. 399 such districts have been identified as special focus districts for targeted interventions under SSA, which include:

- 61 districts with high SC population
- 109 districts with high ST population

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

School Infrastructure allocations to Special Focus Districts (2009-10) in SSA

(Rs. in lakh)

	Total SSA Sanctions	In Special Focus districts	% in Special Focus districts
Primary Schools Opening	9404	6600	70%
Upper Pry Schools Opening	12015	9912	82%
Construction of Classrooms	126556	92736	73%
Teachers	52369	38716	74%

Focus on SC & ST Children

- Providing adequate infrastructure for elementary schooling in districts with concentration of SC and ST population
- Engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households.
- Education Guarantee Scheme in remote, sparsely populated region otherwise ineligible for schools with flexible norms.
- Setting up alternative schooling facilities in unserved habitations and for other out of school children for SC/ST children.
- Free textbooks to SC & ST students.
- Provision of Rs.15 lakh to each district for special innovative activities to support education for SC & ST students.
- Teachers' sensitisation programme to promote equitable learning opportunities and address social biases.
- Special coaching and remedial classes.
- Local recruitment of teachers, especially in tribal areas, who have a better understanding and rapport with children having tribal language as mother tongue.

- Reservations for SC & ST in recruitment of teachers.
- Preparation of materials in tribal languages, bridge materials to transit from home to school language.
- Anganwadis and Balwadis or crèches in each school in tribal areas so that girls are not required to do baby-sitting.
- Preference to SC & ST girls in KGBV residential schools at upper primary levels.

Inclusive Education

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

Components

- SSA provides financial support up to Rs.1200/- per child for integration of disabled children, as per specific proposals, per year.

- The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.
- Residential bridge courses for CWSN with the main objective of preparing CWSN for schools, thereby ensuring better quality inclusion for them.
- Home-based education for children with severe profound disabilities with the

objective of either preparing CWSN for schools and for life, by imparting to them basic life skills.

Identification and enrolment

Household surveys and special surveys have been conducted by all states to identify CWSN. 29.57 lakh CWSN have been identified. 24.77 lakh CWSN (83.78% of those identified) are enrolled in schools. Further 40929 CWSN are being covered through EGS/AIE in 20 states/ UTs and 133289 CWSN are being provided home-based education in 27 States/ UTs. In all 89.53 % of the identified CWSN in 2009-10 have been covered through various strategies.

Residential Bridge Courses for CWSN

Andhra Pradesh, Assam, Bihar, Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Punjab, Rajasthan, Tamil Nadu, Uttarakhand, Uttar Pradesh West Bengal and Chandigarh.

Barrier-free access

Making schools barrier free for CWSN for easy access is incorporated in the SSA framework. Comprehensive guidelines on barrier free access developed under SSA. Till now 7.18 lakh schools (57.31%) have been provided with barrier free access. Focus is on improving quality, monitoring of services provided to and retaining CWSN in school.

Teacher Training & Resource Support

- 28.11 lakh teachers have been covered through regular teacher training programmes, which include a 2-3 day capsule on inclusive education.
- 19.29 lakh teachers have been provided 3-5 days additional training for better orientation to Inclusive Education.
- 1.26 lakh teachers have been trained in 26 States with Rehabilitation Council of India for 90 days and act as Resource Persons in districts/blocks
- 29 States have appointed 9779 resource

Home based Education for CWSN

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

teachers and 877 NGOs are involved in the IE programme in 31 States.

- Schools are being made more disabled friendly by incorporating barrier free features in their designs. 7.18 lakh schools have been made barrier-free and the work is on.
- 15.82 lakh (73.68%) CWSN have been provided assistive devices.

Provision of aids and appliances

Many children with special needs are not able to attend school for lack of essential aids and appliances. Required aids and appliances are being provided to these children in convergence with the Ministry of Social Justice and Empowerment. Besides this, charitable organizations, NGOs, Corporate sector, etc. are also providing assistance. So far 15.82 lakh CWSN have been provided assistive devices under the SSA.

NGO involvement

877 NGO's across 31 States are involved in providing support to Inclusive Education. Arushi in MP, Spastics Society of Eastern India, Kolkata, Sri Ramkrishna Mission Vidyapith, Coimbatore and National Association for Blind, Mumbai are some

of the renowned NGOs helping SSA. NGOs also provide technical assistance for:

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

Outcomes

- Better identification: From 6.83 lakh CWSN identified in 2002-03, 29.57 lakh stand identified by 2009-10.
- Higher Enrolment: From 5.66 lakh CWSN enrolled in schools in 2002-03, the enrolment of CWSN currently in SSA stands at 24.77 lakh (2009-10). Coverage of CWSN through regular schools, AIE and home-based education today stands at 89.53%.

Documentation

At the national level, four documents on Inclusive Education developed:

- **Responding to Children with Special Needs** - A Manual for Planning & Implementation of Inclusive Education in SSA - This document is a step-to-step guide on how to implement IE in SSA
- **NGO Initiative in Inclusion: SSA Experience-** A compilation of the range of activities in which NGOs are involved in different states in IE
- **Discovering New Paths in Inclusion:** A Documentation of Home Based Education Practices for CWSN in SSA
- **Confluence-** A Bi- Annual Newsletter on IE. 7 editions have been published thus far.

Improving Quality

One of the major goals of Sarva Shiksha Abhiyan is to provide elementary education that is of equitable quality to every child. As such, the

program aims to bring a broad shift towards schools and 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, curricula, learning materials, learning processes, learning outcomes, assessment and monitoring systems, in order to ensure that the quality of students' learning is improved.

Teacher Placement, Capacity Building and Support

Teacher Placement and Capacity building

To improve teacher presence in all schools, around 10.22 lakh teachers have been recruited under SSA from the inception of the program till December, 2009. Significant progress in teacher recruitment has been made in Uttar Pradesh, Bihar, Orissa, Jharkhand, Madhya Pradesh, Andhra Pradesh, Rajasthan and Chhattisgarh, Arunachal Pradesh, Goa, Karnataka, Haryana, Mizoram, Punjab, and Tamil Nadu.

To upgrade skills of teachers, the Sarva Shiksha Abhiyan provides for annual in service training up to 20 days for all teachers, condensed courses for untrained teachers already employed as teachers for 60 days, and induction training for 30 days for freshly trained recruits. In 2009-10, 40.6 lakh teachers have been approved for in-service training under SSA. All trainings cover pedagogical issues, including content and methodology, aimed at improving teaching learning transactions at classroom level. Some of the major focus areas include guiding principles of NCF 2005, how children learn, subject-specific content or learning difficulties, activity-oriented methods, use of TLMs or learning kits, etc. Basic guidelines for Teachers Training in SSA have been framed, summarized in the 'Reflective Teacher' booklet prepared by NCERT, though each State defines its own priorities, teacher training modules, follow-up programmes and a decentralized training calendar.

Academic Support Structures

About 6,472 Block Resource Centers (BRCs) and 69,268 Cluster Resource Centers (CRCs) have

been set up across the country as resource centers in each block and cluster, to provide decentralized academic support, training and supervision to teachers and schools. There are subject - specific Resource Persons placed at each BRC and CRC who conduct training programs for teachers, and also travel to schools to provide on-site support to teachers on pedagogic and content related issues. BRCs/CRCs are also involved in academic monitoring of schools, classroom observations, and development of resource materials for teachers and students. Monthly meetings are organized at CRCs for regular peer-sharing and reflective discussions.

Moreover, over 31 States have set up State, District, Block and Cluster Level Resource Groups in order to work in conjunction with SCERTs, DIETs & BRCs in guiding a comprehensive gamut of quality improvement measures, by bringing in technical resource networks outside the government system, including talent also in the teacher community, as well as to enrich efforts at systematic reforms and changes at decentralized levels for improved teacher and school performance.

Contextual Learning Materials

Renewal of Curriculum, Syllabus and Textbooks

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's recommendations, by bringing in cohesive changes in their curriculum, teaching learning material, pedagogy and assessment systems. 15 States so far have renewed their curriculum based on NCF 2005 and 8 States have completed the revision of textbooks accordingly, to make them more activity-based, child-friendly and sensitive to gender and marginalized groups.

Free textbooks to children

All children are provided free textbooks up to class VIII. In 2009-10, it has been planned to provide free textbooks to 9.79 crore children across the country, out of which 9.05 crore have already been supplied up to September 30, 2009. Concomitantly workbooks and worksheets are being provided by several States, to facilitate activity based classroom processes and to supplement learning processes.

Grants to schools/teachers

SSA also provides annual Teacher Grants @ Rs. 500/- p.a. to all teachers for developing contextual teaching aids. DIETs and BRCs hold regular workshop and training programmes to develop subject and topic related low cost teaching aids. States have also issued guidelines to schools and teachers on optimizing use of such funds. In 2009-10, it has been targeted that more than 42.37 lakh teachers will receive TLM grant (out of which 66% has already been achieved up to Sept end 2009).

In addition a School Grant @ Rs. 5000 p.a. is provided to each primary and Rs. 7000 to each upper primary school separately, to meet the cost of school consumables, Rs. 7500 per school is given to each school for maintenance purposes, as well. In 2009-10 about 12.53 lakh schools will receive School grant. For new schools, a one time 'Teaching Learning Equipment' grant @ Rs. 20,000 per new primary school and @ Rs. 50,000 per new upper primary school is provided for school equipment and setting up expenses. In 2009-10 about 17 thousand schools will receive TLE grant.

Computer aided learning

Under SSA, up to Rs. 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, often with the help of private sector partners. Since inception of the program, approximately 67000 schools have benefitted from this

intervention, including 102.61 lakh children and 1.99 lakh teachers who were provided with training on handling CAL resources.

Improved learning processes and learning outcomes

Shift towards more child-friendly and active learning processes

SSA advocates a shift from a teacher-centred classroom to an active classroom that promotes maximum opportunity time for active student participation and learning. To facilitate this shift, SSA has enabled a greater exposure of teachers and teacher educators to a wide range of innovative teaching learning materials, teaching methodologies, pedagogical readings, effective classroom processes, new ideas in education and school improvement experiments. In addition to the annual in-service teacher training and monthly reflective meetings; an annual grant of Rs. 500 is provided to each teacher for them 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. A national study was conducted in 5 states on "Teachers' and Students' Time on Task" to determine how much time is spent on 'active learning' in classrooms, and states have also begun to track the extent of shifts in their classroom processes towards more active learning.

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 2009-10, 33 States have been supported for carrying out Learning Enhancement Programs focused on the primary level (especially for strengthening early reading and mathematics skills), and 28 States have been supported for Learning Enhancement Programs with a focus on strengthening Science and Maths learning at the upper primary level.

To support States in designing these subject-specific programs, NCERT has launched a Reading Programme for the early primary grades, as an exemplar for States to build their own programmes for strengthening children's reading skills. This includes a prototype graded series of 40 early readers, a teachers' training manual, and a dossier of materials on reading pedagogy. Similarly, NCERT has initiated a programme for strengthening the teaching of Mathematics at Early primary grades, which includes development of a prototype maths learning kit for Class I and II, and a teacher training manual with appropriate pedagogic strategies and materials to support concrete, experienced based classroom transactions for early Maths education. Similar prototype kits have also been designed by NCERT for strengthening science and mathematics at the upper primary level.

Changing the approach to assessment

Various states have been making efforts under SSA to move towards more continuous and comprehensive modes of assessment where each child's learning progress is continually tracked as an integral part of the teaching learning process, so that assessment is not experienced as stressful or threatening by children. Some examples include Kerala, Uttarakhand, Delhi, and Tamil Nadu. To help States in their efforts, NCERT has developed

5 subject-specific Sourcebooks to support teachers in implementing such continuous assessment in line with the constructivist pedagogy and spirit of NCF 2005. Various states are in the process of rolling out these NCERT Sourcebooks for promoting changes in the assessment systems within their State. NCERT has developed a set of measurable and verifiable learning indicators at Grade III, V and VIII in environmental studies, mathematics and hindi language, to facilitate continuous and comprehensive assessment in these areas. Tools for assessing learning levels against these indicators are also being developed in NCERT.

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. Round I and Round II have been conducted at the inception and mid-course of SSA, and Round III will be done in 2010, to study the status of improvement in learning levels at three points during the course of implementation of SSA. The improvement revealed from Round I to Round II is reflected below, showing the National level picture:

Findings of NCERT's Learning Achievement Surveys

Class	Language		Maths		EVS/ Science		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III	63.12	67.84	58.25	61.89	-	-	-	-
Class V	58.87	60.31	46.51	48.46	50.30	52.19	-	-
Class VII	52.24	57.35	30.50	40.38	37.78	42.86	34.04	44.73
Class VIII	53.86	56.49	39.17	42.57	41.30	42.71	46.19	47.89

Collaborative quality monitoring

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 to monitor quality aspects such as student attendance, teacher availability in schools, classroom practices, student learning achievement, academic supervision provided by BRC/CRCs, community support, etc. The monitoring tools include Analytical formats for the cluster, block and district levels, to facilitate analysis of data and feedback for improved systemic performance at different levels. All States have trained their personnel for operationalising the tools effectively and have begun monitoring from Cluster to State levels using these QMTs.

Implementation of this monitoring exercise has helped the states in identifying the issues, which they need to focus upon in order to improve quality in elementary education under SSA. The states have been enabled to recognize their own bottlenecks, problems in planning and implementation, which helps them to plan in a focused manner to improve their trainings and teacher performance. This exercise has empowered the states to focus on quality dimensions as per their specific needs and requirements.

Tracking Performance of Teachers and Trainers

To identify, understand and enhance the performance of teachers, teacher trainers and teacher support institutions, MHRD in collaboration with UNICEF has catalysed an

initiative named 'Advancement of Educational Performance through Teacher Support' (ADEPTS), from 2006-07 onwards, to promote development and use of performance indicators for teachers and trainers. In 2009-10, nearly all states have identified performance indicators for their teachers and trainers, and about 14 States have begun tracking the performance levels of teachers and trainers against these indicators. Some of these good practices are seen in Gujarat, West Bengal, Madhya Pradesh, Assam, Orissa and Chhattisgarh.

Community partnerships

States have taken various steps towards involving community members in improving the quality of education at the elementary level. Community members are encouraged to check the academic progress of children's through monitoring and supervision of classroom processes, sharing of report cards, use of TLM, filling of Quality Monitoring Tools, organizing various competitions for improving children's skills, identifying the lower-achieving students and organizing remedial classes, etc. For example, States like Andhra Pradesh, Assam, Chhattisgarh, Karnataka, Kerala, Nagaland, Uttarakhand have developed various strategies to engage the community members to contribute to school development and quality improvement under SSA.

Support from the National Level

Regional Workshops on Education of Equitable Quality

MHRD organized four Regional Workshops in June - August 2009 to discuss and agree upon a broad quality framework that would guide future SSA efforts for quality improvement in a cohesive manner. The workshops provided an opportunity for top level education authorities to reflect and discuss through participatory mode about children's learning and classroom processes, to arrive at a shared vision of the shifts desired in core and enabling components of education quality,

and to design a plan of action for taking this vision forward in the coming year(s). The discussion covered both core components (Curriculum, pedagogy, materials, classroom organisation, lesson planning, learning assessment) and enabling components (teacher development and support, performance assessment, administration, programme evaluation, research, institutional development). The Workshop was attended by Secretary (EE-II), Joint Secretary (EE-II) and other members of MHRD, as well as the Education Secretaries, State Project Directors, State Pedagogy Coordinators, SCERT Directors and Directors of Primary Education from all the different states. Each state designed and presented a broad Plan of Action for integrating all core and enabling components in their state around this shared vision for pedagogical renewal, and for disseminating this vision and deepening pedagogical understanding at among all stakeholders at different levels.

National Resource Group for Quality Education

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

National Sub-Missions on Learning Outcomes and Teachers Training

Under SSA, six Sub-Missions have been constituted at the National level to provide guidance and resource support in guiding SSA interventions, two of which relate specifically to quality interventions. One is the Sub-mission on 'Defining Learning Outcomes and Assessment/Monitoring of Students' Achievement Levels', and the second is the Sub-mission on "Teachers Training,

Strengthening of academic support to institutions and other aspects of quality improvement under SSA". Both of these held their third meeting in October 2009, which led to useful deliberations and recommendations for strengthening these two areas under SSA.

Research Studies

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

1. Study of teacher absence in primary and upper primary schools in three States
2. Study of students' attendance in primary and upper primary schools in 20 States
3. Time on Task study for students (5 states)
4. Study on para-teachers (12 states)
5. Study on effectiveness of Block Resource Centres and Cluster Resource Centres in providing academic support and supervision to elementary schools.
6. Study of impact of teacher training on classroom transactions
7. Study on teaching of English in Govt. Primary Schools
8. Study of reasons of decline in enrolment between classes I and II (4 states)
9. All India sample surveys for estimation of drop-out rates (all major states)
10. Role of VECs/ PTAs/ SMDCs in school management and supervision in the context of SSA (14 states)
11. National Sample Survey on Out of School Children

Documentation and Dissemination of good practices

SSA attempts to document good practices and share them with all states for enhancing their understanding and performance. Over a 100 good practices have been circulated so far through a publication called "Shiksha Sangam" brought out by IIM, Ahmedabad.

MHRD in collaboration with Pedagogy Unit, TSG documented Quality Improvement Programme (AP), Integrated Learning Improvement Programme (West Bengal), 3 Rs Guarantee Programme (Maharashtra), Learners' Achievement Tracking System (Orissa) and School Performance Monitoring (Uttarakhand). These documents have been shared with States.

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

1. Innovation for improving retention and learning achievement of children in Kolhapur district of Maharashtra.
2. Learning Guarantee Programme in Karnataka
3. Activity based Learning Programme in Tamil Nadu
4. ABL. Programme in Tamil Nadu

Technical Co-operation Fund

The TC Fund has been set up in 2008 under SSA in collaboration with development partners namely the World Bank, DFID and EC. The Fund will support and facilitate strengthening of capacities at national level and through it, at the State levels in the specific areas of (i) Learning Assessment

Systems and (ii) Evaluation of Quality Initiatives. It will enable access to relevant national and international expertise to support effective capacity development, and provide expert guidance and facilitation for institutional or organizational development and strengthening.

Distance Education Programmes for teachers

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

Innovative Quality Programs for Enhancement of Learning:

- Andhra Pradesh: Children's Language Improvement Programme (CLIP) followed by Children's Learning Acceleration Programme for Sustainability (CLAPS)
- Assam: Bidya Jyoti, later known as Naba Padakhhepa Schools
- Bihar: Bodhi-Viriksha focused on shifting to child-centred learning processes
- Chhattisgarh: Reading Enhancement program known as 'Read Chhattisgarh'
- Gujarat: Gujarat Achievement Profile (GAP); 4 studies in collaboration with universities; identification of learning needs; teacher training and remedial support for learning enhancement
- Himachal Pradesh: Aadhar for learning enhancement in basic literacy and numeracy
- Jharkhand: Buniyad and Buniyad Plus focusing on language and numeracy skills

- Karnataka: Trimester System, Karnataka State Quality Assessment Organisation (KSQAO), Nali Kali promoting activity-based joyful learning at primary level
- Kerala: 'Hundred Out of Hundred' (Noottukku Nooru) to encourage decentralized innovative efforts towards quality
- Maharashtra: Nandadeep Shala or 'Active Schools', to promote shift towards active learning processes
- Nagaland: "Communitisation Programme" for community involvement in quality improvement
- Orissa: Learners' Achievement Tracking System (LATS), Multi-lingual Education
- Punjab: Parrho Punjab for strengthening early reading skills
- Tamil Nadu: Activity Based Learning (ABL) at primary level and Active Learning Methodology (ALM) at upper primary level
- Uttar Pradesh: Nai Disha, Lakshya campaigns to provide remedial support to low-achieving students
- Uttarakhand : 'School Performance Monitoring' for identifying needs of poor performing schools and developing strategies for their improvement, Neev reading program
- West Bengal: Integrated Learning Improvement Programme (ILIP), Kajer Majhe Bigyan and Kajer Madhyame Ganit for strengthening science and mathematics.

Monitoring of SSA

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

Educational Development Index

For working out EDI for 2008-09 the following parameters have been taken into account:-

Component	Indicator
Access	Percentage of habitations not served
	Availability of Schools per 1000 Child Population
	Ratio of Primary to Upper Primary Schools/Sections (only at Upper Primary stage)
Infrastructure	Schools with Student-Classroom Ratio→40
	Schools with Drinking Water facility
	Schools with Common toilet
	Schools with Girl's toilet

Component	Indicator
Teachers	Percentage of schools with Female Teachers (in schools with 2 and more teachers)
	Schools with Pupil-Teacher Ratio→40
	Percentage of schools with less than 2 teachers (in schools with more than 15 student) (primary schools only)
	Percentage of schools with ← 3 teachers (Upper primary schools/ sections)
Outcomes	Teachers without Professional Qualification
	Gross Enrolment Ratio - Overall
	Participation of Scheduled Castes children : Percentage SC Population (2001 Census) - Percentage SC Enrolment
	Participation of Scheduled Tribes Children : Percentage ST Population (2001 Census) - Percentage ST Enrolment
	Gender Parity Index in Enrolment
	Repetition Rate
	Drop-out Rate*
	Ratio of Exit Class over Class I Enrolment (only at primary stage)
	Transition Rate from Primary to Upper primary level (only for Upper Primary level)
	Percentage of Appeared Children securing 60 per cent and more marks

The EDI rankings and EDI Value assigned to States at Primary, Upper Primary & elementary level during 2008-09 are as under:-

State/UT	Primary Level		Upper Primary Level		Composite Primary & Upper Primary	
	2008-09	2008-09	2008-09	2008-09	2008-09	2008-09
A & N Islands	0.664	12	0.809	4	0.736	7
Andhra Pradesh	0.657	15	0.746	11	0.702	14
Arunachal Pradesh	0.512	29	0.519	31	0.516	30
Assam	0.446	35	0.519	32	0.483	33
Bihar	0.480	32	0.447	35	0.463	34
Chandigarh	0.688	10	0.756	9	0.722	10
Chhattisgarh	0.554	26	0.600	25	0.577	26
D & N Haveli	0.594	22	0.640	22	0.617	22
Daman & Diu	0.654	17	0.801	5	0.728	9

State/UT	Primary Level		Upper Primary Level		Composite Primary & Upper Primary	
	2008-09		2008-09		2008-09	
Delhi	0.701	6	0.762	7	0.732	8
Goa	0.658	14	0.697	17	0.678	17
Gujarat	0.698	7	0.706	16	0.702	13
Haryana	0.714	4	0.789	6	0.752	4
Himachal Pradesh	0.611	21	0.746	12	0.679	16
Jammu & Kashmir	0.586	24	0.661	21	0.623	21
Jharkhand	0.449	34	0.464	33	0.456	35
Karnataka	0.693	8	0.723	15	0.708	12
Kerala	0.689	9	0.822	3	0.756	3
Lakshadweep	0.773	2	0.851	2	0.812	2
Madhya Pradesh	0.571	25	0.585	26	0.578	25
Maharashtra	0.660	13	0.740	14	0.700	15
Manipur	0.464	33	0.630	24	0.547	27
Meghalaya	0.498	31	0.522	30	0.510	31
Mizoram	0.686	11	0.741	13	0.714	11
Nagaland	0.633	20	0.675	20	0.654	20
Orissa	0.553	27	0.537	29	0.545	28
Puducherry	0.797	1	0.884	1	0.841	1
Punjab	0.714	5	0.760	8	0.737	6
Rajasthan	0.587	23	0.636	23	0.612	24
Sikkim	0.657	16	0.683	18	0.670	18
Tamil Nadu	0.747	3	0.753	10	0.750	5
Tripura	0.501	30	0.577	27	0.539	29
Uttar Pradesh	0.654	18	0.573	28	0.614	23
Uttarakhand	0.643	19	0.679	19	0.661	19
West Bengal	0.528	28	0.459	34	0.494	32

Independent Review of field processes

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

- c. An independent Joint Review Mission reviews the progress of SSA twice a year, along with external funding agencies (8 completed so far).
- d. Implementation of SSA e.g. Out of School Study, 2005. 9 other studies commissioned.
- e. Concurrent financial reviews of SSA through an independent agency, viz. Institute of Public Auditors of India (IPAI) commissioned by Government of India. All the 35 States/UTs covered in 1st Phase (2003-2008). In 2nd Phase (2008-09 to 2009-10), review of 30 States have been completed and the review of the remaining 5 States/UTs is in progress.
- f. A set of quality monitoring tools, developed in collaboration with NCERT, to provide quarterly and annual information on several quality related indices of SSA is being rolled out, covering:
 - Student enrollment and actual attendance
 - Pupil achievement levels
 - Teacher availability and teacher training
 - Classroom practices
 - Academic supervisions of schools by Cluster and Block Resource Centres.
 - Community perceptions of school functioning.

Joint Review Missions

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

Main Recommendations of the 10th JRM (20 - 31 July, 2009)

The 10th Joint Review Mission has made the following recommendations:

- The mission recommends that the out of school children (OOSC) study be completed and shared as soon as possible. In addition, a meeting of key stakeholders should be held to analyze the results of the survey and draw key lessons for informing 2010-11 AWP&Bs and subsequent OOSC data collection and analysis.
- The Mission recommends that there be an equally proportionate number of upper primary classrooms/sections per grade as in primary in all States. MHRD, TSG and several specific States (Bihar, Uttar Pradesh, Jharkhand, Chhattisgarh, Madhya Pradesh and West Bengal) should continue to focus particularly on the upper primary level, especially with respect to access. This would include accelerated efforts to recruit the teachers required and increased capacity to fill infrastructure gaps.
- In large metro cities, particularly to Delhi, Mumbai, Chennai and Kolkata, greater effort is needed to identify urban deprived children and implement specialized strategies to enrol and retain them. The Mission recommends that MHRD and concerned bodies consider these issues and to recommend a way forward.
- The Mission recommends that MS and other organisations and individuals with relevant experience be facilitated to play the role of resource organisations for mainstreaming gender issues and for developing appropriate curricula, teaching learning materials and teacher training for NPEGEL and KGBV.
- The Mission recommends that the norms and guidelines of KGBV - financial, physical

and others including for design be revisited and revised appropriately. In addition the AIE norms especially with respect to duration of RBCs be made flexible and States be encouraged to use them for the education of marginalised groups.

- The Mission recommends that different forms of discriminatory practices in schools be monitored in order that sensitization, conscientization and appropriate actions are initiated as these impact retention and learning in schools. Towards this, the Mission further recommends that research studies be commissioned to expert institutions.
- With regard to the dropout study, the Mission suggests that the Ministry reviews the methodology and data carefully before publication. The report should also calculate a reconstructed cohort for grade 1 through to the completion of grade 8 and differentiate this for SC, ST, Muslims and girls. It might be helpful for MHRD to commission a peer review panel to look at the study in detail and to recommend further analysis to validate the study's findings. Public hearings may also be held at the places of data gathering to substantiate the results against public perception.
- More broadly, the JRM recommends that MHRD/TSG, with the support of NUEPA and other concerned agencies and in consultation with the States, undertake to complete a review of the available data sets to determine (i) a more accurate picture of the status of retention in elementary education in the 35 States/UTs; (ii) the context specific causes of dropout; and (iii) develop strategies for improving retention in specific contexts to help and inform the AWP&B 2010-11.
- The mission recommends the rationalization of quality indicators and approaches that are suited specifically to primary and upper primary grades and provide guidance to States to review the up-scaling of Learning Enhancement Programs (LEPs) that have now been extended to all districts in the implementing States, particularly with respect to promoting holistic literacy and numeracy improvement in the early and upper primary grades that combine language as well as Math and Science teaching.
- The Mission recommends that existing data from various sources like the QMT, BRC/CRC study and other similar sources be re-analysed for a renewed effort to build an evidence-based understanding of the capacity development needed to ensure that these decentralized academic support functionaries fulfill their responsibilities, without being overburdened by administrative tasks.
- Recommendations of the Udaipur Conference which was presented to the Mission should be followed up with strategies for actions in the design of teacher training programme. The Mission also recommends that the Teacher training effectiveness study should focus on assessing the quality of modules, training materials, structure of training and its implications, in addition to its impact on classroom transactions.
- The Mission recommends that SSA issue fresh guidelines that enables the Whole School Development Planning to be strengthened in the context of holistic quality improvement. Civil Works should be seen in light of the four goals of SSA so that a holistic approach to design the school environment is taken and executed in a context-specific

flexible manner, taking into account the diversity of children and future expansion.

- The Mission recommends that MHRD develop a time-bound Action Plan for strengthening financial management.
- The Mission recommends that the under-performing components, particularly KGBV, LEP, SIEMAT, activities for OOSC, teacher training, NPEGEL, CRC, Innovative activities, community training, TLE and REMS, are reviewed more intensively during 2009-10 and in the AWP&B process for 2010-11.
- The Mission recommends that a small working group of key experts in education analysis is formed to look at the diverse sources of data to discern the underlying position on key policy issues and to advise MHRD.

Key Recommendations of the 11th JRM (from 15th to 29th January, 2010)

- Enrolment targets having been largely achieved in most parts of the country for the primary classes, attention is now naturally on attendance and retention through completion of the elementary cycle.
- A nation-wide recognition of the elementary stage of education, consisting of eight years of regular schooling, is necessary to ensure that the pursuit of quality with equity.
- SSA's final success depends on the success of the policy to upgrade all EGS centres into primary schools and to mainstream all children availing AIE services.
- The 11th JRM emphasized the need to treat gender and social disadvantage as being integral to the SSA's larger perspective on quality with equity.
- The Mission endorsed the preparation of a special SSA strategy for regions affected either by conflict, displacement and large-

scale migration across States and from villages to urban centres.

- The Mission appreciated SSA's role in radically expanding the system's capacity to recruit, deploy and train teachers. At the same time, it expressed concern over the tardy progress made in induction training programmes (linked to recruitment delays) and the presence in schools of over 1 million untrained teachers.
- The Mission feels that considerable efforts, in terms of curriculum design, textbook preparation, teacher training and student assessment still need to be made in order to realize the goal of quality education in a comprehensive and holistic manner.
- Progress in civil works in most States has been satisfactory, but Bihar, Chhattisgarh and Madhya Pradesh continue to struggle to meet their targets, particularly in improving the student:classroom ratio.
- With respect to financial management, the Mission recognizes the pro-active efforts undertaken to improve conditions, although it notes that several of the largest spending States (accounting for almost one-half of all SSA expenditures) continue to require strengthening of systems, staffing and overall capacity.
- The Mission endorsed the SSA Implementation Framework and took note of recent efforts by MHRD and the Project Approval Board (PAB) to revise certain SSA norms and guidelines to improve implementation.

GOI Reviews

National level meetings conducted by Secretary SE&L with State Education Secretaries and State Project Directors including Directors of State Council for Education Research & Training on 30 & 31st July 2009 & 1st August, 2009 and 28th to 30th January, 2010.

National Programme of Mid-Day Meal in Schools

46

(Mid-Day Meal Scheme)

Background

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, in 2,408 blocks in the country as a dry ration scheme. Under this programme, foodgrains @ 3 kgs per student / per month was provided to all the children of classes I-V in all Government, Local body and Government aided schools in all the States and UTs subject to a minimum of 80% attendance of such children. By the year 1997-98 the NP-NSPE was extended to all blocks of the country. Under the order dated 28th November, 2001 of the Supreme Court this became a cooked Mid Day Meal Scheme under which every child in every Government and Government assisted primary schools was to be served a prepared Mid Day Meal with a minimum content of 300 calories and 8-12 gram protein per day for a minimum of 200 days. Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal. There was no provision for Central assistance for cooking cost. However, 13 States and 6 UTs provided cooked meal to all children from their own budget. 10 States and 1 UT provided cooked meal partially. The Scheme was further extended in 2002 to cover not only children studying in Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centres.

In September 2004 the Scheme was revised to provide for Central Assistance for Cooking cost @ Re 1 per child per school day. Cooking cost included cost of pulses, vegetables cooking oil, condiments,

fuel and wages and remuneration payable to personnel or amount payable to agency (e.g. SHG, VEC / SMDC), responsible for cooking. Transport subsidy was also raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states and Rs 75 per quintal for other states. Central assistance was provided for the first time for management, monitoring and evaluation of the scheme @ 2% of the cost of foodgrains, transport subsidy and cooking assistance. A provision for serving mid day meal during summer vacation in drought affected areas was also made.

In July 2006, the Scheme was further revised to enhance the cooking cost to Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER states contribute minimum Rs 0.20 per child/school day, and Rs 1.50 per child / school day for other States and UTs, provided these States and UTs contribute minimum Rs 0.50 per child/school day. The nutritional norm was revised to 450 Calories and 12 gram of protein.

In October 2007, the Scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally Backwards Blocks (EBBs) 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 nutritional norm for upper primary stage was fixed at 700 Calories and 20 grams of protein. In order to facilitate construction of kitchen-cum-store and procurement of kitchen devices in schools provision for Central assistance @ Rs. 60,000 per unit and @ Rs. 5,000 per school in phased manner was made. The existing system of reimbursement of transport subsidy to States / UTs was modified to grant-in-aid system like other components of Central assistance under the Scheme.

The Scheme was further revised in April 2008 to extend the scheme to recognized as well as unrecognized Madarsas / Maqtabas supported

under Sarva Shiksha Abhiyan (SSA) as Government aided centres.

The Scheme was again revised in November, 2009 (19.11.2009) with the following modifications:-

- (i) Revision of the food norm for Upper Primary children by increasing the quantity of pulses from 25 to 30 grams, vegetables from 65 to 75 grams and by decreasing the quantity of oil and fat from 10 grams to 7.5 grams. The food norm after this revision from 1.12.2009 has become as under:

S. No.	Items	Quantity Per Day	
		Primary	Upper Primary
1.	Food grains	100 gms	150 gms
2.	Pulse	20 gms	30 gms
3.	Vegetables (leafy also)	50 gms	75 gms
4.	Oil & fat	5 gms	7.5 gms
5.	Salt & Condiments	As per need	As per need

- (ii) Enhancement of cooking cost (excluding the labour and administrative charges) to Rs. 2.50 for primary and Rs. 3.75 for upper primary children for the balance period of financial year 2009-10 from 1.12.2009 and to further enhance it by 7.5% on 1.4.2010 and

again on 1.4.2011. The cooking cost is to be shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis. Accordingly, the share of the Centre and the minimum share of the State/UTs has become as under:

S. No.	Total Cost per meal	Centre State Sharing			
		Non-NER States (75:25)		NER States (90:10)	
		Centre	State	Centre	State
Pry.	Rs.2.50	Rs.1.88	Rs.0.62	Rs.2.25	Rs.0.25
U. Pry.	Rs.3.75	Rs.2.81	Rs.0.94	Rs.3.38	Rs.0.37

- (iii) Honorarium of Rs. 1000 per month from 1.12.2009 to cook-cum-helper and norm for engagement of one cook-cum-helper for schools upto 25 students, two cooks-sum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of upto 100 students. The expenditure towards the honorarium of cook-cum-helper is to be shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis.

- (iv) Instead of a flat rate of Rs.60,000 for construction of kitchen-cum-store per school across the country, the construction cost is to be determined on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. The cost of construction of Kitchen-cum-stores is to be shared from 1.12.2009 between the Centre and the NER States on 90:10 basis and with other States/UT on 75:25 basis. This Department vide letter No.1-1/2009-Desk (MDM) dated 31.12.2009 has prescribed 20 sq.mt. plinth area for construction of

Kitchen-cum-Store in schools having upto 100 children. For every additional upto 100 children, additional 4 sq.mt. plinth area will be added. States/UTs have the flexibility to modify the slab of 100 children depending upon the local conditions.

- (v) Transportation assistance in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) at par with the PDS rates prevalent in these States.
- (vi) Decentralization of payment of cost of foodgrains to the FCI to the district level. This will be effective from 1.4.2010.

Objectives

The objectives of the Mid Day Meal Scheme is to address two of the pressing problems for majority of children in India, viz. hunger and education by:

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

Rationale

- Preventing classroom hunger: Many children belonging to disadvantage section of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. Mid day meal can help children from families, which cannot afford a lunch box or are staying a long distance away

from schools to overcome "classroom hunger".

- Promoting school participation: Mid day meals have big effects on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.
- Facilitating healthy growth of children: Mid day meal can also act as a regular source of "supplementary nutrition" for children and facilitate their healthy growth.
- Intrinsic educational value: A well organized mid day meal can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters.
- Fostering social equality: Mid day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid day meal can help to break the barriers of caste and class among school. Appointing cooks from SC/ST communities is another way of teaching children to overcome caste prejudices.
- Enhancing gender equity: The gender gap in school participation tends to narrow, as the Mid Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid Day Meal Scheme also provides a useful source of employment for women and helps liberate workingwomen from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid Day Meal Scheme.
- Psychological Benefits: Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address

these and facilitate cognitive, emotional and social development.

Coverage

The National Programme of Mid Day Meal in Schools (NP-MDMS) presently covers all children studying in Classes I-VIII in Government, Government Aided and Local Body Schools, Education Guarantee Scheme (EGS) and

Alternative and Innovative Education (AIE) centres including Madarsas and Maqtabas supported under SSA.

Nutritional content

To achieve the objectives of the Scheme, the guidelines prescribe the following nutritional content in the mid day meal:

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

The component-wise break up of above nutrition value of food items constituting Mid Day Meal (MDM), both for primary and upper primary, are as under:-

S.No.	Items	Primary			Upper Primary		
		Requirement under MDM (in gms)	Energy content (in calories)	Protein Content (in gms)	Requirement under MDM (in gms)	Energy content (in calories)	Protein Content (in gms)
1	Foodgrains (Rice / Wheat)	100	340	8	150	510	14
2	Pulses	20	70	5	30	105	6.6
3	Vegetables (Leafy & Others)	50	25	--	75	37	--
4	Oil & Fat	5	45	--	7.5	68	--
5	Salt & Condiments As per need	--	--	As per need	--	--	--
			480	13		720	20.6

Components of Central Assistance

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

- (i) Supply of free food grains (wheat/rice) @100 grams per child per school day for primary & @150 gram per child per school day for upper primary from the nearest FCI godown. Cost of foodgrains is reimbursed to the FCI by the Central Government.
- (ii) Transportation assistance effective from 1.12.2009 in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) at par with the

PDS rates prevalent in these States. In case of all other States/UTs, reimbursement of the actual cost incurred in transportation of food grains from nearest FCI godown to the school subject to the ceiling of Rs.75/- per quintal.

- (iii) Cooking cost from 1.12.2009 (excluding the labour and administrative charges) @ Rs. 2.50 for primary and Rs. 3.75 for upper primary children and to further enhance it by 7.5% on 1.4.2010 and again on 1.4.2011. The cooking cost is to be shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis. Accordingly, the share of the Centre and the minimum share of the State/UTs has become as under:

Stage	Total Cost per meal	Centre State Sharing			
		Non-NER States (75:25)		NER States (90:10)	
		Centre	State	Centre	State
Pry.	Rs.2.50	Rs.1.88	Rs.0.62	Rs.2.25	Rs.0.25
U. Pry.	Rs.3.75	Rs.2.81	Rs.0.94	Rs.3.38	Rs.0.37

Cooking cost includes costs of pulses, vegetables, cooking oil and condiments, fuel etc.

- (iv) Instead of a flat rate of Rs.60,000 for construction of kitchen-cum-store per school across the country from 1.12.2009, the construction cost is to be determined on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. The cost of construction of Kitchen-cum-stores is to be shared between the Centre and the NER States on 90:10 basis and with other States/UT on 75:25 basis. This Department vide letter No.1-1/2009-Desk (MDM) dated 31.12.2009 has prescribed 20 sq.mt. plinth area for construction of Kitchen-cum-Store in schools having upto 100 children. For every additional upto 100 children, additional 4 sq.mt. plinth area will be added. States/UTs have the flexibility to
 - (v) modify the slab of 100 children depending upon the local conditions.
 - (v) Assistance for procurement of kitchen devices at an average cost of Rs. 5,000 per school. Kitchen devices include:
 - (a) Cooking devices (Stove, Chulha, etc)
 - (b) Containers for storage of food grains and other ingredients
 - (c) Utensils for cooking and serving.
 - (vi) Honorarium of Rs. 1000 per month from 1.12.2009 to cook-cum-helper and engagement of one cook-cum-helper for schools upto 25 students, two cooks-sum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for

every addition of upto 100 students. The expenditure towards the honorarium of cook-cum-helper is to be shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis.

- (vii) Assistance for Management, Monitoring & Evaluation (MME) of the Scheme at the rate of 1.8% of the total assistance for (a) food grains, (b) transportation cost and (c) cooking cost. 0.2% of the total assistance for (a) food grains, (b) transportation cost and (c) cooking cost is utilized at the National level for management, monitoring and evaluation purposes.

Implementation of the Mid Day Meal Scheme

The overall responsibility for providing cooked and nutritious mid day meal to the eligible children lies with the State Governments and Union Territory Administrations. States / UTs have to ensure that all logistic and administrative arrangement are made to ensure regular serving of wholesome, nutritious and cooked meal in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and kitchen devices, through funding made under the Scheme and mobilization of additional resources through convergence with other developmental programmes of other departments or State / UT budgetary support. Drinking water and toilet facilities are to be created in convergence with SSA, Drinking Water Mission and Total Sanitation Programme.

The guidelines of the scheme provides that in States which have devolved the function of 'Primary Education' to Panchayats and Urban Local Bodies through legislation and/or executive order, the responsibility of implementation and day to day supervision of the programme shall be assigned to the Gram Panchayat/Municipality. Standing Committees may be constituted by the Gram Panchayats and Municipalities to oversee the

implementation of the programmes. Alternatively, already existing Standing Committees, which have been assigned the task of supervising education related issues may be entrusted the task of monitoring, review and taking other necessary steps for the smooth implementation of the scheme. The Gram Panchayat/Municipality may, in turn, assign responsibility of the day-to-day management of the programme at school level to the Village Education Committee/ School Management & Development Committee or Parent-Teacher Association as the case may be.

School Management should also be encouraged to draw on the support of the community including mother groups. Gram Panchayat and Village Education Committee may be approached for organizing community members to regularly, on a rotation basis, help the school management in ensuring efficient cooking, serving and cleaning operations. It has been clarified that teachers are not to be involved in cooking or its supervision in any manner, as it would affect the teaching - learning process adversely. However, the involvement of teachers and community members in ensuring that children eat together in a spirit of camaraderie and develop sensitivity to their peers with different abilities by offering them precedence and instilling values of equality and cooperation could be very effective in attaining the objectives of the programme.

Support of the community members could also be solicited to ensure that children wash their hands properly before eating, use clean plates and glasses, avoid littering and wastage of food, and clean their plates, rinse their hands and mouth after eating. Mid Day Meal Scheme also offers wide opportunity of self employment to poor women who could constitute self help groups. Such group can take the responsibility of cooking and serving mid day meal with the overall assistance of the local level implementing agency.

In order to facilitate uninterrupted implementation of the Scheme the Government

of India provides funds and foodgrains to States and UTs in advance. Generally Government of India releases funds to States / UTs in two installments. Both installments are released in advance provided the States / UTs furnish the requisite information in time. In order to ensure that the programme do not suffer disruption in the beginning of the year, the Government of India releases 25% of the allocated fund in advance without asking for any information from the States / UTs.

Foodgrains allocation is also issued in advance and States/UTs have the flexibility to lift the quarterly allocation in one go. The FCI is held responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centres in the case of North East Region. States / UTs are permitted to lift the foodgrains one month in advance. Every school / cooking agency is to maintain a buffer stock of foodgrains of one month requirement.

Task of cooking

The Guidelines provide that, as far as possible, the responsibility of cooking/supply of cooked midday meal should be assigned to local women's/ mothers' Self-Help Group or local Youth Club affiliated to the Nehru Yuvak Kendras or an voluntary organization or by personnel engaged directly by the VEC/SMDC/PTA/Gram Panchayat/ Municipality. Involvement of Self Help Groups under the scheme is increasing gradually.

In urban areas, where there is shortage of space for construction of the kitchen shed, use of centralized kitchen for a cluster of schools may be explored. Cooking may be undertaken in a centralized kitchen and cooked hot meal may then be transported under hygienic conditions through a reliable transport system to various schools. There may be one or more such nodal kitchen(s) in an urban area, depending on the number of children and capacity of the service providers. The centralized kitchens are being used in big cities like Delhi, Jaipur, Mumbai, Kolkata, Hyderabad,

Bangalore, Lucknow, Chandigarh, Ahemdabad etc. UP and Punjab are experimenting centralized kitchen in rural areas also. However, this Department feels that involvement of Self Help Groups etc in local cooking is preferable in terms of achievement of social goals of the scheme.

Quality of Mid Day Meal

Quality of MDM largely depends on the quality of food grains. FCI is held responsible for issue of food grains of best available quality, which will in any case be at least of Fair Average Quality (FAQ). FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the MDM Programme. The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are lifted after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

Quality, safety and hygiene specifications have been prescribed in the Guidelines. It is also provided that 2-3 adults members, of them atleast one being teacher, must taste the food before it is served to the children. Although the guidelines provide for inspection of 25% schools / EGS / AIE centres every quarter by the supervisory officer but due to shortage of officers/staff and resources, intense and frequent inspection of the programme is not happening in the expected manner. The guidelines also provide for active community participation for the supervision and monitoring of the programme. For a programme of this magnitude, the key of success lies in the active and meaningful involvement of the community.

Availability of adequate infrastructure is essential for maintaining the quality of the programme. Since the FY 2006-07 Rs. 4,480 Cr. has been sanctioned to construct kitchen cum store in 7,46,758 schools. It is planned that by the end of this plan period all the schools will have kitchen-cum-store. Till March 2009, 87.6% and 66.47 %

schools have drinking water and toilet facilities respectively. Secretary, School Education and Literacy and Secretary, Rural Development, Gol have jointly written to all the state/UT governments to provide adequate drinking water and toilet facilities in all the schools by the end of this financial year.

Monitoring Mechanism

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

- a Arrangements for local level monitoring: Representatives of Gram Panchayats/ Gram Sabhas, members of VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid day meal served to children, (ii) cleanliness in cooking and serving of the mid day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation of varied menu, (v) social and gender equity on a daily basis.
- b Display of Information : In order to ensure transparency and accountability, all schools and centres where the programme is being implemented are required to display the following information at a visible place in the campus for the notice of the general public:
 - i. Quantity of food grains received, date of receipt.
 - ii. Quantity of food grains utilized
 - iii. Other ingredients purchased, utilized
 - iv. Number of children given mid day meal.
 - v. Daily Menu
 - vi. Roster of Community Members for supervision and monitoring.

c Block level Committee: A broad based Steering-cum-Monitoring Committee would also monitor the implementation of the Mid Day Meal Scheme at the block level.

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

e District level Committee: Besides a Steering-cum-Monitoring Committee for monitoring the MDM scheme at district level, the States/UTs have been directed to constitute a District Level Committee with the following composition :

- All Members of Parliament, Members of the State Legislature and members of the Zilla Parishad
- The District Magistrate/Collector/ Deputy Commissioner/Chief Executive Officer of the Zilla Parishad/ Urban local body will be the Member-Secy.
- District Officer in-charge of MDM
- District Officers in-charge of Drinking Water Mission/Total Sanitation Programme/ICDS Programme/ Panchayati Raj/Labour/Handicapped Welfare/Social Welfare/Minority Welfare etc.
- Two NGO's working on elementary education for MDM in the area,
- The senior-most Member of Parliament present in the meeting will chair the committee on the day it meets.

This committee monitors the implementation of SSA as well as MDM programmes in the district.

- f Periodic Returns: The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, GOI to provide information on (i) coverage of children and institutions, (ii) number of school days (iii) Progress in utilisation of central assistance (iv) availability of necessary infrastructure in schools, (v) any untoward incident etc.,
- g Monitoring by Institutions of Social Science Research: Forty One Institutions of Social Science Research, identified for monitoring the Sarva Shiksha Abhiyan, are also entrusted with the task of monitoring the mid day meal scheme.
- h Grievance Redressal: States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.
- i State level: States and UT Administrations also required to set up a Steering-cum-Monitoring Committee at the State level to oversee the implementation of the Scheme. States / UTs have deployed independent institutions for the evaluation of the Scheme.
- j National level: At Centre level Government of India monitors the Scheme through a National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary(SE&L). Regional and State level review meetings are also held to monitor and iron out State / UT specific issues relating to implementation of the programme. The General Council and Executive Council of the National Mission for Sarva Shiksha Abhiyan also review Mid Day Meal Scheme.

k Review Mission: Review Mission on Mid Day Meal Scheme consisting of representatives from Central Government, State Government, UNICEF and NGO have been constituted to review the implementation of the Scheme in the States / UTs. The first Review Mission would visit about ten schools in two districts in each of four States viz. Assam, Bihar, Tamilnadu and Uttar Pradesh. The mission will be lead by Director level officer from GOI. The mission will complete the following tasks:

- i) Review the system of fund flow from State Government to school / cooking agency level and time taken in this process.
- ii) Review the management and monitoring system and its performance from State to school level.
- iii) Review the progress of the programme during 2009-10 with respect to availability of foodgrains and funds at the school / cooking agency level, quality and regularity in serving the meal in the selected schools and districts, transparency in implementation, role of teachers, involvement of community, convergence with School Health Programme for supplementation of micronutrients and health check up etc.
- iv) Assess the satisfaction of children, parents and teachers about the implementation and impact of the scheme.
- v) Review the maintenance of records at school / cooking agency level.
- vi) Review the availability of infrastructure, its adequacy and source of funding.
- vii) Give suggestions for improvement in the implementation of the programme.

The first review mission visited 3 States viz. Assam, Bihar and Uttar Pradesh and submitted the report to the respective State Government and Government of India also.

Evaluation studies conducted by Independent agencies

Independent evaluation studies on the Mid-Day Meal Scheme conducted by different agencies in various parts of the country have affirmed the positive educational, nutritional and social impact of the scheme. Some of the findings of these studies are listed below:

- (a) "Cooked Mid-Day meal programme in West Bengal - A study of Birbhum district" by Professor Amartya Sen's Pratichi Research Team (2005) shows that Mid Day Meal has made positive intervention in universalisation of primary education by increasing enrollment and attendance. The increase has been more marked with respect to girls and children belonging to SC/ST categories. The study also points out that Mid Day Meal scheme has contributed to reduction in teacher absenteeism and narrowing of social distances.
- (b) "Situation Analysis of Mid- Day Meal Programme in Rajasthan" by University of Rajasthan and UNICEF (2005) states that the introduction of menu based mid day meal has positively impacted enrollment and attendance of children. It has contributed to social equity, as children sit together and share a common meal irrespective of caste and class. It has further contributed to gender equity in that it has provided employment to women.
- (c) "Mid day Meal in Madhya Pradesh" by Samaj Pragati Sahyog, 2005, undertook a survey in 70 most backward villages. The findings show that there was a 15% increase in enrollment, which was more marked in the case of SC and ST children (43%)
- (d) "Mid-Day Meal Scheme in Delhi - A functioning programme" by Anuradha De, Claire Noronha and Meera Samson ; CORD-2005 surveyed 12 MCD schools - school children in all schools were receiving food; impact of attendance more likely on girls, who often come to school without breakfast.
- (e) "Report on Akshara Dasoha scheme of Karnataka" by Dr. Rama Naik University of Dharwad (2005) has reported sharp rise in enrollment, particularly in rural areas. The programme has had an impact on teacher absenteeism: 64% schools stated that teacher absenteeism has been reduced.
- (f) National Council of Educational Research & Training's latest Report (2005) on Learning Achievement of Students at the End of Class-V has shown that children covered under mid day meal have higher achievement level than those who were not covered under it.
- (g) "Mid Day Meal Scheme in Karnataka - A study" by National Institute of Public Cooperation & Child Development has reported that Mid Day Meal improved the school attendance in majority of the schools and reduced absenteeism. It has fostered a sense of sharing and fraternity and paved the way for social equity.
- (h) PROBE (Public Report on Basic Education) Report - The major findings of the PROBE (Public Report on Basic Education) Report - 2006 are the following:
 - a) 84% of households reported that the children get cooked mid day meal.
 - b) Majority of schools reported that children consume meal at school.
 - c) Children are enjoying a varied menu.
 - d) Good practices like washing hands before eating, space was cleaned before & after eating are imparted in the schools
 - e) Incentives like MDM have contributed to improving enrolment rates.
- (i) Annual Status of Education Report (ASER) 2007 has observed that in about 92.6% of schools visited on a random day in October / November, 2007, Mid Day Meal was seen

being prepared or served. This figure is much higher than the comparable figure in 2005, which stood at 71.1%. A vastly improved availability of mid day meals had contributed to the increase in enrollment.

- (j) "An Empirical Study of the Mid Day Meal Programme in Khudra district of Orissa" by Anima Rani Si and Naresh Kumar Sharma, Economic and Political Weekly, June (2008) has reported that MDM had positive impact on enrolment, attendance and performance of the students. Socialization was better and new employment opportunities were generated for underprivileged sections.
- (k) "Social audit on Mid Day Meal Scheme in Andhra Pradesh" by Dipa Sinha published in Economic & Political Weekly, November (2008) has reported that the scheme had positive effects on increasing enrolment, averting class room hunger and reducing the social discrimination. Regularity in serving the cooked mid day meal in the schools has also been observed. MDM had

generated livelihood opportunities for poor women in rural areas.

- (l) "Mid Day Meal Scheme in Madhya Pradesh - A study - 2007" by National Institute of Public Cooperation & Child Development, Indore has reported that MDM has shown marked improvement in enrollment pattern of children in primary school. Mid Day Meal Scheme undoubtedly resulted in increased school attendance and retention of children in school for a longer period. The Scheme has played a crucial role in reducing drop out, especially among girls. Parents viewed that the mid day meal had reduced the burden of providing one time meal to their children and considered it as a great support to their families. Teachers opined that mid day meal aided in active learning of children, which indirectly improved their academic performance. The Scheme has played a significant role in bringing social equity.

A study has also been undertaken by the Planning Commission. The report is awaited.

Achievements during the period 2005-06 to 2008-09

	2005-06	2006-07	2007-08*	2008-09*
Children covered (in Cr.)	11.94	10.68	11.37	11.19
Foodgrain allocated (in lakh MTs)	22.51	21.60	24.79	29.30
Budget allocation (in Cr.)	3345.26	5348.00	6678.00	8000.00
Total Exp. (in Cr.)	3186.33	5233.47	5835.44	6688.02

*Primary and Upper Primary combined

Infrastructure development under Mid Day Meal Scheme

Construction of Kitchen Sheds

In the year 2006-07, Central Assistance towards construction of kitchen shed-cum-Stores @ Rs. 60,000 per unit to the States/UTs was introduced

under MDM Scheme in the year 2006-07. It was decided to fill the infrastructure gap in a phased manner over a period of time. The Central assistance of Rs. 4480 Crores has already been released to States/UTs for construction of 7,46,758 Kitchen Sheds as per details given below:-

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

As per information available as on 30.9.2009, of the total 7,46,758 kitchen sheds sanctioned, 4,55,652 kitchen sheds have been completed or work is in progress. There are still 2,62,809 schools where no kitchen shed is available. It is proposed to provide kitchen sheds in these schools during the balance period of 11th Five Year Plan. An expenditure of Rs.2372 Crore leaving unspent balance of Rs.2107 Crore with States/UTs, has been incurred on construction of kitchen sheds.

Procurement of Kitchen Devices

The Central assistance towards procurement of Kitchen Devices @ Rs.5,000 per school was introduced in the year 2006-07. So far, Central assistance of Rs.427.82 Crores has already been released to States/UTs for procurement of Kitchen Devices in 8.56 lakhs schools, the details of which are as under:-

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

Out of this, Kitchen Devices in 7.38 lakhs schools have been procured till 30.9.2009. During 2009-10 the Gol has released Rs.118.24 Cr for procurement of 2,36,478 kitchen devices.

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

Under the Mid-Day Meal Scheme, a total budget provision of Rs.48,000.00 crore has been allocated by Planning Commission during the 11th Five Year Plan. This includes both, the Gross Budgetary Support (GBS) as well as the contribution from the Prarambhik Shiksha Kosh (PSK).

Budget Provision for 2009-10

During the current Financial Year 2009-10, a budget provision of Rs.8000 crore (Gross Budgetary Support Rs.2910.20 crore and Prarambhik Shiksha Kosh Rs.5089.80 crore) was made which has been reduced at RE stage at Rs.7359.15 crore (Gross Budgetary Support Rs.1564.25 crore and Prarambhik Shiksha Kosh Rs.5794.90 crore). Component wise break-up of RE 2009-10 is as under:-

(Rs. in crore)

S. No.	Component	Non-NER	NER	Total
1	Payment to FCI	1400.00	100.00	1500.00
	Sub Total	1400.00	100.00	1500.00
2	Cooking Cost	3396.87	179.77	3576.64
3	Transportation Assistance	146.53	9.76	156.29
4	MME	73.72	3.75	77.47
5	Honorarium of cooks	429.50	49.69	479.19
6	Additional Cooking cost	250.00	21.27	271.27
	Sub Total	4296.62	264.24	4560.86
7	Kitchen Shed	782.72	320.23	1102.95
8	Kitchen Devices	133.44	51.90	185.34
	Sub Total	916.16	372.13	1288.29
9	National Component	10.00	0.00	10.00
	Sub Total	10.00	0.00	10.00
	GRAND TOTAL	6622.78	736.37	7359.15

Features of Scheme during 2009-10

(Rs. in crore)

S. No.	Items	Primary	Upper Primary	Total
1	No. of Institutions (in lakh)	9.42	1.50*	10.92
2	No. of children approved (in Cr.)	8.41	3.36	11.77
3	Estimated no. of working days	200-231	200-231	200-231
4	Food grain requirement (in lakh MTs)	18.31	10.93	29.24
5	Unspent Balance of foodgrains as on 31.3.2009 (in lakh MTs)			1.74
6	Foodgrains allocated (in lakh MTs)	17.14	10.58	27.72
7	Foodgrains lifted upto 24.9.09 (in lakh MTs)	5.96	2.41	8.37
8	Requirement of Recurring Central assistance (Cooking Cost+ TA+ MME) (in Cr.)	3,134.44	1,667.84	4802.28
9	Unspent Balance as on 31.3.2009 (in Cr.)			979.85
10	Funds released as recurring Central assistance as on 31.1.2010 (in Cr.)			5084.77

* Without Primary Classes

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 Gol's main scheme targeted at addressing the barriers that prevent rural women and girls from accessing education, such as problems of their relative isolation, struggle for livelihoods, lack of self confidence, oppressive social customs etc. MS aims to create a collective awareness and understanding of women's subordinate contexts and build their capacities to challenge it.

Funding History

At the time of inception, the MS Scheme was an Externally Aided Project (EAP), fully funded through a grant received from the Government of Netherlands. The commitment of funds from the Government of Netherlands continued till 31.12.2005. Thereafter, the Scheme was being funded by the GOI up to 2007-08. Currently DFID (UK) is providing assistance of £35 million sterling (including £ 1 million sterling for Technical Co-operation Fund) for the MS programme, on the basis of a 90:10 fund sharing pattern between DFID and GOI, for a seven-year period 2007-14. The 10th Plan budgetary outlay for the scheme was Rs. 98.48 crores. The projected budgetary outlay for the MS Scheme for the 11th Plan is Rs. 210.00 crores.

Key objectives

The objectives of the MS programme are:

- i) To create an environment in which education can serve the objectives of women's equality.



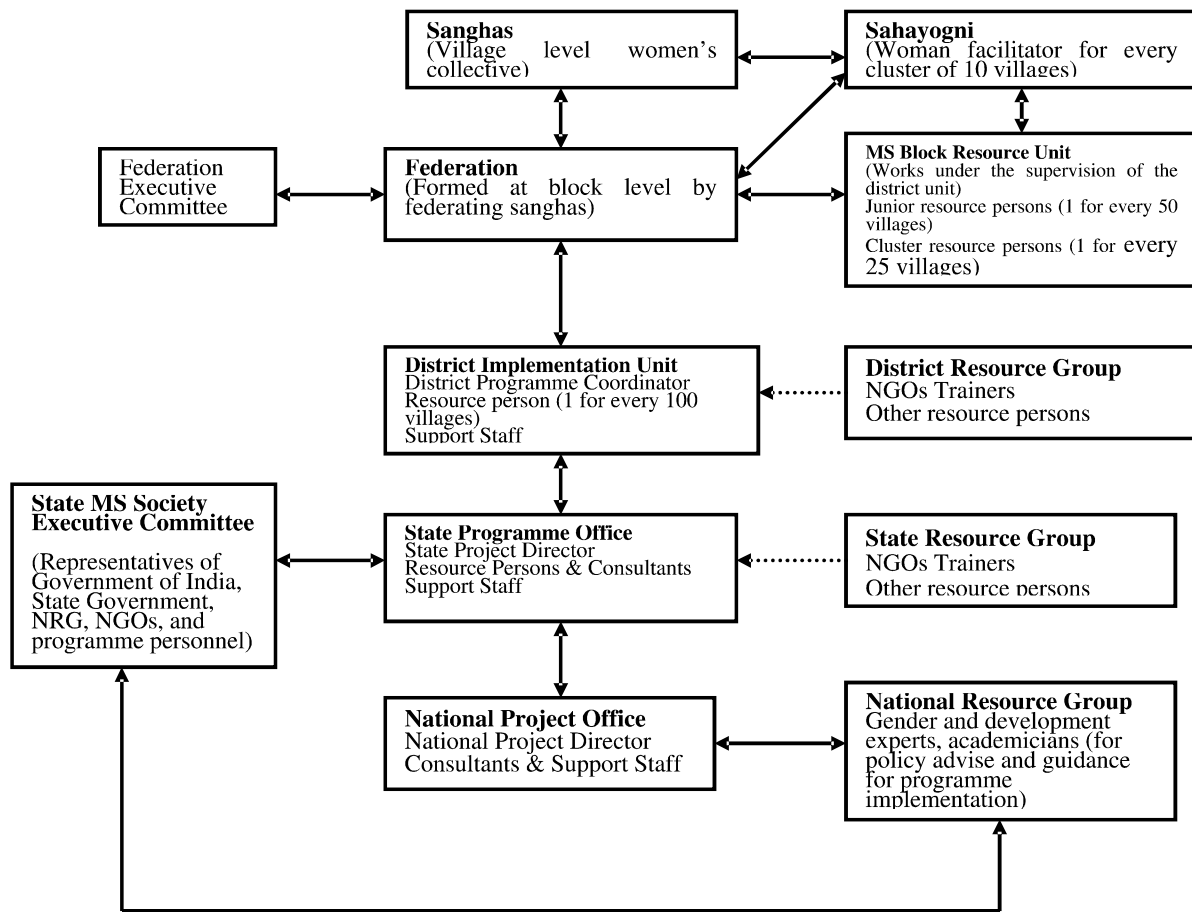
- ii) To enhance the self-image and self-confidence of women and thereby enabling them to recognize their contribution to the economy as producers and workers, reinforcing their need for participating in educational programmes.
- iii) To create an environment where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society.
- iv) To set in motion circumstances for larger participation of women and girls in formal and non-formal education programmes.
- v) To provide women and adolescent girls with the necessary support structures and an informal learning environment to create opportunities for education.
- vi) To enable Mahila Sanghas to actively assist and monitor educational activities in the villages - including elementary schools, AE, EGS/AIE Centres and other facilities for continuing education.
- vii) To establish a decentralized and participative mode of management, with the decision making powers developed to the district level and to Mahila Sanghas which in turn will provide the necessary conditions for effective participation.

MS: Current Status

Currently the programme is being implemented in 102 districts of ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttarakhand.

Organizational Structure

Mahila Sangha is the nodal point of Mahila Samakhya and all activities are planned around the Sangha. The Sangha processes are facilitated by the Sahayoginis who are the motivator, facilitator, supporter, and guide for ten villages. The organizational structure of the programme is as follows:



Core activities of the programme

Core activities of the programme center on the following themes, which generally arises from the issues that concern the women in Sanghas:

Issues of education of women and girls

The Mahila Samakhya programme works in tandem, and has organic linkages with educational schemes aimed at universalisation of elementary education, such as DPEP and SSA. Women's

collectives under the MS scheme, called Mahila Sanghas, play an active role in working towards removal of barriers to the participation of girls and women in education at the community level and play an active role in school management/running of alternate schooling facilities where needed. State MS Societies are also running 140 Kasturba Gandhi Balika Vidyalayas that are formal, girls' residential schools funded under the SSA programme as well as implementing the NPEGEL programme in 1434 clusters for direct support to



girls' education in educationally backward blocks. Mahila Samakhya provides resource support to the SSA programme in terms of gender related issues and training and development of textual materials, as well. Mahila Sanghas play an active role in monitoring village level educational activities. Sangha women are often members of the village education committees or school development and management committees that play an active role in SSA implementation and monitoring.

In addition, MS States are running 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.

All MS State programmes work specifically on literacy as well - whether through phased literacy camps at village & block levels for sangha members and other women in areas of MS coverage, Adult Learning Centres (e.g. in A.P.) that cater to adults of farming and labour communities in remotest areas, jagjagis, balamitra kendras & bal-jagjagis that offer conveniently paced acquisition of functional & real literacies for children, girls and women of all ages.

Health

Sangha women have been actively involved in the national health programmes, campaign against prenatal sex determination, female foeticide, child

marriage etc. The Sangha women are being trained in the use of herbal medicines. Sangha women have also been active in the awareness campaign for HIV/AIDS. Several sangha women are working as ASHA health workers under the National Rural Health Mission. Nari Sanjeevani Kendras are run by strong federations to offer indigenous medicinal systems and community-level education on health & hygiene, as well as generate some income through harnessing natural resources available in mainly forested, tribal areas.

Gaining entry into local governance and accessing public services

Several Sangha women have been elected to various Panchayat positions in the MS States and have been instrumental in making other village women overcome their fears and inhibition to come to the panchayat meetings and to speak their mind in public. During Panchayat elections in States of Uttarakhand, Karnataka, A.P. & Assam, e.g., sanghas & federations facilitated by MS have taken up community-level campaigns and awareness programmes to mobilize local support for women candidates so as to build on the gains of 50% reservation for women in local-self governance.

Addressing issues of violence and social practices which discriminate against women and girls

Sangha women have effectively tackled these issues in their villages. In most of the MS project areas; sangha women have been in the forefront of ensuring the advancement of the age of marriage, stopping practices such as child marriage, fighting alcoholism by preventing illegal sale of liquor in villages, and in making their families and communities more sensitive to the needs of women and girls. At present there are 176 Nari Adalats and Rai/counselling centers in MS States that provide accessible, inexpensive and gender just forums for resolution of disputes - especially those involving domestic violence, desertion of women by marital families and properties rights of women in families.

Economic empowerment and seeking sustainable livelihoods etc.

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

Impact of Mahila Samakhya

Concurrent and external evaluations have been built into the programme to enable mid-course remedial action and also to inform future planning. The reports of Five National Evaluations undertaken during the course of the programme since inception re-affirm the benefits and strategies of the MS programme and indicate that outcomes of the Mahila Samakhya programme have been the following: - (1) a demand for literacy has been generated; (2) recognition and visibility of women within the family and the community has increased; (3) women's participation in Panchayati Raj bodies has increased; (4) awareness of the need to struggle for a gender just society has been strengthened; and (5) women are demanding accountability from government delivery systems.

Also the Joint Review Missions in 2008 & 2009 have pointed to the success of the MS scheme in laying the foundation for empowerment of women at the grassroots level through the Mahila Sanghas. The Sanghas in the States have taken initiatives to address issues and problems ranging from those of daily minimum needs, drinking water, improving civic amenities, health and nutrition to ensuring educational opportunities for their children especially girls, entering the political sphere, actively accessing and controlling resources and articulating their concerns and tackling social issues such as violence against women, child marriage, dowry etc. Across the country, MS has also influenced mainstream education, networks of organizations working on issues of women and

education, as well as the larger arena of social-development.

Recent progress

The current focus is on maintaining balance between service delivery and empowerment processes at grassroots, while consolidating and expanding the programme itself on MS' principles of sustainability. This is achieved particularly through the strengthening of federations (of Mahila Sanghas at block and district level) to the point of autonomy and taking on major responsibility in MS activities in the local context (including running MSKs, expanding to new villages within blocks, advocacy and resource support, etc.). Since the last year, more federations have progressed towards autonomy, allowing for concurrent expansion into new districts & EBBs.

New developments at National-level

In the past year, capacity building of functionaries of the MS programme to deal better with federations' needs and expanding areas of coverage has also emerged as a focus area. In this regard, a year-long training cycle across the programme at national-level was conducted by ERU Pvt. Ltd. under the Technical Cooperation Fund between DFID & Gol.

In wake of latest monitoring & evaluation needs in socio-educational sector, the Baseline Survey of MS (by ORG Nielsen, also contracted under the TCF) has been completed in this financial year as well. On this basis, the Results Framework for MS programme has been reworked and standardized MIS is being developed to accommodate both quantitative and qualitative aspects of this process-based programme.

There has also been an increased recognition of MS at the national level by inclusion of MS' recommendations based on two decades of intensive grassroots work in SSA reviews and decision-making (e.g. MS SPDs' presentation on KGBV & NPEGEL at X SSA JRM Desk Review in September 2009, MS SPDs invited to share their

experiences at SSA Gender Coordinators' Review workshop in Ahmedabad & discussion on MS support to the Girls' education under SSA at the State Education Secretaries' Conference in 2010).

Towards further external visibility and advocacy, as well as inter-state learning within the MS programme, Documentation of Best Practices by Best Practices Foundation in MS has also been initiated under the TCF and will be completed in the year 2010-11.

Teacher Education

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

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

(ii) The Scheme has been revised under the Xth Plan with the following main objectives:-

- Speedy completion of DIET/CTE/IASE/SCERT projects, which have been sanctioned but not completed up to the end of the IX Plan period.

- Making DIETs, CTEs, IASEs sanctioned (and SCERTs strengthened) upto the IX Plan period, optimally functional and operational.
- Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary.
- Improvement in the quality of programmes being undertaken by DIETs, etc. - especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievement.

(iii) The Scheme is proposed to be revamped during the XIth Plan. For this, the Ministry entrusted NCERT to make a comprehensive evaluation of the Centrally Sponsored Scheme of Teacher Education. Evaluation report submitted by NCERT is under examination in the Ministry. Major recommendations of the report are as under:-

- The funding should have a 75:25 Centre-State sharing ratio (90:10 for North Eastern States)
- DIETs should be strengthened;
- All DRCs to be upgraded as DIETs
- DIETs to be upgraded to cater to all stages of school system
- 10-12% DIETs to be upgraded to college level;
- DIETs should have linkages with Universities, Colleges and well established private institutions; support to be provided to these institutions.
- Organizational structure of DIETs should be revised to cater to the enhanced role and functions

- Establish a DIET in a block in 196 identified districts with Minority/SC/ST concentration
 - In remaining blocks, establish Block Institute of Teacher Education (BITE) for in-service training of teachers; BRCs to get subsumed in these institutions
 - Strengthen existing CTEs and IASEs
 - In places where CTEs cannot be established, identify institutions to provide professional development and in-service training of teachers
 - Programmes of Teacher Education Institution (TEIs) should focus on education of children with special needs; TEIs should have barrier free environment
 - SCERTs need to be re-vitalised as lead state-level academic institution; should develop links with Universities
 - Curriculum and syllabus of pre-service TE courses should be revised in light of National Curriculum Framework (NCF), 2005.
 - 2-Year B.Ed programme should be gradually promoted in the CTEs; stipend may be provided to trainees during internship with schools
 - For attracting good professionals, pay scales of the faculty of the Teacher Education Institution (TEIs) should be upwardly revised; salary and pay scales of UGC could be followed for the academic positions
 - Posts in Teacher Education Institution (TEIs) should be encadred
 - Recruitment should focus on proper qualifications; gradually move away from filling up posts through lateral shifts from feeder cadres such as schools
 - SCERTs could be given the responsibility of processing matters relating to filling up posts of DIETs
 - Recruitment of academic positions according to UGC norms
 - Career Advancement Scheme should be provided for internal upward mobility
 - Programmes should be need-based
 - Administrative and academic structures work in parallel - creates problems in planning, esp. of in-service programmes for teachers
 - Greater state-ownership of institutions and more dynamic coordination between Centre and the States.
 - Quality Assurance Mechanisms be developed by identifying specific process and product/outcome indicators
 - Sanctions for various activities/programmes should be based on Annual Work Plan of TEIs rather than fixed amounts
 - SCERT funding should be on 75:25 basis (rather than existing 50:50)
 - Funding procedure should factor in regional variations and provide extra funds to meet local necessities
 - Central funds should be routed directly to State Education Secretaries, then to the SCERTs for onward disbursement to the IASEs, CTEs and DIETs
- (iv) Intensive consultation with States/UTs and other stakeholders have been held for eliciting their views. The revised scheme is under formulation.
- (v) 571 DIETs, 106 CTEs and 32 IASEs have been sanctioned in various States/UTs of which 534 DIETs, 104 CTEs and 31 IASEs are

functional. Central assistance of Rs. 307.00 crore has been released as on 17.2.2010 to the States/UTs during 2009-10.

National Council for Teacher Education

The National Council for Teacher Education (NCTE), which was established on 17th August 1995 by an Act of Parliament, continued to work on its broad mandate to achieve planned and coordinated development of teacher education and to regulate and maintain the Norms and Standards in teacher education system. The NCTE Act provides for laying down of norms and

procedures of regulations in order to ensure quality improvement in teacher education in the country. The NCTE revised its existing Regulations and Norms and Standards and notified National Council for Teacher Education (Recognition Norms & Procedures) 2009. While Norms and Standards for Master of Education (M.Ed) (Part time) and Bachelor of Physical Education (B.P.Ed) (integrated) courses have been dropped, the Norms and Standards for Diploma in Visual Arts and Diploma in Performing Arts have been introduced for the first time.

The Council functions through its four Regional Committees, as under:-

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

Major Activities performed by NCTE

Recognition of teacher education institutions

Regional Committees are empowered to grant recognition to teacher education institutions. As on 31st December 2009, 12,482 teacher education institutions offering 15,101 courses have been recognized by NCTE with an approved intake of 11,45,425 teacher trainees.

NCTE Regulations 2009

Regulations laying down the procedure for grant of recognition to various teacher training programme as promulgated by NCTE on 10th December, 2007 has been replaced. The revised Regulations called, "The National Council for Teacher Education (Recognition, Norms & Procedure) Regulations 2009 along with norms for various teacher training courses, has been notified on 31.08.2009.

The above exercise by NCTE was inter-alia in compliance to the directions issued by Ministry of HRD to NCTE under section 29 of NCTE Act to review the NCTE Regulation as well as Norms and Standard with particular reference as to how the State Government recommendations could be considered in the matter of grant of recognition.

The new regulations of NCTE prescribes for due consideration of the recommendations of the State Govt. in the matters related to recognition of Teacher Training Institutions. A specific time frame has been prescribed for completing the State consultation process and for giving it due weightage. The NCTE through a public notice also imposed a ban on further recognition of teacher training courses in 13 states, which has been primarily on the basis of the recommendation and report of the State Governments.

The salient features of Regulation 2009 are as follows:

- (i) Receipt of application through on-line mode including a payment gateway for the payment of processing fee of Rs.40,000/-; linking of application with MIS, for on-line processing of applications.
- (ii) Fixation of a time frame for every stage of processing so that the final communication of granting recognition / refusing recognition will be done by the end of May each year.
- (iii) Disclosure of important details on the website of the institutions, which would be linked to NCTE website to bring the transparency. Any mis-information on the part of institution would entail action against the institutions.
- (iv) Specification made for the total land area/ built up area requirement for different type of teacher training institutions.
- (v) An on-line arrangement has also been introduced for the purpose of appeal at NCTE Headquarters.

- (vi) Institutions can apply for one basic unit only of an additional course or for an additional unit of the existing recognized course, after completion of three academic sessions of the respective course.
- (vii) Prescribed working days for institutions in an academic year has been raised from 180 days to 200 days.
- (viii) Eligibility for admission to B.Ed. course has been increased to 50% of marks at graduate level from existing 45% marks.
- (ix) The maximum intake of capacity of a teacher training institution has been restricted to 300 students.

Intel® - NCTE MoU

A Memorandum of Understanding between Intel Technology India Pvt. Ltd.. and NCTE, New Delhi has been signed on 12th January, 2010 with the objective of :-

- (i) Capacity building of teacher educators for effective use of ICT.
- (ii) Enhance the knowledge and skills of the future teachers.
- (iii) Support selected model colleges of education as exemplars.
- (iv) Promote qualitative teaching and learning practices.

Education Day Celebrations : Maulana Abdul Kalam Azad First Memorial Lecture

NCTE celebrated the Education Day on 11th November, 2009 in the memory of Maulana Abdul Kalam Azad. Prof Deepak Pental, Vice Chancellor Delhi University presided the conference and launched the memorial lecture series. Dr. Shantha Sinha, Chairperson, National Commission for Protection of Child Rights delivered the memorial lecture with the title "Right To Education (RTE) - Implications for India's Democracy"

Foundation Day Celebrations

The NCTE observed its 14th Foundation Day on August 17, 2009 at the India International Centre, New Delhi. Dr. Narendra Jadhav, Member, Planning Commission, Govt. of India chaired the morning session of the function and, Dr. Karan Singh, graced the occasion as the Chief Guest Speaker on the occasion. Following books of NCTE were released on this occasion:-

- (i) Teacher Education : Reflections Towards Policy Formulation.
- (ii) Demand and Supply Estimates of School Teachers and Teacher Educators - Andhra Pradesh.
- (iii) Manual for Teacher Education Institutions and Teacher Educators.

Prof. C. Seshadri was Honoured for Lifetime Achievement in Teacher Education on the Foundation Day.

Demand and Supply estimates of School Teachers and Teacher Educators 2007-08, 2016-17

NCTE, being a nodal organization for manpower planning of teachers and teacher educators, is bound to develop a Management Information System (MIS) for granting recognition, control on quality and maintain standards in teacher education institutions. NCTE initiated a National Project in October 2007 under the title "Demand and Supply Estimates of school Teacher and Teacher Educators: 2007-08 2016-17". This Project covered all the states and UTs, with following objectives:

- (i) To study the trends and to take stock of the teachers and teacher educators at different school stage upto 2006-07 in States / UTs.
- (ii) To study the trends of the intake and out-turn in teacher education institutions for various courses meant for various school stage upto 2006-07 in States/UTs.

- (iii) To estimate demand and supply of teachers and teacher educators at different school stage from 2007-08 to 2016-17.
- (iv) To develop locational planning of the requirement of teacher education institutions from the standpoint of geographical and demographic considerations and constraints in the State/ UTs.

The project has been conducted in active collaboration with the Government of States and UTs and the reports of the Project in respect of nine states e.g. (1)Andhra Pradesh (2) Assam (3) Chhatisgarh (4) Kerala (5) Orissa (6) Punjab (7) Tamil Nadu (8) Uttar Pradesh (9) Uttarakhand has been published and circulated. Report of the remaining states and UTs is in the press and the publication is likely to be completed by 31st March, 2010.

Disposal of Appeals

In terms of the provisions of section 18 of the NCTE Act, persons aggrieved by the orders issued by the Regional Committee under section 14, 15 and 17 can prefer appeals in the prescribed form to the Council within 60 days of issue of such orders along with the prescribed fee and with the memorandum of appeal. On receipt on memorandum of appeal, the Council calls for the records of the case from the concerned Regional Committee and after giving the appellant a reasonable opportunity of being heard, passes such orders as it may deem fit. The Council endeavors to dispose of every appeal within a period of 3 months form the date of its filing.

During the period from 1st April, 2009 to 31st January 2010, the Appeal Committee of the Council held 17 meetings and a total number of 1,129 appeals were heard, considered and disposed of. Out of these, the Council confirmed the orders passed by Regional Committees in 608 cases, reversed their orders in 144 cases while in 377 cases it was remanded back to the Regional

Committees for reconsideration and further action.

Framing of Curriculum and Syllabi for Diploma in Performing and Visual Arts

National Council for Teacher Education has for the first time notified Norms & Standards for the Diploma in Performing Arts and Visual Arts Notified in the Gazette of India on August 31st, 2009. NCTE has constituted a committee in the Chairmanship of Prof. G.L. Arora former head dept. of Teacher Education and extension NCERT for framing of curriculum and syllabi for Diploma in Performing and Visual Arts courses. The committee has held six meetings with experts in the field of Performing and Visual Arts education and is expected to submit its report to NCTE by the end of February, 2010

Recognition of courses withdraw by NCTE during the year 2009-10

The Regional Committees of NCTE initiated withdrawal proceedings under Section 17 of NCTE Act during the academic session 2009-10 in respect of institutions, where complaints were received from individual or where a committee of the State Government reported existence of sub-standard institutions. After systematically satisfying itself that these recognized teacher education institutions were functioning in violation of the laid down regulations and norms of the relevant courses and after giving them due opportunity to represent, the majorities of such institutions were withdrawn.

National Bal Bhavan

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

National Bal Bhavan's mission is to provide opportunities to children for enhancing their

Creativity through a spectrum of activities imparted by non formal methodology in the areas of Creative Art, Creative Writing, Creative Performance, Physical Education, Scientific Innovations, Photography, Home Management and Museum Techniques.

The vision of the National Bal Bhavan is to develop creative thinking among children through non-formal educational activities which will inculcate in them confidence, self reliance, a secular attitude and love for values that, in turn, will enrich our nation and make it stronger.

Across the country, there are 124 State Bal Bhavans and 70 Bal Bhavan Kendras affiliated to National Bal Bhavan including 54 Bal Bhavan Kendras in NCT of Delhi. In addition to it, Jawahar Bal Bhavan is a rural unit of National Bal Bhavan which caters to the rural children of Mandi and other villages nearby in NCT Region. There is a close linkage between Bal Bhavans and Bal Bhavan Kendras for better communication of ideas and integrated programmes.

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

The National Bal Bhavan provides opportunities to children irrespective of their caste, creed, religion and gender. Bal Bhavan pays special attention to children of deprived sections.

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

During the summer session of 2009, 6234 children enrolled themselves as member of National Bal Bhavan and took part in a large number of workshops and activities. The total membership has now reached upto 7164. School/Institutional membership too has reached new heights in the year 2009-10 with 636 Schools /Institutes having enrolled as members till date which including 47 Public Schools, 578 Government Schools and 11 Institutes catering to children of deprived sections of society. The Schools/Institutional membership in the year 2008-09 was 59. Children from these schools have been taking part in the activities, workshops and symposia.

The Birth Anniversary of Maulana Abul Kalam Azad the great freedom fighter, eminent educationist and the first Union Minister of Education was observed as National Education Day. The children of National Bal Bhavan presented a cultural programme on this occasion in a special programme organized by the Ministry of Human Resource Development at Vigyan Bhavan on 11.11.2009.

The National Training Resource Centre of National Bal Bhavan organises the integrated training programme, creative workshops and visual arts workshop which cater to teachers and teacher trainees. The visual arts workshop is unique in nature as subject teachers work in close coordination with Art & Craft and performing arts teachers of the participating schools so that subject teaching and learning become a joyous experience for both the teacher and the student. A special Integrated Training Programme for State Bal Bhavan teachers was organised from 6th - 30th April, 2009. 70 Teachers from different Bal Bhavans took part in this workshop. During the course of the workshop the participants learnt about varied art forms -painting, handicraft, mask making, dance drama, music and science related activities.

Bal Shree Awards: The Bal Shree Scheme was initiated by National Bal Bhavan in 1995 to identify the exceptionally creative and innovative children of the

country in the fields of Arts, Performance, Writing and Scientific innovation. The idea was to identify the originality, creativity and innovativeness in our children and nurture the same from the very onset, so that the future citizens of the country can act as catalysts of social transformation and overall development of the society and the nation. Bal Shree Awardees are selected after scrutiny at three level -Local, Zonal and National. After the Local level, 694 children participated at the Zonal level selections out of which 185 children reached upto the National Bal Shree Camp organized from 1st to 5th December, 2009 for final selections.

The National Children's Assembly and Integration Camp: The National Children's Assembly and Integration Camp is an annual feature of Bal Bhavan. This year the National Children's Assembly and Integration Camp was held from 14th - 20th November, 2009. The theme of this year's National Children's Assembly was "Towards Sustainable Cities". The assembly was inaugurated on 14th November, 2009 by the Hon'ble Minister of Human Resource Development Sh. Kapil Sibal. The Hon'ble Minister released 'Tarang' an audio CD of songs sung by Bal Bhavan coir and a photography book on the occasion. He also conferred the first National Value Awards to five Bal Bhavans for exemplary work in inculcating values. In this assembly, 97 teams (comprising 331 children) from affiliated Bal Bhavans and Bal Kendras across the country as also children of National Bal Bhavan, Bal Kendras of Delhi and Jawahar Bal Bhavan, Mandi participated. During the assembly several special programmes and activities were organised for the children such as creativity fair, film show, puppet show, painting competition, minithon, creative sports, workshops on Dance, Drama and music and mime. They also participated in a symposium and a photo-contest. A children's cultural fiesta comprising of presentation in the form of dance, drama, music and mime prepared during the assembly was show cased on 19th November, 2009.

During National Children's Assembly a special Bio-diversity park was fabricated depicting a

Sustainable World. An exhibition on Birds' photographs was specially set up which gave the children a glimpse of rare species of birds. Prior to this children were sent in two groups in the month of October and November for a bird count workshop at Dehradun. Twenty nine children participated in the first and second camp.

Symposia on Sustainable Development were regularly held from Aug'09 with the children of schools located in Delhi which culminated in the

finals on 18th November, 2009 during National Children's Assembly and Integration Camp, 2009 and saw the participation of selected children of schools of Delhi & also children participating in the National Children's Assembly and Integration Camp.

Budget: Against the Budget Estimates of Rs.12.23 crores (under Plan and Non Plan) for the year 2009-10, the details of grants released to National Bal Bhavan during 2009-10 are as follows:

(Amount in Rupees)

	BE	Opening balance As on 1.4.2009	Grants sanctioned till 30.11.2009
Plan	7,00,00,000.00 (including 10% for NER)	5,813.00	4,72,50,000.00
Non Plan	5,23,00,000.00	17,468.00	5,23,00,000.00
Total	12,23,00,000.00	23,281.00	9,95,50,000.00

Scheme for Providing Quality Education for Madarsas

SPQEM seeks to bring about qualitative improvement in madrasas 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 madrasas.
- 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 madrasas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madrasas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.

- vii. The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.
- viii. For the monitoring and popularization of the scheme it will fund State Madarsa Boards. Gol will itself run periodic evaluations, the first within two years.

An outlay of Rs.325 crore has been provided for the revised scheme of SPQEM for the 11th Plan period. During the current year 2009- 10, four States/UTs, i.e. Uttar Pradesh, Tripura, Jharkhand & Chandigarh have been released an amount of Rs. 28.92 crore for honorarium of teachers, Book Bank/Science Kits, Computer Lab and Teachers Training etc. to Madrassa teachers teaching modern subjects in 932 Madrassas. The second meeting of the Central GIAC has been held on 4th February, 2010. The GIAC has approved proposals as shown below:-

[in Rs. lakh]

Sl. No.	Name of the State	SPQEM
1	Madhya Pradesh	561.35
2	Uttar Pradesh	2330.66

In order to disseminate awareness about the centrally sponsored schemes of Scheme for Providing Quality Education in Madarsas (SPQEM) and IDMI in the Minority communities, two workshop were held on 19th August, 2009 and 30th and 31st October, 2009 in Hyderabad and Lucknow respectively.

Scheme of Infrastructure Development in Minority Institutions (IDMI)

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

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

An outlay of Rs.5.00 cr. has been earmarked for the current financial year i.e. 2009-10 for this scheme. In the second meeting of the Central GIAC held on 4th February, 2010, an amount of Rs. 473.68 lakhs has been approved under this scheme.

5



Secondary Education

Rashtriya Madhyamik Shiksha Abhiyan

Introduction

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. Implementation of the scheme has begun from the current year, i.e., 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage within 5 years by providing a secondary school within a reasonable distance of any habitation. 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, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Targets

Broad physical targets include providing facilities for estimated additional enrolment of more than 32 lakh students by 2011-12 through,

- strengthening of about 44,000 existing secondary schools,
- opening of around 11,000 new secondary schools,
- appointment of 1.79 lakh additional teachers and
- construction of more than 80,000 additional classrooms.

Components

Important physical facilities to be provided in schools include,

- Additional class rooms,
- Laboratories,

- Libraries,
- Art and crafts room,
- Toilet blocks,
- Drinking water provisions,
- Electricity/ telephone/ internet connectivity and

Improving quality while ensuring equity

- **Improvement in quality** will be through, (i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) Setting up of science laboratories, (v) ICT enabled education, (vi) curriculum reforms and (vii) teaching learning reforms.
- **Equity aspects** will be addressed through, (i) special focus in micro planning, (ii) preference to Ashram schools in upgradation, (iii) preference to areas with concentration of SC/ST/Minority for opening of schools, (iv) special enrolment drive for the weaker section, (v) more female teachers in schools and (vi) separate toilet blocks for girls.

Financing pattern and fund flow

The Central Government shall bear 75% of the project expenditure during the 11th Plan, with the remaining 25% being borne by State Governments. Sharing pattern will be 50:50 for the 12th Plan. For both Plan periods, funding pattern will be 90:10 for North Eastern States.

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 agency directly. The applicable State share is also released to the implementing agency by the respective State governments.

Progress in implementation

This is the first year of programme and annual plan proposals for 2009-10 have been received from 31 States/UTs all of which have been appraised by Project Approval Board (PAB) in four meetings. Project proposals estimated to be more than Rs. 3000 crore have been cleared in these meetings. It includes:

- New/ upgraded schools 2478
- Strengthening of 6844 existing secondary schools, which includes;
 - Additional class rooms 8045
 - Science lab 3820
 - Lab equipment 2680
 - Computer room 3337
 - Art/craft/culture room 3500
 - Library 3549
 - Separate toilet block & drinking water facilities 4784
- In service training of teachers 275000

Sanctions have been issued for setting up more than 500 new/upgraded schools in 4 States namely, Chhattisgarh, Punjab, Tamil Nadu and Mizoram up to 22.1.2010. Besides Annual School Grant and minor repair grant have been sanctioned for about 17,500 schools in the above mentioned 4 States and Rajasthan. In service training for about 59,000 teachers has also been sanctioned in these 5 States.

Rs 60.37 crore has been released to 33 States/UTs for preparatory activities under RMSA.

Scheme for setting up of 6000 Model Schools at block level as benchmark of excellence

Introduction

This is a scheme to provide quality education to talented rural children through setting up 6000 model schools as benchmarks 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 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 will have two modes, one for 3,500 educationally backward blocks (EBB) in government sector and another for remaining 2,500 blocks. So far only modalities for setting up schools in EBBs under government sector have been decided, salient features of which are,

- Land for these schools will be identified and provided by the State Governments free of cost.
- The medium of instructions will be decided by the State Governments. However, special emphasis will be given on teaching of English & spoken English.
- The schools will have classes from VI to XII, or IX to XII.
- These schools will be run by State Government societies similar to Kendriya Vidyalaya Sangathan

Sharing pattern

The sharing pattern would be 75:25 for both recurring and non-recurring cost for schools with two sections of class VI to XII or class IX to XII. The sharing pattern would be 90:10 for special category States.

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 agency directly. The applicable State share is also released to the implementing agency by the respective State governments.

Progress in Implementation

- 167 model schools in 6 States have been sanctioned up to 15.1.2010 and Rs.189.22 crore has been released as first instalment of central share, as under:-

S.No.	State	No. Schools sanctioned	Amount released as first instalment of central share (Rs. in crore)
1.	Karnataka	74	83.81
2.	Punjab	21	23.78
3.	Mizoram	1	1.36
4.	Tamil Nadu	18	20.25
5.	Chhattisgarh	20	22.65
6.	Madhya Pradesh	33	37.37

- The schools sanctioned in Educationally Backward Blocks are expected to be functional from the academic year 2011-12.
- In addition, the Grants in Aid Committee(GIAC) has recommended 252 more schools in 7 States subject to certain clarifications being furnished by the State government, as mentioned below:

(i)	Himachal Pradesh	5
(ii)	Chhattisgarh	52
(iii)	Bihar	105
(iv)	West Bengal	20
(v)	Jammu & Kashmir	19
(vi)	Gujarat	43
(vii)	Uttar Pradesh	8
- Funds will be released after requisite clarifications are received from the respective State governments.

Scheme for construction and running of Girls' Hostel for students of Secondary and Higher Secondary Schools

Introduction

This is a new centrally sponsored scheme launched in 2008-09 and being implemented from

2009-10 to set up Girls' Hostels with 100 seats in about 3,500 educationally backward blocks. The scheme has replaced the earlier NGO driven Scheme for construction and running of Girls' Hostels for Students of Secondary and Higher Secondary Schools, under which assistance was provided to voluntary organisation for running Girls' Hostels.

Objectives

The main objective of the revised scheme is to retain girl child in secondary school 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.

Target Group

The girl students in the age group 14-18 studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. Students passing out of KGBV will be given preference in admission in hostels. At least 50% of girls admitted will belong to SC, ST, OBC, Minority communities.

Sharing Pattern & Implementing Agency

Central government will bear 90% of the recurring and non-recurring project cost and the remaining 10% is to be borne by the State Governments. The

scheme is to be implemented by the State government societies established for implementation of the scheme. The central share is released to the State Governments, who in turn releases it to implementing agency. The applicable State share is released to the implementing agency by the respective State governments.

Progress in Implementation

- 269 hostels in 9 states have been sanctioned up to 15.1.2010 and Rs.50.15 crore released as first instalment of central share, as under:-

S.No.	State	No. Schools sanctioned	Amount released as first instalment of central share (Rs. in crore)
1.	Karnataka	62	10.56
2.	Punjab	21	4.02
3.	Mizoram	1	0.19
4.	Tamil Nadu	44	8.42
5.	Chhattisgarh	74	14.14
6.	Madhya Pradesh	30	5.74
7.	Arunachal Pradesh	5	0.95
8.	Himachal Pradesh	5	0.95
9.	Rajasthan	27	5.16

- The hostels sanctioned in Educationally Backward Blocks are expected to be functional from 2011-12.
- In addition, the Grants in Aid Committee(GIAC) has recommended 378 more hostels in 7 States subject to certain clarifications being furnished by the State government, as mentioned below:

(i) Bihar	142
(ii) Gujarat	78
(iii) Orissa	15
(iv) West Bengal	62
(v) Jammu & Kashmir	19
(vi) Rajasthan	47
(vii) Arunachal Pradesh	15
- Funds will be released after requisite clarifications are received from the respective State governments.

Inclusive Education for disabled at Secondary Stage (IEDSS)

A new scheme called 'Inclusive Education for Disabled at Secondary Stage (IEDSS) has been implemented from April, 2009 replacing the earlier Scheme of Integrated Education for the Disabled Children (IEDC). The Scheme is a 100% Centrally funded programme. The main features of the Scheme are :

- It covers only the children studying at Secondary Stage (Class IX to XII)
- It covers disabled children having blindness, low vision, leprosy cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism and cerebral palsy.
- Lump sum amount of Rs.3000/- per child per annum has been prescribed for activities such as identification and

assessment, assistive device, allowance for transport, escorts, reader, etc.; uniforms, books and stationary, stipend for girls, etc. Besides, there is provision for engagement of special teacher, creation of barrier free environment, teacher training etc.

- Special provision for community orientation has been prescribed.
- 5% of the allocation earmarked for monitoring, evaluation, research and development
- Convergence with other programmes emphasized.
- Rs.200/- per girl child per month is to be provided as stipend. Besides, State Governments are expected to provide Rs.600/- per child per annum towards scholarship.

For the year 2009-10, budget allocated under the Scheme is Rs.70.00 crores (reduced to Rs.60.00 crores at RE stage). Till 5.3.2010, expenditure under the Scheme is Rs. 44.69 crores. Scheme is expected to cover over 75,000 disabled children, 2531 teachers and 8311 schools.

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

The Information and Communication Technology (ICT) @ Schools Scheme was launched in December, 2004 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish enabling ICT infrastructure in Government and Government aided secondary & higher secondary schools. It also aims to set up Smart schools in Kendriya Vidyalayas and Navodaya Vidyalayas

which are pace setting institutions of the Government of India to act as "Technology Demonstrators" and to lead in propagating ICT skills among students of neighbourhood schools.

The objectives of the scheme are :

- To establish an enabling environment to promote the usage of ICT in Government and Government aided Secondary and Higher Secondary schools for imparting computer literacy and computer aided learning.
- To enhance capacity of teachers to use ICT in teaching processes.
- Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
- To enable students to acquire skills needed for the digital world for higher studies and the workplace.
- To provide an effective learning environment for children with special needs.
- Promote critical thinking and analytical skills by developing self - learning and transform the classroom environment from teacher-centric to student-centric learning.
- To promote the use of ICT tools in distance education including the use of audio-visual medium and satellite-based devices.
- To support the activities of the State Institutes of Educational Technology (SIETs)

Coverage: The Scheme covers both Government and Government aided Secondary and Higher Secondary schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, computer stationary, internet connectivity and for monitoring purposes.

Financial Assistance and Cost norm: Financial assistance is given to States/UTs and other Institutions on the basis of Computer Education Plans approved by Project Monitoring and

Evaluation Group chaired by Secretary (School Education and Literacy).

The unit cost per school is Rs. 6.70 lakh. Central Assistance both recurring and non-recurring is provided in the ratio of 75:25 between Center and the States, except for the Special Category States where it is 90:10.

Based on experience gained, so far, the Scheme has been revised with the approval of CCEA on 9th January 2010 during the 11th Plan. The elements of the revised proposal are to increase outreach to all Government and Government aided Secondary and Higher Secondary Schools, strengthen teacher, provision of broadband connectivity and e-content development. The preparation of the guidelines of the revised ICT in Schools Scheme is under process.

Progress made in 2009-10: During 2009-10, sanction has been issued to cover 9565 Schools (7200 under BOOT model and 2365 under Outright Purchase basis) in 10 States and 1 UT. Up till now SMART schools have been established in 31 KVs and 33 NVs. In addition, State Institutes of Education Technology have also been given grants for production of Audio Video, learning objects and multi media programmes.

Secondary Scholarship Division

Secondary Scholarship Section of the Department of School Education and Literacy has been dealing with the following Centrally Sponsored Schemes:-

National Means-cum-Merit Scholarship Scheme

The Government of India launched a Centrally Sponsored Scheme called National Means-cum-Merit Scholarship Scheme in 2008-09. The objective of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop-out at class VIII and encourage them to continue in the secondary stage that is up to class XII. One lakh scholarships

of Rs.6,000/- per annum (Rs.500/- per month) per student will be awarded to the selected students each year for study in classes IX to XII. The scholarships are meant for students of government, local body and government-aided schools, having annual parental income from all sources not more than Rs.1,50,000. There is reservation as per norms. Corpus fund for the scheme has been created with the State Bank of India. The yield earned on this corpus fund will be utilized to disburse scholarships under the scheme. 54564 scholarships have been sanctioned to the selected students of 33 States/UTs for 2008-09 and 15957 scholarships have been sanctioned to the selected students of 23 States/UTs 2009-10.

Incentive to Girls for Secondary Education

The Government of India launched a Centrally Sponsored Scheme called "Incentive to Girls for Secondary Education" in 2008-09. According to the scheme, a sum of Rs.3,000/- will be deposited in the name of eligible girls as fixed deposit and she would be 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 will cover (i) all girls belonging to SC/ST communities, who pass class VII and (ii) all girls who pass VIII examination from Kasturba Gandhi Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class XII 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 to SC/ST communities in secondary schools and ensure their retention to the 18 years of age.

The Ministry has sanctioned Rs.122.87 crores for grant of incentive to 4,09,580 eligible girls of 25 States/UTs for 2008-09. For 2009-10 Rs. 6.88 lakh has been sanctioned for grant of incentive to

22934 eligible girls so far. State Governments / UTs Administrations have been requested to send the proposal for award of incentive to eligible girls.

Financial Assistance for Appointment of Language Teachers

The scheme has three components:-

- (i) Appointment and training of Hindi teachers in non-Hindi speaking States,
- (ii) Appointment of Urdu teachers and grant of honorarium for teaching Urdu.
- (iii) Appointment of Modern Indian Language Teachers (other than Hindi) in Hindi Speaking States.

These schemes were brought together in the Xth Plan for increased linkages among the three and for better administrative efficiency. The components of the schemes remain unchanged.

The main objective of the scheme is to assist States/UTs in implementing Three Language Formula. The scheme has been revised to make it more effective.

Appointment and training of Hindi Teachers in the non-Hindi speaking States/UTs.

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

Central assistance to the States/UTs is now admissible for one Plan period only except for NE States, where financial assistance will be given till the terminal year of the next Plan period.

100% assistance would be admissible for salary of Hindi teachers appointed under the scheme based

on the salary structure of language teacher in the State Government.

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

A Centrally Sponsored Scheme was launched in 1975 in pursuance of the recommendations made by the I.K.Gujral Committee, Under the scheme, the States/UTs were provided 100% financial assistance for salaries of Urdu teachers for teaching Urdu in schools. The scheme has been revised during 2008-09 as follows:-

- (i) For appointment of Urdu Teachers to any locality where more than 25% of the population is from Urdu speaking community in pursuance to the Prime Minister's new 15 Point Programme for the welfare of the Minorities.
- (ii) 100 % assistance is now admissible for salary of Urdu teachers appointed under the scheme based on the salary structure of language teacher in the State Government. The honorarium is admissible to part time teachers for teaching Urdu at the rate of Rs.1,000/- per month.
- (iii) Central assistance to States is now admissible for Urdu teachers for additional Plan period of 5 years.
- (iii) Training of Urdu teachers will be conducted by 3 Central Universities i.e. Jamia Milia Islamia (JMI) Aligarh Muslim University (AMU) & Maulana Azad National Urdu University (MANUU) with funding from the UGC.

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

The Government of India initiated a Centrally Sponsored Scheme from 1993-94, during the 8th Plan period, under which 100% financial assistance was provided for appointment of Modern Indian Language (MIL) teachers (other

than Hindi] preferably a South Indian Language (SIL) to the Hindi speaking States and UTs. The objective of the scheme was to implement Three Language Formula and to assist the Hindi speaking States and UTs to teach other Modern Indian Languages (MIL) preferably a South Indian Language as a third language in schools.

This scheme has been included in the 11th Five Year Plan with an outlay of Rs.75 crore, Budget Provision for 2009-10 was Rs.16 crore.

During the year 2009-10 (upto January 2010) an amount of Rs.9,95,98,000/- has been released to different States/UTs as follows:-

- (i) Rs.7.47 crore sanctioned to the Govt. of Punjab for appointment of 1168 Hindi teachers
- (ii) Rs.10,38,000/- sanctioned to the Govt. of Punjab for appointment of 42 Urdu teachers.
- (iii) Rs.2,19,10,500/- sanctioned to the Govt. of Mizoram for appointment of 1305 Hindi teachers.
- (iv) Rs.19.50.000/- sanctioned to Govt. of Arunachal Pradesh for appointment of 36 Bhoti language teachers.

Scheme of Vocationalisation of Secondary Education at +2 Level

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education.

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education at +2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative

structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary organizations towards implementation of specific innovative projects for conducting short-term courses.

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

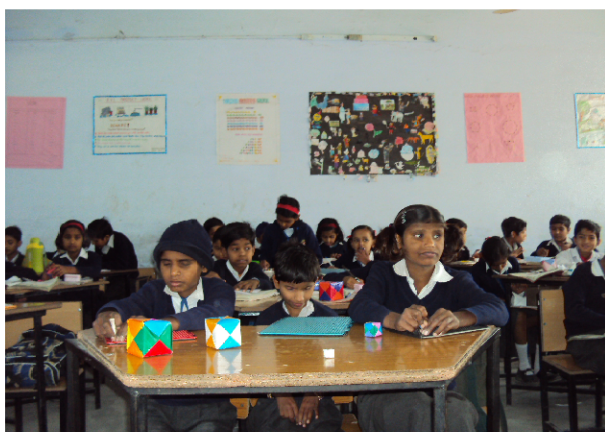
Based on the recommendations of various Committees/Review Groups, the existing Scheme is being revamped. The main features of the proposed scheme includes the following:-

- Strengthening of existing Vocational Schools and establishing new vocational schools.
- Expansion of intake capacity during 11th Plan.
- Development of competency based modular Vocational courses of varying duration
- Revision of the existing system from supply based to demand based.
- Setting up/constitution of various bodies/committees for governance monitoring and implementation of the National Vocational Qualification Framework.
- Setting up of Central Board and State Boards of Vocational Education (CBVE) and (SBVE) for accreditation/affiliation, examination certification and equivalence.
- Provision of pathways among Indian qualifications for vertical and horizontal mobility.
- Provision of multiple-entry, multiple exit and flexibility in delivery.

- Provision of joint-responsibility of academic Institute and Industry/Employer for making a person employable.

Kendriya Vidyalaya Sangathan

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 981 functional schools including 3 abroad (Kathmandu, Moscow and Tehran) as on 31.3.2009. 42 KVs are running in double shift.



KVS Administration

The Hon'ble Minister of Human Resource Development is the ex-officio Chairman of Kendriya Vidyalaya Sangathan and the Board of Governors. The Minister of State in the Ministry of Human Resource Development works as the Deputy Chairman. The Commissioner is the Executive Head of the Sangathan. It has 18 Regional Offices, each headed by an Assistant Commissioner who monitors the functioning of all Kendriya Vidyalayas in the region. There are 4 functional ZIETs (Zonal Institute of Educational Training) each headed by a Director. 981 Kendriya Vidyalayas are headed by a Principal/Principal Grade - I! who manage the functioning of the school.

The distribution of 981 functional KVs, sector-wise, is as under:-

Sl. No.	Sector	No. of KVs
i.	Defence	350
ii.	Civil	502
iii.	Institutes of Higher Learning	19
iv.	Projects	110
	TOTAL:	981

Admissions

The basic criterion for admission in Class-I in KVs is the transferability of the parent during the last 7 years. Thereafter, other categories of children to be admitted are of non-transferable Central Government employees, transferable and non-transferable employees of Public Sector Undertakings, State Government transferable employees and wards of the floating population, if seats are available. 10,15,616 students are studying in Kendriya Vidyalayas as on 31.03.2009.

Pre-Primary Education

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

Course of Study at +2 Stage

KVs mainly provide education in Science, Commerce and Humanities Streams. From the session 2005-06, four more subjects have been introduced at +2 level as mentioned below:-

- Computer Science
- Multi-Media & Web-Technology
- Informatics Practices
- Bio-Technology

Academic Performance

The comparative performance of KVs with other school organizations during the last 5 years in

Class X and Class XII examinations conducted by Central Board of Secondary Education is given in the Table below:-

Comparative Performance of KVS

Organization-Year

Class X	2005	2006	2007	2008	2009
KVS	89.95	90.63	95.64	96.07	96.35
JNV	90.82	91.13	96.41	97.54	97.84
Independent Schools	85.87	85.94	91.81	91.77	91.89
Total (CBSE)	74.60	77.16	84.44	87.08	88.84
Class XII					
KVS	92.47	92.89	93.14	91.00	91.32
JNV	87.08	90.24	90.11	92.44	94.09
Independent Schools	81.28	82.35	82.29	81.68	80.94
Total (CBSE)	77.80	79.55	80.64	80.91	81.00

Salient features of Kendriya Vidyalayas

- KVs primarily cater to the educational needs of the wards of transferable Central Government employees.
- All Kendriya Vidyalayas are co-educational.
- Common Text books, common curriculum and bi-lingual medium of instructions, i.e. English and Hindi are followed
- All KVs are affiliated to the Central Board of Secondary Education. Some KVs of States like Andhra Pradesh and Tamilnadu are also affiliated with State Educational Boards at the +2 level.
- In case of girl students, tuition fee is not charged at all. Single girl child is exempted from the payment of all fees.
- No tuition fee is charged from boys up to Class VIII.
- Other categories where no tuition fee is charged up to Class XII are the following:-
 - The wards of KVS staff.
 - SC/ST students.
- Children of those Armed Forces employees who were killed/disabled during the war of 1962, 1965, 1971, 1999 & Kargil war against China and Pakistan.

Smart Schools

31 KVs have been identified by the Government of India to be developed as Smart Schools. All the 31 KVs have been sanctioned Rs.25 lakh each to enrich their infrastructure and enhance the quality

of education through the optimum use of IT and Multimedia.

All Kendriya Vidyalayas have a good number of computers and peripherals and 2-3 computer labs in most of the KVs are functioning smoothly. Sustained efforts are being made to train large

number of teachers to enable them to handle and use computers. Computer awareness programme has been planned in a big way. The statistics related to ICT infrastructure in Kendriya Vidyalaya is given below:

SL. NO.	ITEM	NUMBER
i)	Total number of functional Kendriya Vidyalayas	981
ii)	No. of KVs having Computer Labs	934
iii)	Total number of computers in KVs	41,204
iv)	Total number of students	10,15,616
v)	Student Computer ratio	24.6:1
vi)	No. of KVs having LAN connectivity	832
vii)	No. of KVs having internet connectivity	954
viii)	No. of KVs having Broadband connectivity	823
ix)	No. of KVs having their own websites	970

Kendriya Vidyalayas are also equipped with LCD projector.

Achievements in Sports/Co-Curricular Activities

- The children of Kendriya Vidyalayas participate in various sports and games activities at regional and national level. The students of Kendriya Vidyalayas also participated in Sports Games Federation of India (SGFI) 2008-09 and 12 students of Kendriya Vidyalaya won medals in different games and sports events.
- The students of Kendriya Vidyalayas participated in Jawaharlal Nehru Science

Exhibition conducted by NCERT and won prizes of national level.

- Youth Parliament competition is organized in Kendriya Vidyalayas in collaboration with the Ministry of Parliamentary Affairs every year. For the year 2008-09, KV CLRI Chennai won Pt. Jawaharlal Nehru running shield and trophy by standing 1st position at national level.
- The students of Kendriya Vidyalayas participated in Sangam international event at Sangam World Centre Pune during 2008-09 under the Scout & Guide Programme.
- The students of Kendriya Vidyalayas participate in various Olympiads, namely

Mathematics/Physics/Chemistry/Biology and won medals at national and international levels.

- Kendriya Vidyalayas organized Social Science Exhibition to nurture the talent among the children in the area of art and culture. This exhibition is organized at regional and national level.

Training Programmes

KVS gives due emphasis to Refresher Courses for all categories of its teachers to update their knowledge, methodology and innovative practices. In the year 2008-09, the number of courses organized are as under:-

Sl. No	Category	No. of Programms Conducted	
		No of 12 days programme	No. of Participants
1	PGTs	42	1349
2	TGTs	40	1436
3	PRTs	39	1463
4	HM	02	54
5	Misc. Categories	21	730

Guidance and Counselling

KVs utilize the services of its teachers, especially of those having undergone the professional training in Guidance and Counselling to help children at times of their social needs and also in selection of their career and social obligations through personality development. At times, services and support of local guidance and support of local Guidance & Counseling Institutes are also availed of by KVs.

Hostel Facilities

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

Finance

The KVS is fully funded by the Government. The budget sanctioned to KVS by the Government of India, Ministry of HRD (Department of School Education & Literacy) under Non-Plan and Plan heads during the last 5 years and current financial year are as under:-

(Rs. In crore)

Year	Non-Plan	Plan
2004-2005	581.49	112.00
2005-2006	639.94	183.00
2006-2007	659.36	235.00
2007-2008	714.00	300.00
2008-09	1151.00	300.00
2009-2010	2085.44	340.00

Kendriya Vidyalayas In North East Region

There are 92 Kendriya Vidyalayas functioning in the North Eastern Region of India (including the State of Sikkim) with an enrolment of 64328 (Boys 36024 and Girls 28304). Among 92 KVs in NE Region, 50

are in Civil, 22 are in Defence, 17 are in Project Sector and 3 are in Institutes of Higher Learning.

The pass percentage in Class X & XII in the region during 2008-09 is given as under:

	Class X	Class XII
Guwahati Regional Office (covering Assam, Meghalaya and Arunachal Pradesh)	95.87	91.11
Silchar Regional Office (Covering remaining part of Assam, Mizoram, Manipur, Nagaland and Tripura)	94.94	87.40
Kolkatta Regional Office (Covering Sikkim Schools)	96.34	92.34

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

Year	Plan	Non-Plan
2008-09	Rs.3000 lakh	Rs.4112.00 lakh
2009-10 (as on 30.11.2009)	Rs.1475lakh	Rs.6814.00 lakh

Navodaya Vidyalaya Samiti

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

The objectives of the society are as under: -

(i) 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: -

- 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.

- To provide facilities, at a suitable stage, for instruction through a common medium, viz. Hindi and English, all over the country.
 - Offer a common core-curriculum for ensuring comparability in standards and to facilitate and understanding of the common and composite heritage of our people.
 - To progressively bring students from one part of the country to another in each school to promote national integration and enrich the social content.
 - 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.
- (ii) To establish, develop, maintain and manage hostels for the residence of students of Navodaya Vidyalayas.



- (iii) To aid, establish and conduct other institutions as may be required for the furtherance of the Society's objects any part of India.
- (iv) 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.

Opening of Jawahar Navodaya Vidyalayas

The opening of a Jawahar Navodaya Vidyalaya is based on the proposal from the concerned State/UT Government offering about 30 acres of suitable land, free of cost. The State Government has also to provide sufficient temporary building and other infrastructures, free of rent, to accommodate 240 students and staff for three to four years or till such time the Samiti constructs its own building at the permanent site.

As on date, out of 606 districts (excluding 31 districts of Tamil Nadu), the Samiti has sanctioned 576 Jawahar Navodaya Vidyalayas (JNVs) out of which 564 are functional. Besides 17 JNVs have also been

sanctioned in SC/ST concentration districts. Out of 17 JNVs, 12 JNVs are functional.

Admission

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

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

Enrolment Position as on 30.9.2009

The Details of the Students Enrolment as on 30.09.2009 is as under: -

NUMBER	BOYS	GIRLS	RURAL	URBAN	GEN	SC	ST
207168	131445	75723	161640	45528	120528	50367	36273
%AGE	63.45	36.55	78.02	21.98	58.18	24.31	17.51

Academic Activities

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

CBSE Results - Class X & XII - Pass Percentage

Year	Class	No. of Vidyalayas	No. of students appeared	No. of students passed	Pass%
2005	X	395	25,436	23,102	90.82
	XII	330	13,826	12,040	87.08
2006	X	425	27,476	25,039	91.13
	XII	349	14,258	12,866	90.24
2007	X	444	28,987	27,945	96.41
	XII	369	18,682	16,834	90.11
2008	X	467	29,630	28,902	97.54
	XII	393	20,160	18,635	92.44
2009	X	480	30,184	29,532	97.84
	XII	419	21,692	20,410	94.09

Number of Pass Percentage and First Divisions

Year	Class-X		Class-XII	
	Pass percentage	Percentage of 1st Divisions	Pass percentage	Percentage of 1st Divisions
2006	91.13	72.88	90.24	75.90
2007	96.41	77.04	90.11	72.62
2008	97.54	79.17	92.44	74.75
2009	97.84	83.42	94.09	79.40

(Boys, Girls, SC & ST Students) - Pass Percentage -CBSE-2009]

	BOYS	GIRLS	SC	ST	NVS
CLASS-X	97.98%	97.58%	97.58%	94.40%	97.84%
CLASS-XII	94.07%	94.13%	93.23%	90.90%	94.09%

Computer Aided Education

Computer Aided Education has been introduced in all Vidyalayas. Computer pupil ratio is 1:12 in JNVs. 33 Vidyalayas have been developed as smart schools and as pace setters in ICT programme. Broadband VSAT connectivity is given to 201 JNVs. Another 100 JNVs are getting VSAT connectivity during the year. Under ICT@School Program about 54,000 local school children have been given Computer Education by JNVs, during the vacations, from 2005-06 to 2007-08.

- Induction course (21 days)
- Short term orientation course for non-teaching staff (6 days)
- Capsule course (3 days)

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

Year	No. of Courses	No. of Participants
2004 -05	87	2271
2005 - 06	133	3773
2006 - 07	162	4686
2007 - 08	97	3149
2008 - 09	191	5464

Training Activities

There are five (5) Navodaya Leadership Institutes (NLIs) across the country. At these centres following courses are organized :

- Refresher/orientation course (10 days)
- Short term refresher course/workshop (5 days)

Construction Activities

The status of construction of buildings as on 30.11.2009 is as under: -

S.NO.	PARTICULARS	Numbers
1	No. of districts (excluding 31 districts of Tamilnadu)	606
2	No. of JNVs sanctioned	593
3	Number of JNVs functional	565
4	Construction works sanctioned	567
5	Vidyalayas shifted to permanent buildings	453
6	Phase-A sanctioned	567
7	Phase-A completed	453
8	Phase-B sanctioned	461
9	Phase-B completed	347

Budget Allocation

(Rs. In Crore)

S. No.	Year	Budget Allocated / Released			Expenditure Incurred		
		Non-Plan	Plan	Total	Non-Plan	Plan	Total
1	2006-07	165.15	653.50	818.65	170.09	658.70	828.79
2	2007-08	194.80	910.00	1104.80	195.14	902.28	1097.42
3	2008-09	259.87	1290.00	1549.87	273.39	1208.36	1481.75
4	2009-10	341.29	1300.00	1641.29	341.29	1300.00	1641.29

Additional JNVs in Selected 20 SC & ST Concentration Districts

In pursuance to the Finance Minister's announcement in his budget speech on 29-02-2008, to establish Navodaya Vidyalayas in 20

districts that have a large concentration of Scheduled Castes and Scheduled Tribes, Government of India has approved opening of one JNV in each of the following SC and ST concentration districts. Status of these JNVs is as under:

S.No.	State	District	SC or ST concentration district	Status
1	Andhra Pradesh	Prakasam	SC	Functional
2	Bihar	Gaya	SC	Sanctioned
3	Jammu & Kashmir	Jammu	SC	
4	Jharkhand	Palamau	SC	Functional
5	Karnataka	Gulbarga	SC	Functional
6	Madhya Pradesh	Ujjain	SC	Functional
7	Punjab	Amritsar	SC	Functional
8	Rajasthan	Ganganagar	SC	
9	Uttar Pradesh	Sitapur	SC	
10	West Bengal	South 24 Pargana	SC	Sanctioned
11	Andhra Pradesh	Khammam	ST	Functional
12	Assam	Karbi Anglong	ST	Functional
13	Chhattisgarh	Dantewara	ST	Functional
14	Gujarat	Dahod	ST	Sanctioned
15	Jharkhand	Pakur	ST	Functional
16	Madhya Pradesh	Jhabua	ST	Functional
17	Maharashtra	Nandurbar	ST	Sanctioned
18	Meghalaya	East Khasi Hills	ST	Functional
19	Orissa	Malkangiri	ST	Sanctioned
20	Rajasthan	Banswara	ST	Functional

National Council of Educational Research and Training (NCERT)

Objective

National Council of Educational Research & Training (NCERT) is an apex resource organization of Govt. of India in the field of school education. It was set up by Government of India in 1961 as an autonomous organisation registered under

Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development, Government of India, and Departments of Education in States/ Union Territories in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative improvement of school education. For realization of its objectives, NCERT and its Constituent Units:

- Undertake, aid, promote and coordinate research on areas related to school education;
- Organize pre-service and in-service training of teachers;
- Organize extension services for institutions that are engaged in educational research, training of teachers or have extension services to schools;
- Develop and disseminate improved educational techniques, practices and innovations;
- Collaborate, advise and assist State Education Departments, Universities and other educational institutions;
- Act as a clearing-house for ideas and information to all matters relating to school education;
- Undertake the preparation and/or the publication of books, materials, periodicals and other literature to achieve its objectives;
- Act as a nodal agency for achieving goals of universalisation of elementary education.

In addition to research, development, training, extension, publication and dissemination activities, NCERT acts as a major agency for implementing the bilateral Cultural Exchange Programmes with other countries in the field of school education. NCERT also interacts and works in collaboration with international organizations, visiting foreign experts and delegations and offers various training facilities to educational personnel from developing countries.

Constituent Units

Constituent Units of NCERT are:

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhubaneswar
7. Regional Institute of Education (RIE), Mysore
8. North-East Regional Institute of Education (NE-RIE), Shillong

Overview

The NCERT undertakes programmes related to research, development, training, extension, international cooperation, publication and dissemination of educational information. It functions in almost all aspects and stages of school education and teacher educators viz., Early Childhood Care and Education; Education of Groups with Special Needs such as SC,ST and minorities, girls, physically challenged; pre-service and in-service teacher education; vocational education; examination reforms; educational technology; environmental education; population education; guidance and counselling; identification and nurturance of talent; development of curriculum and instructional material; content and processes of education; in-service innovative courses at graduate and post-graduate level; production of print and non-print material, etc. It works in close collaboration with states; central and state level educational organizations; and international organizations. Its programmes are formulated based on the educational needs of states; national priorities and commitments; and international inputs.

The NCERT continued to carry out its major on-going programmes such as preparation of textbooks based on NCF-2005; Jawaharlal Nehru National Science Exhibition for Children; support to state level science exhibitions; National Talent Search Scheme; National Awards for Innovations in Teacher Education and School Education; national awards for Best Practices in Vocational Education; diploma course in ECCE; International diploma in guidance and counseling through

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

The highlights of programmes carried out during 2009-10 in different areas of school education are given below:

- (i) Syllabi & textbooks of eighteen States/UTs have been reviewed.
- (ii) Feedback study on Post-Training Involvement of ECCE Diploma Course Trainees (2008-09) was completed.
- (iii) Teacher's handbook in Environmental Sciences and three source books on Learning Assessment at the primary level have been developed.
- (iv) Preparation of the guidelines for teachers to assess the psycho-social & educational needs of children studying in the inclusive schools; development of guidelines for addressing the SC, ST and minority concerns; development of a guide book for teachers & teacher educators to evaluate Children with Special Needs in inclusive schools and development of strategies for education of the linguistic minorities were completed.
- (v) A module for the training of teachers in the use of action research for planning interventions for education of Children with Special Needs in inclusive schools has been prepared.
- (vi) Research studies "The Role of Panchayati Raj Institutions in Promoting Education of SC Children under SSA" and "Causes of Inter District Disparities in Literacy of SC Children of Hindi Speaking State with High SC Population" has been done.
- (vii) In the area of girls education conducted study of the Makhtabs and Madrasas with a gender perspective; developed material for the Mahila Samkhaya and SSA run Kasturba Gandhi Balika Vidyalayas (KGBV); developed training package for the teachers of KGBV and bridge course for KGBV girls; conducted training programme for teachers of DMS of RIEs on gender issues in education; developed textbook of Human Ecology and Family Sciences (HEFS).
- (viii) Laboratory Technique in Biology for higher secondary stage and Teachers' handbooks in Science for Class VI and Mathematics for upper primary stage have also been developed.
- (ix) Work on development of textbooks in Urdu as third language for Classes VII, VIII, IX and X was carried out. Also the translation of NCERT textbooks in Urdu was carried out.
- (x) Under the National Population Education Project a research study on Co-curricular Activities in Life Skills Development was undertaken. Materials in Adolescence Education and Population Education are being developed. Training of state resource persons in implementation & monitoring of National Population Education Project and Adolescence Education Programme were organised. Issue of the Population Education Bulletin is being brought out.
- (xi) Data for the Mid-term Achievement Survey at the end of Classes III, V and II/VIII' have been collected and are being analysed.
- (xii) International Diploma Course in Guidance & Counselling through Distance/online mode in collaboration with Commonwealth of Learning (CoL) is going on.
- (xiii) Teacher educators were trained in the use of IT tools and IT based learning resources. A database of research/case studies on ICT in School Education has been prepared and uploaded on NCERT website which is being

updated regularly. Development of textbooks on 'Computer and Communication Technology' for Class XI has been completed and for Class XII is in progress.

- (xiv) NCERT (CIET) continued to produce audio-video programmes mainly on curricular areas. Video programmes produced by CIET were telecast on DD-I and Gyan Darshan. Radio programmes were broadcast on F.M. Radio.
- (xv) Vocational Education Competency based Curricula are being developed in floriculture, agricultural engineering, general insurance, air transport, logistic management, retail marketing management, marketing and salesmanship, health and nutrition, crop production, plant protection, and computer hardware - repair and maintenance.
- (xvi) National level training programme for vocational teachers in the area of marketing & salesmanship was conducted.
- (xvii) RIEs at Ajmer, Bhopal, Bhubaneswar and Mysore continued to offer pre-service four-year integrated B.Sc.B.Ed./B.Sc.Ed.; two-year B.Ed.; one-year M.Ed. and one year Post-Graduate Diploma Course in Guidance and Counselling. RIE, Mysore has initiated 6 year integrated M.Sc.Ed. course in Physics, Chemistry & Mathematics from the academic year 2008-09.
- (xviii) Work of Eighth All India School Education Survey has been initiated.

National Institute of Open Schooling (NIOS)

Vision of NIOS

The National Institute of Open Schooling, with international recognition and presence, provides access to sustainable and learner-centric quality school education, skill upgradation and training through open and distance learning and ensures

convergence of open schooling organizations, resulting in an inclusive learning society, human resource development, national integration and global understanding.

Backdrop

Initiated as a project in 1979 under the Central Board of Secondary Education, the Open Schooling programmes have now taken shape as an independent system of education in India. The National Institute of Open Schooling (NIOS), formerly National Open School (NOS), with approximately 1.6 million learners on roll, has emerged as the largest Open Schooling organization in the world. Keeping in view the diversified needs of the target groups, NIOS offers Open and Distance Learning programmes ranging from Basic Education to Senior Secondary Education and a large number of Vocational Education Courses. In 1990, the Government of India through a Gazette. Notification vested with NIOS the authority to examine and certify learners registered with it up to Pre-Degree level.

The Vision Document of the organization envisages that NIOS will act mainly as a Resource Organisation in Open Schooling at national as well as at international level with its usual programme delivery role. It has been proposed that the State Open Schools (SOSs) may assume major responsibility for expansion of Open Schooling in India, since the prospective learners would generally prefer opting regional languages as mediums for their courses of study.

NIOS works through its five Departments and two Units at headquarters and 11 Regional Centres located at Hyderabad, Pune, Kolkata, Guwahati, Chandigarh, Delhi, Allahabad, Patna, Jaipur, Kochi and Bhopal. Three Sub-Centres of the Regional Centres of NIOS have been set up at Bhubaneswar, Deharadun and Darbhanga.

Courses of Study offered by NIOS

The National Institute of Open Schooling (NIOS) provides opportunities to interested learners by

making available the following Courses/ Programmes of Study through open and distance learning (ODL) mode:

- Open Basic Education (OBE) Programme for children (above 14+ years of age), and for adolescents and adults at A, B and C levels that are equivalent to classes III, V and VIII of the formal school system.
- Secondary Education Course
- Senior Secondary Education Course
- Vocational Education Courses/ Programmes
- Life Enrichment Programmes

The OBE programme offers elementary education programmes by providing a learning continuum based on graded curriculum ensuring quality of education for children, neo-literates, school drop-outs/left-outs and NFE completers who are above 14 years of age. For implementation of OBE programme, NIOS has partnership with 684 Agencies in different States providing facilities at their Study Centres. The NIOS provides resource support; such as adaptation of NIOS model curricula, study materials, joint certification,

orientation of Resource Persons and popularization of OBE, to the voluntary agencies, Jan Shikshan Sansthan and Zila Saksharta Samities (ZSSs) for implementation of its OBE programme.

At the Secondary and Senior Secondary levels, NIOS provides flexibility in the choice of subjects/ courses, pace of learning and transfer of credits from CBSE, State Open Schools and some State Boards of School Education to enable learner's continuation. A learner is given as many as nine chances to appear in public examinations spread over a period of five years.

NIOS offers 27 subjects at the Secondary level of which subjects like Mathematics, Science and Technology, Social Science, Economics, Business Studies, Home Science etc., are available in Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam and Oriya medium. NIOS offers 21 subjects including languages at Senior Secondary level. Apart from languages, subjects like Mathematics, Physics, Chemistry, Biology, Accountancy, Commerce, Home Science, etc., are available in three mediums i.e., Hindi, English and Urdu.

2008-09 Academic Admission Status Category wise students

Course	General	SC	ST	Ex. Ser.	Handi	OBC	Total
Secondary	132665	24543	14279	235	1036	17816	190574
Sr. Secondary	134570	20950	9869	273	0	15389	181051
Total	267235	45493	24148	508	1036	33205	371625

Religion wise students

Course	Hindu	Muslim	Christian	Sikh	Jain	Budhist	Parsi	Jews	Total
Sec.	147809	21621	12293	4649	349	1256	53	36	188066
Sr. Sec.	156555	15433	9016	2298	231	880	39	7	184459
Total	304364	36154	21309	6947	580	2136	92	43	371625

Gender wise students

Gender	Sec.	Sr. Sec.	Total	%	Vocational	%
Male	131495	129568	261063	70.25	10523	46.93
Female	57986	52576	110562	29.75	11901	53.07
Total	189481	182144	371625	100.00	22424	100.00

Examination Profile

Exam	Secondary			Sr. Secondary		
	Appeared	Certified	%	Appeared	Certified	%
April / May	204477	72520	36.93	189979	61081	32.15
Oct. / Nov.	93782	27158	28.96	93025	34132	36.69

Revision of Courses of Study

During the year 2009-10, revision of course materials in the subject of Economics at Senior Secondary level was completed. These lessons in Economics were translated, edited, proof read and were finalized in the Hindi Medium also. In some subjects (like Accountancy, Biology, Business Studies, Chemistry, Geography, Maths, Home Science, Political Science and Physics) translation work in Urdu version was also undertaken and completed.

NIOS follows the cafeteria approach and offers a number of subjects at different levels so that the learners may have the freedom to choose subjects according to their interest. NIOS keeps adding subjects on offer so that learners have more and more option. During 2009-10, development of course material in new course like, Mass Communication and Sanskrit at Senior Secondary level and Painting at Secondary level were completed. Learning Material for a Certificate course in Carnatic Music was also prepared. Under AEP project, integration of life skills in Course Materials of five subjects like Hindi, English, Home Science, Science, Social Science was finalized.

The Self Instructional Materials (SIMs) in subjects like Hindi, English, Urdu, Mathematics, Psychology, Biology, Physics, Chemistry, Accountancy, Commerce at the Senior Secondary stage have been revised in the light of the provisions of the National Curriculum Framework (NCF-2005) and latest developments. The materials were printed and provided to the students from the academic session 2008-09

The Secondary and Senior Secondary Courses of NIOS are offered through 2144 (as on 31-03-2009) Study Centres called Accredited Institutions (AIs). Of these, 26 (as on 31-03-2009) AIs are in UAE and Nepal.

Recognizing the fact that the young entrepreneurs will be wealth of the nation, the learner friendly Vocational Education Programmes of NIOS provides excellent prospects for learners, it offers about 80 Vocational Education Courses in the areas Agriculture, Business and Commerce, Engineering and Technology, Health and Paramedical, Home Science and Hospitality Management, Teacher Training, Computer and IT related Sectors. Vocational Education courses are offered through the Accredited Vocational Institutes (AVIs) spread throughout the country.

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

Fourteen States (Andhra Pradesh, Assam, Chattisgarh, Delhi, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Punjab, Rajasthan, Tamilnadu, West Bengal and Uttar Pradesh) have already set up the State Open Schools (SOSs). A forum, termed National Consortium for Open Schooling (NCOS), with its Secretariat in NIOS, has been set up to address the matters relating to promotion of Open Schooling in India.

Ni-On Project - On Line Admission

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

Seeing the success of initial project, NIOS expanded scope of Ni-On Project. This was also inaugurated by Hon'ble HRM on 3rd July, 2008. 1,65,025 Admissions have taken place in the current Academic Session. The Payment Gateway facility has been expanded to cover all financial transactions of the learners with NIOS, in addition to payment of admission fee for online admissions.

The Salient features of On-line Admissions are as follows -

- Faster and Simpler Admission : Direct access to NIOS Admission
- Admission Open 24 x 7: Admission open round the year for the learners for On demand examination of Secondary Course
- Better support Services: Direct Interaction of learners with NIOS faster redressal of all problems
- Easy Payment : Payment of fee online through credit card else by bank draft

The Ni-On Project of NIOS has been awarded the National Award for e-Governance instituted by Department of Administrative Reform & Public Grievances, Govt. of India. This Project is a special effort made to bridge digital Divide and ensure that easy educational access through technology is available to the learners and partners of NIOS.

On-Line Admissions for Vocational Education courses have also been introduced. During 2008-09, NIOS admitted 1,65,025 students On-Line and 2,06,600 students through Study Centre.

The dates for Online Admission for Stream-I throughout the year (24x7) from the admission session 2009-10 onwards as under -

Block for Online Admission	Dates of Admission	Examination in which the students can appear
Ist Block	01st March to 31st August	First time in next year in April/May
IIInd Block	01st September to 28th February	First time in October / November in same year

As per the tremendous demand from various quarters to increase the ratio of Online (Stream-I) vs. Offline Admission throughout the year (24x7) from the academic session 2009-10, the ratio as under -

Regional Centre(s)	Ratio of Online Admission vs. Offline admission from session 2009-10
Regional Centre, Delhi	90:10 (Online and Offline)
Regional Centre, Chandigarh (except States of Himachal Pradesh and Jammu and Kashmir)	90:10 (Online and Offline)
Regional Centre, Chandigarh (for Himachal Pradesh and Jammu & Kashmir)	60:40 (Online and Offline)
All other remaining Regional Centres	60:40 (Online and Offline)

Learner Support Centre

Under the Ni-On Project itself, a 24x7 Call Centre for providing assistance to the learners of NIOS was also conceived. This call centre is known as Learner Support Centre and has become operational on pilot basis on all working days during the office hours comprising '5' desks. It responds to all the queries of learners of NIOS related to admissions, examinations, delivery of study material etc. The Learners Support Centre will eventually become a 24x7 call centre and will cover all the dimensions of the functioning of NIOS and addressing both generic and industrial specific queries.

Learner / Public can contact NIOS Learner Support Centre through telephones at a toll free number 1800-180-9393, which are handled through both IVRS and executives. Learners can also contact Learner Support Centre by e-mail also.

Education of Minorities

Religious minorities particularly educationally backward communities like Muslims are an important prioritized target group for NIOS, particularly women and girls within these communities.

- A significant target group of NIOS amongst the educationally un-reached comprises of substantial minority population which does not have access to any kind of schools due to various reasons. In the light of the recommendations of the Sachar Committee report about the status of education amongst Muslims, a Minority Cell was set up in NIOS to expand the reach and impact of NIOS Programems and Policies amongst minority communities especially amongst girls and women by undertaking active advocacy programme to establish linkages with minority educational institutions.
- Relaxation of Norms for accreditation of Traditionally Educationally Backward Minority Institutions (TEBMI) The National Monitoring Committee for Minority Education (NMCME) has identified NIOS as one of the lead institutions for linking TEBMIS to the mainstream education. In its meeting the NMCME recommended relaxation of norms by NIOS for accreditation of Madarssas and Maktabs. Accordingly, the Executive Board of NIOS in its 47th meeting held on 18th March 2008, recommended that relaxed norms should be submitted to Minority Cell of MHRD for their perusal and approval before implementing them.

Community wise list of AIs, AVIs & AAs Centres upto January, 2010

98

Community	AIs	AVIs	AAs / OBE
Muslims	Institute - 122 Madarasas - 03	Madarasas - 14 Institute - 29	Institute - 61 Madarasas - 08
Christian	97	76	-
Sikh	32	10	-
Total	265	150	37

Various initiatives taken by NIOS at various levels for expanding the educational opportunities to the minority population through ODL mode are as follows:-

- Academic Initiatives for Promotion of Education for Minorities; translation of all Secondary and Senior Secondary courses in Urdu medium; Urdu as a medium of instruction; introduction of Arabic and Persian language course at Secondary level; 17 video-programmes and 28 audio-programmes in Urdu medium.
- Provision of Vocational Education for minorities; 30 vocational courses translated in Urdu and translation of some other courses are under process.
- Launching of Pro-active Advocacy Programmes for increasing awareness about the educational programmes of NIOS amongst minority and their educational institutions; engagement of Project Coordinators for establishing linkages with the minority community; conducting Advocacy Programmes, Meetings, Seminars etc., in different States like UP, Bihar, Delhi etc.
- Advocacy at grass root level; interaction with Maulanas, Maulvies and Mufties of Minority Institutions, Educationist and local leaders of the Community.
- Initiatives for improving access of minority communities to NIOS programmes; printing of Prospectus and Admission Notices in Urdu and modifications in admission forms.

New Initiatives in the field of Minority Education

Hunar Project

NIOS was able to conceive and launch Project HUNAR in collaboration with Bihar Education project Council (BEPC). The project was launched formally on 3rd July 2008 by Hon'ble Union Minister for HRD, Shri Arjun Singh and Hon'ble Chief Minister Bihar, Shri Nitish Kumar and Shri M.A.A. Fatmi, was special invitee. The project aims at providing skill training / upgradation to Muslim girls all over Bihar in the age group of 11- 14/16 years without any cost to them. The delivery mechanism for this pilot project was conceived on novel lines by creating a new network of education institutions and other institutions run and controlled by Muslim community all over Bihar without any participation from Government at any level in the actual implementation of the project. NIOS was able to identify three Nodal Agencies (Imarat-e-Sharia, Idar-e-Sharia, Rehmani Foundation) for implementing this project. The target group comprises of 13768 Muslim girls in seven trades / skills (Gram Sakhi, Rural Technology, Cutting & Tailoring, Jute Production, Bakery & Confectionary, Beauty Culture, Early Childhood Care) selected by them with the help of BEPC. NIOS has accredited 298 AAs under three Nodal Agencies.

SPQEM

Scheme for providing Quality Education in Madarasas (SPQEM) is a scheme aims at encouraging institutions like Maktabas and

Madarassas by giving financial assistance and providing them opportunity to acquire Education comparable to the National Education System especially for Secondary and Senior Secondary level. In view of the suitability of the institutions of Open Learning such as NIOS, the scheme provides for financial assistance in respect of registration fee, examination fee and cost of study materials upto 100% for each students opting to study through NIOS at Secondary and Senior Secondary level. This scheme was launched on 26th February 2009 by Hon'ble Union Minister of HRD, Shri Arjun Singh Ji.

The following financial assistance will be provided under this scheme to the Madarass / Maktabas affiliated / accredited with NIOS -

- (a) Financial assistance will be provided to meet registration fees, examination fees and cost of study materials supplied by the National Institute of Open Schooling upto 100% for each student opting for study through NIOS at Secondary and Senior Secondary level. Madarassas can also opt for vocational courses offered by NIOS after fulfilling norms & standards set by NIOS. The registration fees could also be made for the Vocational Courses under this scheme.
- (b) Graduate and post Graduate teachers hired for teaching science, social science, mathematics and computer science will be provided salary under this scheme.
- (c) One time financial assistance up to Rs.50,000/- followed by an annual grant of Rs.5,000/- will be provided to each Madarassas.
- (d) Financial assistance will also be provided for establishment of science / computer labs / workshops in Madarassas at the Secondary / Senior Secondary levels up to the maximum of Rs. 1 lac for each of the labs followed by an annual grant of Rs.5,000/- for maintenance / purchase of consumables.

- (e) Finance assistance for purchase of science kits, Maths kits and other essential equipments for teaching modern subjects, a grant upto a maximum of Rs.15,000/- will also be provided.
- (f) The trainees cost of the teachers of Madarass / Maktabas provided by SCERTs / DIETs / BRCS will be given at the rate of Rs.100/- per teacher per day for maximum of 15 days.

Vocational Education Programme

NIOS Vocational courses are offered at open basic education level, pre-secondary, secondary, senior secondary and post-senior secondary levels. The range of courses has been expanding over the years depending upon learner needs and market demands. The present course relate to both urban and rural sectors. The total no of courses available are about 80 in Hindi and English medium. Total no of vocational courses translated into Urdu are 30. About 5 courses are in the pipeline and will be introduced shortly.

Keeping in line with Public Private Partnership (PPP) model, the NIOS has signed an MOU with CISCO to offer an on-line course titled "IT Essentials: PC Hardware and Software". The CISCO is a reputed international organization in the filed of Information Technology. The certificate course is being offered on a pilot basis in a limited number of AVIs in the first phase. Selected AVIs were given hands on training by CISCO. This is an on-line Certificate course of six months duration. The course requires 30 hours of Practical training. Theoretical inputs will be on-line as well as through Self Instructional Material. Total Accredited Vocational Institutions (AVIs) - 1138

UNFPA - MHRD Collaboration: Adolescence Education Project (AEP)

NIOS is running the Adolescent Education Project and aimed at equipping adolescent with life skills which would hold them to develop their personalities.

Examination Reforms in Open Schooling

Besides conducting two public examinations in each academic year, NIOS has been offering the facility of ICT based On Demand Examination.

Model Examination Centres -In the year 2008-09 Model Examination Centre was set up in the Regional Centre, Delhi campus at Noida, where around 3000 students were examined. In Model Examination Centre, a special examination centre has been created where the entire conduct and supervision of Examinations has done by the officers of NIOS directly by hiring examination duty staff from outside. It has all the facilities for the candidate in terms of sitting, drinking water and toilet facilities etc. The examinations have been conducted under camera surveillance and other special measures have been taken to ensure its credibility.

Controlled Examination Centres - At the Controlled Examination Centres, NIOS officers has been deputed on permanent basis during the examination. They have got the examinations conducted under their supervision through Centre Superintendents & other examination duty staff hired partly from outside and partly from Kendriya Vidyalayas / Schools which have been selected as Controlled Examination Centres.

Supervised Examination Centres - Supervised Examination Centre refer to all those Examination Centre, which are covered by mobile Flying Squads cum Answer Scripts collecting parties. They are mostly Super-Sensitive Examination Centers from the point of view of Unfair Means. Each Flying Squad comprises of atleast '3' members including atleast '1' NIOS official. A special route chart has been developed for them by which they will cover '3' Super-Sensitive Examination Centres of nearby & adjoining areas, which will be checked continuously by the Flying Squad.

NIOS also changed the format and design of Answer Books to ensure greater safety and

secrecy and formulated directives for detailed Marking Scheme to be made available on NIOS website after examination. NIOS also introduced CCTV's for On Demand Examination.

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

Administration

NIOS started preparing its accounts from 1990-91 when the total budget was merely 5 to 6 Crores. The entire financial operations of NIOS were managed centrally. With the growth in its enrolment and starting of various new courses the total turnover of income and expenditure of NIOS has gone up to more than Rs.100 Crores in a year. Some of the major heads of income and expenditure of NIOS are given as under:-

- INCOME :- Admission fees, Examination fees, Misc. Income, Plan Grant from MHRD
- EXPENDITURE:- Establishment expenses, Examination expenses, PCP expenses, Office maintenance expenses, Paper
- Amendment in Recruitment Rules: NIOS took initiatives for making amendments and revised its Recruitment Rules in the year 2004-05. This task was completed in a time bound manner and amendments of Recruitment Rules were notified in March 2007 and were placed on record of the Hon'ble High Court thereby disposing off a series of litigations in the court of law.
- Staff Position in NIOS: The sanctioned staff strength of NIOS as on 31/3/2004 was 251 against which the strength of regular staff was 173. The strength of regular staff is 162 as on 31-01-2010.
- Recruitments: In order to fill up vacant posts NIOS has advertised Group A, B, C & D Posts

- Parliament Cell: A Parliament Cell has been set up in NIOS to respond to various Parliament Questions.
- Right to Information Act, 2005 : Immediately upon the enforcement of this Act, Educational Institutions to create a structure for this Act and to make it operational the following main activities have been done:
- Cataloged, indexed and computerised the details of the available records and placed on the official website of the National Institute of Open Schooling.
- As per structure required under this Act PIOs, APIOs and Appellate Authority has been designated at Headquarter and at Regional Centres of NIOS
- A careful record of all the applications received under this Act, thorough processing and their disposal done by NIOS.
- Strengthening of the Public Grievances Redressal Machinery, Public Grievance Cell, Staff Grievance Cell were constituted and made operational.
- Vigilance Administration: In order to implementation of directives of the Central Vigilance Commission, a part time CVO has been designated. In addition, various activities as per directions of the CVC are being followed. These include Observation of Vigilance Awareness Week.

Media Programmes

One of the major activities of the NIOS is to make use of modern means of Communication and Educational Technology for distance learning. Audio and Video programmes are significant components of the multi-media packages offered by NIOS for its various courses of study. The audio/video programmes supplement and complement the other channels of learning such as printed self learning materials and personal contact programmes. NIOS has developed Audio and

Video programmes for Open Basic Education, Secondary, Senior Secondary and Vocational Courses.

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

During the year 2009-2010, three video programmes on Vocational courses on Beauty Culture, Cutting and Tailoring were produced. Six Video programmes on Academic / vocational subjects are currently under production. Audio programmes on Adolescent Education Programme (AEP) on conducting Personal Contact Programmes (PCPs) with funding from UNFPA were produced. Five Multimedia Programmes on Physics and Biology have also been produced.

Delivery Mechanism of Audio-Video Programmes

- The video programmes of NIOS were telecast on the National Channel of Doordarshan (DD-I) every Friday from 5.02 a.m. to 5.25 a.m. and on the Educational Channel Gyan Darshan everyday from 6.30 p.m. to 7.00 p.m.
- The Audio programmes were broadcast on Gyan Vani (FM Channel) at 106.5 MH every Friday, Saturday and Sunday from 8.30 a.m. to 9.00 a.m. and repeat broadcast from 4.30 p.m. to 5.00 p.m.
- The Audio / Video programmes produced by NIOS are sent to the Study Centres of NIOS for use in Personal Contact Programmes (PCPs).
- The learners can take the CDs of audio / video programmes of loan for a week from study centres.
- The audio cassettes and VCDs of video programmes are also available for sale. A

Comprehensive list of the audio cassettes and VCDs has been placed on NIOS website - www.nios.ac.in for the benefit of NIOS learners and others.

Central Board of Secondary Education

Introduction

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

The main objectives of the CBSE are:

- Affiliating institutions in and outside the country
- Conduct annual examinations at the end of Class X and XII
- Conducting Entrance Examinations to professional courses for admission into Medical and Engineering colleges
- Updating and designing curriculum
- Empowering the teachers and heads of institutions

There are 10599 schools affiliated with CBSE as on 31.12.2009 which include KVs, Government, Independent and JNV schools located in India and 21 other countries of the world.

The Following Examinations are Conducted by the Board

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

Senior School Certificate (Class XII) Examination 2009

- A total of 637976 candidates registered in 2009 for Class XII exam showing an increase of approximately 16.13% over last year.

- The total pass percentage of candidates in 2009 was 81.00%
- The Board will conduct Senior School Certificate (Class XII) Examination 2010 from 3rd March - 8th April 2010 for approximately 699129 candidates.
- Secondary School Certificate Examination (Class X) 2009
- A total of 824421 candidates registered in 2009 showing an increase of approximately 7.67% over last year.
- The total pass percentage of candidates was 88.84%

Secondary School Certificate Examination (Class X) 2010 will be conducted from 3rd March - 31st March 2010 for 902517 registered candidates.

All India Pre-Medical Pre-Dental Exam 2009

Preliminary Exam. was held on 5th April while final exam was held on 10th May 2009 at different centres located in the State Capitals and Union Territories. 135617 candidates appeared for this examination. 13022 candidates qualified in preliminary examination and Combined merit & wait list of contained 4263 candidates was declared.

All India Pre-Medical Pre-Dental Exam 2010 Preliminary will be conducted on 3rd April 2010 and final will be held on 16th May, 2010.

8th All India Engineering Entrance Examination 2009

AIEEE was conducted on 26th April, 2009 at 1460 examination centres all over the country 962119 candidates appeared for this exam.

All India Engineering Entrance Examination for 2010 will be held on 25th April 2010.

Jawahar Navodaya Vidyalaya Selection test 2009 was also conducted thrice by the Board for admission to Class VI for summer bound, winter bound and newly established JNVs.

CBSE Counselling 2009 :

CBSE started this pioneering community work 12 years back in 1998 for the first time. The highlights of CBSE tele-counselling are:

- (i) It is offered by trained counselors and Principals from within CBSE affiliated schools in two phases Pre-exam and Post Result.
- (ii) It is a voluntary free of cost service provided by the participants.
- (iii) It is provided via different modes such as IVRS, Q&A Column in national dailies, online counseling etc.

In 2009 as many as 43 Principals, trained counselors from CBSE affiliated govt. and private schools, psychologists and social scientists operated this helpline. There were 39 centres in India and four helpline centres outside India at Kuwait, Dubai, Doha Qatar and Sharjah.

1st Time counseling for Specially Abled Children

For the first time, CBSE included Special Educators to take care of the specially abled children from centres located at Mumbai and Delhi.

IIInd Phase of Post result Psychological Counseling was carried out in June 2009 by 37 specialists.

CBSE Counseling 2010

This year as many as 52 Principals, trained counselors from CBSE affiliated govt. and private schools, psychologists and social scientists are operating this helpline from 8 a.m upto mid-night. There are 3 helpline centres outside India also at Kuwait, Dubai and Doha Qatar.

Centralized and Toll Free Helpline for the First Time

For the First time this year, CBSE introduced a Centralized Access System similar to that of a call centre. For further convenience of the students, a toll free number has been installed.

Assessment and Evaluation:

- Sample Question Papers along with marking schemes in all subjects have been revised printed, published and uploaded on the Board's website for March 2010 examination. A special feature is the publication of sample question papers in the subjects of Computer Science, Multi Media and Web Technology, Informatics Practices, Agriculture, Home Science, Engineering Graphics, in class XII and foundation of Information Technology in class X for the first time.
- The board has decided to award only grades in class X board examination 2010 on a nine point scale. On request percentiles will be provided to students to facilitate admissions etc.

Operational Modalities

- The student's performance shall be assessed using conventional method of numerical marking.
- The 'Grades' shall be awarded to indicate the subject wise performance on a nine point scale.
- Only Subject wise grades shall be shown in the "Statement of Subject wise Performance" to be issued to all candidates.
- The practice of declaring Compartment/ Fail shall be discontinued.
- Those candidates who obtain the qualifying grades (D and above) in all the subjects excluding Additional subject as per Scheme of Studies shall be awarded a Qualifying Certificate.
- Those candidates who obtain grade E1 or E2 in the subject shall have to improve their performance through subsequent five attempts.
- Those who get Qualifying Certificates shall be eligible for admission in higher classes.

Continuous and Comprehensive Evaluation (CCE)

The Board has extended the concept of Continuous and Comprehensive Evaluation (CCE) in class IX with effect from October 2009 to be continued in class X for the year 2010-11 onwards. For this purpose syllabus has been split up over two terms. Each term will have two formative tests of 10% weightage each and one summative test of weightage 20% and 40 % respectively.

CCE Highlights

- The emphasis on conceptual clarification through experiential learning in the classroom will increase since there will be more time available for transaction of curriculum.
- It will help the learners to develop holistically in terms of personality by also focusing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme.
- It will equip students with Life Skills especially Creative and Critical thinking skills, social skills and coping skills which will keep them in a good stead when they enter into a highly competitive environment later on.

Training Workshops

Intensive Teacher training workshops have been conducted from October 2009 onwards. These training workshops are compulsory for the Heads of Schools and two teacher representatives.

Aptitude Test

An Optional Aptitude Test developed by the CBSE will also be available to the students. The Aptitude Test along with other school records and CCE would help students, parents and teachers in deciding the choice of subjects in Class XI.

Class X 2010 Examination

All students of Class X in the current academic year will be taking the CBSE Board's Class X 2010 Examination. The CBSE will be conducting this Examination. The weightage of the school based assessment will remain the same as per past practice, i.e. 20% each in the subjects of Science, Social Science and Mathematics.

Class-IX March 2010 Examination under Summative Assessment-II

- Syllabus and Examination Question Paper Design in different subjects for Class IX Summative Assessment II has been circulated by the Board earlier.
- The Summative assessment will be in the form of a pen-paper test conducted by the schools.
- In order to ensure standardization and uniformity, the Question Paper Banks in different subjects have been sent by the Board to schools.
- Schools will give flexible timing to students for attempting the question papers. This may vary from 3 to 3½ hours.
- Evaluation of answer scripts will be done by the school teachers themselves on the basis of the Marking Scheme provided by the Board.
- There will be random verification of the assessment procedures carried out by schools by the Board officials/nominees appointed by the Board.

Vocational Education

- At present the CBSE offers Thirty Two packages comprising of One hundred subjects under vocational stream.
- Dialogue in on with University Grant Commission (UGC) and Association of Indian Universities (AIU) to ensure vertical mobility

of the CBSE pass outs to facilitate admission in under graduate course in different universities / colleges throughout the country

- The CBSE is in the process of revision of courses in all vocational subjects and introducing new vocational courses like Media Studies.

Central Tibetan Schools Administration

Central Tibetan Schools Administration is an autonomous organization under Ministry of Human Resource Development, Govt. of India. Main objective of the Administration is to run, manage and assist educational institutions set up for the education of Tibetan children living in India while preserving and promoting their culture and heritage.

The Administration runs 70 schools including 8 Sr.Secondary, 6 Secondary, 7 Middle, 7 Primary, 35 Pre-primary and 7 grant in aid schools. These schools are located in the places of concentration of Tibetan population, mainly in the states of Himachal Pradesh, Uttrankhand, Karnataka, Maharashtra, West Bengal, Orissa, Chattisgarh, Arunachal Pradesh & Sikkim.

There are about 10,000 students were on rolls. The Administration has a sanctioned strength of 628 teaching and 236 non-teaching staff.

These schools follow curriculum framed by NCERT and are affiliated to CBSE, Delhi. Besides Science, Arts, Commerce, Vocational streams Financial Market Management is also offered. The schools have been equipped with all modern facilities. Counseling and Guiding cells are also functioning in Senior Secondary Schools.

The Administration achieved 92.77% result in class X and 91.15% in class XII Board examination 2009. The students of CTSA schools actively participate in curricular and co-curricular activities organized at various levels viz. School, Zonal, District, State and National.

The Administration regularly conducts in-service courses and workshops for the teaching and non-teaching staff to keep them abreast with the latest development.

In order to encourage and recognize the services of meritorious teaching and non-teaching staff, two teachers are nominated for National Awards which are awarded by the President of India. CTSA grants 04 Incentive Awards to Teaching Staff and 03 to Non-Teaching Staff.

To provide opportunities of higher education to Tibetan children, CTSA offers scholarships to pursue their post schools studies in Science, Humanities, Engineering and Medicine.

Govt. of India also reserves some seats in degree and diploma level courses in Engineering, Medical, Pharmacy and Education for the Tibetan children.

6



Higher Education

University Grants Commission

The University Grants Commission is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to Universities and Colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of higher

education. It functions from New Delhi as well as through its six Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

Budget for the year 2009-2010

The University Grants Commission (UGC) has been allocated the general plan budget of Rs.3439.95 crores for the year 2009-2010, which is distributed under the following eight broad sectors of XI Plan.

Sl.No.	Sector	Allocation (Rs.in Crores)	Percentage to total allocation
1.	Enhancing Aggregate Access	2654.66*	77.2
2.	Equity	243.34	7.1
3.	Quality and Excellence	324.50	9.4
4.	Research	72.00	2.1
5.	Relevance and Value Based Education	39.00	1.1
6.	ICT Integration	53.95	1.6
7.	Governance and Efficiency Improvement	18.50	0.5
8.	Others (New Schemes and Committed liability of X Plan)	34.00	1.0

* includes Rs.865.00 and Rs.123.00 crores for implementation of the recommendations of the Oversight Committee for expansion of intake on account of OBC reservations and Prof M.M.Sharma Committee for strengthening basic sciences research respectively.

Growth of Higher Education System : Some Statistics

There were 20 Universities and 500 Colleges at the time of independence. At present, there are 504 Universities and university-level institutions (as on 31.12.2009) - 243 State Universities, 53 State Private Universities, 40 Central Universities, 130 Deemed Universities, 33 institutions of national importance established under Acts of Parliament five Institutions established under various State legislations. In addition, there are 25,951 Colleges including around 2,565 Women Colleges. Out of

25,951 Colleges, 7,362 Colleges (28%) have been recognized under Section 2 (f) and 5,997 Colleges (23%) under Section 12-B of the UGC Act, 1956. At the beginning of the academic year 2009-2010, the total number of students enrolled, in the formal system, in the Universities and Colleges has been reported at 136.42 lakhs - 16.69 lakhs (12.24%) in University Departments and 119.73 lakhs (87.76%) in affiliated colleges.

The enrolment of women students at the beginning of the academic year 2009-10 was 56.49

lakhs constituting 41.40% of the total enrolment. Of the total women enrolment, 14.72% women have been enrolled in professional courses. The women enrolment as a percentage of total enrolment in States is the highest in Goa (59%) and the lowest in Bihar (30%). In terms of absolute numbers of women enrolment, Uttar Pradesh tops the list of States with 8.00 lakhs, followed by Maharashtra (7.8 lakhs).

The number of doctoral degrees (Ph.D. only) awarded by various universities (during 2007-08) was 13,237. Out of which, the faculties of Sciences had the highest number with 4574 degrees, followed by the faculties of Arts with 4405 degrees. These two faculties together accounted for 67% of the total number of doctoral degrees awarded.

The regular faculty strength in universities was 0.90 lakhs (15%) and 4.98 lakhs (85%) in Colleges, totalling 5.89 lakhs in the beginning of the reporting year.

Enhancing Aggregate Access

General Development Grants for Universities and Colleges

The University Grants Commission continued to provide support to universities and colleges for their development during the XI Plan. While assistance to Central and State Universities is provided under the Plan head, assistance to Central Universities, certain deemed universities and colleges affiliated to Delhi and Banaras Hindu University is being provided for Non-Plan head too. The General Development Grant Assistance programme is intended for the overall development of the Universities covering the aspects like enhancing access, ensuring equity, imparting relevant education, improving equity with access, making management more effective and transparent enhancing management for students, augmenting research facilities and any other plans of the Universities. Infrastructure improvements, salary of staff, books and journals,

campus development, innovative research activities, students' amenities, ICT requirements etc. can be taken up by the assisted institution under this programme.

Central Universities

At present, there are 40 central universities of which, 38 are being given maintenance and development grants by UGC. Indira Gandhi National Open University (IGNOU) and the Central Agricultural University, Imphal are not being funded by UGC directly. During 2009-10 (upto 31.12.2009), an amount of Rs.1764.37 crore under Non-Plan assistance and grants of Rs.712.62 crore including Rs.206.18 crores for Central Universities in North East Region, under Plan assistance have been made available to the Central Universities.

State Universities

According to section 12(B) of the UGC Act, the State Universities established after 17th June, 1972 shall not be eligible to receive any grant from the Central Government, UGC or any other organisation receiving funds from the Govt. of India, unless the Commission satisfies itself as per the prescribed norms and procedures, that the university is fit to receive grants.

At present, there are 296 State Universities of which, the UGC has provided budgetary support to 130 state universities, excluding medical and agricultural universities which are funded by the Ministries of Health and Agriculture respectively. Special grants are being provided to other State Universities with Departments of Engineering and Technology. Such grants facilitate the creation, augmentation and upgradation of infrastructural facilities that are not normally available from the State government or other sources of funds. During 2009-10 (upto 31.12.2009), Plan grants amounting to Rs.279.46 crores has been provided to State Universities for their general development as well as for specific programmes.

Deemed to be Universities

An institution of higher education other than a university, of high standards in specific area of study, can be declared by the Central Government on the advice of the UGC as an Institution "Deemed to be university". Institutions deemed to be universities enjoy the academic status and privileges of universities. At present, there are 130 institutions which are deemed to be universities, of which, 10 institutions are being allocated both maintenance and development grants and 23 institutions are being allocated only development grants. During 2009-10 (upto 31.12.2009), Non-Plan grant amounting to Rs.120.01 crores and Plan assistance of Rs.30.01 crores (including Rs.1.82 crores for institutions located in North East Region) has been provided to institutions deemed universities.

General Development Grants to Colleges

There are, at the time of report, 25,951 colleges of which, 7,362 are recognized under 2(f) and 5,997 colleges recognized under section 2(f) and declared fit to receive grants under section 12(B) of the UGC Act, 1956. All the eligible colleges have been financially supported for the development of undergraduate and post-graduate programmes. The main objectives of Development Assistance for Programme are to:

- Strengthen basic infrastructure and meet their basic needs like books and journals, scientific equipment, staff, campus development, teaching aids etc. required for proper functioning.
- Provide special assistance to Colleges catering to the needs of marginalized groups.
- Develop Colleges situated in the backward/rural/hilly areas with a view to remove or reduce disparities and regional imbalances,
- Support financially the uncovered State Colleges, etc.

During 2009-10 (upto 31.12.2009), UGC has supported Colleges in States to the extent of Rs.449.39 crores including Rs.67.00 crores for colleges located in North East Region. Assistance of Rs.5.50 crores has also been provided to the affiliated colleges of University of Delhi. Maintenance grant to the tune of Rs.675.86 crores to Delhi University colleges, Rs.8.12 crores to constituent colleges of Banaras Hindu University and Rs.26.69 crores to University College of Medical Sciences has been released in the said period.

Equity in Education

Gender Equity

Women constitute 48% of the total population of India. The principle of gender equity is enshrined in Indian Constitution in its preamble, fundamental rights, fundamental duties and directive principles and also reducing the gender gap in higher education is a focus area. UGC has also undertaken several schemes for the benefit of girls and women which include:

Status of Women in Higher Education

There has been a phenomenal growth in a number of women enrolled in higher education since independence. Women enrolment was less than 10% of the total enrolment on the eve of independence and it has risen to 41.40% in the beginning of the academic year 2009-10. Women enrolment as a percentage of total enrolment in a state is the highest in Goa (59%) and the lowest in Bihar (30%). In terms of absolute number of women enrolment, Uttar Pradesh tops the list of states with 8.0 lakhs, followed by Maharashtra with 7.8 lakhs, etc. The faculty-wise distribution of women enrolment at the beginning of academic year 2009-10 had been as under:

Women Enrolment Faculty-wise: 2009-2010

S.No.	Faculty	Women Enrolment*	Percentage of total women enrolment
1.	Arts	2772580	49.08
2.	Science	1129255	19.99
3.	Commerce/Management	915719	16.21
4.	Education	180771	3.20
5.	Engineering/Technology	276806	4.90
6.	Medicine	202803	3.59
7.	Agriculture	15253	0.27
8.	Veterinary Science	4519	0.08
9.	Law	89256	1.58
10.	Others	62140	1.10
	Total	5649102	100.00

* Provisional

Day Care Centres in universities and colleges

The objective of the scheme is to provide day care facilities 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 daytime and also to provide a secure place and environment during working hours for their children.

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 promote 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 @ Rs.2000/- p.m. for 20 months. During 2009-10 (upto 31.12.2009), Rs.4.88 lakhs has been provided as scholarship to beneficiaries.

Construction of Women Hostels for Colleges

UGC has been providing assistance for construction of women 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 at large, as also to bring about gender equity and equal representation of women. The main objective is to support all 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 100% basis subject to the ceilings i.e. for colleges located in non-metropolitan cities, the assistance is from Rs.40 lakhs to Rs.80 lakhs whereas Rs.80 lakhs to Rs.120 lakhs in the case colleges in metropolitan cities depending on the size of women enrolment in the college. During 2009-10 (upto 31.12.2009), an amount of Rs.159.78 crores for state colleges and Rs.1.90 crore for colleges located in Delhi has been released by UGC.

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 in the X Plan by establishing them as statutory departments in the university system, as also to facilitate thereon capacity to network in other constituent such 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. Currently, there are 51 centres in Universities and 16 centres in Colleges in the country. The pattern of assistance will be Rs.25 lakhs for Universities and 15 lakhs for Colleges in Phase-I, Rs.40 lakhs for Universities and 25 lakhs for Colleges in Phase-II and Rs.60 lakhs for Universities and 40 lakhs for Colleges in Phase-III. All the centres set up prior to XI Plan period will be reviewed after the completion of third year. It is also envisaged that 30 new centres in Universities and 20 centres in colleges are to be started each year of XI Plan. During 2009-10, an amount of Rs.2.08 crores has been provided to the centres upto 31st December, 2009.

Capacity Building for Women Managers in Higher Education

The overall policy goal is to increase the participation of women in higher education management including in faculty, administration and staff for better gender balance, to sensitize the higher education system through policies and procedures which recognize gender equity and to involve women capable of becoming administrators for the qualitative development of higher education. During XI Plan, three approaches are being followed, namely;

- To offer training programmes focused on increasing sensitivity to gender issues in respect of women managers.

- To make capacity building a women's movement.
- To involve Vice-chancellors of the Universities or Principals of the concerned Colleges in the development of the programme.

The capacity building is through activities like sensitization, awareness, motivation workshops, development and distribution of resource material, research stimulation workshops, management skill workshops etc. All Universities, colleges and departments/centres are eligible to present proposals to UGC. The pattern of financial assistance for entire plan period is as under:-

Workshops	-	Rs.40.74 crores
Preparation of resource material	-	Rs.6.50 lakhs
Publications Translation	-	Rs.30.00 lakhs
Networking and Information Dissemination Cell etc.	-	Rs.7.90 lakhs

An amount of Rs.1.56 crores has been released to the Universities and Colleges in FY 2009-10 (upto 31.12.2009).

Post-doctoral Fellowships for Women

The scheme is implemented for the women candidates holding Ph.D. degree in their respective subject areas with an aim to promote women candidates to undertake 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 should be 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 Rs.8,000/-p.m. The Associateship also carries a contingency grant of Rs.10,000/-p.a. for full tenure of 5 years and Departmental Assistance @ 10% of

the Associateship. During 2009-10 (upto 31.12.2009), an amount of Rs.9.98 lakhs has been.

Social Group Equity

Establishment of Equal Opportunity Cells (EOC) for SC/ST/ OBC/Minorities

To make institutions more responsive to the needs and constraints of the disadvantaged social groups, the UGC has assisted institutions to establish "Equal Opportunity Cells" to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counseling in academic, financial, social and other matters. The Cell would also take up programmes to sensitize University/ Colleges on problems faced by Scheduled Caste (SC) and Scheduled Tribe (ST) categories in higher education. One time grant of Rs.2.00 lakhs for establishing the office of Equal Opportunity Cells is being provided. During the year 2009-10, an amount of Rs.23.16 lakhs has been provided to institutions (upto 31.12.2009).

Establishment of Residential Coaching Academy for SC/ST/ Minorities and Women in Universities and Colleges

The main objective is to establish residential coaching academics in Universities and Colleges, to run schemes of 'Coaching for students at UG/ PG level', 'Coaching for students to prepare for National Eligibility Test (NET)', 'Coaching for students for entry in services covered under Central and State Governments'. The aim of these schemes is to prepare students for NET and all India & State Civil Services examinations and UG/ PG level examinations.

During the year 2009-10 (upto 31.12.2009), a total grant of Rs.23.16 crores has been provided to institutions.

Post-Doctoral Fellowship for SC/ST

The scheme was initiated with the purpose of enhancing human resources of SC/ST candidates

by providing Post-Doctoral Fellowships exclusively for such candidates who have obtained a doctoral degree and have published research work to their credit. The number of slots is 100 per annum. The Fellowship carries with an amount of Rs.16,000/- p.m. and a contingency of Rs.30,000 p.a. for five years. During the year 2009-10 (upto 31.12.2009), an amount of Rs.3.30 crore has been released.

Post-Graduate Scholarships for SC/ST students in professional courses

Keeping in view the social background of the students from deprived sections of the society, the scholarship scheme is initiated. The objective of the scheme is to provide financial assistance for upto 1000 SC/ST candidates for pursuing Post-graduate level studies in professional subjects at recognized Indian Universities and Colleges. The candidates who have obtained graduate degree in the relevant subject and obtained admission in any PG level professional subject and who are below the age of 45 years, are eligible for the scholarship. Candidates selected for the scholarships shall be provided scholarship amount of Rs.5,000/-p.m. (ME/M.Tech) with contingency of Rs.15,000/- p.a. and for others Rs.2,000/-p.m. with contingency grant of Rs.10,000/- p.a. for the duration of the course.

An expenditure of Rs.1.00 lakh has been incurred upto 31st December, 2009 during the current financial year. The selection process is in progress for the admission year 2009-10.

Quality and Excellence

Autonomous Colleges

To improve the quality of under-graduate Education by delinking colleges of quality from the affiliating structure and to promote the concept of autonomy in affiliated colleges, UGC has been regularly supporting potential colleges by providing grants. The target for the XI Plan is to ensure that 10 percent of eligible colleges achieve autonomous status by the end of the Plan.

Autonomous colleges have the freedom to:

- determine and prescribe its own courses of study and syllabi and restructure and redesign the courses to suit local needs;
- prescribe rules for admission in consonance with the reservation policy;
- evolve methods of assessment of students performance, the conduct of examinations and notification of results;
- use modern tools and technology to achieve higher standards and better quality.

The autonomy granted is institutional and covers all academic courses in such institutions at present or at a later stage. All colleges including engineering colleges under section 2 (f) - aided, unaided, partially aided and self-financing, which are declared fit to receive grants under section 12-B - are eligible to apply for autonomous status. The pattern of assistance will be to the extent of Rs.9.00 lakhs for the under graduate colleges with single faculty, Rs.15.00 lakhs for under graduate colleges with more than one faculty, Rs.10.00 lakhs for colleges offering both undergraduate and postgraduate courses with single faculty and Rs.20.00 lakhs for colleges with multi-faculty. The autonomous college is managed by its Governing Body, Academic Council, Board of Studies and Finance Committee. Upto 31.12.2009, 330 colleges spread over 61 Universities of 17 States/ Union Territories have been given autonomous status. During 2009-10 (upto 31.12.2009), grants to the extent of Rs.9.84 crores have been provided to these autonomous colleges.

Universities with Potential for Excellence

To achieve excellence in teaching and research, UGC has been assisting identified Universities for granting the status of "University with Potential for Excellence". During IX Plan, five Universities namely, Jawaharlal Nehru University (JNU), Hyderabad, Madras, Pune and Jadavpur Universities were given the status of universities

with potential for excellence. During X Plan, four more Universities namely, North Eastern Hill University (NEHU), Madurai Kamraj, , Mumbai and Calcutta Universities have been accorded the status of University with Potential for Excellence. During XI Plan, six more universities are to be identified for according such status. During 2009-2010 (upto 31.12.2009), an amount of Rs.10.00 crores has been provided to these Universities.

Colleges with Potential for Excellence

To achieve excellence mainly in teaching and inculcate the research culture, UGC has initiated the scheme of "Colleges with Potential for Excellence" (CPE). The scheme intends to identify potential colleges across the country and to support them financially to improve their academic/physical infrastructure, adopt innovation in teaching, modern methods and learning/evaluation, and to enhance the quality of the learning and teaching process by introducing a flexible credit based modern academic system. The colleges which are 10 years old or more and accredited by National Accreditation and Assessment Council (NAAC) are eligible for the status of CPE. Preference will be given to autonomous colleges. During 2009-10, as many as 149 colleges have been identified under the scheme. Till date, 246 colleges have been accorded CPE status. An amount of Rs.2.21 crores has been provided to these colleges upto 31.12.2009 during the financial year 2009-10.

Special Assistance Programme (SAP)

The main objectives of the Special Assistance Programme (SAP) are:-

- To identify and support university departments that have the potential to undertake quality teaching and research in various educational disciplines including allied disciplines.
- Programme to be relevant to societal needs and have society and industry interaction.

- To make research a catalyst for good teaching and introduction of new courses relating to identified thrust areas.
- To enhance infrastructural facilities to utilize the output of research for the development of the nation and society.
- To train and create quality human resource in the identified thrust areas.
- To search for newer /generic areas, its promotion and nurturing.

Departments with a minimum of one Professor, two Readers and three Lecturers are eligible for induction under the programme. The programme is implemented at three levels namely, Departmental Research Studies (DRS), Departments of Special Assistance (DSA) and Centres for Advanced Studies (CAS). As many as 723 departments/have been approved under the programme (DRS-497, DSA-114, CAS-112) upto 31.12.2009. During 2009-2010 (upto 31.12.2009), the UGC has provided grants to the tune of Rs.28.09 crores to Departments of Humanities, Social Sciences, Physical Sciences, Bio-Sciences and Engineering and Technology.

Academic Staff Colleges

As many as 66 Academic Staff Colleges (ASC) 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. 15 universities and specialized institutions have been identified as UGC-Refresher Course Centres (UGC-RCC).

The orientation programmes are intended to inculcate, the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence in young teachers. The Refresher Course provides opportunities for serving teachers to exchange experiences with their peers and learn from each other and to provide a forum for keeping abreast with the latest advances in their subjects.

As many as 223 Orientation Programmes, 702 Refresher Courses and 77 workshops have been approved and allocated to the ASCs and RCCs for implementation. During 2009-10 (upto 31.12.2009) , an amount of Rs.24.56 crores provided to ASC/ RCCs for the Scheme.

Travel Grant

UGC has been providing financial support to college teachers, Vice-Chancellors and the UGC Members for presenting their research papers in International Conferences abroad for enriching their knowledge for further research and in exposure to the higher education sector of the host countries. The assistance is available for them once in three years. For college teachers, assistance is limited to 50% of the admissible expenditure and for Vice-Chancellors and UGC Members, the assistance is 100% of the admissible expenditure. During 2009-10, 583 college teachers and two Vice-Chancellors have availed of this facility under the scheme. An amount of Rs.1.98 crores has been incurred upto 31.12.2009 during the current financial year. UGC also provides travel grant, on cent percent basis, to enable the university/college teachers to collect source material and availing of fellowships. The assistance is given to those scholars who are assured of maintenance for at least two months from a recognized host-university / institute abroad. During 2009-10 (upto 31.12.2009), four teachers have availed this facility.

Inter University Centres

The UGC establishes autonomous Inter-University Centres within the university system under section 12(ccc) of the UGC Act. The objectives for setting up these centres are:

- To provide common advanced centralized facilities/services for universities which are not able to invest heavy investment in infrastructure and other inputs.
- To play a vital role in offering the best expertise in each field to teachers and researchers across the country.

- To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities which are comparable to international standards.

The Nuclear Science Centre at New Delhi (Inter University Accelerated Centre) was the first research centre established in 1994. As of today, six Inter University Centres are functioning within the university system. During 2009-2010 (upto 31.12.2009), a total grant of Rs.91.07 crores (Plan assistance of Rs.34.83 crores and Non-Plan assistance of Rs.56.24 crores) has been released to these centres.

Centres of National facilities

Besides the Inter-University Centres, UGC has also created Centres of National Facilities for serving as resource centres which are financed by it. Four Centres of National Facilities namely, Western Regional Instrumentation Centre, Mumbai (Maharashtra), MST Radar Centre, Tirupati (AP), Indian Institute of Advanced Studies, Shimla (H.P.) and Crystal Growth Centre, Anna University, Chennai are functioning at present. During 2009-10 (upto 31.12.2009), an amount of Rs.2.47 crores has been released to these Centres of National Facilities.

Teaching and Research in Innovative / Emerging Areas

The main objectives of the programme are to identify areas in various disciplines with respect to educational, national and global priorities, to identify institutions and support them to develop specialized courses at under-graduate and post-graduate levels in emerging areas and to encourage new and innovative ideas which influence teaching, research, academic excellence, societal development of relevance. The financial assistance is on 100% basis and provided for the most essential and critical requirements of laboratory equipments, contingency, staff and for starting courses in inter-disciplinary and emerging areas. The financial

limit is Rs.60 lakhs for non-recurring and recurring items plus salary of staff on actual basis. The duration of the programme is for a period of 5 years. During the 2009-2010 (upto 31.12.2009), an amount of Rs.2.34 crores has been provided to the universities.

Faculty Improvement Programme (FIP)

The programme aims at enhancing the academic and intellectual environment in the institutions by providing faculty members with enough opportunities to pursue research and also to participate in seminars/conferences/workshops for updating their research and pedagogy skills. The main objectives are to provide an opportunity to the teachers of Universities and Colleges to pursue their academic/research activities leading to the award of M.Phil/Ph.D. degree, to provide an opportunity to the teachers to present papers in academic conferences/seminars or participating in workshops and exchange knowledge and ideas and to provide an opportunity to young faculty members to spend a short period of two weeks to two months at institutions of their choice for a better academic exposure.

To permanent teachers who are of not more than 45 years of age with atleast a second class Masters degree with minimum of 55% marks and having atleast 3 years of teaching experience on the date of submission of the application for the award of teacher fellowship are eligible. The age limit of the candidate is relaxable by 5 years and marks by 5% marks in the case of SC/ST/OBC (Non-creamy layer) teachers and age limit above is relaxable in the case of women teachers. Only 20% of permanent teachers of the institution are eligible to avail of teacher fellowships at any given point of time. 15%, 7.5% and 27% fellowships out of the total number of fellowships allocated to the college are reserved for SC/ST/OBC (Non-creamy layer) teachers respectively. The teacher fellowship for Ph.D programme is for a period of two years with possibility of extension of one more year based on the justification and

recommendation by the supervisor/guide. The teacher fellowships for M.Phil. programme is for one year extendable for another 6 months, if necessary and justified. A teacher fellow is eligible for actual contingency expenditure subject to a maximum of Rs.10,000/- per year. The college can make a fresh appointment of a substitute teacher in the minimum pay scale prescribed for a lecturer. If a substitute teacher is appointed, the salary of the substitute teacher will be reimbursed by the UGC. During the 2009-2010 (upto 31.12.2009), an amount of Rs.27.44 crores has been provided to the universities and colleges under this scheme.

Bilateral Exchange Programmes

UGC has been implementing the provisions of Bilateral Exchange Programmes in the field of higher education between India and various other foreign countries. During 2009-10 (upto 31.12.2009), UGC had Cultural and Educational Exchange Programmes with 44 countries. UGC had hosted the visit of 45 foreign scholars from various countries and arranged for their programmes at different institutions in India. A total of 85 Indian scholars had been deputed abroad under different exchange programmes during the reporting period. During 2009-10, as many as 15 foreign delegations from Malawi, Australia, UK, Kuwait, USA, Hungary, Canada, Oman, China, Czechoslovakia and Nepal have visited UGC for various purposes relating to higher education. During 2009-10 (upto 31.12.2009), an expenditure of Rs.15.78 lakhs has been incurred.

National Examination Testing for Teaching and Research

The Commission conducts a national level test in 77 subjects at 66 centres across the country to determine eligibility for lecturership and Junior Research Fellowships (JRFs) in order to ensure minimum standards in the academic profession. On behalf of UGC, the CSIR conducts national level examination testing in science subjects in the months of June and December every year. The

candidates who qualified for JRF can pursue research in the UGC recognized universities, institutes and centres for which a fellowship for a period of five years is available. The number of fellowships has been increased from 500 to 1000. States conduct State Eligibility Test (SETs) duly accredited by UGC for a fixed term. The pattern of SET is same as that of NET conducted by UGC.

Research Awards /Projects/ Fellowships/Scholarships

Major and Minor Research Projects

To promote excellence in research in universities and colleges in all disciplines, UGC provides financial support to permanent teachers whether working or retired. Research projects may be undertaken by an individual teacher or a group of teachers. Superannuated teachers, upto age of 70 years, can also receive assistance under the scheme. The quantum for assistance for a research project is as follows:-

- Major Research Project in Sciences including Engineering and Technology, Medical, Pharmacy, Agriculture etc. - Rs.12.00 lakhs
- Major Research project in Humanities, Social Science, Languages, Literature, Arts, Law and allied disciplines - Rs.10.00 lakhs
- Minor Research Project in any discipline - Rs.2.00 lakh

The financial support is for purchase of equipment, books & journals, hiring of research personnel, and technical services, contingency, chemicals and consumables, travel and field work and any other special requirements. However, assistance towards hiring of research personnel is not provided in Minor Research Projects. The duration of the Major Research Project is three years for Science Projects and two years for projects in Humanities and Social Sciences. The duration of Minor Research Project is 18 months. Around 900 research projects have been selected during the current year in Sciences, Engineering and Technology etc. and around 600 research projects in Humanities and Social Sciences. During 2009-10 (upto

31.12.2009), an amount of Rs.16.59 crores and Rs. 12.23 crores for Major and Minor Research Projects respectively has been provided by UGC.

Research Awards to Teachers

Under this scheme, UGC provides full salary of the awardees through the respective institutions, and research grant of upto Rs.2.50 lakhs in Humanities and Social Sciences and Rs.4.00 lakhs in Science and Engineering & Technology to meet the expenditure on books, journals, chemicals and equipment. The tenure of the award is three years. The Scheme is meant to provide opportunities to permanent teachers of Universities and Colleges upto 45 years of age, to pursue research in their areas of specialization in order to remain in touch with the latest developments in teaching and research. Proposals have been invited from teachers for providing research awards for financial year 2009-10. During 2009-10 (upto 31.12.2009), an amount of Rs.5.51 crores has been released to the research awardees working in various Indian Universities.

Emeritus Fellowships

The Scheme of Emeritus Fellowships provides opportunities to the highly qualified, experienced and superannuated teachers of Universities, Colleges and Institutions recognized under Section 2(f) and declared fit to receive grants under Section 12(B) of the UGC Act, who are actively engaged in research and teaching programmes in the preceding years to undertake research, without any restriction of position or pay scales. The fellowship is awarded on the basis of quality of research and published work contributed by the teacher during his/her service career. The awardee can work under this scheme with a well defined time bound action plan upto the age of 70 years or for two years (non-extendable) whichever is earlier. The number of slots available under the scheme is 100. Under the scheme, the awardee is provided honorarium of Rs. 20,000/- p.m. and a non-lapsable contingent grant of Rs. 50,000/- p.a. and such other privileges including medical facilities as are available to the faculty members

of the research centre. The awardee has to ensure the completion of the project undertaken and submit a final report of the work to UGC. During 2009-10 (upto 31.12.2009), an amount of Rs.2.98 crores has been provided to the Emeritus Fellows working in various Indian universities.

Research Workshops, Seminars and Conferences

Financial assistance to Universities and Colleges is provided by UGC for organizing programmes such as Research Workshops, Seminars and Conferences, both at the national and international level. UGC also provides financial assistance to Indian National Science Congress, Indian Social Science Congress for the same purpose. During the financial year 2009-10 (upto 31.12.2009) an amount of Rs.8.66 crores has been provided by UGC.

Research Fellowships (JRFs) for Foreign Nationals

UGC awards 20 Junior Research Fellowships (JRFs) and 7 Research Associateship (RAs) every year to foreign students and teachers from the developing countries of Asia, Africa and Latin America to undertake advanced studies and research in Sciences, Humanities and Social Sciences leading to M.Phil./Ph.D. and post Doctoral degrees in Indian Universities.

The fellowship consists of an amount @ Rs.12,000/- p.m. for first two years and Rs.14,000/- p.m. for the remaining period subject to satisfactory performance. It also carries a contingency grant of Rs.10,000/-p.a. for humanities and social science and Rs.12,000/-p.a. for research in sciences for first two years, Rs.20,500/-p.a./Rs.25,000/-p.a. for the remaining period of two years for research respectively in humanities & social sciences and sciences. Departmental assistance is provided @ Rs.3,000/-p.a. per fellowship and Escort/Reader Allowance @ Rs.1,000/-p.a.per fellowship for physically challenged and visually impaired fellows. Similarly, the RA carries a fellowship of

Rs.16,000/- p.m. with contingency @ Rs.30,000/- p.a. for 4 years and departmental assistance @ 10% of Associateship to the host institution for providing infrastructural facilities. During 2009-10, the UGC has provided 20 Junior Research Fellowships and 7 Research Associateships to foreign students and teachers.

Junior Research Fellowships (JRFs) for Indian Nationals

Under this scheme, students / research scholars who have qualified national level tests conducted by the UGC/UGC-CSIR/ SET are awarded fellowships to pursue research leading to M.Phil./ Ph.D. degrees in various disciplines. The number of JRFs to those who have qualified the National Eligibility Test (NET) has been increased from 500 to 1000 in the case of UGC NET fellowships and from 300 to 600 in the case of CSIR-UGC NET fellowships. The fellowship is for a period of four years initially and extendable by one more year subject to the prior approval of UGC. The fellowship amount for the first two years is Rs. 12,000/- p.m. and for the remaining years is Rs. 14,000/-p.m. The contingency grant for the first two years is Rs.10,000/-p.a. and Rs.20,500/- p.a. for the remaining years in Humanities and Social Sciences. In the case of fellowships in Sciences, the contingency is Rs, 12,000/- p.a. for the first two years and Rs. 25,500/- p.a. for subsequent years. Admissible HRA and Departmental Assistance of Rs. 3,000/- p.a. are also provided to the Fellows. During 2009-10 (upto 31.12.2009), an expenditure of Rs.31.11 crores has been incurred upto 31.12.2009 towards the payment of fellowships under the Scheme.

Engineering & Technology JRFs

The University Grants Commission selects 50 candidates each year through direct interviews for the award of Junior Research Fellowships in Engineering & Technology. These awardees are paid Rs.14,000/- p.m. for first two years and Rs.15,000/- p.m. for subsequent years with an

annual contingency of Rs.12,000/- p.a. for first two years and Rs.25,000/- p.a. for the remaining period. The scheme is meant for providing an opportunity to research scholars to undertake advanced study and research in engineering, technology and agricultural engineering, leading to a Ph.D. degree. The UGC or CSIR is not conducting National Eligibility Test (NET) in these disciplines. Therefore, M.E. and M.Tech. students are given an opportunity through direct interview method by UGC for selection and grant of fellowships under this scheme.

During 2009-10 (upto 31.12.2009), an expenditure of Rs.1.09 crores has been incurred towards payment of fellowships under the Scheme.

Research Fellowships in Sciences for Meritorious Students

The objective of the scheme is to provide an opportunity to meritorious candidates to undertake advanced studies and research leading to Ph.D. degrees in Sciences. The candidates who have been registered for Ph.D. in Science subjects in Universities with Potential For Excellence (UPE)/ Centres with Potential with Excellence (CPE)/ Centres of Advanced Studies (CAS) and Departments of Special Assistance identified by UGC under the Special Assistance Programme (SAP) are eligible. The tenure of the fellowship is initially for two years and it is extendable for a further period of three years subject to satisfactory performance. The fellowship carries an amount of Rs.10,000/-p.m. and contingency grant of Rs.6,000/-p.a. The Research Fellows, with the consent of the Guide/Head of the Department, may assist the University/Institution in its academic work, including tutorial evaluation, laboratory demonstrations, supervision of field work, library activities etc. So far, as many as 4309 JRFs have been granted to Fellows in Science Departments under SAP/Non-SAP. During 2009-10 (upto 31.12.2009), an amount of Rs.9.22 crores has been incurred towards payment of fellowships.

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

To help graduates students to pursue Post-graduate technical education, UGC has been providing post-graduate scholarships to students admitted to M.E./M.Tech. courses. The GATE qualified students admitted to M.E./M.Tech. courses receive scholarships @ Rs.5,000/- p.m. and contingency @ Rs.5,000/- p.a. for a period of 24 months. The number of students receiving these scholarships is 1,200 p.a. During 2009-10 (upto 31.12.2009), an expenditure of Rs.5.53 crores has been incurred.

PG Merit Scholarships for University Rank Holders

UGC has been implementing a scheme for university rank holders to pursue post graduate studies from the academic year 2005-2006. Students who have graduated in academic year 2008-2009 and admitted to the first year of PG course in 2009-2010 are eligible. The objective of the scheme is to attract talent for pursuing PG studies. The duration of fellowship is for two years and the number of scholarships awarded per year is 2375 (1800 for general courses and 576 for honours courses). The scholarship amount is Rs.2,000/- p.m. for 20 months. Applications have been invited and the selection is in progress for identification of scholars for academic year 2009-10. During 2009-2010 (upto 31.12.2009), an amount of Rs.9.20 lakhs has been incurred.

Dr. D.S. Kothari Post-doctoral Fellowships

The objective of the fellowship scheme is to groom young researchers for launching an academic or research career and to provide an opportunity to acquire skills, broaden one's horizon and to offer a platform for transiting into cross-disciplinary areas. There could be upto 500 fellowships awarded every year upto a total of 1000 fellowships in all. Candidates who have either received a Ph.D. degree or submitted their Ph.D. thesis are eligible to apply. When selected, those holding the Ph.D.

degree will be directly provided the fellowship. Those who have submitted their Ph.D. degrees may be awarded a 'bridging fellowship' with reduced stipend until they are formally awarded their Ph.D. degree. The fellowship will be awarded on an annual basis with renewal or termination clause. The stipend for these awards is Rs.20,000-Rs.22,000 p.m. with an annual increase of Rs.1000/-. The bridging fellowship stipend is Rs.16,000/- p.m. The award carries a contingency grant of Rs.50,000/- p.a. So far, 176 fellowships have been awarded under the scheme. During 2009-10 (upto 31.12.2009), an amount of Rs.2.03 crores has been provided for the implementation of the Scheme.

Relevance and Value Based Education

Area Studies Programme

The main objectives of the programme are to promote holistic understanding of the area with its cultural, social, economic and strategic specificities, to promote alternative paradigm of area studies from the perspective of post-colonial societies, to contribute towards Indian perspectives of the region and issues, to provide critical input to the policy makers particularly in India's economic, strategic and political interest, to bring knowledge of regions of the world to the core of intellectual disciplines, to conduct research to promote inter regional comparative perspective. UGC has been providing financial assistance to 46 Centres (11 Area Study Centres on project mode and 35 Centres on regular basis) in 25 Universities for the above purpose. These Centres are graded as Level-1, Level-2 and Level-3 on the basis of their performance. For Level-1 centres, maximum non-recurring assistance provided is upto 60 lakhs, for Level-2 such assistance is upto Rs.40 lakhs and for Level-3 such assistance is upto Rs. 25 lakhs. The recurring grant will be the actual salary payable to 1 Reader, 1 Lecturer, 1 Documentation Officer and 2 Research Personnel.

All the proposals for new centres are considered as pilot projects for a period of five years. While granting a programme on project mode to the departments, the criteria in terms of availability of infrastructure, academic expertise as well as work already done is taken into account. The maximum non-recurring financial assistance to the departments under the project mode is upto Rs. 15 lakhs and recurring assistance of the actual salary of one faculty and two research personnel is provided. During 2009-10 (upto 31.12.2009), an amount of Rs.12.00 lakhs has been made available for Area Studies Programmes.

Introduction of Career Oriented Courses in Universities and Colleges

The objective of the scheme is to introduce career and market-oriented, skill enhancing add-on courses. At the end of the courses, the students are awarded Certificate/Diploma/Advanced Diploma in an add-on orientation course along with the conventional degree in Science, Arts and Commerce. UGC provides financial assistance to the tune of Rs.7 lakhs per course as one time Seed Money in the Humanities and Commerce streams and Rs.10 lakhs per course for five years in the science stream. Such assistance is for a period of 5 years for the conduct of the courses. The Colleges/Universities can be assisted for a maximum of three courses. During 2009-10 (upto 31.12.2009), an amount of Rs.8.80 crores has been paid to Universities and Colleges for introduction of career oriented courses in the academic year 2009-10.

Centres for Studies in Social Exclusion & Inclusive Policy.

The objectives of the programme are:-

- studying concept of discrimination, exclusion and inclusion based on caste/ethnicity and religion.
- developing understanding of the nature and dynamics of discrimination and exclusion.

- contextualizing and identifying courses of discrimination, exclusion and inclusion.
- developing an understanding of discrimination at an empirical level.
- formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.
- studying civil society movements and efforts to overcome social exclusion.

Keeping in view the objectives of the programme, UGC has selected 35 Universities for the establishment of Centres for Studies in Social Exclusion & Inclusive Policy. During 2009-10 (upto 31.12.2009), a total grant of Rs.1.40 crores has been provided to the Centres.

Special Studies on Social Thinkers and Leaders

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

• Gandhian Studies Centres	-	61
• Ambedkar Studies Centres	-	55
• Buddhist Studies Centres	-	32
• Aurobindo Studies Centres	-	6
• Nehru Studies Centres	-	28
• Guru Nanak Dev Studies Centres	-	3
• Swami Vivekanand Studies Centres	-	2
• Dr.Zakir Hussain Studies Centres	-	2
• K.R.Narayanan Studies Centres	-	1
• Indira Gandhi Studies Centres	-	1

During 2009-10 (upto 31.12.2009), an amount of Rs.1.09 crores has been provided to the Study Centres.

Adult, Continuing Education and Extension

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

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

For implementation of Lifelong Learning Programme and other activities, the departments/centres of Lifelong Learning are being supported financially with a recurring grant of Rs.2.10 lakhs p.a. and non-recurring grant Rs.5 lakhs for the current plan period. During 2009-10 (upto 31.12.2009), an amount of Rs.9.72 lakhs has been provided to the departments/centres of Lifelong Learning.

Human Rights Education

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

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

The financial assistance is made available for running foundation/certificate/ diploma/under-graduate/post-graduate courses, for conducting seminars/ symposia/workshops and also for publication of books and journals on human rights education. Depending upon the courses, the financial assistance provided ranges from Rs.1 lakh to Rs.3 lakhs (one-time grant) for books and journals periodicals, audio-visual, equipments, computer etc., and from Rs.75,000/- to Rs.4 lakhs for guest/visiting faculty and for extension activities

and field work, from Rs.1 lakh to Rs.3 lakhs for five years and for conducting seminars/symposia / workshops. During 2009-2010 (upto 31.12.2009), an amount of Rs.21.20 lakhs has been released to the universities and colleges.

Integration of Information and Communication Technologies

Digital Repository in Universities and Colleges

Electronic access to scholarly literature through internet in all areas of learning to the University Sector in India is provided under the programme, which is fully funded by the UGC. All Universities which come under the UGC's purview are members of the programme, and the programme is being gradually extended to all eligible colleges as well. The programme is coordinated and executed by Information and Library Network (INFLIBNET) Centre, Ahmedabad. The programme covers all fields of learning relevance to Universities including Arts, Humanities and Social Sciences, Physical and Chemical Sciences, Life Sciences, Computer Sciences, Mathematics and Statistics. At present, 157 Universities have been covered under the programme. During 2009-10 (upto 31.12.2009), an amount of Rs.11.00 crores has been provided to INFLIBNET.

UGC-Infonet Internet Connectivity

157 Universities have been provided internet connection of bandwidth ranging from 256 kbps to 2 Mbps since the launch of UGC-Infonet Internet Connectivity Programme in 2002. The task of establishing and maintaining the entire network is being done by the ERNET India Ltd., on turnkey basis. Each participating university has signed quadripartite agreement with UGC, INFLIBNET and ERNET. The entire project is funded by UGC with 90% assistance for capital investment and 100% for recurring bandwidth charges. During 2009-10, an amount of Rs.20.00 crores has been allocated for providing i-connectivity.

New Initiatives of UGC

Operation 'Faculty Recharge' : A UGC Initiative For Augmenting the Research and Teaching Resources of Universities

The intent is to strengthen high quality research in science related disciplines at internationally competitive level and promote innovative teaching in the universities through induction of fresh talent, at all levels of academic hierarchy, in selected departments/centers. The new inductees will be selected through a nationally conducted competitive process and placed as Lecturers/Readers/Professors. To impart distinct identity to these specially selected faculties, a prefix 'UGC' will be added to each of these categories. It is to be ensured that individuals with exceptional creativity, zeal and commitment to research and teaching will be selected. This is a pressing requirement that brooks no delay as scientific output from the universities has been on sharp decline in recent years and a majority of our universities have not recruited faculty on a significant scale for a long time and are in danger of losing more than a generation of researchers. Lack of availability of faculty positions besides other endemic problems associated with hiring of faculty are often cited as causative factors of this serious malady. The 'faculty recharge' initiative offers an effective mechanism to address the problem in some ways and should provide a unique opportunity to the universities aspiring to upgrade and reinvigorate faculty resources in their science related departments. For implementation, Jawaharlal Nehru University has been selected for setting a Faculty Recharge Cell. The Cell shall identify 40 Professors, 80 Associate Professors and 80 Assistant Professors on all India basis for training. During 2009-10 (upto 31.12.2009), an amount of Rs.25.00 lakhs has been made available to the university.

Scheme of National Research Professorship

124

Government of India had instituted the scheme of National Research Professorship in 1949 to honour distinguished academics and scholars in recognition of their contribution to knowledge. Persons of real eminence, who have attained the age of 65 years and have made outstanding contributions in their respective fields and are still capable of productive research, are considered for appointment as National Research Professors (NRP). The appointment is made initially for a period of 5 years, which is extendable by 5 years. A National Research Professor is entitled to life pension. The maximum number of NRPs excluding those, who are pensioners, is not to exceed 12 at any given time. At present, all NRPs are in position.

The rates of honorarium, pension and contingency allowance payable to National Research Professors under this Scheme has been revised with effect from 1.4.2009. The new rates are as under:-

- (i) honorarium : Rs. 75,000 per month
- (ii) pension : Rs. 25,000 per month
- (iii) contingency grant : Rs. 1,00,000 per annum

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 objectives of the Institute are to promote creative thought in areas which have deep human significance and to provide an environment suitable for academic research and also to undertake, organize, guide and promote advanced research in Humanities (e.g. Art and Aesthetics; Comparative Study of Literature and Religion; and

Philosophy); Social Sciences (e.g. Development Studies, Comparative Study of Political Institutions; Socio-Economic and Socio-Cultural formations in Historical Perspectives); Science, Technology and Development; Methodologies and Techniques.

Fellows form the core academic community of the IIAS. During the year 2009-10, 3 National Fellows and 28 Fellows were at the Institute. 18 Seminars/Conferences/ Workshops/ Symposia were held. During the period under report 6 Visiting Professors and 18 Visiting Scholars visited the Institute.

During the year 6 books were published

Indian Council of Philosophical Research (ICPR), New Delhi

The Indian Council of Philosophical Research set up by the Ministry of Education, Government of India, was registered as a society in March 1977 under the Societies Act, 1860. The aims and objectives of the Council Primarily 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.

During 2009-10, the Council has awarded 1 National Fellowship, 1 Senior Fellowship, 10 General Fellowships, and 37 Junior Fellowships. In addition, the Council continued Fellowships for the existing fellows awarded during the previous years.

The Council has organized International and National Seminars/Sponsored Seminars at various Universities in India as under:

1. International Seminars – 2
2. International Philosophy Day – at 20 Universities/ Colleges and also International Philosophy Day organized by the Council in collaboration with UNESCO
3. National Seminars – 37
4. Refresher Courses - 1
5. Fellows Meet – 1

During the year 2009-10, the Council has arranged lectures of 2 Annual Visiting professors (Indian) and 2 Annual Visiting Professors (Foreign) at various Universities of India. National Fellows of the Council have delivered lectures at various Universities of the Country.

The Council provided financial assistance to the Philosophy Departments of 39 colleges to organize Periodical Lectures in their respective areas, during the year. The Council also released grants for 5 major projects and has published 1 book, reprinted 1 book and brought out 3 issues of the Journal of the Indian Council of Philosophical Research (JICPR) and 2 issues of the News Letter.

Indian Council of Social Science Research (ICSSR), New Delhi

The Indian Council of Social Science Research (ICSSR) was established in 1969 for promoting social science research, strengthening of different disciplines, improving the quality and quantum of research and its utilization in national policy formulation. To realize these objectives, the ICSSR envisaged development of institutional infrastructure, identifying research talents, formulating research programmes, supporting professional organizations and establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to 25 Research Institutes and six Regional Centres across the country. Regional Centres have been set-up as extended arms of the ICSSR to support research and development and its programmes and activities in a decentralized manner. Important activities of the Council are as under:

- In the year 2009-2010, 178 research projects were approved. The Council sponsored 20 training courses in Research Methodology and Computer Applications in data analysis for social scientists to upgrade the research skills of young researchers, preferably, for those who are interested in taking up empirical social science research.

- Under the fellowships programme, 196 fellowships in different categories (National Fellowship, Senior Fellowship, General Fellowship, Institutional Doctoral Fellowship and Open Doctoral Fellowship, Short Term Fellowship and Contingency grant) were awarded. 15 Doctoral fellowships were awarded to North East Region.
- The Data Division of the Council oversees the schemes of guidance and consultancy services in data processing to scholars, funding of training courses in research methodology and computer applications in social sciences.
- The Council sponsored 120 seminars/conferences during the year.

Under its Publication Programme, the ICSSR has been carrying out surveys of research in different discipline of Social Sciences since 1972. The reports pertaining to Research Survey in the discipline of Geography, Sociology and Social Anthropology and Psychology covering the period 1998-2002 have already been published and the next round of Research Survey in the discipline of Psychology, Economics, Geography, political science & Sociology and Social Anthropology has also been initiated. It has also been decided to digitalize ICSSR Journal of Abstracts & Reviews in the discipline of Psychology, Economics, Geography, Political Science & Sociology and Social Anthropology. The quarterly Journals entitled "Documentation of Public Administration" and "Vikalpa" were also published under the publication subsidy scheme. Fifty organizations engaged in the promotion of Social Sciences are likely to be given grants for maintenance/development. Nine research reports and ten doctoral theses are likely to be published during 2009-10.

The National Social Science Documentation Centre (NASSDOC) provides library and information support services to Social Science

Researchers. It acquires monographs, core journals and online databases in Social Sciences, supplies bibliographies, photocopies of research material to scholars on demand. It gives grant-in-aid for bibliographical and documentation projects, conducts training workshops for social science community and information intermediaries to familiarize them with latest information and communication technology.

The International Collaboration Programme aims at promoting academic links among social scientists of India and other countries of the world. The ongoing activities under this programme for the last several decades are through Cultural Exchange Programmes (CEPs) with France, Russia and China; establishment of professional contacts with countries not covered by the CEPs, financial assistance for participation in International Conferences, Data Collection Abroad and to participate in activities of International Organizations like Science Council of Asia (SCA). The United Nations Educational, Scientific and Cultural Organization (UNESCO), International Social Science Council (ISSC), Association of Asian Social Science Research Councils (AASSREC), World Institute for Development Economics Research of the United Nations University (UNU-WIDER) etc. As part of the new initiative, the ICSSR has signed MOU with National Research Council of Thailand (NRCT), Economic and Social Research Council (ESRC), UK, Netherlands Organization for Scientific Research (NWO), The Hague, Netherlands, etc. Dialogue is also going on with Vietnam Academy of Social Sciences (VASS), National Science Foundation (NSF) Colombo, Sri Lanka, National Research Foundation (NRF), South Africa, German Research Foundation (DFG), Germany, International Institute of Labour Studies (IILS), Geneva etc. During the year 130 Indian scholars will be provided grants to go abroad to attend seminars, conferences or to collect data, simultaneously 60 foreign scholars will visit India for the same purpose.

With a view to give special emphasis to the promotion of social science research in the North Eastern Region, initiatives have been taken in the ICSSR to support research proposals and other activities. A sum of Rs. 250 lakhs have been allocated for supporting various programmes and activities in the region, during the year 2009-10 for funding research projects, award of fellowships, seminars, conference & workshops, study grant and training courses etc.

Dr. Zakir Husain Memorial College Trust, New Delhi

Zakir Husain College is one of the constituent colleges of the University of Delhi. Earlier the college was housed in an old and dilapidated historical building situated at Ajmeri Gate in the walled city. The old campus was more than 300 years old. Late Shrimati Indira Gandhi, the then Prime Minister of India, constituted the Dr. Zakir Husain Memorial College Trust in 1974 under the Ministry of Human Resource Development, Govt. of India, in memory of Late Dr. Zakir Husain. Since then, the UGC meets 95% of the recurring grant (Maintenance grant) of the college and the balance of 5% is met by the Dr. Zakir Husain Memorial College Trust. Besides this, the Trust and the UGC meet (on 50:50 percent basis) the Plan expenditure.

Centre for Studies in Civilizations

For implementation of Project of History of Indian Science, Philosophy and Culture

The Project of History of Indian Science, Philosophy and Culture was launched in the year 1990 under the aegis of Indian Council of Philosophical Research (ICPR) with the basis aim to undertake comprehensive and inter-disciplinary study, 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 the year 1996-97, this project was made independent from ICPR and it started receiving funds directly from Ministry of Human Resource Development.

During the year 2009-10, 11 Volumes and 3 Reprints have been brought out bringing the total number to 80 Main Volumes including 2 Conceptual Volumes and 15 Monographs:

Further, the PHISPC organized 3 Seminars on contribution of Tribal Religions, Manipuri Language and Literature & Assamese Language.

Association of Indian Universities, New Delhi

The Association of Indian Universities (AIU) is registered under the Societies Registration Act, 1860 with membership of Indian Universities.

It provides a forum to administrators and academic of member Universities/Institutions to exchange views and discuss matters of common concern. The Association acts as a bureau of information exchange in higher education, and brings out a number of publications including the “Universities Handbook”, research papers and a weekly journal titled “University News”. The present membership of the Association is 350 (including three Associate Members viz. Kathmandu University, Kathmandu, Mauritius University, Mauritius and Royal University of Bhutan, Thimpu.

AIU is a nodal agency for granting academic equivalence to degrees awarded by the accredited foreign universities and institutions for the purpose of admission to higher academic courses. During the year, AIU continued to provide professional assistance on the status of foreign qualifications to Universities, Ministries of the Government of India, Union Public Service Commission, Indian Council of Cultural Relations, Medical Council of Indian and other Central/ State Government agencies dealing with nomination/selection of prospective Indian/foreign students intending to pursue higher education in Indian Universities. Similarly, AIU continued to serve students academics and parents and other stakeholders by providing them information on the status of Indian institutions of higher education, professional bodies, etc. as well as on the courses

offered by Indian Universities and other Institutions recognized by statutory bodies like AICTE, NCTE and MCI.

Indian Council of Historical Research (ICHR), New Delhi

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

With a view to achieving the above objectives the Council approved/extended financial assistance to scholars, professional organizations of historians etc. under the following categories:-

1.	Research Projects	Total
	(a) approved:-	24
	(b) ongoing :-	30
		54
2.	National Fellowship	03 (ongoing)
3.	Senior Academic Fellowships	
	(a) approved: -	07
	(b) ongoing: -	16
		23
4.	General (Post-Doctoral) Fellowships	
	(a) approved: -	27
	(b) ongoing: -	18
		45
5.	Junior Research Fellowships	
	(a) approved:-	169
	(b) ongoing: -	216
		385

6.	Foreign Travel Grants	63
7.	Contingency (Study-cum-Travel) Grants	95
8.	Publication Subsidy	47
9.	Seminars/Symposia/Conferences etc	108

Library-cum-documentation centre

Around 300 scholars/students visited the ICHR Library during the period under report.

ICHR's Publications

During the period under report the following Books and Journals etc. were published by ICHR:

Books Published

English

- (1) *Inscriptions of the Vijayanagara Rulers, Vol. III (1569-1682 AD)* edited by Shrinivas Ritti and B.R. Gopal.
- (2) *The Inscriptions of the Vijayanagar Rulers vol. IV (Telugu Inscriptions)* edited by Parabrahma Sastry (Published).
- (3) *Eastern India in the late Nineteenth Century, Part-I: 1860-1870*, edited by Amiya Kumar Bagchi and Arun Bandopadhaya.
- (4) *Railway Construction in India: Select Documents (1832-1900), Indian Railway Acts and Rules 1849-1895, Vol. IV* edited by Amiya Kumar Bagchi.
- (5) *Towards Freedom: Documents on Movement for Independence in India, 1946, Part-II* edited by Sumit Sarkar (General Editor: Sabyasachi Bhattacharya).
- (6) *Towards Freedom: Documents on the Movement for Independence in India, 1940, Part-I*, edited by K.N. Panikkar (General Editor: Sabyasachi Bhattacharya).
- (7) Volume 1941 Part-I of Towards Freedom Project edited by Dr. Amit K. Gupta & Professor Arjun Dev has been received after publication.

Malayalam

- (8) *Aspects of Political Ideas and Institutions in Ancient India* by R.S. Sharma.

Punjabi

- (9) *India Today* by R.P. Dutt.

ICHR's Journals

The *Indian Historical Review* carries articles of a general nature though some issues are focused on particular themes. Articles, review articles, book reviews and short notices are its regular features. Details regarding volumes of Journal and ICHR Newsletter during the period under report are given below:

Newsletters Published

- (i) ICHR Newsletter volume 8 No. 1 (April 2008 – December 2008).
- (ii) ICHR Newsletter volume 8 No. 2 (January to October 2009).

Journal: India Historical Review

- (i) Volume XXXVI No. 1 (Published)
- (ii) Volume XXXVI No. 2 (entrusted to SAGE for publication)

Regional Centres of ICHR

With a view to reaching out to the far-flung areas of the country, the Council established two regional centres, one at Bangalore and the other at Guwahati. The academic activities undertaken by both the regional centres, in brief, are given below:

(a) Southern Regional Centre (SRC), Bangalore

- (i) Exhibition on Archival Images of Pre-Colonial and Colonial Bangalore was held on 22 August 2009.
- (ii) Valedictory Session of the Exhibition programme and 2 Lectures held on 5 August 2009

- (iii) Seminar on Vijayanagar and Sri Krishnadevaraya held during 3 - 4 January 2010.
- (iv) *The Inscriptions of the Vijayanagar Rulers* vol. III edited by Srinivas Ritti and B.R. Gopal (Published).
- (v) *The Inscriptions of the Vijayanagar Rulers vol. IV (Telugu Inscriptions)* edited by Parabrahma Sastry (Published).
- (vi) Purchased 285 new books for the Library at regional centre.
- (vii) About 1150 scholars visited the library and 1490 exposures (photocopies) were provided to the scholars.

(b) North-East Regional Centre, Guwahati

- (i) Organised workshop on Research Methodology for 21 days from 20 November to 11 December 2009.
- (ii) Organised three lectures on 17th April 2009, 17th July, 2009 and 2nd October 2009.
- (iii) A felicitation programme was held on 2nd October 2009 to honour distinguished historians, Professor Amlendu Guha, Professor A.C. Bhuyan and Professor S.K. Barpujari.
- (iv) In total 496 number of books have been purchased for the library of the regional centre.
- (v) Around 4500 scholars visited the library in connection with their academic pursuit.

ICHR Special Projects

The major projects being executed by the Council have made satisfactory progress under the supervision of eminent scholars. The details are given below:

(1) Towards Freedom Project

- (i) Volume 1941 Part-I of Towards Freedom Project edited by Dr. Amit K. Gupta & Professor Arjun Dev has been received after publication.
- (ii) The work on Part-II of volume 1940 of Towards Freedom Project is being finalized and is likely to be sent Press shortly.
- (iii) The manuscript of volume for 1942, Part-II edited by Professor Bipan Chandra has been received.
- (iv) The manuscript of volume for 1947 Part-II edited by Professor Sucheta Mahajan has been received.
- (v) *Documents on the Movement for Independence in India volume 1946, Part-II* edited by Professor Sumit Sarkar; volume 1939, Part-II edited by Professor Mushirul Hasan and volume 1940, Part-I edited by Professor K.N. Panikkar have been brought out.

(2) Documents on Economic History of British Rule in India 1858-1947

The Council has published four volumes on Railway Construction and Acts and one volume on Documents on Economic History entitled "Eastern India volume-I, Part-I. Manuscript of volume-I, Part-II is ready for press.

(3) Dictionary of Social Economic and Administrative Terms in Indian/South Asian Inscriptions

About 6000 cards have been computerized in Delhi for volume pertaining to North Indian Inscriptions. The volumes on South Indian Inscriptions, under the main editorship of Dr. K.V. Ramesh and the volume on Arabic, Persian and Urdu Inscriptions under Professor Irfan Habib, Aligarh as Honorary General Editor have made satisfactory progress.

(4) 1857 Project

During the period under report the Council organised 11 National Seminars, Conferences etc. on the theme of 1857; organized Exhibitions on 1857 at three places; approved two research projects on the themes related to 1857 viz. (i) *Understanding 1857 – the Punjab Case* and (ii) *The Revolt of 1857 in the Southern Maratha Country* and subsidized the publication of books on the project under publication subsidy scheme.

(5) National Register of Martyrs (1857-1947)

The information on 2500 martyrs of Delhi, Punjab and Haryana has been collected from Archival records/sources of NAI, NMML (New Delhi), Punjab, Haryana and Himachal Pradesh. The compiling and editing work for the first volume on Delhi, Punjab and Haryana regions, is at the last stage of completion.

ICHR's Seminars / Special Lecture:

During the period under report the Council organized 4 lectures by eminent historians/scholars on the theme of historical research.

National Council of Rural Institutes (NCRI), Hyderabad

The National Council of Rural Institutes (NCRI) is an autonomous body with the Department of Higher Education, Ministry of HRD, and promotes rural higher education founded on Gandhian philosophy. NCRI catalyses the effort of various Rural Institutes (RIs) to harness the potential of rural people, develops their innate skills so that the indigenous arts, crafts and farming systems get a fillip in the rejuvenation of self-reliant villages. The major thrust during the said period was to work closely with the existing RIs, identify potential RIs and create new RIs wherever the scope permits to reach out to the underdeveloped and troubled regions.

Projects from April 2009 to January 2010

During this period, out of the 89 ongoing projects an amount of Rs 1.39 crore has been released to 39 projects. NCRI sanctioned grants to the tune of Rs 95 lakh for 16 new institutions, of which 12% was sanctioned for the North-Eastern Region. The projects sanctioned have a focus on promoting Nai Talim basic education, vocational training, skill development, peace and conflict management/ resolution/ harmony, youth sensitisation programmes and micro planning.

Evaluation: For the first time, NCRI has taken up evaluation of selected projects by an independent organisation namely Administrative Staff College of India (ASCI), Hyderabad, to assess the impact of the completed and ongoing projects. The findings helped in course correction of ongoing projects and designing innovative programmes.

Networking: The eight activity centres of NCRI, with specific functional area, are establishing linkages with Rural Institutes resulting in sustained relationship and effective programmes. An effort in this direction, is the first National Convention of Rural Institutes in October 2009, where nearly 200 RIs were represented to commemorate the Foundation Day of NCRI, in tune with the rural intrinsic focus which is embedded in the Vision Document of the Council.

Collaborations: An MoU was entered with IGNOU leading to certificate, diploma, masters and PhD degrees on Nai Talim teacher training, and peace and conflict management. A joint programme is on the anvil with Indian Council of Philosophical Research (ICPR), New Delhi, in the areas of peace and conflict resolution, and rural higher education.

Knowledge Activity: In a world of information explosion, an effort has been made to bring support services based on the specific information needs of RIs to make them as functional knowledge centres. About 1300 institutes working in rural areas have been targeted to elicit information requirements. Continuous

consultations with various stake-holders are being held in different parts of the country to assess RI's requirements.

Thrust Areas: Nearly 2,000 youth have been addressed on applying Gandhian approach in day-to-day life under the Resource Support activity. This was achieved by organising programmes like Youth Campaign for Rural Advancement (YOUCRA) and Youth Sensitisation Programmes (YSP). A large group of professionals from students pursuing various careers to IT professionals, including rural youth, were exposed to principles propounded by Gandhiji.

Courses Launched: A Diploma Course in Non-Violence and Peace was launched at the Centre for Experiencing - Cultural interaction (CESCI), Madurai, a two-year Masters' Degree in Social Work and Rural Development at GD Memorial Trust, Nehru Gram Bharathi, Allahabad, UP, and a Diploma Course in Gandhian Model of Rural Development by Vellore Institute of Technology, Tamil Nadu.

Publications & Documentaries: A documentary film "White Shadow", which gives an insight into the thinking of jail inmates, was produced. "Gandhi Today", a compilation of selected articles on relevance of Gandhian ideas to the contemporary times, was published. Another compilation of essays on "Strengthening Rural Institutes Using Technology for Social Advancement" was brought out during this period. NCRI has supported publication of "Journal of Gandhian Studies on Theme of Hind Swaraj" from Panjab University, Chandigarh.

Theme-based workshops: Over 69 Gunis (folk healers) participated in a workshop on the emerging role of traditional folk healers in promotion of Traditional System of Medicine at Udaipur. Teachers' training workshops at several places in the country were held on Nai Talim philosophy in which hundreds of teachers, academic and students got benefited. Women's and disadvantaged groups were addressed on

issues of self-reliance, health, agriculture, micro-finance, skill upgradation and traditional knowledge systems through several programmes. An inclusive approach was adopted in applying micro-level planning in areas of organic farming, use of GIS in effective utilisation of natural resources, health and issues concerning women.

Aligarh Muslim University

Aligarh Muslim University (AMU), which originated as M.A.O. College, was incorporated as a Central University by an Act of Parliament in 1920. It is one of the premier fully residential academic institutions of the country. The University has 104 departments/institutions/centres grouped under 12 faculties. It also maintains four teaching hospitals, six colleges (including Medical, Dental and Engineering Colleges), two polytechnics and eight schools with overall enrolment of over 28,000 students (including Schools' strength) representing 24 States of the country and 21 foreign countries. The total strength of teaching staff of AMU is over 1,100 and that of non-teaching staff is 5,280.

The University is offering a total of 248 Certificate/Diploma/Undergraduate/Postgraduate/Research level courses. During the period under report, two new courses, namely, PG Diploma in Islamic Banking and Finance and PG Advanced Diploma in Plant Tissue Culture and Micro Propagation have been introduced. The University is engaging itself in the newly emerging discipline of Nano-technology by setting up high-tech laboratories. The Ahmadi School for Visually Challenged, one of the oldest institutions in the country, has been equipped with a user friendly computer laboratory with interactive software to help visually challenged students to improve their learning skills.

The campus has been made totally ICT accessible with a massive expansion in its bandwidth from 0.5 mbps to almost 1044 mbps. The Digital Resource Centre set up in the Central Library of the

University provides access to thousands of journals and other resource material to everyone from anywhere within the campus.

During the period under report, 24 Conferences/Seminars etc. have been organized; 155 research projects have been undertaken; and teachers of the University have participated in 498 national and 124 international Conferences organized in India and abroad. The Online Public Access Catalogue (OPAC) has been introduced in the Central Library of the University. Campus-wise networking in 52 Departments was under progress. To promote sports and allied activities, the University maintains 10 Clubs, including a Riding Club.

During the period under report, two new Halls of residence – Dr. B.R. Ambedkar Hall for boys and Begum Sultan Jahan Hall of residence for girls have been added to provide better accommodation facilities. In the Convocation held, 217 Ph.D Degrees, 52 M.Phil Degrees, 1406 Postgraduate Degrees and 2926 Bachelor Degrees were awarded. Over 257 students are currently enrolled for M.Phil and 1365 students for Ph.D programmes. The University organized World Summit of AMU alumni where alumni from 20 countries attended.

Jamia Millia Islamia

Jamia Millia Islamia (JMI), which had been functioning as a deemed to be University since 1962, acquired the status of a Central University in December 1988. The University imparts education from nursery stage to post-graduate and doctorate levels. The University has 37 Departments and 18 Centres of Studies grouped under 9 Faculties. It also maintains 7 Schools. The total strength of teaching staff is 754. The University has on its rolls a total of 19,404 students, including 184 foreign students from 28 countries. The University is presently offering a total of 170 courses at the undergraduate and postgraduate levels, in addition to Ph.D programmes in 36 disciplines.

The new initiatives taken in the areas of academics include creation of the Faculty of Dentistry and introduction of a new 5-Year Course, namely, Bachelor of Dental Surgery. During the period under report, the University was able to add substantially to its infrastructure in terms of buildings etc. The campus of the University bears a new look with its aesthetic beauty and newly constructed Library building, Dental College building etc.

A total of 78 research projects sponsored by different funding agencies, viz. AICTE, UGC, CSIR, ICSSR, UNDP, UNESCO and various Ministries of Govt. of India have been undertaken during the period under report. Further, the Faculty members have been engaged in as many as 48 consultancies, both national and international. Besides, a number of Seminars, Conferences and Symposia on important subjects at national and international levels have been organized, making the campus academically vibrant.

Visva Bharati

Visva-Bharati, an educational institution founded by late Gurudev Rabindranath Tagore in 1921, was incorporated as a Central University in 1951 by an Act of Parliament. The University imparts education from the primary school level to post-graduate and doctorate levels.

The University has 40 Departments, including Centres of Studies, grouped under thirteen Institutes – nine at Santiniketan, three at Sriniketan and one at Kolkata.. In addition, there are 8 Special Centres for research, instruction and other activities. The University has on its rolls a total of 7,147 students. The total strength of teaching staff is 598. Apart from a Central Library, the University has 12 sectional libraries.

The significant achievements of the University during the period under report include creation of a new Institute, namely, Bhasha Bhavana (Institute of Language, Literature and Culture), introduction of a few new courses, namely, Five-Year Integrated Course in Physical Science,

Undergraduate course in Santhali and M.Phil. Courses in some Departments and introduction of Research Eligibility Test for admission to Ph.D. Programmes and Common Admission Test for the other courses.

Pondicherry University

Pondicherry University was established by an Act of Parliament in 1985 as a teaching-cum-affiliating University with its jurisdiction over the Union Territories of Pondicherry and Andaman & Nicobar Islands with provision for extending it to Lakshadweep.

The University has 9 Schools, 32 Departments, 7 Centres and 2 Chairs of regular teaching and research. It offers Post-graduate programme in 45 disciplines, M.Phil programme in 24 disciplines, Ph.D programme in 33 disciplines and PG Diploma programme in 22 disciplines. It has a Community College, an Academic Staff College and Directorate of Distance Education. The University has 80 affiliated institutions of which 54 are located in Pondicherry, 13 in Karaikal, 5 in Mahe, 3 in Yanam and 5 in Andaman & Nicobar Islands. The total students strength in the University departments is 3,561 out of which 761 students belong to SC/ST. There are 1,360 women students. The University has a faculty strength of 259. The various sponsored Research Projects presently under various stages of execution in the University are expected to mobilize over Rs. 50 crore through extra mural funding from various agencies.

The University has the most modern laboratories with state of art facilities and a library with over 1.6 lakh books and 18,000 on-line access to journals and access to e-resources. The 800 acres of lush green campus is Wi-Fi enabled. Some of the significant achievements during the period under report include establishment of Madanjeet Singh Institute for South Asia Regional Cooperation, free Motorized Vehicle Chairs for disabled students at Mess and Library Block, free hostel accommodation to girl students as also to the SC/ST students (both male and female).

Tezpur University

Tezpur University was established at Tezpur on 21st January, 1994 on a 244 acre land as a teaching and residential university in the State of Assam.

The University has 5 Schools of Studies, 15 Departments and 5 Centres offering 19 Masters, 1 PG Diploma, 1 PG Certificate, 4 B.Tech. and 4 integrated M.Sc. programmes. 14 of the Departments offer Ph.D programmes. Sponsored projects of the University have earned more than 6.5 crores. The number of published research papers, patents and technology transfer are 165, 7 (4 Indian, 3 US) and 1, respectively. Human resources on the campus comprise of 1464 students, 254 research scholars, 150 faculty members and 220 technical and other supporting staff. The male and female students' ratio is 62:38, all being accommodated in the hostels. The average students' placement is 52%.

Infrastructural development is currently being carried out at a cost of Rs. 30.00 crore. Newer facilities include Central Library, Central Instrumentation Facility, Auditorium, Guesthouse, Students' Activity Centre with gymnasium, indoor and outdoor sports with night playing facility, 6 Academic Buildings, 4 hostels, 1 Scholar's Hostel and 60 residential flats. The Department of Biotechnology, Government of India has established a Nodal Centre at Tezpur University to upgrade the infrastructure of the medical institutes of the North East Region.

University of Delhi

The University of Delhi, one of the premier Institutions of higher learning in the country, offers Under-graduate, Post-graduate and Ph.D. programmes in a wide range of disciplines, in addition to short and long-term certificate/diploma courses in several application-oriented subjects. The academic activities of the University are undertaken through 16 Facilities, 87 Departments, 82 Colleges and 63 other Centres/Units. Besides, the University has 5 other recognized Institutions.

The total number of students enrolled in the University during the year 2008-09 was 393951, out of which 119279 students were enrolled in College; 13503 in the University Departments, 226293 in the School of Open Learning, 13957 in the Non-Collegiate Women's Education Board and the Non-Formal Education Cell had 20919 students. The University has faculty strength of 730, consisting of 264 Professors, 256 Readers and 197 Lecturers, 3 Research Scientists and 10 UGC Research Scientists.

Semester system has been implemented for all Post-graduate courses with effect from academic year 2009-2010. The University also proposes to implement the semester system in all Under-graduate courses from the academic year 2010-2011. During the year 2009-2010, the one year P.G. Intensive Diploma Course in Korean Language and One year P.G. Intensive Advanced Diploma Course in Korean Language have been introduced. Memorandums of Understanding/Agreements with several foreign Universities/Institutions were also signed.

North Eastern Hill University, Shillong

The North Eastern Hill University (NEHU), Shilling was established in 1973 by an Act of Parliament with focus on improvement of the social and economic conditions as well as welfare of the people of hill areas of North-East Region in general and intellectual, academic and cultural advancement of the people in particular. The jurisdiction of the University is now confined to the State of Meghalaya with campuses at Shillong and Tura. It has seven Schools including, the School of Technology with 31 departments. The total enrolment of students in undergraduate and post-graduate courses for the year 2008-09 is 28901 and 3064, respectively with faculty strength of 294. The University has decided to set up six new Departments namely, (1) Energy Engineering, (2) Biomedical Engineering, (3) Architecture, (4) Nano

Technology, (5) Tourism and Hostel Management, and (6) Journalism and Mass Communication and has set in motion the process of appointment of teachers for these new Departments.

The University organized and hosted various International/National/Regional seminars and workshops in different departments. The University presented itself for re-accreditation to the National Accreditation and Assessment Council (NAAC) and has been awarded 'A' Grade Certification.

Babasaheb Bhimrao Ambedkar University (BBAU) Lucknow

Babasaheb Bhimrao Ambedkar University was established in Lucknow on 10th January, 1996 as a Central University by an Act of the Parliament with the objectives to promote advanced knowledge by providing instructional and research facilities in Science, key and frontier areas of technology and other allied disciplines, to offer appropriate courses relevant for the development of society and economically depressed section of the people and to promote the study of the principles, for which Babasaheb Bhimrao Ambedkar worked during his life time.

At present, the University has 15 Departments and a Centre under six Schools namely, School for Ambedkar Studies, School for Bio-sciences & Bio-technology, School for Environmental Sciences, School for Information Science & Technology, School for Legal Studies and, School for Home Science. These Schools offer both Post-Graduate and Ph.D Programmes.

The University has 130 sanctioned faculty positions as on date, out of which 75 positions have already been filled by the University and the process for filling the remaining vacant posts is under way. The University has intake of 1066 Post-Graduate students and 264 Ph.D. students, thereby having a total of 1330 students on its roll during the academic session 2009-10. The University

infrastructures include School buildings, laboratories, Computer Centre, Gymnasium, Computer lab, Student Hostel, Guest House etc. on the campus.

Jawaharlal Nehru University

The Jawaharlal Nehru University, New Delhi was established in 1969. The University has 10 Schools consisting of 36 Centres of Studies and in addition has another three independent Centres of Studies. The strength of its teaching and non-teaching staff is 496 and 1346 respectively. The total enrolment in the University is 6025 students with adequate representation of SCs, STS and Other Backward Classes and Physically Challenged students. The University is conducting entrance examinations at 69 Centres in India and abroad.

The University faculty published 135 books, contributed 219 chapters to books and published 478 research papers/articles in eminent academic and research journals in India and abroad and a number of faculty members received honours and awards from various national and international organizations. During the year 2008-09 the Academic Staff College conducted 7 Refresher and 4 Orientation Courses. The University Library acquired 4698 new volumes and with this the total collection of Books and periodicals stands at 5,51,463. The University has so far signed 110 Memoranda of Understanding (MoUs) and 37 Agreements of Cooperation (AoCs) with different universities/institutions.

An Advanced Instrumentation Facility (AIF) has been set up by the University with the State of the Art Analytical Equipment for research in Physical, Biological and Environmental Sciences. The facility shall also be available to the users from other institutes, universities and industry.

University of Hyderabad

The University of Hyderabad in Andhra Pradesh was established in 1974. The academic programmes of the University are anchored in Ten Schools of study. During current Academic Year,

the University enrolled more than 4500 students in various faculties. About 892 students qualified for award of degrees in PhD., M.Phil and Technical Degrees. 564 candidates qualified for the award of Post-graduate degrees in various subjects and 573 students of the University received UGC and CSIR fellowships for the current year. The University launched several new programmes like P.G. Diploma in Health Fitness & Life Style Management; M.Sc. in Biotechnology, M.Phil in Indian Diaspora and PhD. in Material Engineering. Dr. APJ Abdul Kalam, Former President of India, inaugurated the Centre for Nanotechnology on 14th November 2009. The Centre for Distance Education of the University also offers 15 programmes in the Distance Education mode.

The University has 351 faculty members comprising 155 Professors, 83 Readers and 112 Lecturers. The Faculty published over 917 research publications, including books and papers in various journals of national and International repute. Research/ project activities with an outlay of Rs. 130 crores funded by national level agencies like CSIR, DAE, ICMR, DRDO, DBT etc., are currently in operation. Many teachers from the University were selected for National and International honours which includes the Robert Koch Fellowship Award for Prof. Seyed E. Hasnain, Vice-Chancellor of the University of Hyderabad, who shared this award together with Professor Harald Zur Hausen (Nobel Laureate 2008) and another distinguished scientist.

Nagaland University

The Nagaland University was established as a Central University in the year 1994 with headquarters at Lumami. The University has three campuses namely, Lumami, Kohima and Medziphema. The jurisdiction of the University extends to the State of Nagaland. The University has six schools, namely, School of Sciences, School of Social Sciences, School of Agriculture Sciences and Rural Development, School of Humanities and Education, School of Engineering and Technology and School of Management Studies.

The University has 42 constituent colleges and institutions. The faculty members of the University are 1495, of which 696 are men and 799 are women. During 2008-09 students' enrolment in the on-campus Faculties and its Constituent Colleges gone up to 17,282 out of which 8,271 were female and 9011 were male. The University has a well equipped Library at Kohima and Lumami, besides the School of Agriculture Sciences and Rural Development (SASRD) library with about 89,000 books, journals etc. About 1396 books, journals, periodicals and thesis etc, were added during the year.

During 2008-09, the School of Engineering and Technology has successfully installed and commissioned Education Grid Gateway System. Its Department of Biotechnology, initiated a project titled "DBT Mission for Quality Planting Material Production and Utilization for the North-East", a multi-institutional collaborative programme, which covers 11 villages in Nagaland. The University in collaboration with INFLIBNET, Ahmedabad held a convention aimed at bringing awareness among library professionals, academicians and researchers in the region, which was attended by more than 160 participants from various countries. The Women's Studies Centre of the University conducted a free training programme on computer literacy for underprivileged girls.

University of Allahabad

The University of Allahabad was set up in 1887. It was declared as an Institution of National Importance and was incorporated as a Central University under the University of Allahabad Act, 2005 which came into force on 14th July 2005.

The University is housed in 3 campuses, which comprises of 4 Faculties having 31 Academic Departments, four University Institutes and one Independent Centre. In addition, the University had one University Constituent institute and 11 Constituent Colleges.

The University plans to establish 10 new Departments, out of which 05 are at present fully functional. Semester system has been introduced in a few courses at UG & PG level. Significant new constructions, viz. Residential Complex for faculty members, Nano Application Centre and E-Learning Centre, have been added. Major extensions in the Department of Physics, Political Science, Commerce & Business Administration and Ancient History, Culture & Archaeology, along with 272 rooms extension in PCB Hostel, have been made during the period under report.

Banaras Hindu University

The Banaras Hindu University, established as a teaching and residential university in 1916, is one of the oldest and largest Central Universities of the country. It comprises of three Institutes, 15 Faculties, 130 Departments, four Inter-disciplinary Schools, one Constituent College, four Affiliated Colleges and three Schools.



Presently, the University is offering 65 undergraduate, 170 postgraduate, 60 diploma and 15 certificate courses. One new undergraduate course in Nursing has been introduced during the year. The total number of students on rolls of the University during the year was 21,778 and the teaching and non-teaching staff during the year was 1,492 and 5,135 respectively.

Mizoram University

Mizoram University, with its headquarters at Aizawl, was established as a teaching and affiliating university with effect from the 2nd July, 2001.

The academic activities of the University are presently carried out through its nine Schools of Studies, 28 Departments and one Constituent College. The number of students studying in the University and its Constituent College during the year was 2,924. The sanctioned strength of teaching and non-teaching staff of the University during the year was 337 and 504 respectively. The University also has 26 Affiliated Colleges located at various places throughout the State of Mizoram. 7,368 students were studying in these colleges during the year.

Manipur University

Manipur University established under an Act of Manipur Legislative Assembly in the year 1980 was incorporated as a Central University under the Manipur University Act, 2005 which came into force on the 13th October, 2005.

The academic activities of the University are presently undertaken through its four Schools of Studies, 27 Departments and six Centres. The teaching faculty of the University comprises 56 Professors, 54 Readers and 50 Lecturers. The number of students enrolled in the University during the year was 2,705 including 889 Research Scholars. The University also has one constituent college and 72 affiliated colleges located at various places throughout the State of Manipur.

Rajiv Gandhi University

Rajiv Gandhi University, Itanagar, established under an Act of Arunachal Pradesh Legislative Assembly in February, 1984 was incorporated as a Central University under the Rajiv Gandhi University Act, 2006 which came into force on the 9th April, 2007.

The academic activities of the University are undertaken through its eight Faculties, 15 Departments, two Institutes and one Centre. The University also has 15 affiliated colleges located at various places in the State of Arunachal Pradesh.

Tripura University

Tripura University established under an Act of Tripura Legislative Assembly was incorporated as a Central University under the Tripura University Act, 2006 which came into force on the 2nd July, 2007.

The academic activities of the University are presently undertaken through its two Faculties and 25 Departments. The number of students enrolled in the various Departments of the University during the year was 2,704. The faculty strength of the University during the year was 107. Three new postgraduate courses in Fine Arts, Music and Journalism & Mass Communication were introduced by the University during the year.

The University also has 32 affiliated colleges located at various places in the State of Tripura.

Sikkim University

Sikkim University, with its headquarters at Gangtok, was established as a teaching and affiliating University under the Sikkim University Act, 2006 which came into force on the 2nd July, 2007.

The academic activities of the University were started during the year 2008-2009. Besides bringing all the academic programmes of its nine affiliated colleges under semester system with a newly introduced inter-disciplinary curriculum and continuous evaluation system, the University initiated three interdisciplinary academic postgraduate programmes consisting of traditional programmes, non-traditional programmes and policy studies programmes in the year 2008-09. Eight new University level programmes in Sociology, International Relations, Peace and Conflict Studies and Management, Microbiology, Psychology, Law and Legal

Jurisprudence Studies, Floriculture and Horticulture Management Studies, and Physical Sciences have been initiated by the University during the year under report.

The University has also started a number of cross border dialogues and regional conferences with the neighbouring countries and collaboration with national and international institutions on research projects.

Indira Gandhi National Tribal University

The Indira Gandhi National Tribal University, with its headquarters at Amarkantak in the State of Madhya Pradesh, was established as a teaching and affiliating University to facilitate and promote avenues of higher education and research for the tribal population in the country, under the Indira Gandhi National Tribal University Act, 2007, which came into force on the 8th July, 2008.

Pending allotment of land and construction of the campus, the University started its administrative and academic activities from the temporary accommodations provided by some local bodies and charitable trusts. The teaching in the University commenced on the 7th October, 2008 with 158 students enrolled for B.A., B.B.A. and B.Com. courses. The University started two new courses, B.Sc. (Hons.) in Biosciences and B.C.A, during the year under report. The total students on rolls of the University during the year were 438. During the year, the University also started a Regional Campus in Manipur with 20 students enrolled for M.Phil course in Political Science.

Establishment of New Central Universities

With a view to increase access and improve quality of higher education as also to remove regional imbalances in the availability of central institutions of higher education in the country, 15 new Central Universities were established under the Central Universities Act, 2009. The Act provided for conversion of three State Universities in the States



of Chhattisgarh, Madhya Pradesh and Uttarakhand into Central Universities and establishment of a new Central University in each of the 12 such States, namely Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Orissa, Punjab, Rajasthan and Tamil Nadu, which did not have a Central University. Subsequently, in view of the special circumstances of the State of Jammu and Kashmir, a second Central University was established in Jammu Division of the State by an amendment to the said Act in October, 2009.

While the three State Universities stood converted immediately on commencement of the Act on 15.1.2009, 11 new Central Universities (except Central University of Himachal Pradesh and Central University of Jammu) came into existence in the first week of March, 2009 with the first Vice-Chancellors assuming their respective offices. The first Vice-Chancellor of Central University of Himachal Pradesh has also since been appointed and this University is likely to start functioning very soon. The process of appointment of the first Vice-Chancellor of Central University of Jammu has also been set in motion and the University would become functional before commencement of the next academic session.

For each of the new Central Universities, the concerned State Government is to provide, free of cost, about 500 acres of land, and the exact location of each University will be notified by the Central Government in the Official Gazette. Based

on the recommendations of the Site Selection Committees constituted by the Central Government for the purpose, sites for the new Central Universities in the States of Haryana, Karnataka, Orissa, Punjab, Rajasthan and Tamil Nadu have already been finalized. The sites offered by the Government of Kerala were not found suitable by the Site Selection Committee and the State Government has been requested to identify alternative site(s). The sites offered by the remaining five State Governments, namely Bihar, Gujarat, Himachal Pradesh, Jammu & Kashmir and Jharkhand, are in the process of being assessed and evaluated for consideration and finalization by the Central Government.

Pending finalization of sites, allotment of lands and development of their permanent campuses, all the new Central Universities, except Central University of Himachal Pradesh, Central University of Jammu and Central University of Kashmir, started their academic activities from temporary premises during the year under report.

Funds amounting to Rs.132.57 crore were released to 14 new Central Universities up to 30.9.2009, against which the expenditure incurred by these Universities up to the said date was Rs.27.28 crore.

Maulana Azad National Urdu University

The Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament as a Central University with an All India jurisdiction. The mandate and objective of the University is to promote and develop the Urdu language, provide higher, technical and vocational education in Urdu medium and to provide focus on women's education.

University offers four undergraduate, four post graduate, three certificate and two diploma programmes through distance education at 167 study centres all over the country and one exam centre at Jeddah (KSA). With total student

strength of nearly 1.57 lakhs (58,000 of whom are in active registration) the distance education endeavour of the University has been very well received by the Urdu speakers. The University is in the process of establishing examination centres at London and various places in the USA .

The university has nine regional centres (one each at Delhi, Patna, Bangalore, Bhopal, Darbhanga, Kolkata, Srinagar, Mumbai and Ranchi) and six sub regional centres (one each at Lucknow, Mewat, Jammu, Sambal, Hyderabad and Amaravathi). It has six Schools of Study and 13 Departments. The University is offering Ph.D., M.Phil and Postgraduate courses in various subjects and also providing Diploma, PG Diploma, Teacher's training, Polytechnic and ITI Trades on campus. It has almost 460 teaching and non-teaching staff working at the headquarters, RCs, CTEs etc.

The University has established three Industrial Training Institutes (ITI's), one each at Darbhanga, Bangalore and Hyderabad, offering trades (Electrician, Plumbing, Electronic Mechanic, AC and Refrigeration and Civil Draughtsman) with 40 students intake in each trade. University has started polytechnic colleges at Hyderabad, Bangalore & Darbhanga from the academic year 2008-09.

The University has set up the Coaching Academy for Minorities and Women under the UGC Schemes to train students from minorities and also women for entry into central & other services through competitive examinations.

The University is in the process of setting up a Maulana Azad Studies Research Centre. A professorial chair in the name of Maulana Azad has already been granted. The University satellite centre at Lucknow is doing well with students admitted to PG courses in Urdu, English, Arabic & Persian.

Mahatma Gandhi Antrrashtriya Hindi Vishwavidyalaya, Wardha

Mahatma Gandhi Antrrashtriya Hindi Vishwavidyalaya, Wardha was established in 1997.

The objectives of the University are to promote and develop Hindi language and literature in general and for that purpose, to provide for active pursuit of comparative studies and research in Hindi and other Indian languages, to offer programmes of research, education and training in areas like translation, interpretation and linguistics for improving the functional effectiveness of Hindi, to reach out to Hindi scholars and groups interested in Hindi abroad and to popularize Hindi through distance education systems.

The University has four Schools namely: School of Language, School of Literature, School of Culture and School of Translation & Interpretation. It has departments, namely, Hindi (Language Technology), Computational Linguistics, Informatics and Language Engineering, Hindi (comparative literature), Dramatics & Film Studies, Women's Studies, Non-Violence & Peace Studies, Mass Media & Communication, Anthropology, Dalit & Tribal Studies & Buddhist Studies Centre. At present University is running 13 M.A. Courses, 07 M.Phil and 08 Ph.D. and 05 diploma courses in French, Spanish, Chinese, Forensic Science and Buddhist Studies. There are 41 faculties and 324 students (M.A./M.Phil/Ph.D.) in University.

The University has started MBA, BBA, M.A. in Hindi, M.A. in rural development and 06 diploma/certificate courses through its distance education programme namely: Post Graduate Diploma in Mass Media & Communication, Post Graduate Diploma in Translation, Diploma in Creative Writing, Diploma in Women's Empowerment & Development and Diploma in Rural Development.

The University has organized its second convocation programme in 2009-10 during which Hon'ble President of Mauritius Sir Anerood Jaganath was conferred honorary degree of D.Litt. The University is developing its infrastructure and has entrusted construction projects worth Rs. 15 crore (approx) to the CPWD and Uttar Pradesh Samaj Kalyan Nirman Nigam Limited.

The English and Foreign Languages University, Hyderabad

The English and Foreign Languages University was established as a central University in 2007. There is all round expansion in terms of schools, departments and academic programmes as well as facilities for students, staff and administrative buildings. The students strength rose more than ten times due to the introduction of new courses, Schools and Departments — from 16 Departments to 38 Departments under 11 Schools. Apart from these, two Centres viz., the Research and Creative Sources Generation Centre (RCSGC) and All India English Language Testing Authority (AIELTA), have become functional. The University has successfully implemented Central Educational Institutions Act, 2006, thereby providing the second phase of reservations to the existing courses and full reservations in the newly started courses for OBC students.

During the year, the University introduced five-year integrated M.A. Programme in Arabic, French, German, Russian, Spanish and Japanese, M.Phil in Cultural, Commonwealth, Translation and Ph.D in Cultural Studies, Commonwealth Literature, Translation Studies and Comparative Literature at its Hyderabad Campus. The University also introduced five-year M.A. in English, Journalism and Mass Communication, M.Phil in ELT (English Language Teaching) and Ph.D in ELT. The number of foreign students enrolled in the University at their Hyderabad Campus during the year was 174 for full-time courses and 598 students for Part/ Short term courses, under ITEC programme and RELO, USA programmes.

The University organized following seminars during the year

- a) French Language, Literature and Culture: Current Trends, Perspectives and Challenges October 2009

- b) Russian Today: Russian Language, Literature and Culture in Feb 09
- c) Towards Global World: The Role of Foreign Languages in India, Sep 09
- d) National Seminar-cum-Workshop on Translation of German Texts into Indian Languages, Jan 2010

As part of fulfillment of Prime Minister's assurance at South East Asian Conference at Kaulalampur, the University has helped in setting up three CELTs (Centres for English Teaching) in Laos, Vietnam, Cambodia and Myanmar. Two teachers from the University have worked for two years in these centres. A new centre is likely to be started in Jakarta with the assistance of University faculty. Similarly, MEA, Govt of India has started CELT in with the help of The EFL University at Kandy in Sri Lanka.

The University has undertaken publication of two professional journals ("Contextures" - a journal of Literature and Culture and "Languaging" - a journal of Language and Linguistics) to extend its professional outreach in Language Teaching, Linguistics, Cultural Studies and Literature.

Review of Institutions Deemed to be Universities

As per Section 3 of the University Grants Commission (UGC) Act 1956, the Central Government may, on the advice of the Commission, declare institutions of higher education (other than universities) as 'institutions deemed to be universities'. The extant Guidelines that are followed in scrutinizing applications from potential institutions are the 'UGC Guidelines (for considering proposals for declaring an institution as deemed to be university under Section 3 of the UGC Act) 2000'. As on date, there are 130 institutions 'deemed to be universities' in the country.

In view of the changes in the field of education and the fact that the extant UGC Guidelines on 'deemed to be universities' were framed in 2000, the University Grants Commission decided to review

these guidelines in December 2004. The process continued till May 2006. However, it is observed from records that the Commission, after consultation with its Legal Counsel in 2007, decided to frame comprehensive 'regulations' instead of 'guidelines' with regard to deemed to be universities. This was independent of the PIL that was filed in the Hon'ble Supreme Court by Shri Viplav Sharma, an Advocate in April 2006 [WP(C) No. 142 /2006 - Viplav Sharma vs. UOI] which alleged indiscriminate proliferation of 'universities' and urged for framing new regulations for declaring an institution .

Meanwhile, there was public perception regarding decrease in academic standards in certain institutions deemed to be universities. Pursuant to receipt of information regarding dilution in academic standards in some institutions which were declared as 'deemed-to-be-universities', and allegations of some of them demanding capitation fees from students for admission, the Government ordered a review of the functioning of such institutions both by the University Grants Commission as well as by an independent team of experts. It may be mentioned that the Government declares institutions of higher education as 'deemed to be universities', after receipt of advice from the UGC. The UGC examines applications from prospective 'deemed to be universities' with the help of Expert Committees (peer review). Thus, it was decided (on 4/6/2009) to review the functioning of the existing deemed to be universities and to examine the process of declaration and the extant guidelines/draft regulations by both the UGC as well as by independent experts.

The UGC was entrusted with the review of adequacy of infrastructure and teaching resources (faculty) in existing institutions 'deemed to be universities' as well as compliance regarding rectification of deficiencies pointed out in their periodic inspections.

Independent of the review by the UGC, a Review Committee comprising of independent experts was constituted by the Ministry on 06/07/2009 to

review the functioning of existing institutions 'deemed to be universities' to ascertain whether these institutions were indeed serving the purposes for which they were so declared and whether they complied with the conditions stipulated in the notification. It was also decided to freeze all new applications for declaration, as institutions 'deemed to be university'.

The Review Committee constituted by the Government consisted of independent experts – Prof. P.N. Tandon, formerly of the All India Institute of Medical Sciences (AIIMS), New Delhi and a former President of the Indian National Science Academy (INSA); Prof. Goverdhan Mehta, FRS, a former Director of Indian Institute of Science (IISc), Bangalore and a former Vice Chancellor of Hyderabad Central University; Prof. M. Anandakrishnan, former Vice Chancellor of Anna University and presently Chairman, Indian Institute of Technology, Kanpur and Prof. Mrinal Miri, former Vice Chancellor, North East Hill University (NEHU), Shillong and Chairman, Indian Council of Philosophical Research (ICPR), New Delhi.

The Review Committee analyzed the information collected from all the institutions deemed to be universities through the questionnaires sent to them as well as that obtained during the presentations and interactions on behalf of the responding institutions. The Committee based its assessment, not only on its face to face interactions with and presentation by institutional representatives, but also on the information collected through the questionnaire circulated in advance. The Review Committee gave its report to the Government on 20/10/2009. On 16/11/2009, a Task Force consisting of the same members as that of the Review Committee was set up to advise the Government on how to go about the implementation of the recommendations of the Review Committee. The terms of reference were – (a) protecting interests of students and (b) draft UGC Regulations on deemed to be universities. The Task Force has given its Part-Final report (on 24/12/2009) containing their suggestions on protecting the interest of students

on revoking declaration of the relevant deemed to be university. The report on the draft UGC regulations on deemed universities is yet to be given. Government has accepted both the Report of the Review Committee and the Part Final Report of the Task Force.

As per directions of the Hon'ble Supreme Court in the aforementioned case, an affidavit has been filed in the Hon'ble Court on 18/1/2010 affirming the Government's position as stated in the preceding paragraphs. A copy of the said affidavit is enclosed.

The matter was heard by the Hon'ble Supreme Court on 25/1/2010 when the Hon'ble Court issued notices to all these institutions as well as the State Universities mentioned in the affidavit filed by the Government. The Court also directed the Government to maintain status quo as regards the above-mentioned 44 institutions till the date of the next hearing, on 8th March 2010. The apex Court also directed production of both the reports. These have been tendered on 10/2/2010 in the Hon'ble Supreme Court, in sealed covers, by the Learned Attorney General. As advised by him, the reports will be made public only after the Hon'ble Court takes cognizance of these reports.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha was established in 1962 with the following objectives.

- To preserv shastric tradition.
- To undertake interpretation of the shastras.
- To relate relevance of the shastras to the problems in the modern context.
- To provide means for intensive training in modern as well as shastric lore for teachers.
- To achieve excellence in its disciplines in order to have a distinct character of its own.

The institute was declared as Deemed to be University in the year 1987. The Institution receive

annual grants through the University Grants Commission for meeting their expenditure.

The Vidyapeetha has 4 faculties namely - Sahitya & Sanskriti Sankaya, Darshan Sanakaya, Veda Vedanga Sankaya and Adhunik Gyan Vigan Sankaya. The Research & Publication Department works as an independent unit of the Vidyapeetha and is actively engaged in the research & publication works.

The Publications brought out by the Vidyapeetha during the year are Ramayan, Krishanyurvediya Tantariya Sahinta, Kattiyamaya Sharotsutar, Devipurana, The structure of Indian Mind, Shukalyurved Mandhya panidya Sahinta, Sidhant, Sarvadarshan Samanvyaya, Chitrav Dhavtarima, Shri Subhargday Estuti, Meemansa Nyayaprabhas, Ritu in Sanskrit Literature, Shrimad Bhagvat Geeta, Sanskar Prabhas, Sansaranam, Parini Katayan and Patanjali, Shaktivad

The Vidyapeetha also publishes "Shodh Prabha" a quarterly journal and the yearly "Panchang".

The Vidyapeetha promotes the educational schemes and thus, the University Grants Commission has allocated various schemes and programmes in the XI Five Year plan to the Vidyapeetha. The Vidyapeetha is successfully operating Remedial Scheme for SC/ST /OBC-non creamy lair and minority community students. Apart from this, a Equal Opportunity Cell for effective implementation of policies and programmes for the disadvantage groups has also been established in the Vidyapeetha.

Rashtriya Sanskrit Vidyapeetha, Tirupati

The Rashtriya Sanskrit Vidyapeetha was established in the year 1961 on the basis of the recommendations of the Central Sanskrit Commission as a registered society and established at Tirupati. The Vidyapeetha has stated functioning as a deemed University from the year 1991.

The Rashtriya Sanskrit Vidyapeetha imparts education in Sanskrit medium in Sastraic subjects namely, Sahitya, Nyaya, Vyakarana, Jyotisha, Advaita Vedanta, Visistadvaita Vedanta, Dvaita Vedanta, Puranetihasa, Mimamsa, Samkhya Yoga, Dharmasastra and Agamas. Courses are offered in these subjects and allied subjects leading the students from pre-degree level, graduation, post-graduation to Ph.D. The curriculum of the Vidyapeetha is so designed as to imbibe the students with the knowledge of Computer Science, Mathematics, Web Technology, History, English Literature, Telugu Literature, Hindi Literature, Language Technology, Research Methodology, Manuscriptology, and with functional subjects like Archakatva, Pourahitya and Yoga. It also offers B.Ed. and M.Ed. programmes under the Faculty of Education, which is equipped with multi-media language laboratory and psychology laboratory.

Schemes:

Centre of Excellence: Under this project, twelve thrust areas have been identified and developed with the financial assistance of the UGC to the tune of Rs.3 crores. The thrust areas of the scheme are as mentioned below:

1. **Shastravaridhi:** The post-Acharya (post P.G.) Training programme titled as Shastravaridshi has been undertaken to revive the traditional Shastric learning system under the Gurukula model. The intensive training course aims at preserving the ancient Indian Shastras among the younger generation of scholars.
2. **Publications:** The Vidyapeetha has undertaken the project to publish the rare works which are useful for scholars for the study of Shastras and to highlight the significance of Sanskrit literature and Shastras. In the process it has produced 28 books so far.

3. **Audio-Video Documentation:** Under the programme Audio-Video Documentation of Shastric discourses, the Vidyapeetha has produced 257 CDs on 50 important topics identified in the nine systems of Indian traditional learning domain such as Sahitya, Jyotisha, Nyaya, Vyakarana, Advaita Vedanta, Dvaita Vedanta and Visistadvaita Vedanta. The teachings of five important texts such as Paribhashendusekhara, Tattvachintamani, Vyutpattivada, Suryasiddhanta and Kavyaprakasa has been recorded.
4. **Audio-Visual Recording Centre:** The Audio-Visual Recording Centre with the facilities like acoustics, editing suite as well as a recording room alongwith audio-video editing software, movie makers and the DV cam has been installed.;
5. **Sanskrit - Net & E-content Development :** Under the Sanskrit-Net 475 Sanskrit texts have been developed in electronic format. Further, under e-content development programme, development of e-texts with commentaries, e-content on Shabdakalpadruma (etymological dictionary of Sanskrit words), and Development of Meta-Sanskrit Dictionary are in progress.
6. **Lipi Vikasa Pradarshini (Alphabet Gallery):** The Vidyapeetha has established Alphabet Gallery depicting the origin and development of alphabets in India from the earliest times - 3000 B.C. to the development of regional scripts (9 A.D.). Illustrations have been done with the help of Indus seals, impressions of lethal and through beautiful charts.
7. **Electronic tools for learning ancient Indian scripts:** Further development of tools for Bahmi, Sarada, Nandinagari, Tigalari and Mythili scripts are in progress.
8. **Sanskrit Self-learning Kit:** A kit in the form of a CD on the Sanskrit language learning has been developed by adopting all scientific and pedagogical concepts by incorporating listening - speaking, reading and writing skill development.
9. **Documentation of artifacts:** Further development of documentation of Yajnas is in progress.
10. **Digitisation of Manuscripts:** Further digitization of manuscripts from various parts of the country is in progress.
11. **Yoga, Stress Management and Healing Centre:** The healing centre has treated 150 cases of many disorders and stress related problems from different parts of the country. The therapeutic side of the Yogavijnana has been highlighted by the patients who have been actually treated under the Centre.
12. **Seminars/ Workshops:** Organisation of seminars and workshops is in progress.
13. **Post Graduate course to bridge Computer Science & Sanskrit Language Technology:** To bridge the gap between the techniques of computer science and knowledge base available in Sanskrit, a course has been designed and introduced for the benefit of students.
14. **Annadanam Scheme:** Under this Scheme, meals are provided to students at a subsidized cost of Rs.10/- per diem with the financial assistance from the Tirumala Tirupati Devasthanams. Students are greatly benefited with the implementation of the Scheme.
15. **'Earn while you learn' Scheme:** In order to provide suitable job opportunities to the pass-outs of the University, even when they pursue their academic career by being on campus, the University has launched this scheme. Qualified students are assigned

with data entry, DTP works, proof-reading and other technical works relating to different project works undertaken by the University. They are paid suitable remuneration ranging between Rs.4,000/- to Rs.6,000/- per month.

Besides these, Valmiki Ramayana Project, Sanskrit-Science Exhibition and preparation of Encyclopaedia on Agamas are significant programmes being implemented by the Vidyapeetha.

Special Assistance Programme (SAP)

Department of Sahitya

The Department of Sahitya was selected by the UGC Under the Special Assistance Programme at DRS-I level for a period of five years from 2007-2008 onwards. An amount of Rs. 32.50 lakhs was sanctioned towards financial assistance. The thrust area of the programme is “**Encyclopedia of poetics**”

Department of Education

The Department of Education was selected by the UGC under the Special Assistance Programme at DRS-I level for a period of five years from 2009-2010 onwards. An amount of Rs. 25.50 lakhs was sanctioned towards financial assistance. The thrust area of the programme is “**Language Development and Material Production**”.

Conferences

A two-day National seminar on Dr.V.Raghavan’s contribution to Sanskrit Literature and Indian Culture was held in the Vidyapeetha on 24th and 25th March, 2009.

A three-day National Workshop on Scriptural Gallery under the Centre of Excellence Scheme was held in the Vidyapeetha during 3-5 June, 2009.

A 21 day Refresher was held for the benefit of in-service Sanskrit teachers working in different parts of the country.

With the improvement of academic and infrastructure facilities, the enrolment of students has increased from 600 students in 2005-06 to 1200 students during the year 2009-10.

Shastri Indo-Canadian Institute

Shastri Indo-Canadian Institute (SICI) founded in 1968, continued to promote academic relations and mutual understanding between India and Canada mainly through funding research and linking academic institutions in two countries and by promoting Canadian studies in India and Indian studies in Canada.

Government of India has committed funds to the Institute amounting to Rs.13.45 crores for five years beginning 01-04-2006 to support programmes and operations of the Institute. The grant released in the financial year 2008-09 was Rs.2.77 crores and the budget allocated for financial year 2009-10 (Non-Plan) is Rs.2.77 crores.

The Canadian International Development Agency (CIDA) multi-year agreement with SICI was signed for Canadian Dollars 3.5 Million over a period of five years ending on March 31, 2012. New programmes have been initiated from these funds to strengthen academic relations between the two countries. These are:

- Shastri Millennium Development Research Grants
- Partnership Development Seed Grants
- Scholar Travel Subsidy Grants
- Grants to support development of Study-in-India Programmes
- Study in India Summer Programme
- Students Excellence Awards
- Shastri Institute International Youth Internship Programme
- Mobility Exchange Grants

Under the Shastri Millennium Development Research Programme, funds have been provided to bi-national research teams to undertake research relevant to public policy. Three grants were awarded for 2008-2010 and the Grants recipients are required to disseminate their findings.

SICI has undertaken its restructuring and has become a bi-national Institute. It is now being governed by its 50 Indian Member Institutions and 38 Canadian Member Institutions along with the representatives of Government of India and Government of Canada. Since last one year, new institutions have joined the memberships of Shastri Institute in Canada and in India bringing the total number of members in Canada to 38 and in India to 50.

SICI undertakes India Studies programmes in Canada with funding from Government of India. Under this programme, 27 Canadian scholars were awarded fellowships in 2009-2010, and books and journals on Indian Studies were supplied to 36 Canadian Universities, which are members of the Institute.

The Canadian Studies Programme in India was funded by the Foreign Affairs, Canada and Fellowships to Indian Scholars and institutions engaged in teaching and research in Canadian Studies were offered. The Institute, during 2009-10, selected 17 scholars for award of the fellowship to do research on different subjects in Canada. In addition to this, a grant of over Rs.8.25 lakhs was given to 5 centres promoting Canadian studies in India at various Indian Universities to organize seminars and other activities related to Canadian studies. Books and journals were also sent to Canadian Studies Centres in Indian Universities.

Collaborative Research Projects Programme has been initiated in India since 2007 with funding from Government of India. Under this programme so far, 8 research projects have been funded to various Indian Institutions. The objective of this programme is to promote research collaboration

among SICI Member Institutions in India and Canada. The topics range from agriculture, environment management, human rights, trade agreement, nanotechnology etc.

United States-India Educational Foundation

The United States-India Education Foundation (USIEF) was established in February 1950 under a bilateral agreement, which was renewed in 1963. On July 4, 2008, United States Ambassador and Foreign Secretary of India signed a new Fulbright Agreement strengthening educational exchanges between India and United States.

The Ministry of External Affairs (MEA) nominated five Indian citizens on the USIEF Board of Directors for the year 2009. The U.S. Ambassador to India and Indian Foreign Secretary are the Honorary Co-Chairs of USIEF Board and Joint Secretary (ICC) represents Ministry of Human Resource Development on the Board.

During the academic year 2009-10, USIEF administered following Fulbright-Nehru and Fulbright Fellowships for Indian and American citizens:

- Fulbright-Nehru Fellowships to 33 visiting lecturers and experts; 48 senior research scholars; 67 student/junior research scholars; 5 English teaching assistants and 7 professionals.
- Fulbright fellowships to 8 visiting lecturers and experts; 14 senior research scholars; 17 students/junior research scholars; 6 teachers; 16 foreign language teaching assistants; and 5 professionals.
- USIEF also administered three non-Fulbright grant programmes: (1) Study of the United States Institute; (2) Summer Teaching Programme for US secondary school teachers and (3) Higher Education Administrators Programme for US educational administrators.

The Foundation also administered, on behalf of the US Department of Education, research scholars grants and one short-term group project for 16 US school teachers. The cost of the academic component for the short-term group programme is reimbursed by the Department of Higher Education, Ministry of Human Resource Development.

Besides the regular exchange programmes, the Foundation conducted over 48 outreach programmes covering 93 institutions with an estimated audience of 11,200 all over India involving both Indian and American Citizens.

The Foundation provided educational advising services to a large number of Indian students keen to pursue their higher education in the United States. The above mentioned activities were conducted by the Foundation through its four offices located at Delhi, Mumbai, Kolkata and Chennai and during the year over 1,250,000 students contacted USIEF offices for information about higher education in the United States.

The National University of Educational Planning and Administration (NUEPA)

The National University of Educational Planning and Administration (NUEPA) is an autonomous organization set up and fully financed by the Department of Higher Education, Ministry of Human Resource Development. The Objectives of the University are to undertake, promote and coordinate research in educational planning and administration. It also provides training and consultancy services in areas related to educational planning & administration. The University also trains and orients key level functionaries as well as senior level administrators from the centre and states. It also collaborates with other agencies, institutions, universities and organizations and provide them facilities for training and research. The University prepares, prints and publishes papers, periodicals and

books, with a view to sharing experiences in the area of educational planning and administration besides conducting comparative studies for the furtherance of the overall objectives of evolving a humane learning society.

The University has started M. Phil. and Ph.D. programme in Educational Planning and Administration with a broader inter-disciplinary Social Science perspective since 2007. Admission has been granted to 56 scholars since then and out of which 16 are full-time Ph.D. scholars; 06 are part-time Ph.D. scholars and 34 are full-time integrated M.Phil. and Ph.D. Scholars. The University follows the reservation policy of Government of India.

During 2009-10, fifty five training programmes have been organised and four research studies were completed while as many as thirty eight research studies have been undertaken and are in progress. Recently, the NUEPA has organized a National Seminar on "Education For All" on September 10-11, 2009, and Hon'ble Minister for HRD, Shri Kapil Sibal has kindly released the State Reports and Thematic Reports on EFA Mid-Decade Assessment, during the Seminar (Photo attached).

Another major event hosted by NUEPA on November 11, 2009, when the President, NUEPA Council and the Hon'ble Minister of HRD, Shri Kapil Sibal conferred the Degree of the NUEPA of Doctor of Literature Honoris Causa on Mr. Koichiro Matsuura, Director General of UNESCO during his three week-long visit on connection with celebration marking 64 years of cooperation between UNESCO and India (Photo attached).

The faculty provided consultancy and professional support to Institutions at International, National and Sub-National levels that include the Ministry of Human Resource Development, State Education Departments, State Councils of Higher Education, SCERTs, SIEMATs, UNESCO, UNICEF, the World Bank and SIDA, etc.

The NUEPA maintains a well stocked Library/ Documentation Centre on educational planning and administration and inter disciplinary subjects. It is considered one of the richest libraries in the field of educational planning and management in the Asian Region and it caters to all of those who come from around the globe. It serves the faculty, research scholars and participants of the various programmes, as also other organizations through inter-library loan system. The Library and Documentation Centre with more than 60,000 books and periodicals on Educational planning and management, subscribes to around 350 Indian and Foreign Journals. Totally computerized

and networked, the library provides on-line access to various referencing services through Internet, ERIC and DELNET based on virtual library mode. Library also subscribes to e-journal database. It has the facility of Inter-library loan services.

Additionally, NUEPA also processes the cases and sanctions Grants-in-Aid to Govt./Non-Govt. organizations for workshops/seminars/conferences and for research projects on Education as per policy framed by MHRD. During the Financial Year 2009-10, the NUEPA had received 44 proposals (up to September 2009) of Grant-in-Aid assistance out of which 10 proposals were accepted.

7



Technical Education

An Overview

Technical Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Technical Education covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy and applied arts & crafts, hotel management and catering technology.

The technical education system in the country can be broadly classified into three categories - Central Government funded institutions, State Government/State-funded institutions & Self-financed institutions. In 2009-10 there were 65 centrally funded institutions in the country.

The 65 centrally funded institutions of technical & science education are as follows:

Centrally Funded Institutions	Number of Institutions
Indian Institutes of Technology (IITs)	15
Indian Institutes of Management (IIMs)	7
Indian Institute of Science (IISc.)	1
Indian Institutes of Science Education & Research (IISERs)	5
National Institutes of Technology (NITs)	20
Indian Institutes of Information Technology (IIITs)	4
National Institutes of Technical Teachers Training & Research (NITTTRs)	4
Others	9
School of Planning & Architecture (SPAs)-3, Indian School of Mines (ISM), North-East Regional Institute of Science & Technology (NERIST), National Institute of Industrial Engineering (NITIE), National Institute of Foundry & Forge Technology (NIFFT), Sant Longowal Institute of Engineering & Technology (SLIET), Central Institute of Technology (CIT).	
Total	65

There are four Boards of Apprenticeship Training (BOATs).

The Central Government is also implementing the following schemes/programmes: -

- (i) Technical Education Quality Improvement Programme (TEQIP) assisted by the World Bank.

- (ii) Indian National Digital Library for Science & Technology (INDEST).

The major challenges before the technical education system is one of access, equity and inclusion. Another area of concern is the inadequate availability of faculty, both, in terms of quality and in numbers. Promotion of R&D efforts,

improvement in employability of trained graduates and postgraduates coming out of the technical institutes are some of the areas where efforts are required.

In 2009-10 several measures were taken to implement the Government's vision of providing increased access with equality and excellence. The setting up of new Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), Indian Institutes of Science Education & Research (IISERs), assisting the State Governments in setting up new polytechnics and the initiation of the process for setting up of Indian Institutes of Information Technology (IIITs) and National Institutes of Technology (NITs) are steps in this direction.

National Level Councils

All India Council for Technical Education (AICTE)

The All India Council for Technical Education (AICTE) was set-up in 1945 and later on in 1987 given statutory status by an Act of Parliament. The AICTE grants approval for starting new technical institutions and for introduction of new courses. It also lays down norms and standards for such institutions. It also ensures quality development of technical education through accreditation of technical programmes. In addition to its regulatory role, the AICTE also has a promotional role, which it implements through schemes for promoting technical education for women, handicapped and weaker section of the society, promoting innovations, faculty development & research, giving grants to technical institutions etc.

The technical institutions under the AICTE include post-graduate, under-graduate and diploma in the whole spectrum of technical education covering, engineering/technology, pharmacy, architecture, hotel management and catering technology, management studies, computer applications and applied arts and crafts.

The AICTE has its headquarters in New Delhi and eight regional offices located at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal, Bangalore and Hyderabad.

The Council is a 51-member body and has a Chairman, a Vice-Chairman and a Member Secretary with tenure appointments. The Council includes amongst others, representatives of various Departments of the Government of India, the Lok Sabha and the Rajya Sabha, Govt. of States and Union Territories, representatives from the Statutory Boards and Committees of the Council, Professional Bodies and organizations in the various fields of technical education and research and also organizations in the field of industry and commerce, etc.

The Council discharges its functions through a 21-member Executive Committee. The Council is assisted by 10 Statutory Boards of Studies, namely, UG Studies in Engineering & Technology, PG Education and Research in Engineering & Technology, Management Studies, Vocational Education, Pharmaceutical Education, Architecture, Hotel Management and Catering Technology, Information Technology, Town and Country Planning and Technician Education. The All India Boards of Studies advise the Executive Committee on academic matters falling in their areas of concern including norms & standards, model curricula, model facilities and structure of courses etc. The jurisdiction, constitution, functions and powers of the Boards of Studies are such as may be provided by the Council through appropriate Regulations.

In accordance with the functions assigned to it under Clause 10(k) of the AICTE Act, the Council grants approvals for starting new technical institutions and for introducing new courses or programmes in already approved institutions. Approvals are accorded in consultation with respective State Governments and affiliating Universities. The details of AICTE approved Degree

Level and Diploma Level Technical Institutions for the academic year 2009-2010 is summarized below:

(As on June 30, 2009)

S.No.	Programme	Degree		Diploma	
		NOI*	Intake	NOI*	Intake
1.	Engineering & Technology	2872	1071896	1659	471006
2.	Architecture	106	4133	--	--
3.	MCA	1169	78293	--	--
4.	Pharmacy	1080	68537	575	32181
5.	Applied Arts & Crafts	12	935	4	480
6.	MBA	1565	135893	--	--
7.	PGDM	375	43668	--	--
8.	Hotel Management	93	6387	86	4490
	Total	7272	1409742	2324	508157
	Grand Total	Institutions			9596
		Intake			1917899

* NOI : Number of Institutions

At the undergraduate and postgraduate levels, the AICTE grants approvals for starting of new technical institutions, for introducing new courses or programmes and for increase in intake capacity in technical institutions. The AICTE has delegated to the concerned State Government providers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. The process of granting approvals has been reviewed to make it more transparent, responsive and hassle free. The concerned agencies i.e. State Governments and Universities are consulted at all important stages of decision-making. The process of approval for new institutions has been streamlined to minimize hardship to stakeholders.

The National Board of Accreditation (NBA), which was set up in 1994 under Section 10(u) of the AICTE Act awarded accreditation status to programmes as, "Accredited for five years", accredited for three years and "Not Accredited" (NA). Accreditation was based on 8 point criteria which was input based. NBA has, however, revised the criteria for accreditation of institutes to bring it at par with international parameters. Accreditation is now based on a 1000 point scale and is an outcome based accreditation system. There has been a substantial increase in the number of accredited programmes as is seen from the table placed below :

Accreditation of Programmes

Discipline Programmes	As on June 06, 1996	As on December 12, 2003	As on July 19, 2008	As on July 10, 2009
	Programmes (Institutions)	Programmes (Institutions)	Programmes (Institutions)	
Engineering	72 (7)	759 (169)	2659 (680)	3444(906)
Pharmacy	-	38 (15)	76 (38)	86(47)
Management	-	51 (41)	128(111)	181(153)
HMCT	-	02(02)	04(04)	04(04)
MCA	-	29(29)	72(72)	78(72)
Diploma			375 (115)	393 (120)

NBA is a provisional member of the Washington Accord and is making all efforts to attain full membership. Research & Institutional Development (RID) Bureau is a critical wing of the Council. It financially supports technical institutions for original research, industry interaction and training young teachers. The Council has several schemes to attract all types of stakeholders. During 2009-10, the Council received many proposals under the schemes which were evaluated and considered for funding.

There are several schemes for faculty development, namely, Quality Improvement Programme (QIP), Career Award for Young Teachers (CAYT), Emeritus Fellowship, Visiting Professorship, Seminar Grant, Travel Grant, Staff Development Programme, National Doctoral Fellowship, AICTE-INAE Distinguished Visiting Professorship and Financial Assistance to Professional Societies/Bodies. Under the **Quality Improvement Programme (QIP)**, faculty members of degree level institutions are given opportunity to upgrade their qualifications to Master's and Ph.D. levels. Under the Scheme QIP (poly), polytechnic teachers can pursue Master's

degree programmes. Course-wise Development and other short term training programmes are also conducted under the QIP.

In the **Emeritus Fellowship Scheme**, superannuated faculty members are supported for two years to continue research through grant of fellowships and contingency grants. Under the **Scheme of Visiting Professorship**, reputed academicians and technologists provide required expertise to their host institutions. Financial assistance is provided to regular faculty through **Schemes of Career Award for Young Teachers, Travel Grant and Seminar Grant. The Staff Development Programmes** help new teachers to further enhance teaching skills. Professional Societies/Bodies are also provided non-recurring grants for various purposes. **The Scheme of AICTE-INAE Distinguished Visiting Professorship** jointly initiated by the AICTE and the Indian National Academy of Engineering (INAE) helps institutions avail expertise of experienced professionals from industry. The number of proposals received and grant sanctioned under various schemes of Faculty Development during the year 2009-2010 is given in the table below:-

Scheme	No. of Proposals Received	Grant Sanctioned (Rs. in Lakh)
Career Award for Young Teachers	63	45.83
Emeritus Fellowship	10	91.73
Seminar Grant	430	59.56
Travel Grant	424	12.10 (for 19 cases)
Staff Development Programme	393	274
National Doctoral Fellowship	81	340
Financial Assistance to Professional Societies/ Bodies	21	70
PG Education & Research Scheme	402	2440.90

For upgradation of skills and for providing opportunity for exchange of knowledge, the AICTE operates a number of programmes for Career Development of Teachers in technical education, viz., the **Quality Improvement Programme (QIP)**, preparation of course material modules, short-term training programmes, career awards for young teachers, schemes for awarding travel grants and seminar grants etc. The AICTE has now extended the QIP scheme to teachers working in other disciplines of technical education like Pharmacy, Architecture & Town Planning, Management and Applied Arts and Crafts for pursuing Masters/Ph.D Degrees. Further, the scheme of QIP has been extended to polytechnic teachers also. Under the scheme of Emeritus Fellowship, AICTE provides superannuated faculty members an opportunity to continue research work for a period of two years through award of a fellowship and a contingency grant.

The AICTE funds a Scheme of **National Technical Manpower Information System (NTMIS)** for estimation of short term and long term requirement of technical manpower in different fields, for assessment of anticipated gaps in demand and supply. This NTMIS Scheme presently works from 20 nodal centers all over the country.

The Council has set up 106 virtual classrooms in identified technical institutions under the EDUSAT scheme to share the knowledge of premier and well-established institutions with other

institutions. The scheme will be extended to other institutions in a phased manner.

Under the AICTE-INDEST Scheme, AICTE has provided a grant of Rs. 331.01 Lakhs to Indian Institute of Technology(IIT), Delhi for subscription to electronic resources to 60 Government/ Government aided Institutions having programmes in engineering and technology at post-graduate level.

As part of its endeavor for qualitative improvement of the technical education system, AICTE continues with the efforts for development of Model Curricula too.

To provide information to its stakeholders, and for transparency in its activities, the relevant and current information is regularly updated on its website <http://www.aicte-india.org>.

AICTE initiatives for overcoming imbalances in Technical Education

In order to overcome imbalances in technical education, the Council has taken certain initiatives as per details given below:

1. In order to ensure reduction of imbalance between engineering education and polytechnic education the Council has permitted second shift of polytechnic in an existing polytechnic institution and also a second shift of polytechnic in an existing engineering institution.

2. Keeping in view, the regional imbalance of the number of seats in various States of the country, the Council has allowed second shift of engineering colleges in existing colleges only in those States where the number of seats available in engineering colleges, per lakh of population, is less than the all India average.
3. For a balanced growth of various streams of education in engineering & technology, the Council has taken a policy decision to allow establishment of new engineering institutions with at least three conventional branches as a mandatory requirement in the States where the number of seats available in engineering colleges, per lakh of population, are more than the all India average, whereas in the states, where the number of seats available in engineering colleges per lakh of population are less than the all India average, no such restriction is applicable.
4. For establishment of new technical institutions, exclusively set up for women, certain norms have been relaxed which are as follows:
 - a. Land: For the technical institutions, exclusively set up for women, the land norms prescribed for establishment of all other Technical Institutions have been relaxed up to 50% in rural category and 20% in Metro & State Capital category and 10% in Mega Cities category.
 - b. FDR and Processing Fee: 20% relaxations are allowed in FDR amount and processing fees for establishment of new technical institutions, exclusively set up for women.
 - c. Built up area & Number of courses and intake: The total built up area required for setting up of new institutions are as per existing norms. However, to start with institutions for women will be allowed up to 5 courses with total annual intake of 300 with each course intake not exceeding 90.
 - d. Single window system: There is a single window system for processing proposals for establishment of technical institutions exclusively for women.
5. In order to promote technical education for women, handicapped and weaker sections of the society, AICTE has introduced **Tuition Waiver Scheme** for Women, Economically Backward and Physically Handicapped meritorious students in technical institutions. The proposed scheme is applicable to the students to all AICTE approved technical institutions offering: (a) Bachelors programme in Engineering, Pharmacy, HMCT, Architecture and Applied Arts and Crafts; and (b) Diploma Programme of three years duration in all disciplines. The institutions shall provide tuition fee waiver up to 10 percent of its sanctioned intake of students.

Development of Integrated Campus

The Council has been granting approval for establishment of technical institutions as individual entities in the field of technical education.

In order to ensure development of technical institutions with optimal utilization of infrastructure and other facilities, without compromising on prescribed norms and standards, the Council has allowed development of integrated campus with multi-discipline in which various programmes, namely, engineering, management, pharmacy and some other areas of technical education can be run in the same campus which will facilitate optimal utilization of manpower, network facilities, labs, workshops, library and also provide scope for academic integration with inter-disciplinary interaction and better learning environment. This

would enable such integrated institutions to develop synergy and utilize common facilities, and in turn, reduce cost of education. Such institutions may also extend integrated under graduate and postgraduate programmes in management and computer application courses and research programmes along with the main stream of engineering programmes at the under graduate and post graduate levels.

E-Governance

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 on 7th January, 2010. 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 redressal mechanism. Some other significant initiatives taken by the AICTE are as follows:

- Processing of applications for approvals/ Renewal and increase in intake has been made online from 10 January 2010;
- Letter of Intent (LoI) dispensed with. Only Letter of Approval (LoA) to be issued;
- Enhancement in seats in engineering and management institutions from 240 to 300 and 60 to 120 respectively;
- Reduction in land requirement norms in metro & mega cities;
- Permission to technical educational institutions to offer modular educational courses with the provision of credit transfer in extended teaching hours and to offer these courses in the second shift also, so as to maximize utilization of their capacities;
- Opening of new camp offices at Gurgaon for the benefit of educational institutions in Delhi, Haryana, Rajasthan and at Guwahati for the benefit of educational institutions in North Eastern Region;

- Establishment of National Board of Accreditation (NBA), as an independent body of AICTE, for making it eligible for full membership of Washington Accord.
- Providing 25% flexibility to management institutions in allocation of seats amongst different disciplines of Post Graduate Diploma in Management (PGDM) to address everchanging requirement of manpower;
- Allowing MBA and MCA courses only, through distance mode;
- Co-option of foreign experts on Academic Boards;
- Conducting of first Graduate Pharmacy Aptitude Test (GPAT) for Pharmacy Graduates through MS University, Baroda;
- Only one appeal in one processing cycle.

Council of Architecture

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972 enacted by the Parliament of India, which came into force on 1st September, 1972. The Act provide for registration of Architects and matters connected therewith. The COA is consulted before any 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 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 several times 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.

Central Institutions in Technology

Indian Institutes of Technology (IITs)

Indian Institutes of Technology (IITs), Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee were established as 'Institutions of National Importance' under The Institutes of Technology Act, 1961. Their main objective is to impart world-class training in engineering and technology; to conduct research in the relevant fields; advancement of learning and dissemination of knowledge. These Institutes are also contributing significantly to education and research in basic sciences and humanities.

The IITs offer undergraduate programmes in various branches of engineering and technology; postgraduate programmes with specialization; and, Ph.D. programmes in various engineering and science disciplines interdisciplinary areas; and conduct basic, applied and sponsored research. At present, the IITs offer B. Tech., M.Sc., M.Design, M.Phil, M.Tech, and Ph.D. Degrees. IITs are maintaining quality of teaching and research at international standards. The Institutes are continuously evaluating and modifying curricula as per the emerging trends in the industry. They also contribute to updating the knowledge of faculty of other Engineering Colleges through Quality Improvement Programmes (QIPs). As host institutions under the Early Faculty Development Programme (EFDP), IITs act as nuclei to cater to the technical requirements of the respective regions.

IITs have been effective in enhancing the country's techno-economic strength and technological self-reliance. The IITs have distinguished themselves through excellence of their academic activities and

research programmes. Sponsored research for different funding agencies in the public and private sectors, industrial consultancy and continuing education programmes are also areas in which the IITs have made significant contribution.

In order to provide quality education in science & technology to a larger number of students, the capacities of existing IITs are being enhanced considerably during the 11th Plan period. To keep pace with the changes taking place in new technologies, new programmes have being started in identified areas, such as, new materials, non-destructive evaluation technology, high speed networking and wireless technology, bio-technology and bio-informatics, smart materials, environmental energy, medical science and technology, medical instrumentation, electronics, electronics communication and membrane technology etc.

In addition to the seven older IITs, the Government have established eight new IITs in 2008-09 at Hyderabad (Andhra Pradesh), Patna (Bihar), Jodhpur (Rajasthan), Gandhinagar (Gujarat), Bhubaneswar (Orissa), Ropar (Punjab), Indore (Madhya Pradesh) and Mandi (Himachal Pradesh) in 2009-10. While, admission in the first six new IITs were commenced from the academic session of 2008-09, admissions in the remaining two new IITs in Indore (Madhya Pradesh) and Mandi (Himachal Pradesh) have been commenced from the academic session 2009-10.

Students in UG programmes in IITs are admitted on the basis of Indian Institute of Technology-Joint Entrance Examination (IIT-JEE) and in PG programmes through Graduate Aptitude Test in Engineering (GATE).

Student strength in IITs during **2009-10**

Sl.No.	Indian Institutes of Technology (IITs)	Student strength in 2009-10	Student intake in UG in academic year 2009-10	Student intake in PG in academic year 2009-10
1.	IIT, Kharagpur	7542	1187	1164
2.	IIT, Bombay	6366	746	1038
3.	IIT, Madras	5641	684	971

Sl.No.	Indian Institutes of Technology (IITs)	Student strength in 2009-10	Student intake in UG in academic year 2009-10	Student intake in PG in academic year 2009-10
4.	IIT, Kanpur	3965	664	598
5.	IIT, Delhi	5921	701	1217
6.	IIT, Guwahati	3006	469	525
7.	IIT, Roorkee	5433	1013	970
8.	IIT, Gandhinagar	199	90	Nil
9.	IIT, Bhubaneswar	226	109	Nil
10.	IIT, Patna	223	109	22
11.	IIT, Hyderabad	274	112	43
12.	IIT, Jodhpur	215	107	Nil
13.	IIT, Ropar	209	104	Nil
14.	IIT, Mandi	99	99	Nil
15.	IIT, Indore	107	107	Nil

Indian Institute of Technology, Kharagpur

Indian Institute of Technology, Kharagpur (IIT-KGP) was set up in 1951 in a lush green campus, spreading over 2100 acres and is regarded as the torch bearer of the IIT system. It continues to take new strides towards emerging directions to further the growth and dissemination of scientific and technological knowledge and nation building through human resource development in science and technology. Besides having 19 academic departments, the Institute has 15 multi-disciplinary centers and schools, and number of research and development units of excellence, in addition to dedicated laboratories and central research facilities. The Institute has on its roll close to 530 faculties, 7542 students and around 1250 supporting staff who devote their best to produce the brightest and the best shaped scientists, engineers and managers.

The Institute is presently offering B.Tech (Hons.) programmes in fifteen different branches of engineering, a B.Arch. (Hons.) programme in Architecture, thirty-five Dual Degree programmes, seven Integrated M.Sc. programmes, six two-year M.Sc. programmes,

fifty-two postgraduate degree programmes leading to M.Tech., MCP, MBM, and MMST degrees, besides an LLB Degree and one Post-Graduate Diploma. In the 55th Convocation held on 8th August 2009, a total of 1876 degrees were awarded that included 228 Ph.D., 41 MS, 621 M.Tech. 20 MCP, 115 MBA, 171 Dual Degrees, 08 MMST, 01 PGDIT, 33 LLB, 09 PGDIPL, 48 PGDBA, 21 PGDST, 180 M.Sc, 367 B.Tech (Hons) and 13 B.Arch. (Hons).

In the last academic year, the Institute has introduced two new M.Tech programmes, one in Infrastructure Design and Management and the other in Water Management. Also, two new five-year Dual Degree programmes, one in Engineering Entrepreneurship and the other in Financial Engineering, have been introduced. This year, Institute has introduced joint M.Sc.-Ph.D., and joint M.Tech - Ph.D programmes in order to motivate young and aspiring students to join the Ph.D. programmes in large numbers which will accelerate the research activities.

IIT-Kharagpur continues to be active in research. About 1703 research papers were published in referral international and national journals and

967 papers presented in national and international conferences by the faculty members. During the last year, the Institute received 167 research projects for a total value of Rs. 158.00 crores and 142 consultancy projects for Rs. 13.00 crores. Thus, a total of 309 sponsored projects were received during the year for total value of Rs. 171.00 crores from Government, private and international funding agencies.

The Intellectual Property Rights and Industrial Relations (IPR & IR) Cell under SRIC is responsible for the licensing and the transfer of technologies developed by faculty members, students and other researchers at IIT Kharagpur to the commercial sector.

The Institute has installed an interactive course on management software system for uploading lecture notes, questions and answers that will help both, the students and teachers in the teaching-learning process. For improving the quality of research, the Institute has already prepared documents on research policy, research ethics, maintenance of research data and records, and various guidelines for preparing research documents. It has put in place on-line research information system for both Ph.D. and MS students. Recently the Enterprise Resource Planning (ERP) system has been made operational for smooth functioning of all academic and administrative activities of the Institute.

For the academic year 2009-10, the Institute has increased its students intake by 30 percent of the base year figure of 2007-08. During the academic year 2009-10, 1187 students were admitted in Under-graduate programmes & 1164 in different PG programmes. Institute has in place a strong mentor programme to help the students tide over the early days in the Institute. The Institute has also established a student counseling centre for extending critical support.

Indian Institute of Technology, Bombay

Indian Institute of Technology, Bombay continues to be rated as one of the top technical universities

in the world. The Institute continues to make important contributions in Industrial Design, Humanities, Social Sciences and Management. It is also creating a niche for its innovative short-term courses through continuing education and distance education programmes. The alumni of IIT Bombay have made very significant contributions, both, within India and abroad in diverse fields such as technology, entrepreneurship, management and academics.

In July 2009, the institute admitted 746 undergraduates (through JEE), 168 for 2-year M.Sc., 676 for M.Tech., and 289 students for Ph.D. programmes. Students were also admitted to the following programmes: M.Des. - 57, M.Phil. - 15 M.Mgt. - 101, and M.Sc. & Ph.D Dual Degree - 29.

Currently, the student strength at IIT, Bombay is about 6366 under various UG, PG and Ph.D programmes. Academic programmes have been attracting the best students at all the levels. With its ambition to become a global leader in the domain of research and of scientific & technological manpower, the institute has given special focus to its Ph.D programmes. The number of student intake for Ph.D programmes has been increasing significantly. The fact, that a majority of them (60%) have their degrees in engineering, assumes significance in the context of the increased technical manpower needs of the country.

The 47th Convocation of IIT Bombay was held on August 7, 2009. This year, a total of 1616 degrees were awarded: Ph.D. - 179, M.Tech. - 687, M.Mgt. - 72, M.Des. - 48, M.Phil. - 11, M.Sc. - 115, PGDIIT - 03, M.S.(by research) - 03, and B.Tech. - 498. During this period, about 110 sponsored projects were sanctioned with an outlay of approximately Rs. 66.5 crores, funded by various agencies, both, from India and abroad. A number of consultancy projects with a financial outlay of Rs. 6.9 crores were undertaken during the same period.

Techconnect 2009 was held on 4th April, 2009. Posters and demonstration of a few of ongoing

R&D activities were shown to the public, apart from organizing seminars/discussions in selected areas. Participants from about 35 companies attended the one-day event.

During the period, six Indian Patent applications were filed. There were also two PCT applications and one US application filed. Two of the Indian Patent applications filed earlier were granted. Some technologies transferred during this period are Soil Biotechnology, Hindi Word Net, and Corrosion Simulation Software.

Under the Continuing Education and Quality Improvement Programmes, CEP organized 48 programmes with participation from 940 candidates and revenue earning of Rs.141.80 lakhs. Of these, one programme was conducted in Dubai. Under the Quality Improvement Programme, 2 students were admitted in M.Tech. and 18 to Ph.D programmes. Similarly, 20 students were admitted under Ph.D contact programmes. Four short-term courses were conducted with participation from 77 college teachers.

Under the Quality Improvement Programme, 11 students were admitted to M.Tech. and 18 to Ph.D. programmes. Similarly, 20 students were admitted under Ph.D Contact programmes. Four Short Term courses were conducted with participation from 77 college teachers. Four proposals for book-writing under Curriculum Development Programme were approved.

Under Continuing Education Programmes (CEP), 160 programmes with participation of 4500 candidates were organized. Of these programmes, two were conducted in Dubai and six at the IIT Bombay Extension Centre in Gandhinagar, Gujarat.

Indian Institute of Technology, Madras (IITM)

The Indian Institute of Technology, Madras (IITM) was established in 1959 by the Government of India as an institute of national importance. Its primary objective was to promote higher technical educational research and consultancy. The

institute has 16 Departments and 5 Research Centers. The campus covers an area of 256 hectares of forest land and houses a community of about 13000 people. IITM offers UG, Dual Degree and PF programmes in Aerospace Engineering (AE), Biotechnology (BT), Chemical Engineering (CH), Civil Engineering (CE), Computer Sciences & Engineering (CS), Electrical Engineering (EE), Engineering Design (ED), Mechanical Engineering (ME), Metallurgical & Materials Engineering (MM) and Ocean Engineering (OE), an integrated Masters programme in Humanities and Social Sciences (HS) and PG Programme in Applied Mechanics (AM), Chemistry (CY), Humanities & Social Sciences (HS), Management Studies (MS), Mathematics (MA) and Physics (PH). Users Oriented M. Tech programmes are currently offered in the Departments of Biotechnology, Civil Engineering, Mechanical Engineering and Ocean Engineering. New multi-institute M. Tech in Clinical Engineering and Ph.D. in Biomedical Devices and Technology programmes have been introduced in 2008-09 in collaboration with Sree Chitra Tirunal Institute of Medical Sciences and Technology, Trivandrum and Christian Medical College, Vellore. The MS and Ph.D. programmes emphasize research excellence and the M.Tech. Clinical Engineering programme addresses the management of the technology aspects in a hospital as well as the Medical Technology needs of the country. The Institute offers Ph.D. programme in all the 16 departments, M.S. programmes in 12 departments, M.Tech programme in 24 streams/specialisations, M.Sc. programme in 3 branches, B.Tech programme in 10 branches, Dual degree (B.Tech and M.Tech) programme in 14 branches, M.B.A. programme and M.A. Integrated Programme, besides a preparatory course for SC/ST students.

The programme-wise degrees awarded in 2009 are Ph.D.: 162, MS: 121, M.Tech: 354; M.Sc: 83, MBA: 62, Dual Degree (B.Tech & M.Tech): 172, B.Tech: 313 and PGPE XVLM : 29. Eighteen(18) patents have been filed in the year 2008-09 and 12 patents were granted.

The Centre for Continuing Education (CCE) has been very active in promoting activities for the benefit of working professionals in industries and faculty members of other technical institutions. Fourteen (14) courses under the Quality improvement programme and 57 under Continuing Education were organised which benefited 1734 participants. The CCE generated revenue of Rs. 150 lakhs through its activities.

IITM plays a lead role in providing guidance and assistance to the other engineering institutions in the country. Currently, there are a total of 107 QIP scholars - 99 Ph.D & M.Tech which includes 20 women in Ph.D and 4 in M.Tech. in the Institute.

The Phase I of the IITM Research Park is expected to be functional soon. Being the first initiative of its kind in India there have been several challenges. These have been met with resilience given the enormous benefit that is likely to accrue from this, not just to IIT, but to the industry and the society at large. Several companies like Amada, Nissan IFMR Trust, CeWIT and Ginger hotels have commenced their interiors work. Interiors have also been done up for incubation areas, conference rooms and the auditorium. Given the economic recession, focused R&D and business relevant innovation is the immediate need for the industry. The next couple of years could provide a great window of opportunity to create value that could result in market leadership. The Research Park is likely to be an extremely important enabler in this process.

Indian Institute of Technology, Kanpur (IITK)

Set up in 1959, Indian Institute of Technology, Kanpur has a Campus of 1100 acres. The Institute will be celebrating its Golden Jubilee from August, 2009 to December, 2010. A number of events in project mode have been planned for the Golden Jubilee year. During 2009, the number of students who were awarded degrees were B.Tech-299, M.Sc.(5 year Integrated)-39, B.Tech-M.Tech Dual Degree (5 year)-52, M.Sc.(2 year)-68, and at the

postgraduate level were M.Tech-322, M.Des-12, MBA-45, PhD-96. During the period 2008-09, faculty filed 17 patents in India and overseas. During the academic year of 2009-10, the intake in UG programmes was 664 and that of PG programmes was 598. The total student strength was 3965. There are 10 halls of residence, eight for boys and two for girls. During 2008-09, about 140 sponsored projects and 122 consultancy projects were undertaken by the faculty and research engineers/scientists of the Institute with a sanctioned amount of Rs.6608 lakhs and 933 lakhs respectively.

The Institute has signed a Memorandum of Understanding with Indian Space Research Organisation (ISRO) to support the design, development and launch of an indigenous nano satellite called Jugnu. The satellite is planned to be built around a standard cuboid configuration as designed and is expected to weigh less than 5 kg. In this joint program, the satellite will be launched in the polar orbit by the ISRO. The satellite shall carry payloads for earth observation, for establishing communication links, for studying atmospheric phenomena, for testing scientific instruments and for novel applications. The mission life shall be for a minimum period of 6 months.

The Institute has signed a Memorandum of Understanding with Indira Gandhi Centre for Atomic Research (IGCAR) to carry out research in the science and technology related to design and development of Fast Breeder Reactors. An IGCAR-IITK R & D cell will be set up in the premises of IITK, to conduct R&D in the areas of mechanics and materials, thermal hydraulics, multi-scale modeling, instrumentation, mechanisms, and machine vision.

The Institute has signed a Memorandum of Understanding with Indian Space Research Organization (ISRO) for development, validation and testing of kinematic control algorithm for rover motion on an uneven terrain.

Another Memorandum of Understanding has been signed with Vikram Sarabhai Space Centre (VSSC)

for development, and testing algorithms for computer vision based autonomous navigation system for the lunar rover mission.

Some of the major sponsored projects undertaken by the Institute include those funded by CSIR, DST, DRDO, ARDB, DBT, MCIT and BSNL. Other projects include:-

- (i) Potential of RNAI in insect pest management (NAIP);
- (ii) Mobile IED pre-initiator system (AIP);
- (iii) Airfoil models, instrumentations and wind tunnel testing of low reynolds number airfoil at NWTF (ADA);
- (iv) Development of metal-ceramic composites through microwave processing and biomaterials for health care (INDO-US networked center);
- (v) Plasmonic properties of checkboard metallic structures and films (IFCPAR);
- (vi) Design and development of an autonomous vehicle (Boeing);
- (vii) An experimental study of supersonic flow over two and three dimensional slender bodies with moving surface protuberances;
- (viii) Design and evaluation different control strategies (ARMREB);
- (ix) Aerodynamic characteristics of butterfly flight through measurement of three dimensional unsteady velocity field using TR-PIV system (AOARD).

Indian Institute of Technology, Delhi (IITD)

Established as a College of Engineering in 1961, this institute was declared an Institute of National Importance under the "Institute of Technology (Amendment) Act, 1961" and renamed as "Indian Institute of Technology, Delhi" in 1963.

Its primary objective is to contribute to the development of science and technology through excellence in education and research and serve

as a valuable resource to industry and society. It has 13 Departments, 11 Centers and 3 Schools. In addition to facilities attached to Departments, the institute has 11 Interdisciplinary Central Facilities. Currently, forty seven faculty members have been awarded Outstanding Young Faculty Fellowships. The following new Professorial Chairs have been established during the period:-

- a) Ram and Sita Sabnani Chair Professorship
- b) Sulaiman Mutawa Chair Professorship
- c) Sir Gilbert Walker MoES Distinguished Chair Professorship

The academic programmes cover a wide range of science and engineering disciplines. A facility has been created for the first time for submission of online applications by the candidates, seeking admission to various postgraduate programmes in 1st Semester 2009-2010.

The Administrative Computerization Unit of the Institute has developed web based systems for students' registration, grading, attendance, etc. for the students' community as well as web based information, retrieval system for the employees of the Institute.

In July-August, 2009, student strength of the Institute was 5921 (UG: 2571, PG: 2076 & Ph.D: 1274)

The Training and Placement Unit of the Institute is mainly responsible for arranging practical training of the undergraduate students to provide them industrial experience and to provide world class job opportunities to undergraduate and postgraduate students. During the last placement session, 230 companies visited the campus for 363 profiles as a result of which 710 students were placed.

Fifteen (15) new sponsored and consultancy projects worth Rs. 1272.23 lacs have been sponsored by international organizations. 498 new sponsored and consultancy projects worth Rs. 5221.07 lacs have been sponsored by national organizations. 20 New Memorandum of Understanding (MoUs) have been signed with

international and national organizations since April 01, 2009.

The Central Library has a strong collection consisting of more than four lakh documents, comprising of books, standards specifications, theses, CD-ROM databases, bound volumes of journals and video cassettes besides having access to a large body of publications subscribed under the INDEST consortium.

The Computer Service Centre has enhanced its internet bandwidth from the existing 34 Mbps to STM1 (trifurcated into 72 Mbps for Academic, 34 Mbps for ETSC and 34 Mbps for Hostels)

Indian Institute of Technology, Guwahati (IITG)

Indian Institute of Technology, Guwahati, established on September 1, 1994 under The Institutes of Technology (Amendment) Act, 1994, is located on a picturesque lush green area of 285 hectares on the northern bank of the Brahmaputra.

The Institute has 11 academic departments, namely, Bio-technology, Chemical Engineering, Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, Biotechnology (all of which offer B.Tech, M.Tech and PhD programmes); Design (offering B.Des, M.Des and Ph.D. programmes); Chemistry, Mathematics and Physics (offering B.Tech, M.Sc. and Ph.D. programmes); and Humanities and Social Sciences (offering M.A. and Ph.D. programmes). There are three inter-disciplinary academic centers, namely, Energy, Environment, and Nanotechnology (offering Ph.D. programmes). The Institute also has four service centres, namely, Computer and Communication Centre, Central Instruments Facility, Centre for Educational Technology and Centre for Mass Media Communication.

In July 2009, the Institute admitted 994 new students compared to 772 last year. The Institute

started a 2-year MA programme in Development Studies in the Department of Humanities and Social Sciences from July, 2009. 533 students were awarded degrees in different subjects during the 11th Convocation held in May 2009. In October 2009, the total student strength was 3006 compared to 2342 last year. The number of faculty members grew from 214 to 238 and non-teaching staff from 319 to 326

513 PhD students are engaged in research works to make major contributions in R&D. The Institute also undertakes research and development projects under the categories of sponsored research projects in various areas of specialization. These projects are sponsored by government agencies. In addition to R&D projects sponsored by the government agencies, the Institute also offered consultancy services to various State Government departments, N.E. Railway, National Highway Authority of India, oil and gas sector organisations, construction and infrastructure companies, power sector units, educational institutions, health and pharmaceutical industries and financial institutions.

To encourage entrepreneurship among the students and faculty members of the North East, the institute has started a technology incubation centre in the Institute. A Society has been registered for this purpose. About 1600 sqm. of area in the Technology Complex has been earmarked. The Department of Information Technology has awarded a scheme under which entrepreneurs will get loans under easy terms.

The Institute placement for students during last year was satisfactory. 79.60 % B.Tech/B.Des. students, 39.83% M.Tech/M.Des. students and 21.00% MSc students obtained placement through campus recruitment. The highest pay package offered was Rs. 20.00 lakh per annum.

Institute of Technology Roorkee, Roorkee

Indian Institute of Technology, Roorkee (IITR) was converted from the University of Roorkee in September, 2001. The Institute has its main

campus at Roorkee (365 acres) and a smaller campus at Saharanpur (25 acres), 50 kms away from Roorkee.

The Institute presently offers 11 B.Tech./B.Arch programmes, 5 dual degree (B.Tech.+M.Tech) programmes, 58 postgraduate programmes (M.Tech./MBA/MCA/M.Sc. including Integrated M.Sc. and M.Tech.), and Ph.D. programmes in all its 18 academic departments, one academic centre (AHEC) and three centres of excellence (Nanotechnology, Disaster Mitigation and Management, and Transportation systems). Total students strength in the academic session 2009-10 is 5433. These include 674 girl students and 26 female students.

In the Ninth Annual Convocation celebrated on November 14, 2009, numbers of degrees awarded to successful candidates were 492 B.Tech./B.Arch/IDD, 584 M.Tech/M.Sc./MBA/ MCA and 150 Ph.D. The Institute also honoured five of its outstanding alumni with the Distinguished Alumnus Award.

In the academic year 2008-09, 110 companies visited the institute for campus recruitment and offered placement to 627 students (376 Undergraduates, 30 IDD, 207 Postgraduates and 14 Ph.Ds).

The Institute has presently 386 faculty members, 10 Emeritus Fellows and 9 Scientists. Faculty is actively engaged in R&D activities. During the period, it has published 570 research papers in peer reviewed journals, and 599 in various national and international conferences upto 30th September, 2009. Besides, the Institute continued to play its role in the development of nation through R&D projects. In the year 2008-09, outlay of sponsored research and consultancy projects done by the faculty members was Rs. 3671 lacs and Rs. 2714 lacs respectively.

Mahatama Gandhi Central Library of institute has added around 9529 e-books to its collection. Now the total availability stands at 20,000+e - books

and 1200+e-journals. Library has more than 3,59,603 documents both print and non-print in its collection. It subscribes to more than 900 print journals.

New MoUs have also been signed with two international organizations/institutes.

In order to take care of capacity expansion programme, several constructional works have been started which includes construction of new hostels and extension of existing ones for boys and girls, extension of department buildings, extension of workshop, Lecture Hall Complex, parking in Academic and Administrative Buildings, extension of Community Centre, residences for faculty and non-teaching staff and Biotechnology Deptt.

The Continuing Education Centre organized 54 national courses during the period from November, 2008 to September, 2009. Nearly, 997 participants were trained. Besides this, 11 Short Terms courses were organized and 304 participants attended the same. This year, the QIP Centre at IIT Roorkee has offered admission to 29 engineering college teachers for Ph.D. programme and 11 teachers for M.Tech. Programme. Finishing School programme has also been continued.

Computational, internet facilities and laboratories have been extensively upgraded. The institute provides 100 Mbps of internet bandwidth from two ISPs, M/s BSNL and Tata Communication Ltd., 50 Mbps from each for the last mile redundancy of internet Link. It also installed New RADWARE Load Balancing Switch with high throughput for merging Bandwidth acquired from two ISPs. Wireless/Wire-line Internet at UG/PG Students Hostels have also been provided.

New Indian Institutes of Technology

Government has set up eight new IITs at Hyderabad (Andhra Pradesh), Patna (Bihar), Jodhpur (Rajasthan), Mandi (Himachal Pradesh), Bhubaneshwar (Orissa), Ropar(Punjab),

Gandhinagar(Gujarat) and Indore(Madhya Pradesh). Out of these, six new IITs at Hyderabad, Patna, Jodhpur, Bhubaneswar, Ropar and Gandhinagar have started functioning from the academic year 2008-09 and remaining 2 at Mandi (Himachal Pradesh) and Indore (Madhya Pradesh) started from 2009-10 academic year. IITs at Bhubaneshwar, Jodhpur, Ropar and Mandi have admitted their 1st batch of B.Tech students in the campuses of their mentor IITs at Kharagpur, Kanpur, Delhi and Roorkee respectively. IIT, Bhubaneswar & IIT, Ropar have moved in their temporary campus at Bhubaneswar & Ropar respectively in their 2nd academic session 2009-10. As far as staff is concerned, each IIT has been sanctioned 30 faculty posts every year for the first three years. IITs at Hyderabad, Patna, Indore and Gandhinagar are functioning from their temporary campus at Hyderabad, Patna, Indore and Gandhinagar respectively. Each of the new IITs is being mentored by an existing IIT. An amount of Rs. 400.00 crore has been provided in BE - 2009-10 (RE 2009-10 Rs. 300.00 crore) for these eight new IITs.

Indian Institute of Technology, Hyderabad

IIT, Hyderabad(Andhra Pradesh) has started functioning from the academic year 2008-09 through its temporary campus at Ordnance Factory, Medak, Hyderabad. 116 students were admitted in B.Tech courses in three branches in 2008-09. The Government of Andhra Pradesh has handed over 523 acres of land at Medak to IIT, Hyderabad for its permanent campus. IIT Madras is the mentoring IIT of the Institute. The Institute has started with B.Tech programme in three branches - (i) Computer Science Engineering (ii) Electrical Engineering, and (iii) Mechanical Engineering. Students' strength of the Institute during 2009-10 is 266 which includes B.Tech: 223, M.Tech: 33, Ph.D: 10.

Indian Institute of Technology, Jodhpur

Classes of IIT Jodhpur for its first academic session 2008-09 have been started from the campus of

IIT Kanpur. A total 112 students were admitted in B.Tech courses in three branches viz (i) Computer Science Engineering, (ii) Electrical Engineering, and (iii) Mechanical Engineering in 2008-09. IIT Kanpur is the mentoring IIT of the Institute. Government of Rajasthan has offered 700 acres of land for the permanent campus of IIT Jodhpur at Kharwar Panchayat. Temporary campus of IIT Jodhpur has been finalized at M&M Engineering College in Jai Narayan Vyas University, Jodhpur. Students' strength of IIT Jodhpur during 2009-10 is 215.

Indian Institute of Technology, Patna

IIT Patna (Bihar) has started functioning from the academic year 2008-09 through its temporary campus at Govt. Polytechnic, Patliputra, Patna. 109 students, in all, have been admitted in 2008-09. The Government of Bihar has offered about 500 acres of land at Bihta, Patna to the Institute. IIT Guwahati is the mentoring IIT of the Institute. The Institute started with B.Tech programme in three branches - (i) Computer Science and Engineering (ii) Electrical Engineering, and (iii) Mechanical Engineering. The Ph.D. programme in Engineering, Science and Humanities & Social Sciences has started from July 2009. In order to ensure the quality synonymous with the name IIT and expedite its growth, the institute has already recruited 30 outstanding young, energetic and dynamic faculty members.

The classroom teaching facilities in IIT, Patna are comparable with those available in any high class institute in the country. Each class room is well equipped with LCD, white screen, white board and audio-visual facilities. First year and second year laboratories are in place along with a few research laboratories. The institute has a computer center with internet facility of 4 Mbps.

IIT, Patna has its own central library with text books including E-books and reference books for B.Tech students and research scholars, procured in sufficient numbers. Apart from this, IIT, Patna has subscription of online journals for each of the

department like any other established IITs. The Institute is also part of National Knowledge Network and organizes lectures through this network from time to time.

The institute has recently signed a MoU for academic cooperation with the University of Houston. In the first phase, institute is preparing itself to send a batch of six students to University of Houston during summer vacation.

Indian Institute of Technology, Gandhinagar

IIT, Gandhinagar, Gujarat has started functioning from the academic year 2008-09 by admitting about 120 students in B.Tech course in three disciplines, viz., Chemical Engineering, Electrical



Engineering & Mechanical Engineering. Till the campus of the new IIT gets established, the activities of IIT, Gandhinagar will be conducted from the premises of Vishwakarma Govt. Engg. College (VGEC), Chandkheda, Ahmedabad. 90 students were admitted in B.Tech courses in three branches during 2009-10. IIT, Bombay is the mentor Institute of IIT, Gandhinagar

Indian Institute of Technology, Bhubaneswar

IIT, Bhubaneswar, Orissa has started functioning from the academic year 2008-09 through IIT, Kharagpur campus at Kharagpur from 23rd July, 2008. However, from 2009-10 academic session, campus has been shifted to Bhubaneswar at Bhubaneswar extension campus of IIT,

Kharagpur. The Institute has started with B.Tech programme in three branches viz (i) Civil Engineering (ii) Electrical Engineering, and (iii) Mechanical Engineering. During 2009-10 academic session, 109 students have been admitted in B.Tech courses, 17 in preparatory and 6 in Ph.D. Total student strength of IIT, Bhubaneswar is 226. The Government of Orissa has offered 936 acres of land out of which 518 acres have been handed over at Arugul, Jatni, Distt. Bhubaneswar to the Institute. IIT Kharagpur is the mentoring IIT of the Institute.

Indian Institute of Technology, Ropar (Punjab)

IIT Ropar has started functioning from the academic year 2008-09 through IIT, Delhi campus at Delhi. 104 students have been admitted in B.Tech course in three branches during 2009-10. The Government of Punjab has handed over 513 acres land at Govt. Seed Farm, Village-Phool Kalan Ropar, which is about 40 Kms from Chandigarh, to the Institute for its permanent campus. The first batch of students joined IIT, Ropar at the IIT, Delhi campus, the institute responsible for mentoring the new IIT. This batch and the batch that joined in 2009 are now housed at the temporary campus of IIT Ropar, Punjab.

The institute currently operates from the premises of Government Polytechnic College for Girls (Ropar), which has been fully renovated and furnished. In a few years, the institute will be relocated to its own campus, along the bank of the river Sutlej at village Phool Kalan, Ropar (Punjab).

Indian Institute of Technology, Mandi

IIT, Mandi has started functioning from the academic year 2009-10 from IIT, Roorkee. Permanent site of IIT, Mandi has been located at Kamand, about 15 Km from Mandi town in a mountainous land of about 530 acres. IIT, Roorkee is the mentoring institute of IIT Mandi.

The Foundation stone of IIT Mandi was laid on Feb. 24, 2009. It was registered as a Society on June 20, 2009. The Govt. of Himachal Pradesh is now in advance stage of transferring this land to IIT, Mandi. The first Batch of students of IIT, Mandi was admitted through JEE in July 2009 and their classes are being held at IIT, Roorkee. A total of 99 students were admitted: 36 in Electrical Engineering, 36 in Computer Science & Engineering, and, 27 in Mechanical Engineering. Board of governors of IIT, Mandi has been constituted.

The operation of IIT Mandi is proposed to be shifted to a transit campus at Mandi town from the academic session 2010-11.

Indian Institute of Technology, Indore

Indian Institute of Technology, Indore has started functioning from 2009-10 academic year through its temporary campus at Institute of Engineering & Technology, Devi Ahilya Vishwavidhalaya, Indore. 107 students have been admitted in its first batch of B.Tech in 2009-10 year.

State Government of Madhya Pradesh has offered land measuring about 500 acres at Village Simrol in Indore, at a distance of 11 Kms from Mhow railway station and 32 Kms from Indore airport.

IIT, Indore is being mentored by IIT, Bombay.

Indian Institutes of Information Technology (IIITs)

Information Technology is an important tool for development of different areas of knowledge economy. India is emerging as a global player in the field of Information Technology. There has been a steady rise of software and IT sector in India since 1990's. As the IT industry is expanding rapidly, manpower requirement is growing exponentially. In order to develop manpower for different areas of the knowledge economy, education and training of information technology is a core prerequisite. The Central Government has established four IIITs at Allahabad, Gwalior, Jabalpur and Kancheepuram. These institutions provide undergraduate as well as postgraduate education. The IIIT at Gwalior is for IT and Management. The IIITs at Jabalpur and Kancheepuram are for IT and Design as well as Manufacturing. The IIIT at Allahabad can be considered for IT and Library Sciences or Informatics, based on the activities of this Institute. In addition, the Eleventh Five Year Plan envisages the establishment of twenty more IIITs in the country in Public Private Partnership (PPP) mode.



Admissions into undergraduate programmes in IIITs are through the All India Engineering/ Architecture Entrance Examination (AIEEE).



Indian Institute of Information Technology, Allahabad

The Indian institute of Information Technology, Allahabad was established in 1999 and got conferred Deemed-to-be University Status in 2000. The Institute has Undergraduate Programmes (B.Tech in Information Technology and Electronics & Communication), Postgraduate programmes (M.Tech in Bio-Informatics, Intelligent Systems, Wireless Communication & Computing and Software Engineering, Human Computer Interaction, Robotics and Microelectronics), MBA (IT), Master of Science in Cyber Law and Information Security, MS (CUS) and Ph.D. programmes in cutting edge areas.

During the Academic Year 2009-10, intake in U.G. programmes was 375 (including 48 NRI Students) and intake in P.G. programmes was 313 including 10 sponsored candidates in MBA/MS (CLIS). The student strength in various UG, PG & Ph.D Programmes was 1543.

The IIIT, Allahabad has an Extension Campus at Amethi. The B.Tech (IT) Course and B.Tech (EC) Courses have already been started from July, 2005 with an intake of 60 students. Student strength during the 2009-10 is 182. The first Batch of B.Tech students enrolled in 2005 has passed out during 2009-10 with decent placement. Discovery Park

Project was sanctioned by Ministry of Science & Technology, Govt. of India. In the First Phase, three areas viz. - Electronic & Traditional Agriculture, Bio-fuels and Bio-informatics would be taken up at Amethi. Discovery Park has started functioning and the rural populace is getting its benefits.

Atal Bihari Vajpayee Indian Institute of Information Technology and Management, Gwalior

Atal Bihari Vajpayee Indian Institute of Information Technology and Management, Gwalior (ABV-IIITMG) is an autonomous Institute with the status of a deemed University, established by the Government of India in Jan, 1996. The Institute has a well-defined campus on the foothills of the Gwalior Fort. It strives to become a world class institution to contribute towards research and education and to produce technology and business leaders. There is research focus in education. The vibrant links with the industry are wide ranging like include industry oriented curricula design, development and delivery, summer internship projects, mentoring of students by CEOs and senior professionals etc.

ABV-IIITM offers Post Graduate and Doctoral Programs in ICT and Management. The institute promotes innovation and creativity. The institute has established research collaboration with universities in USA, France, and Japan. So far the institute has imparted training to approximately 75 teachers from various colleges of Technical Engineering and Management across India. The Institute is conducting the seminars/workshops/conferences on regular basis.

The Faculty and Research Scholars have been participating in National and International conferences and workshops. Students are also encouraged to attend workshops. New Faculty have also been appointed in Management and IT Stream. The total strength of the Faculty in the institute is 26 and some of the posts of faculty and non-faculty will be filled by the end of December, 2009.

This year Institute organized three national seminars and one national conference in collaboration with CDT Foundation, New Delhi.

Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design and Manufacturing (PDPIITDM), Jabalpur.

The Indian Institute of Information Technology, Design and Manufacturing at Jabalpur was established in 2005. The Institute is envisioned as an academic institution of excellence that facilitates and promotes the competitive advantage of Indian products and manufacturing in global markets. It would meet the requirement in different sectors like automobile, aerospace and defense, industrial machinery, engineering services, high-tech electronics, consumer durables etc. The first batch of students admitted in 2005 passed out in May, 2009 and the Institute organized its first convocation on August 7, 2009.

The Central Government has declared the institute as a 'Deemed-to-be-University' under the Novo category of the recommendation of University Grants Commission. In the academic year 2009-10, the intake of students in the undergraduate (UG) programme was increased from 156 to 183. 42 students were admitted to the post graduate programme including Ph. D students.

Construction of two buildings of the Institute, namely (i) Core Lab Complex, and (ii) the Service Block has been completed and the Institute has started functioning from its own campus from the academic session 2009-10. The Construction work is under process.

Indian Institute of Information Technology, Design and Manufacturing (IIITD&M), Kancheepuram

IIITD&M Kancheepuram, a centre for excellence, established by the Ministry of Human Resource Development has been operational since 2007 at the temporary campus at IIT-Madras.

The Institute introduced two new undergraduate programs in Electronics Engineering (Design & Manufacturing) and Computer Engineering, in addition to the existing Mechanical Engineering (Design and Manufacturing). The three innovative academic programs were introduced after a series of brain storming sessions with renowned academicians, experts from Industry and research institutes. The programs are based on 'experiential learning approach' and are first of its kind. The innovative curricula were able to attract high ranking AIEEE students despite the Institute being a new one.

The Institute also introduced Doctoral Research Program from the academic session July 2009 in the specializations of Computer Engineering, Electrical, Electronics and Mechanical Engineering.

The Institute has set up state of the art laboratories to enable the experiential learning approach adopted in the novel curricula introduced. Students are not only trained in Engineering Simulations Software but also experience hands on training in the sophisticated equipments and instruments. Many laboratory practices introduced by the faculty members are novel and stimulate the students to pursue higher studies/ research career in engineering.

A doctoral degree from a reputed Institute with good research background and publication record is essential to be a faculty at IIITD&M. For the period under report, six permanent and one visiting faculty members have joined the Institute in the disciplines of Mechanical, Electrical & Electronics and Computer Engineering.

The Institute motivates the faculty members to carry out cutting edge research and publish the research outcome in reputed journals and conferences. For the period under report, the faculty members published about 15 international journals and conference papers. Faculty members also served as reviewers for many reputed international journals and delivered guest lectures at institutes in and around Chennai.

IITD&M, Kancheepuram, organized a two day National Conference on 'Design and Manufacturing Issues in Automotive and Allied Engineering Industries' - IPRoMM 2009 in collaboration with IIT-Madras and Association for Machines and Mechanisms (AMM) during July 10-11, 2009.

National Institutes of Technology

The National Institutes of Technology Act, 2007 (29 of 2007) to govern the existing 20 NITs came into effect on 15th August, 2007 after taking over the 17 the then existing RECs by the Central Government in February 2003. The NIT Act was to create and develop institutions of National importance. Historically the setting up of these RECs dates back when between 1959 to 1986, 17 Regional Engineering Colleges (RECs) were set up as joint and co-operative ventures of the Central and State Governments concerned with a view to providing the required technical manpower for the industrial projects being contemplated during the 2nd Five-Year Plan. These institutes registered as autonomous bodies under the Society Registration Act 1860 and affiliated to the State Universities in their respective regions was to function as an all-India institution admitting students and recruiting faculty from all parts of the country. Fifty percent of the admissions of these institutions were reserved for students from States other than the one in which they are located in addition to under-graduate courses, these colleges also offered Post-graduate courses in various fields. The main aim of setting up these RECs was to create the required technical manpower by providing undergraduate education and training in different branches of engineering & technology. Further, the RECs were also envisaged to function as pace setters and to provide academic leadership to the technical institutions in their respective regions.

However to develop these RECs into centers of excellence and of National importance the Central Government took over the 17 RECs and made them

into NITs. These Institutes are fully funded by the Central Government and are granted deemed university status. In addition, the Central Government subsequently has also taken over 3 other Institutes namely Bihar Engineering Colleges, Patna, Government Engineering College, Raipur and Tripura Engineering Colleges, Agartala, and converted them into National Institute of Technology (NITs). Thus the total number of NITs has gone up to 20.

These institutes are expected to be at par with other national level technical institutes and be able to fulfill the demand of high quality undergraduate and postgraduate level of education in engineering and technology. As per the proposal 10 new NITs are also to be set up during XI Plan. Admission to all these NITs is through the All India Engineering Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education (CBSE).

National Institute of Technology, Agartala

National Institute of Agartala Tripura was converted from the then Regional Engineering College, Agartala which was established in 1965. NIT Agartala has been taken over as a fully funded Institute of the Central Government with effect from 1st April 2006. The NIT Agartala is envisaged to improve the economic development of the North-Eastern states and also the public systems through pursuit of excellence in technical education research, consultancy and training. During the year last few years there has been substantial expansion of capacity, during the year 2009-2010 the institute witnessed a number of developmental activities in infrastructure and lab facilities.

Over 1000 seated Boys and 500 seated Girls Hostel are being constructed. Similarly, construction of Library, Central Computing Centre one low storied Academic Block, are all in progress. The NIT also receives financial support from DONER. The Institute offers seven courses at undergraduate level and at Phd level programmes.

Motilal Nehru National Institute of Technology, Allahabad

Motilal Nehru National Institute of Technology (NIT) came into being with the conversion of the erstwhile Motilal Nehru Regional Engineering College, Allahabad which was established in 1961. MNIT functions as a deemed university presently offering nine undergraduate courses, twenty eight postgraduate courses. At present there are twelve departments and total intake during 2009-2010 was around 1374. The Institute offers four-year undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Mechanical Engineering, Computer science Electronics Engineering, Production and Industrial Engineering, Chemical Engineering, Bio Technology and information technology.

The Institute also offers 13 M.Tech. programmes and Master of Computer Application (MCA) and Master of Management Studies (MMS). During the year 2009-2010 the institution signed an MoU with several international universities in the field of education and research.

Maulana Azad National Institute of Technology, Bhopal

MNIT was formed from the formerly known as Maulana Azad College of Technology, Bhopal which was established in 1960. The mission of the institute is to meet the need of the Industry and commence by providing human resource with the required knowledge and skills and also by promoting, disseminating, developing and transferring technology to act as a pace setting institution and be role model for other institutions. The Institute has eight Departments. The Institute offers four year's B.Tech. Courses in the disciplines of Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication Engineering, Computer Science and Engineering, Information Technology and a five-year B.Arch. course. The Institute also offers M.Tech. courses in 24 different specializations

under regular and part-time mode and also MCA and MBA courses. The Institute has five boys' hostels and one girls' hostel. The Institute is maintaining a good library. During the last few years, the institution has embarked on significant expansion of facilities to accommodate the students. Two hostels are under construction.

National Institute of Technology, Calicut

National Institute of Technology Calicut is one of the premier institutions formed from the hitherto Regional Engineering College, Calicut which was established in 1961. The institute offers 10 UG programmes and 25 PG programmes in various disciplines and specializations. The institute has an excellent infrastructure and facilities such as a full fledged digital computing centre, campus wide networking, well equipped laboratories. The library hosts state of the art facilities with more than 100000 collections and the digital archives.

The Institute has eight Departments and offers four-years undergraduate courses in the disciplines of Engineering, and Technology, besides a five-year B.Arch. course. The Institute also offers M.Tech. Degree in 11 different specializations. In addition, three-year (six-semester) MCA programme is also offered. Four new PG courses have also been approved in the areas of Civil, Information Security, VLSI Design and computer controlled Industrial power. The Institute offers Ph.D. programme in all its branches. During the year 2009-2010, the institute awarded 671 degrees. The institute also hosted several international and national conferences.

National Institute of Technology, Durgapur

NIT Durgapur was formed from the erstwhile Regional Engineering College, Durgapur which was established in 1960 and converted into an NIT, on 3rd July 2003. The institute offers 9 B.Tech programmes, 15 MTech. programmes, 2 MSc programmes besides, MBA, MCA and Doctoral

research programmes. The institute is housed in 187 acres campus with well developed academic and administrative facilities.

During the year several papers were published by faculty and the institution also held several conferences and workshops. Presently there are 170 research scholars registered for the doctoral programme. A ministry of steel professor chair was instituted in the department of metallurgical engineering. The institution also handled several sponsored projects. The existing central facilities and 49 laboratories in various departments were modernised. 14 workshops/ seminars/ conferences were organized. The Institute has 15 Departments. The Institute also has recently developed facilities for 120 seated boys hostel for foreign students, three number of 120 seated for girls, besides adequate lecturer galleries, computer centre extension, electrical machine lab and high power lab.

National Institute of Technology, Hamirpur

National Institute of Technology, Hamirpur was formerly known as Regional Engineering College, Hamirpur which was established in 1985 and converted into an NIT. The institute campus is spread over 200 acres of land. The institute presently offers four year BTech. degree with an intake of 82 students in each in discipline. The institute also offers 8 MTech. programmes with an intake of 25 students each, besides MBA programme. The Institute has six departments. and during the year 2009-10, 2 new PG programmes were started, 4 new academic departments have started functioning independently, 2 centers of excellence in centre of Energy and Environment and Centre of Material Science and Engineering have been established. The institute organized several National workshops and seminars.

National Institute of Technology, Jaipur

The Malaviya National Institute of Technology Jaipur, was formed out of the erstwhile Malaviya Regional Engineering College, Jaipur which was established in 1963. The Institute has over 125 hectares of land. The institute is actively engaged in research, consultancy and development activities and it collaborates with leading industrial houses. It has several centre of excellences in the area of Design Centre, Centre for Energy and Environment and Centre for building Technology and Computer Centre. The faculty have published a numbers of papers in international and national journals. The present students intake is 1392 in both UG and PG. There are 15 departments and the institute is offering about 19 Post graduate courses and UG courses. The Institute also offers three-semester full time and five semester part-time (self-financing) postgraduate degree programmes in ten disciplines. The institute is implementing the Project IMPACT for manpower development in Electronics and Computer Engineering funded by the World Bank, Swiss Development Corporation and Government of India.

National Institute of Technology, Jalandhar

Dr. B.R. Ambedkar National Institute of Technology was formed from the erstwhile Regional Engineering College, Jalandhar which was established in 1986. The institute is housed in a wide spread campus of 154 acres. The Institute has 13 Departments and offers four-year undergraduate courses in the disciplines of Chemical and Bio Engineering, Civil Engineering (Structural Engineering and Construction Management), Computer Science and Engineering, Electronics and Communication Engineering, Industrial Engineering, Instrumentation and Control Engineering, Leather Technology, Mechanical engineering (Mechanical

Machine Design and Automation), Sugar and Textile Technology. There are five boys' and one girls' hostel. The Institute has a well-equipped library. National Science and Technology Entrepreneurship Development Cell was established in The Institute is also promoting Entrepreneurial culture among students by arranging various programmes.

National Institute of Technology, Jamshedpur

National Institute of Technology, Jamshedpur, was formed from the erstwhile Regional Institute of Technology, Jamshedpur which was established in 1960.. The institute is strategically located with the unique advantage of being surrounded by Giant and medium scale industries. The Institute has 329 acres of campus. The infrastructure is well spread out with academic administrative and hostel facilities There are 11 hostels and adequate student amenities. The Institute has 13 departments and offers 7 under graduate courses and 6 Post graduate courses. The Institute also offers MCA. There are nine boys' and one girls' hostel. The Institute has a well-equipped library. During the year initiatives have been taken for conversion of the curriculum from yearly system to semester scheme. Computerisation of various institute activities.

National Institute of Technology Kurukshetra

National Institute of Technology, Kurukshetra was formed out of the former Regional Engineering College, Kurukshetra which was established in 1963. The institute is located in about 300 acres of land and has a well equipped academic and laboratories with modern equipments, and computer centre. The institutes offers seven undergraduate courses in discipline of Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics and Communication Engineering, Industrial Engineering, Information

Technology and Computer. Centre. During 2009-10 the institute has taken up expansion of lecture halls, Girls hostel. A new centre of continuing education has been set up in the institute. The institute has organised several national conferences /seminars. The students intake during 2009-10 was 1197 in all the branches.

National Institute of Technology, Nagpur

Visvesvaraya National Institute of Technology, Nagpur was formed out of the hitherto Visvesvaraya Regional Engineering College, Nagpur which was established in 1960. The Institute has 13 departments. The Institute offers BTech. Courses and 17 M.Tech. in various disciplines of Engineering and technology. The Institute offers courses under both regular and part-time mode. VNIT is also involved in numerous R&D activities, funded through various government and private agencies. The institute has good testing and consultancy facilities. There are seven boys' and one girls' hostel. The Industry-Institute interaction Cell of The Institute strives to promote and nurture closer interaction with the industrial sector and to play a significant role in its growth.

National Institute of Technology, Patna

The National Institute of Technology, Patna is the Eighteenth National Institute created by the Ministry of Human Resource Development, Government of India after conversion from the erstwhile Bihar College of Engineering, Patna. The institute has a modern library with e-library facility it has nearly 40,000 books.

During the year 2009-2010 the institute organized several national events A new laboratory has been set up. There are 11 departments, offering 7 PG courses and 7 UG courses. During the year the faculty presented several papers at National and international conferences. There are three boys' hostels and one girl's hostels in the Institute.

National Institute of Technology, Raipur

National Institute of Technology has been formed after taking over of the Government Engineering College, Raipur as a fully funded Institute of the Central Government with effect from 1st December 2005. The total number of UG and PG students comes to about 3000. The existing campus is spread over 200 acres of land. presently construction of girls hostel for 200 students is being taken up besides hostel for 800 boys.

During 2009-2010 several national symposium was organized. About 31 papers were published. There are 18 departments offering 6 PG courses and 12 UG courses. The Institutes has 82 laboratories, which are very spacious.

National Institute of Technology, Rourkela

National Institute of Technology Rourkela was formed out of the Government Engineering College Rourkela which was started in 1961. The institute is spread over 262 hectare of land and houses state of the art academic and research infrastructure. The Institute has 16 departments offering 22 PG courses and 12 UG courses. The institute has established four centers of excellence. The Institute also offers six postgraduate courses and a three-year MCA. There are six boys' and one girls' hostel. NIT, Rourkela is the nodal centre for the National Technical Manpower Information System in Orissa.

The Institute after being upgraded to the National Institute of Technology has adopted academic and evaluation processes similar to that followed in IITs from the 1st semester students admitted in 2004-2005.

National Institute of Technology, Silchar

National Institute of Technology Silchar, was created out of the former Regional Engineering

College, Silchar which was established in 1976. After transformation into National Institute of Technology, the institute has set up the Senate, Board of undergraduate Studies and Department Undergraduate Programme Committees. To keep pace with the growing and expanding academic activities infrastructure getting development the institute has undertaken a number of development projects.

National Institute of Technology, Srinagar

National Institute of Technology, Srinagar was created out of the former Regional Engineering College, Srinagar which was established in 1960. The Institute offers undergraduate courses in the disciplines of Civil Engineering, Electrical Engineering, Electronic and Communication Engineering, Mechanical Engineering, Chemical and Metallurgical Engineering and ME course in Communication and Information Technology and Mechanical Systems Design. The Institute offers M.Phil. and Ph.D. programmes in all its science departments and some of the engineering departments.

National Institute of Technology, Surat.

National Institute of Technology Surat was formed from the erstwhile Sardar Vallabhbhai Regional Engineering College, Surat which was established in 1961.

The Institute offers B. Tech. course in the disciplines of Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics Engineering, Production Engineering, Computer Engineering Information Technology and Chemical Engineering. The Institute also offers M.Tech. courses in seven different specializations. All departments have facilities for Ph.D. programmes. It has 10 departments offering 15 PG courses and 6 UG courses.

National Institute of Surathkal

National Institute of Surathkal was formed out of the erstwhile Regional College of Engineering Surathkal which was established in 1960. NITK has 14 academic departments, 15 supporting centers, The Institution has adequate infrastructure facilities for Academic buildings, laboratories, hostels and amenities. The Institute offers 9 BTech and 23 MTech programmes. The institute has 10 hostel blocks for boys, 3 blocks for girls. The faculty have undertaken high level research and presented a number of papers in the national and international events. The institution has launched a QIP centre for Engg and Polytechnics for all Engineering Departments.

National Institute of Technology, Tiruchirapalli

National Institute of Technology Tiruchirapalli was created out of the then Regional Engineering College, Tiruchirapalli in 1964. The institute is situated in the midst of a number of large and medium sized public sector industries to promote the culture of industry orientation. The institute has been engaged in high level of academic and research activities in many fields of Engineering and Technology. The Institute has 16 departments and offers four-year undergraduate courses in the disciplines of Civil Engineering, Computer Science Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Electronics and Communication Engineering, Metallurgical Production Engineering, Chemical Engineering, Instrumentation and Control Engineering and a five year B.Arch. course.

During the year, the Institute has organized a number of national and international events in the academic and research. The laboratories are of high standard with constant modernization to undertake quality research. There are about 16 departments in all and more than 23 postgraduate courses are offered.

National Institute of Technology, Warangal

National institute of Technology Warangal has been formed out of the then Regional Engineering College, Warangal which was established in the year 1959. The Institute was the first among the chain of RECs. The Institute is presently offering 8 undergraduate programmes in various streams of Engineering and Technology and 29 postgraduate programmes in diverse branches. The Institute offers PhD. Programmes in Engineering, Science, and Humanities disciplines. The Institute has produced more than 319 Doctorates till date.

The Institute has established partnership by MoUs with several institutions of repute abroad. A central research facility is also established with a view to promote research capabilities.

Institutions of Science Education & Research

Indian Institute of Science, Bangalore (IISc.)

Ever since its inception, the Indian Institute of Science, Bangalore has laid balanced emphasis on the pursuit of basic knowledge in Science and Engineering, as well as on the application of its research findings for industrial and social benefits.

IISc is engaged in higher learning and advanced research at the cutting edge of science and technology. The Institute has highly qualified and internationally acclaimed faculty numbering 423. Seen in the context of student strength of 2264, this is amongst the best faculty-student ratios in the world. The Institute has introduced many innovations in teaching and research that have contributed to the growth of science and technology in the country. The traditional programmes are ME, M.Tech., M.Des., MBA, M.Sc. (Engg.) and Ph.D. degrees. The Integrated Ph.D. (post B.Sc.) program in Biological, Physical,

Chemical and Mathematical Sciences attracts the bright students of the country and is very popular. The other innovative programs are Young Fellowship Program in Science and the Young Engineering Fellowship Program. In addition, courses are offered under the Quality Improvement program, the Continuing Education and PROFICIENCE Programs. In a year, the Institute awards about 150 Ph D degrees, 75 M.Sc.(Engg) and 300 Master's degrees, viz., ME/M.Tech./M.Des/MBA.

The Institute faculty continues to be very active in research and maintains an annual publication output of 1727 research papers. This amounts to a productivity ratio of about 4:1, which makes it the highest in the country. The research findings cover a wide spectrum of scientific investigations. As in the past, several members of the Institute have won national and international awards and honours, in recognition of their contributions to the growth of knowledge in science and engineering.

The faculty of the Institute also undertakes a large number of research projects funded by different agencies/organizations, both in the public and in the private sector. The interactions between the Institute and industry are strengthened through the Centre for Scientific and Industrial Consultancy (CSIC), the Society for Innovation and Development (SID) and the Advanced Bio-residue Energy Technologies Society (ABETS).

The Institute houses one of the largest computing facilities in any academic institution in the country and also holds the best library collections in the fields of science and engineering. The Institute has set up a digital library to meet the requirements of its faculty and the campus community also has access to a huge selection of e-journals and e-resources.

In addition to this, construction work on five state-of-the-art new buildings, which will house facilities for existing and new research areas, have been started.

Indian Institutes of Science Education and Research (IISERs)

The Government of India, based on the recommendation of Scientific Advisory Council to the Prime Minister (SAC-PM), set up five Indian Institute of Science Education and Research (IISERs) at Pune, Kolkata, Mohali, Bhopal and Thiruvananthapuram. These IISERs are envisaged to carry out research in frontier areas of science and to provide quality science education at the undergraduate and postgraduate level. Of the five IISERs, Pune and Kolkata started their academic activities in 2006 and Mohali in 2007. Two more IISERs, in Bhopal and Thiruvananthapuram, began their sessions in August, 2008. All the IISERs are autonomous institutions and registered Societies governed by their respective Board of Governors.

The central theme of the IISER is to integrate education with research so that undergraduate teaching as well as doctoral and post-doctoral research works is carried out in symbiosis. Students are encouraged to carry out research projects during the vacation periods in the first four years of their Masters programme in various research institutes outside IISER. In the fifth year the students are required to participate in a research seminar and also carry out a research project on which a thesis will have to be written.

The goals of these institutes, inter alia, envisage as follows:-

- To create quality education and research in basic sciences.
- To attract and nurture high-quality academic faculty.
- To create integrated Masters Programme in sciences, following+2 curricula, in order to provide entry into research at a younger age. In addition, the Institutes will have integrated programmes leading to masters and Ph.Ds to those who hold a Bachelor's degree in science.

- To make possible a flexible borderless curriculum in sciences.
 - To actively forge strong relationship with existing universities and colleges and network with laboratories and institutions.
 - To establish advanced research Laboratories and Central facilities.
- Total intake of students during 2009-10 of all IISERs and the total grants released to IISERs in last three year is shown in the tables below:-

Name of the Institute	General	OBC	SC	ST	PD	Total
IISER, Kolkata	62	34	18	13	3	130
IISER, Pune	67	37	25	11	3	143
IISER, Mohali	65	38	24	11	3	141
IISER, Bhopal	30	17	12	5	3	67
IISER, Thiruvananthapuram	35	21	15	6	1	78

Grants released to IISERs during last three years

Name of the Institute	2007-08	2008-09	2009-10 Grant released
Kolkata	24.00	77.00	55.00
Pune	25.50	48.75	55.00
Mohali	10.50	32.75	55.00
Bhopal	Nil	8.00	25.00
Thiruvananthapuram	Nil	8.50	25.00
Total	60.00	175.00	215.00

IISER, Kolkata

IISER, Kolkata is currently located on an extended temporary campus developed at Haringhata in the buildings of defunct State Govt dairy and spare buildings of State Fisheries College given by the Govt of West Bengal. The campus will be developed on a plot of 201 acres of land at Haringhata, Kalyani. It will have, in addition to the main academic building, an integrated campus with hall of residence, guest house for visiting teachers, facilities for sports and games, medical center, post office, bank, Kendriya Vidyalaya, shopping complex and many other support services. M/S Suresh Goel and Associates, New Delhi have been

appointed as Architect consultant of the permanent campus of IISER, Kolkata at Haringhata, Kalyani, Nadia.



IISER, Kolkata is moving ahead with the aim that exceptional teaching and research talent bolstered by state-of-the-art research laboratories, library and computational facilities are created. The integrated campus is envisaged to have advanced research laboratories and central facilities under the same roof in order to encourage inter-disciplinary and collaborative research across disciplines, through appropriate design of laboratory, office and meeting spaces and adopting the best of global practices in this regard.

IISER, Pune

IISER, Pune is a premier institute dedicated to research and teaching in the basic sciences. established in 2006 as a unique initiative in science education in India. The Institute aims to be a Science University of the highest caliber devoted to both teaching and research in a totally integrated manner, with state-of-the-art research and high quality education, thus nurturing both curiosity and creativity.

IISER, Pune has initiated a 5-year Integrated Masters programme and a post-Masters Ph.D. programme in Integrated Sciences in an intellectually vibrant atmosphere of research. Apart from classroom instruction, it builds student skills in areas such as scientific inquiry, problem solving, communication skills, computational sciences, electronics and instrumentation and workshop practices. The Institute plans to develop advanced teaching and research labs where students will have the opportunity to pursue experiments as well as advanced research under the mentorship of world-class faculty. Eventually, this should make education and careers in basic sciences more exciting and rewarding.

There has been considerable progress in setting up of the main IISER, Pune campus. CSIR/NCL has now officially handed over 98 acres of land for creating IISER, Pune campus. The construction work for the permanent campus of the Institute is in full swing.

IISER, Mohali

IISER, Mohali was established in 2007 to carry out research in frontier areas of science and to provide quality science education at the undergraduate and postgraduate level. The foundation stone was laid on 27th September 2006 by the Prime Minister of India. Classes for the first MS (Int) batch began on 16th August 2007. The Institute is functioning from the temporary campus located in MGSIPAP Complex in Sector 26, Chandigarh.

The major focus at IISER, Mohali is to create a world class scientific institution with an intellectually alive atmosphere of research. The doctoral program at IISER, Mohali involves course work, a qualifying examination, thesis work and a thesis examination, leading to the award of a PhD degree. Besides research, students will be involved in several professional activities, such as seminars, workshops, and review meetings. The institute has provision for a number of post-doctoral fellowships. Faculty research spans a diverse spectrum of interests, ranging from theoretical chemistry, quantum information processing, meta-materials and spectroscopy to inorganic physical chemistry, algebra, immunology and biophysics. Research infrastructure available at IISER includes a computing facility, an instrumentation facility and a modern library.

The 5 yr MS (Int) program in Science at IISER, Mohali admits students after 10+2. The course structure is interdisciplinary & research oriented in nature, with a focus on the basic sciences. The first two years of the program constitute a common core with courses from Physical Sciences, Chemical Sciences, Life Sciences, Mathematics & Computer Science, Humanities & Social Sciences, as well as Interdisciplinary courses. The MS degree is awarded in the subject in which the student opts to major in, after the core years. In the fifth year, the students will undertake a research project, and participate in state-of-the-art scientific research at IISER, Mohali's research

labs. The graduates are expected to take up science as a career, although the diverse skills gained will equip them to pursue high-profile careers in any field, including industry.

IISER, Mohali's new fully residential 125 acre campus is coming up in the Knowledge City at Sector 81, Mohali. This is around 15 Km from the center of Chandigarh city.

IISER, Bhopal

IISER, Bhopal was created in 2008 and the mission is to provide quality science education to UG and PG students. The prime focus is to integrate science education and research with a motive of attracting bright students and world class faculty. The Institute is committed to impart high moral and ethical values and create concern for social and environment awareness.

The Institute is presently functioning from a transit campus. The classes commenced from August 18, 2008 with an intake of 19 students (18 Gen and 1 OBC). As the transit campus was in a poor shape, the renovation and establishment of laboratories, hostel and cafeteria was carried out on war footing. By the end of March 2009 the institute could appoint 11 faculty members in different subjects i.e. Physics, Chemistry, Mathematics and Biology and another 10 are expected to join by the end of 2009. Most of the faculty members appointed have an illustrious career and have been doing post doctoral research in reputed foreign universities.

The State Government allotted a 200 acre plot near Bhouri in Bhopal which has about 25 k.m. from the main city. The land is since been registered and the boundary wall is being constructed by Central Public Works Department (CPWD), Bhopal. The Master Plan for the entire campus has been drawn up by the Institute Architect. The initial construction of academic building, hostel and some other common amenities at a total cost of approximately Rs.100 crores is being taken up in the current financial year. This will enable the institute to shift to its own

campus by the next academic session, commencing July 2010).

IISER, Thiruvananthapuram

IISER, Thiruvananthapuram was established in August 2008 and is dedicated to scientific research and science education of international standards. It is an autonomous institution awarding five year integrated MS degree in addition to Ph.D degrees in Mathematics, Physics, Chemistry, Biology and inter-disciplinary areas. The emphasis is to develop a spirit of research cutting across disciplines from the beginning itself.

IISER-TVM is temporarily located in the Computer Science building of the College of Engineering, Thiruvananthapuram (CET). The permanent campus of 200 acres will be built at Vithura, at the foothills of the Ponmudi hills of the Western Ghats, about 40Kms from Thiruvananthapuram. The construction of the boundary wall of the permanent campus of the Institute is in full swing.

Sant Longowal Institute of Engineering and Technology, Longowal, District Sangrur, Punjab

Overview

The Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, Distt. Sangrur, Punjab was set up in 1989 by the Ministry of Human Resource Development, Government of India to provide technical education in emerging areas of engineering and technology. The institute commenced Certificate and Diploma programmes in the year 1991 and subsequently the Degree programme in the year 1993. The Post Graduate Courses in four disciplines commenced in the year 2003. The courses conducted are modular in nature with provisions for vertical and lateral entry to various modules. These courses are generally non-conventional, cost effective, flexible and credit based, having built in inputs for entrepreneurship development & stress on self employment. The institute also offers Ph.D

programmes in the field of Science and Engineering. The SLIET is an Autonomous Institution fully funded by the Government of India and managed by SLIET Society, Registered under Societies Registration Act 1860. The institute was accorded Deemed University Status during the year 2007-08. The admissions are open for students from all parts of the country on All India basis, however, with major percentage reserved for students from within Punjab.

As per the implementation of the recommendations of the Oversight Committee, seats have been provided for students from OBC category. The institute has started new three PG programmes from 2009-10 and established a new department on Disabilities Studies as per directions of MHRD/UGC, New Delhi..

The institute has initiated steps for providing special scholarship to Girls students during the forthcoming year. The institute has reserved 3% admission for students from Physically Disabled in addition to general reservation for SC & ST (i.e. 15 % and 7.5%) as per Govt. of India norms. A total of 10% over and above the sanctioned seats is also provided to NRI students in accordance with latest guidelines of Government of India.

Consequent upon the increase in intake of students in view of recommendations of OSC, the institute has already signed Memorandum of Understanding with CPWD for construction of new hostels, academic buildings and amenities. The proposal also includes extensions & strengthening of the existing class rooms and laboratories in various academic departments/blocks and construction of new residential buildings for faculty and staff.

North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh.

Background

The North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal

Pradesh was established during 1984 to create a base of technical manpower with the aim of meeting the challenges at various level of development in the region. The Institute came under the direct control of the Ministry of Human Resource development (MHRD), Government of India from 1st April, 1984. It has been conferred with the 'Deemed to be University' status on May 31st, 2005 by the MHRD under Section-3 of UGC Act, 1956 and it started functioning as a Deemed University from December 13, 2005.

Objective

- To provide suitable and efficient institutional facilities for the training of technical and scientific manpower in different disciplines with particular reference to the special needs of the North Eastern States to help them in the proper exploitation of the available resources for economic development;
- To prepare skilled manpower/technicians required for the execution of developmental schemes through certificate/diploma courses;
- To train specialized skilled manpower through graduate level courses;
- To offer highly specialized post-graduate courses;
- To conduct research; and
- To provide industrial consultancy.

Courses Offered

The Institute offers Undergraduate and Post Graduate level programmes in various disciplines besides Ph.D and MBA programmes. The undergraduate courses of the Institute are of Modular pattern, a unique system in the country. The Institute also organizes Short-Term Courses and Seminars for the benefits of the professionals from industry & Faculty of Technical Institution. Some of the short terms training programmes are - i) Recent Trends in Power System, ii) Composite Materials : Manufacturing, Mechanics and

Applications; iii) Behavioural Competency Development; iv) Information security - A Practical Approach; v) Advances in Concrete Technology and Reinforced Cement-Concrete Design; vi) Innovative Food Processing Technologies for Food Security; vii) Recent advances in microbial biotechnology and molecular biology and so on.

Admission Policy

Admission is being done through entrance examinations called NEE-I, II and III for base, Diploma and Degree Modules respectively. 90% of seats are filled by candidates from eight north eastern states and the remaining 10% from the rest of the country. There is also a provision to admit in service sponsored candidates, one each from the eight N.E.States, in Degree Module directly, provided the sponsored candidates fulfill the minimum eligibility criteria of 60% marks in their Polytechnic Diploma. One sponsored candidate from NERIST is also admitted in degree Module every year.

Management Education

Indian Institutes of Management (IIMs)

The Indian Institutes of Management (IIMs) located at Ahmedabad, Bangalore, Kolkata, Lucknow, Indore, Kozhikode and Shillong are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and providing

consultancy services in the field of management to various sectors of the Indian economy. These Institutions are recognized as premier management institutions, comparable to the best in the world for teaching, research and interaction with industries. All the IIMs are registered Societies governed by their respective Board of Governors.

IIMs conduct Post-graduate Diploma Programmes in Management (equivalent to MBA), fellowship Programmes in Management (equivalent to Ph.D), Short-term Management Development and Organization based programmes as well as carry out Research and Consultancy for the industry.

These Institutions also conduct research to cater to the needs of non-corporate and under-managed sectors, viz. Agriculture, Rural Development, Public Systems Management, Energy, Health Education, Habitat, etc. IIMs being role models have shared knowledge and skills with other institutions to improve their quality and standards in management education. IIMs have earned an international reputation for the quality of their alumni.

Details of students admitted in Post Graduate Programme (PGP) and equivalent courses in IIMs during the Academic Session 2009-10:

Name of the Institute	General	SC	ST	*Ph.H	OBC	Total
IIM -Ahmedabad	242	50	11	8	39	350
IIM -Bangalore	204	53	27	10	56	350
IIM -Calcutta	254	53	15	12	74	408
IIM -Lucknow	243	45	28	10	48	374
IIM -Indore	175	28	5	4	28	240
IIM- Kozhikode	163	69	17	3	60	312
RGIIIM- Shillong	64	2	-	-	-	66

*(Physically Handicapped).

Indian Institute of Management (IIM), Ahmedabad:

Indian Institute of Management, Ahmedabad was established in 1961. The Institute has now established its presence in all major segments of management education by offering five long duration programmes catering to five different segments: two-year PGP with general management focus, two-year PGP with focus on agri-business management (PGP-ABM), one-year PGP for executives with substantial work experience (PGPX), one-year PGP for Government officers and public enterprise managers with focus on public management and policy (PGP-PMP), and the four-year doctoral programme in management (FPM). While the first two programmes train young men and women for entry level positions, the two one-year programmes train executives with substantial experience for senior positions in public and private sectors and for various fields in public management. The Institute also undertakes Research and Consultancy Projects.

The Post Graduate Programme in Agri-Business Management (PGP-AMB) is an innovative programme to prepare managers, decision-makers, leaders, and entrepreneurs in the food and agri-business sector.

IIM Ahmedabad also conducts regular six months management programme for Armed Forces Officers to facilitate their resettlement in civilian life after their retirement from the Forces.

Indian Institute of Management (IIM), Bangalore.

Indian Institute of Management (IIM), Bangalore was established in 1973. The Institute offers Fellowship Programme in Management (FPM), Postgraduate Programme in Management (PGP), Postgraduate Programme in Software Enterprise Management (PGSEM), Executive Education Programmes and Research and Consultancy Services.

Under the Students Exchange Programme, the PGP students are sent to reputed business schools outside India and in turn, students from overseas business schools also attend a term at the Institute. Under the executive education Programmes, different types of Programmes like Open Programmes, Customized Programmes and International Programmes are organized for practicing Managers.

IIM, Bangalore has five centres of specializations namely, Centre for Public Policy (CPP), Centre for Insurance, Research and Education (CIRE), NS Raghavan Centre for Entrepreneurial Learning (NSR CEL), Centre for Development of Cases and Teaching Aids (C-DOCTA) and Centre for Software Management (CSM)

Indian Institute of Management (IIM), Kolkata

Indian Institute of Management, Calcutta was established in November 1961. The Institute currently offers five diploma programmes catering to different segments of management education. These are the; (i) two year full-time Post Graduate Diploma in Management (PGDM); (ii) two year full-time Post Graduate Diploma in Computer Aided Management; (iii) Fellow Programme in Management and Related Areas (Equivalent to Ph.D of Indian universities); (iv) one year full-time Post Graduate Program for Executives (PGPEX); and (v) one year full-time Post Graduate Program for Executives for Visionary Leadership in Manufacturing (PGPEX -VLM) under the aegis of the National Manufacturing Competitiveness Council of the GOI and supported by the Government of Japan. This is a unique programme being offered for the first time jointly by IIM Calcutta in collaboration with IIT Kanpur and IIT Madras.

Apart from diploma programmes, the Institute offer a large number of open enrolment short duration management development programmes and customized organization specific programmes.

Besides, the Institute also offer about twenty open enrolment certificate programmes of duration ranging from six months to a year. These programmes cater to a large number of working executives in different parts of the country, who are unable to attend full time programmes but need to acquire higher level management knowledge and skills to advance in their careers.

These programmes are offered through satellite communication technology to increase the reach very significantly.

The Institute has set up several centres that are engaged in interdisciplinary research, teaching, training and consultancy activities; viz. (a) Management Centre for Human Values, (b) Centre for Corporate Governance; (c) Centre for Entrepreneurship and Innovation; and (d) Centre for Development and Environment Policy. Recently the Institute set up a Financial Research and Trading Lab to provide opportunities to its students to get exposure to advanced optimization tools and techniques and techniques in the field of Finance.

To facilitate resettlement of retired armed forces officers in civilian life, the Institute also conducts a six month long management development programme.

Indian Institute of Management (IIM), Lucknow

Indian Institute of Management (IIM), Lucknow was established in the year 1984. The Institute offers Post Graduate Programme in Management (PGP), Post Graduate Programme in Agribusiness Management (PGP-ABM) and Fellow Programme in Management (FPM). Also, Management Development Programmes (MDPs) are conducted for middle/senior level executives of public sector/private sector organizations, Banks, Government organizations, etc. Academic Research, Consultancy and Training are the core activities of the Institute. Institute have also, signed MOUs with various countries for Faculty/Student Exchange.

A fully-integrated and self-sustaining Campus of IIM, Lucknow was established in 2005 at a strategic location of National Capital Region (NCR) at Noida. The Campus is fully functional. Three-year Post Graduate Programme in Business Management for Working Managers (WMP) for executives, entrepreneurs and professionals is being conducted for the last four years. Another prestigious Programme, namely International Programme in Management for Executives (IPMX) was launched in April, 2008. This is a full-time residential programme, designed for middle/senior level professionals to prepare them for leadership roles. The core component of this Programme is an international module of 4-5 weeks at Faculty of Management McGill University, Montréal, Canada. Besides, numerous online Programmes as well as short-term Management Development Programmes are also conducted at IIML-Noida Campus.

The Institute has Information Technology and Software Management Laboratory to provide the state-of-the-art software development methodologies including net-based application to the students.

Indian Institute of Management (IIM), Indore

Indian Institute of Management (IIM), Indore was established in 1996. The Institute offers two years Post Graduate Programme (PGP); an 18 month Executive Post-Graduate Programme (Exe-PGP); a four/five years Fellow Programme in Management (FPM); a six month General Management Programme for Defense Officers (GMP); Short term Management Development



Programme (MDP) targeted at developing the managerial skills of the executives/managers from the industry; and Broad Band Based Management Programme i.e. (a) PG Certificate in Management (b) PG Certificate Programme in Sales and Marketing.

Indian Institute of Management (IIM), Kozhikode

Indian Institute of Management (IIM), Kozhikode was established in 1997. The Institute offers Post Graduate Diploma in Management (PGDM) (equivalent to MBA) and Fellow Programme in Management (FPM). In addition to these programmes, the Institute is conducting executive education programmes undertaking consulting assignments and research projects.

IIM, Kozhikode also conducts custom designed Faculty Development Education Programme of one-two week's duration for teachers of various academic institutions.

The Institute offers Executive Management Education Programme (EMEP), the first of its kind to be offered in Asia-pacific region through Interactive Distance Learning mode (IDL). Conceived in the year 2001, it is a new model of Management education for practicing executives who are unable to join long duration residential programmes.

Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong

Rajiv Gandhi Indian Institute of Management (RGIIM) has been set up in Shillong. The RGIIM has set itself a target of carrying out the following programmes:

- Post-graduate Diploma in Business Management (PGDBM)
- Fellowship Programme in Management (FPM)
- Management Development Programmes (MDPs)

The Institute has commenced its academic session from 2008-09 in the temporary accommodation at Mayurbhanj Palace, Shillong.

The Institute have started a Post Doctoral Fellowship Programme and under the MDP they are holding programmes in the Campus as well as in Company, besides being involved in consultancy for the Corporate World as well as the Government. The Institute has a very advanced Technology Platform for education as well as ERP in operation. Besides this, Exim knowledge Centre including the Library is functional and a Centre for Ethics will become operational shortly.

Establishment of New IIMs during XIth Five Year Plan

During XIth Five Year Plan, one IIM namely Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong has been established in Shillong (Meghalaya) which has commenced its first academic session from 2008-2009 and the remaining six IIMs will be set up in the States of Tamil Nadu, Jharkhand, Chhattisgarh, Haryana, Uttarakhand and Rajasthan. In the first phase, four IIMs at Raipur (Chhattisgarh), Rohtak (Haryana), Ranchi (Jharkhand) and Tiruchirappalli (Tamil Nadu) would be set up, which would become functional from academic session 2010-11. These are being mentored by older IIMs at Indore, Lucknow, Calcutta, and Bangalore respectively.

National Institute of Industrial Engineering (NITIE), Mumbai

National Institute of Industrial Engineering (NITIE), Mumbai is a National Institute set up by the Government of India in 1963 with the assistance of United Nations Development Programme (UNDP) through International Labour Organization (ILO). Fully funded by the Government of India and registered as a society under the Societies Registration Act, 1860, NITIE, an autonomous body, is governed by a Board of Governors comprising eminent personalities from the government, industry and academics. Since its inception, the National Institute of Industrial

Engineering (NITIE) has been providing solutions to the complex problems of industry and business.

NITIE, Mumbai conducts Post-Graduate Diploma in Industrial Engineering (PGDIE); Post- Graduate Diploma in Industrial Management (PGDIM); Post-Graduate Diploma in Industrial Safety & Environmental Management (PGDISEM); Post-Graduate Diploma in Information Technology Management (PGDIM); and, also a large number of Management Department Programmes (MDPs) in Productivity Science and Management for the

benefits of senior and middle level executives drawn from the government, public and private sector organizations. It also conducts a fellowship programme equivalent to Ph.D in the area of Industrial Engineering and Management. The institute is also engaged in applied research in various fields of industrial engineering, energy, safety, environment, marketing, information technology, behavioral science, etc. The Institute conducts Unit Based Programmes (UBPs) which are tailor-made to suit the specific requirements of the industry, either at their premises or in the Institute.

Details of students admitted in Post Graduate Programmes and equivalent courses in NITIE, Mumbai, during the Academic Session 2009-10:

Year	General	SC	ST	PWD	OBC	Total
2009-10	214	46	12	2	59	333

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 a Deemed University. The School has around 52 major ongoing R&D projects, with an external funding of more than Rs.9.58 crores. 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.

Indian School of Mines, Dhanbad offers 4 years B.Tech programmes in Mining Engineering, Petroleum Engineering, Mining Machinery, Mineral Engineering, Computer Science & Engineering, Electronics Engineering, Mechanical Engineering, Electrical Engineering and Environmental Engineering Management; 5 years Dual Degree Programmes; 5 years integrated M.Sc. in Applied Physics and Applied Geography; 3 years M.Sc. Tech.; 2 years M.Sc., and MBA and M.Tech/M.Phil Programmes in addition to the Ph.D Programmes

in all the above subjects. The total intake of students in the year 2009-10 was 2834. (Website: www.ismdhanbad.ac.in)

National Institute of Foundry & Forge Technology (NIFFT), Ranchi.

The National Institute of Foundry & Forge Technology (NIFFT), Ranchi was established in the year 1966 in collaboration with UNESCO-UNDP, taking into cognizance the pivotal role of foundry & forge industries in the development of core sector in the country.

NIFFT, Ranchi is an autonomous body, fully funded by the Government of India and registered as a society under the societies Registration Act, 1860. The Institute’s mission is to provide highly specialized training to personnel for operation and management of the industries.

The Institute conducts the PDF, Ph.D, M.Tech. (FFT), M.Tech (M.E), M.Tech (MSE), M.Tech. (Env. Engg.), B.Tech. (M.E.), B.Tech. (MME), A.D.C (Foundry Tech) and A.D.C. (Forge Tech.) programmes which have been accredited by

National Board of Accreditation (NBA), AICTE, New Delhi and they are affiliated to Ranchi University, Ranchi.

National Board of Accreditations, AICTE, New Delhi had accredited Institute's two M.Tech courses in Foundry Forge Technology and Manufacturing Engg. recently.

Training Programmes were conducted under TEQIP and 48 faculty members and staff of the Institute had gone for training programmes in India and abroad. After completion of the training, all the faculty members and staff had given a brief presentation about their training and experience.

The Institute has implemented 27% reservation for Other Backward Classes by increasing the number of intake of students by 54% from the session 2008-09.

The placement for the current batch was 100% and the package for B.Tech. students' was in the range of 2.4 to 4.8 Lac, For M.Tech., 2.0 to 2.4 Lac and for ADC, 1.5 to 2.65 Lac.

School of Planning and Architecture, New Delhi

The School of Planning and Architecture is a premier Institution of the Government of India, disseminating education and training in the field of Architecture and Planning since 1942. The Department of Architecture was established in 1942 as a part of Delhi Polytechnic and was merged with the School of Town & Country Planning in 1959 and re-named as School of Planning and Architecture (SPA). The School was conferred the status of 'Deemed University in 1979.

SPA provides Under Graduate and Post Graduate education and training of several aspects in the field of the built and natural environment and human habitat through two undergraduate and 10 post-graduate courses. The Doctoral Programmes are also offered leading to Ph.D.

Degree. For the session 2009-10, the total student's strength was 296 with an annual intake of 169 Graduates and 127 Under-Graduate students including Foreign Nationals.

In the pursuit of academic excellence and to broaden its horizons, the School has signed MOUs with the 11 overseas Universities/Institutions

The School conducted an Urban Design Competition for its proposed new campus at Vasant Kunj, which attracted over a hundred entries, out of which six were from overseas. The School also hosted an Exhibition in collaboration with GTZ on the occasion of the visit of Hon'ble Minister for Development of the Federal Republic of Germany and an Exhibition of landmarks of New York in collaboration with the American Embassy. The SPA has also established National Resource Centre funded by the Ministry of Housing and Poverty Alleviation and was awarded a research Project on alternatives to the Master Plan by Ministry of Urban Development.

New Schools of Planning & Architecture (SPA)

Setting up of two Schools of Planning & Architecture, one each at Vijayawada and Bhopal, were approved by the Cabinet on 26.6.2008.

The School of Planning & Architecture (SPA), Vijayawada and Bhopal have since started functioning in the temporary accommodation in Acharaya Nagarjuna University, Guntur and Maulana Azad National Institute of Technology (MANIT), Bhopal.

Societies for both the newly established SPAs have been duly registered. Funds have already been released in respect of both the Schools. The Government of Madhya Pradesh has allotted land for SPA Bhopal. SPA Bhopal now possesses 77 acres of land for its new campus. The Andhra Pradesh Government is likely to provide land for SPA, Vijayawada.

Both the Schools are presently conducting Bachelor's Degree Course in Architecture and Bachelor's Degree Course in Planning with sanctioned intake of 75 and 30, per School, per annum respectively.

National Institutes of Technical Teachers' Training and Research (NITTTRS) at Bhopal, Chandigarh, Chennai & Kolkata

Background

The National Institutes of Technical Teachers' Training and Research (NITTTRs) at Bhopal, Chandigarh, Chennai & Kolkata were established during mid sixties to extend training to the Teachers of Polytechnic in the country. For last few years, NITTTRs are also training teachers of Engineering Colleges.

Objective

The primary objective of NITTTRs is to improve the quality of polytechnic education in their respective region. Focusing initially on teacher training, these Institutes in subsequent years extended initiative significantly to address itself to the needs in the areas of Engineering and Technology, Curriculum Development, Instructional Material Development, Rural Development and Entrepreneurship.

Nature of Courses offered

NITTTRs offer Short/Long term courses besides Ph.D programmes. The Long term courses comprises of ME and M.Tech programmes whereas under Short term courses, training is provided to promote continuing education for the benefit of working professionals from industry and faculty of technical institutions. Some of the short term training programmes are :- (i) Optical Fiber and its Application, (ii) GIS Software, (iii) LabVIEW, (iv) Embedded system, (v) Mapping up by Total Station, (vi) Computer Aided Structural Analysis and Design, (vii) Multimedia Technology, (viii) Mobile

Computing, (ix) Applications of Remote Sensing and Photogrammetry, (x) Nano-Technology, (xi) Technological Options for Community Development, (xii) Instructional Design and Delivery Systems, (xiii) Accreditation and (xiv) Educational Management.

Admission Policy

The teachers of Polytechnic and Engineering Colleges are sponsored through respective State Governments. While inducting teachers for training, reservation policies of Govt. of India with regard to SC, ST, OBC & Physically Handicapped are followed. The percentage of involvement of girls trainees under various programmes are 30%.

Activities

NITTTRs are involved in five major areas of activities which are follows :-

- i. Staff Development
- ii. Curriculum Development
- iii. Instructional Material Development
- iv. Research and Development
- v. Extension Services and Consultancy

Sub-Mission on Polytechnics under Coordinated action for Skill Development

Background

This department has initiated a scheme on Sub-Mission on Polytechnics under Coordinated Action for Skill Development to give a boost to the polytechnic education by way of providing financial assistance for the following components:-

- i) Establishment of New Polytechnics
- ii) Strengthening of existing Polytechnics
- iii) Community Development through Polytechnics
- iv) Construction of Women's Hostel in Polytechnics

Objective

The primary objective of the scheme is to enhance employment oriented skill through Polytechnics.

Admission Policy

The Polytechnics are under the administrative control of respective State Governments and follow admission policy as applicable.

Activities

Polytechnics offer formal three years diploma courses in Engineering trades. Under the Scheme of Community Development through Polytechnics, the selected polytechnics will also offer short term (3-6 months) non-formal skill training in various trades.

CENTRAL INSTITUTE OF TECHNOLOGY (CIT), KOKRAJHAR, ASSAM

Background

The Central Institute of Technology(CIT), Kokrajhar 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, the Govt. of Assam and BLT on 10th Feb. 2003.

Objective

The primary basic objective of setting up of this Institution is for upliftment of bodo people of the area besides generation of skilled manpower for North Eastern Region as well as for other Regions in the country.

Courses offered

The Institute presently offers Six Diploma level courses i.e. i) Computer Science & Engineering, ii) Electronics & Communication Engineering iii) Food Processing Technology iv) Control & Instrumentation Technology, v) Construction Technology & vi) Animation and Multimedia with an intake of 30 students each. All these courses have been approved by All India Council for Technical Education (AICTE).

Admission Policy

The percentage reservation of seats for various categories of students in CIT, Kokrajhar is as follows:-

- i. 60% from BTC(60% ST, 5% SC, 15% OBC and 20% General)
- ii. 20% from North Eastern Region excluding BTC
- iii. 17% from All India excluding North Eastern Region
- iv. 3% from Physically Handicapped

Details of students admitted in Diploma programmes in CIT, Kokrajhar during the academic session 2009-10 :

Region	Category				Total
	General	OBC	ST	SC	
BTC	13	11	65	03	92
NER	18	10	06	05	39
All India	13	07	02	03	25
Grand Total					156

Schemes

Sub-Mission on Polytechnics under Coordinated Action for Skill Development

Background

This department has initiated a scheme on Sub-Mission on Polytechnics under Coordinated Action for Skill Development to give a boost to the polytechnic education by way of providing financial assistance for the following components:-

- i) Establishment of New Polytechnics
- ii) Strengthening of existing Polytechnics
- iii) Community Development through Polytechnics
- iv) Construction of Women's Hostel in Polytechnics



ORTHOPAEDICALLY DISABLED / MENTALLY RETARDED CANDIDATES BEING TRAINED AT EXTERNAL TRAINING CENTRE AT DISTRICT SRINAGAR

Objective

The primary objective of the scheme is to enhance employment oriented skill through Polytechnics.

Admission Policy

The Polytechnics are under the administrative control of respective State Governments and will follow admission policy as applicable.

Activities

Polytechnic offers formal three years diploma courses in Engineering trades. Through the

Scheme of Community Development through Polytechnics, the selected polytechnics will also offer short term (3-6 months) non-formal skill training.

Scheme for upgrading existing Polytechnics to integrate the physically disabled in the mainstream of Technical and Vocational Education

This scheme has been formulated with the aim to integrate physically disabled persons into the mainstream through technical and Vocational Education.

Under this Scheme, 50 existing polytechnics in different locations of the country have been selected for upgradation so as to enable them to introduce technical / vocational and continuing education programmes for the persons with disabilities. The scheme is targeted to benefit around 1250 disabled students every year in the formal diploma level courses and 5000 students in short duration technical/vocational courses. The selected polytechnics will also conduct research and tracer studies relating to education and training, utilization, employability etc. of students with disabilities and develop institutional environment which gradually reduces discrimination and disparities and integrates the students with disabilities with the main stream of technical and vocational education. In initial stages certain polytechnics had some constraints in running the formal and non formal courses.

Scheme of Apprenticeship Training

Implementation of the Scheme of Apprenticeship Training is a Statutory requirement under Apprentice Act, 1961. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (Technicians) and 10+2 Vocational pass outs in about 10,000 industrial establishments/ organizations as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC), which is an apex Statutory Body constituted under the Apprentices Act, 1961.

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

The four Regional Boards of Apprenticeship/ Practical Training (BOATs/BOPT) located at Mumbai, Calcutta, Kanpur and Chennai, which are fully funded autonomous organization of Ministry of Human Resource Development (Department of Higher Education) have been authorized in their respective regions to implement the Scheme of Apprenticeship Training under Apprenticeship Act, 1961 as amended from time to time.

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend, which is shared between the Central Government and the employer on 50:50 basis. The existing rates of stipend payable to Engineering Graduates, Technicians and 10+2 Vocational pass outs as apprentices is Rs.2600/- and Rs.1440/- per month respectively. The full stipend is paid by the industrial establishments/organizations to the apprentices undergoing Apprenticeship Training at the first instance and later they claim 50% reimbursement from Central Government through respective BOATs/BOPT.

The details of engagement of apprentices during the 10th and 11th Five Year Plans are as under:-

Plan Period	Target Fixed by the Ministry	Achievement
10th Five Year Plan (2002-03 to 2006-07)	300000	27F4043
11th Five Year Plan		
i) 2007-08 & 2008-09		
ii) 2009-2010	350000	113137
(upto November 2009)		33357

Indian National Library in Engineering Science & Technology (INDEST-AICTE) Consortium.

The Ministry of Human Resource Development has set up the "Indian National Library in Engineering Science & Technology (INDEST-AICTE) Consortium". The Ministry provides funds for access to electronic resources and databases to centrally funded institutions. The benefit of consortia-based subscription to electronic resources is also extended to all educational institutions. AICTE approved State Govt./State Govt. aided engineering colleges are getting support from the AICTE. A mechanism is in place wherein the Consortium takes advantage of collective bargaining and passes on the benefit of e-journals to subscribing members. The Ministry of Human Resources Development released an

amount of Rs.22.50 crore to the Consortium during the year 2009-10.

Externally Assisted Projects/ International Collaboration.

Technical Education Quality Improvement Programme (TEQIP).

Technical Education Quality Improvement Programme (TEQIP) was conceived and designed as a long term project to be implemented in 10-12 years in 3 phases to support excellence and transformation in Technical Education in the country. TEQIP Phase-I was implemented with the assistance of World Bank as a centrally coordinated Central and State Sector Project with a total cost of Rs.1339 crore. Out of this Rs.306 crore was Central Component and the remaining Rs. 1033 crore was State Component. The

program became effective in March, 2003 and the closing date of the program was 31st March, 2009. However, the pending reimbursement claims were allowed to be settled in the next four months after the project closure i.e. 31st July, 2009.

127 Institutions participated in TEQIP out of which 18 were Centrally Funded Institutions and remaining 109 State Institutions. The State Institutions were from the State of Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal. The total allocation for these Institutions was Rs. 1339 crore. The cumulative expenditure upto 31st March, 2009 was Rs. 1321.80 crore which is 99% of the total project allocation.

Based on the achievements made during TEQIP Phase-I, TEQIP Phase-II is to be implemented as a Centrally Sponsored Scheme (CSS) with the assistance of the World Bank at a total cost of Rs. 2430 crore. The Central contribution will be Rs. 1895.50 crore, out of which Rs. 1395.50 will be reimbursed by the World Bank. The State share will be Rs. 518.50 crore and the Share of Private unaided institutions will be Rs. 16 crore. The funding pattern will be 75:25 between the Centre and the participating States and for North Eastern States it will be 90:10. The TEQIP-II project is for the duration of 4 years covering about 200 institutions based on competitive funding. The Programme will be implemented from 2010-11.

Asian Institute of Technology (AIT), Bangkok

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting the advanced technical education need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and become 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 AIT Academic year has two terms beginning January and August. The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of specialization and reimburses Rs.33 lacs to the seconded faculty every year. The Ministry has deputed 8 candidates each for August 2009 and January 2010 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.

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.

A Collaborative Regional Program on "Emerging trends in Teaching & Learning in ICT Era" is being organized at NITTTR, Kolkata during March, 2010. Eight participants were nominated by this Ministry for 6 Regional Programmes conducted by CPSC, Manila during 2009-2010.

Ed.CIL (India) Ltd.

Ed.CIL was established as a Government of India Enterprise in 1981 to undertake various educational projects with focus on Technical Assistance activities such as preparation of detailed Project Reports for establishment of educational institutions, development of curricula, assessment of manpower requirement, carrying out surveys, etc. The focus was subsequently

broadened to include activities related to promotion of Indian Education System abroad, placement of foreign students in Indian Institutions and secondment/recruitment of experts in various fields for Ed.CIL client's abroad as well as in India. During the last few years Ed.CIL has further widened its areas of operation and taken up turnkey construction & procurement projects (with focus on Educational Institutions) and also entrance testing activities for admission to educational institutions and recruitment.

Ed.CIL is a profit making PSU and has been earning profit over the last 15 years and has been regularly paying dividend to the Government of India. An amount of Rs. One crore twenty seven lakh has been paid during this year as dividend for the year 2008-09.

8



साक्षर भारत

Adult Education

Adult Education aims at extending educational options to those adults, who have lost the opportunity and have transcended the age of formal education, but now feel a need for learning of any type, including, basic education(literacy), skill development (vocational education) and equivalency. The main focus of Adult Education in India, so far, has been primarily, on its very bottom tier, which is, 'basic literacy'. Reason being, at the time of Independence, 86% of India's population was illiterate. Since lifelong learning pre-supposes basic literacy, the obvious priority of the Government, as reiterated in the National Policy on Education, 1968/1986/1992, has been primarily on 'universalisation of literacy'.

For the accomplishment of this objective, a series of programmes have been introduced since the First Plan period, the most prominent being the National Literacy Mission (NLM), launched as one of the five technology missions, in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner. The Mission's initial target was to impart functional literacy to 30 million by 1990 and additional 50 million by 1995. By the end of the 10th Plan period, NLM had made 126.64 million persons literates, of which, 60% learners were females, 23% learners belonged to Scheduled Castes and 12% to Scheduled Tribes. 597 districts have been covered under Literacy programmes, 95 under Total Literacy Campaign, 174 under Post-Literacy Programme and 328 Districts under Continuing Education Programme. 26 State Resource Centers have been set up to extend pedagogical support to literacy programmes in the respective states, and 221 Jan Shikshans Sansthan have been established to impart skill development training. The Mission, thus, had a positive impact

as reflected in the 2001 Census, which indicated an increase of 12.63% in literacy - the highest increase in any decade. Female literacy increased by 14.38%, SC literacy by 17.28% and ST literacy by 17.50%.

Despite significant accomplishments, illiteracy continues to be an area of grave concern. According to 2001 Census, there were still 100.73 million non-literates in the country in 15 to 35 years age group. The Government has, therefore, decided to bolster Adult Education and Skill Development during the 11th Plan and for the accomplishment of this objective, has launched a flagship programme, Saakshar Bharat, besides the Scheme of Support to Voluntary Agencies for Adult Education and Skill Development.

Saakshar Bharat

Introduction

The Prime Minister launched **Saakshar Bharat**, a centrally sponsored scheme of Department of School Education and Literacy (DSEL), Ministry of Human Resource Development (MHRD), Government of India (GOI), on the International Literacy Day, 8th September, 2009. It aims to further accentuate Adult Education, especially women in the age group of 15 and above.

The campaign for total literacy, which began in 1988 with the launch of National Literacy Mission, completed nearly two decades by the end of the 10th Five Year Plan. During this period, literacy rates had moved up from 43.57% in 1981 to 64.84% in 2001. A new Census is to take place in 2011, when the current status of literacy would be known. The figures as of 2001 show male literacy as over 75.3% while female literacy remains at an unacceptable level of 54%. Census of 2001 also



Neo-Literates' Interaction with Hon'ble President of India, 22nd September, 2009, Rashtrapati Bhawan, New Delhi

showed that gender and regional disparities in literacy continue to persist. The government has, therefore, set a goal of raising the literacy rate to 80% by 2012 and reducing the gender gap to half by the same period.

In view of the fact that female literacy is a force multiplier for all actions for social development, on formation of the new Government, the President, in her address to the Parliament on 4 June, 2009, which articulated the agenda for the government for the period from 2009-2014, stated that: *"While male literacy went up to over 75% in the last Census and is expected to be higher now, female literacy was only 54% in 2001. My government will recast the National Literacy Mission as a National Mission for Female Literacy to make every woman literate in the next five years. Increased female literacy is expected to become a force multiplier for all our social development programmes"*.

In the context of Government's overall policy aimed at empowerment of women and in recognition of the fact that literacy, especially female literacy, is a pre-requisite to socio-economic development, it was considered imperative that the National Literacy Mission (NLM), as a programme instrument, is recast with a renewed focus on female literacy. In synergy with Government's umbrella Programme of Bharat Nirman, it was decided to call the new Mission as "SAAKSHAR BHARAT" (LITERATE INDIA). In view of multiplier impact of literacy across all sectors of the economy, SAAKSHAR BHARAT has been categorized by the Government as a Flagship programme.

Mission

"To Establish a Fully Literate Society through improved Quality and Standard of Adult Education and Literacy."

Objectives

- 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.

Targets (2012)

The principal target of the Mission is to impart, by 2012, functional literacy to 70 million adults in the age group of 15 years and beyond. Auxiliary target of the mission is to cover 1.5 million adults under basic education programme and equal number under vocational (skill development) programme.

Category-wise Targets under Literacy Programme

(in millions)

Category	Male	Female	Total
SC	4	10	14
ST	2	6	8
MUSLIMS	2	10	12
OTHERS	2	34	36
TOTAL	10	60	70

Teaching - Learning Components

To respond to the demand for literacy and to address the diverse needs of the non and neo-literate adults, an assortment of teaching learning programmes, including Functional Literacy Programme, Basic Education Programme, Vocational Education and Continuing Education Programme will be offered as an integrated continuum.

Functional Literacy Programme

Literacy Programme (LP) will aim to achieve the first objective of the scheme, that is, '*Impart functional literacy to non-literate adults*'. Functional literacy, in context of the programme, implies achieving self reliance in Reading, Writing, Arithmetic (Numeracy) and becoming aware of the causes of one's deprivation and moving towards amelioration of their condition through organization and participation in the process of development; acquiring skills to improve the economic status and general well being and

creating an aware and responsible citizenry (by imbibing values of national integration, communal harmony, conservation of the environment, women's equality and reproductive behaviour etc.).

The programme entails identification of non-literates through a survey, mapping of their learning needs and imparting them instructor based teaching of about 300 hours, spread over three months or beyond, depending on motivation of the learner and local conditions. Successful completion of the 300 hours of instructional learning would enable the learner to read and comprehend unknown text (newspaper headings, road signs etc); apply skills of writing in day to day activities like writing applications and letters and filling up of application forms, etc., and compute simple problems involving multiplication and division. A certificate will be issued to every successful learner based on a professional evaluation of learning outcome.

Though Mass Campaign Approach will continue to be the dominant strategy, the scheme discounts a homogenous approach uniformly throughout the country. To ensure that basic literacy is provided through a variety of context specific and group specific approaches, innovation would be encouraged and flexibility in sanctioning projects within a broad range of approved costs will be exercised. Implementing agencies may adopt any approach/model or a mix of approaches/models, including Volunteer-based Mass Campaign Approach, Centre-based Approach, and Resident Instructors etc.

Basic Education Programme

This programme is designed to achieve the second objective of the scheme, namely, *'Enable the neo-literates to continue their learning beyond basic literacy and acquire equivalency to formal educational system'*. Arrangements will be made to enable young adults to continue their learning till they are able to achieve equivalence levels with Grades III, IV, V, VI, VII and VIII and beyond in the formal school system or through the Open Learning System.

Vocational Education (Skill Development) Programme

For furtherance of the third objective of the scheme, namely, *'Equip non and neo-literates with vocational skills to improve their living and earning conditions'*, suitable skill development training will be imparted to those having rudimentary levels of education.

Continuing Education Programme

Continuing Education Programme (CEP) is aimed at achieving the fourth objective of the Scheme, namely, *'Establishing a learning society by providing opportunities to neo-literates and other targeted beneficiaries for lifelong learning'*. The Programme will provide facility of a library and reading room, which would be gradually equipped/strengthened with other contemporary ICT devices. Short-term thematic courses like Health Awareness/Care,

Food and Nutrition, Water Conservation /Drinking Water/Sanitation/Population/Development/Education Issues - AIDS/STD, Sex Education, Consumer Awareness/Consumer Rights, Legal Literacy, RTI or any other topic of interest and relevance to the lives of the learners will also be offered under this programme.

Salient Features of the Mission

Improved Access

To carry the programme to the doorsteps of the beneficiaries, the Mission envisages setting up of well-equipped multi-functional Lok Shiksha Kendras (Adult Education Centres [AEC]) at the Gram Panchayat level to provide institutional, managerial and resource support to literacy and lifelong education at grass root level. At least one Lok Shiksha Kendra (Adult Education Centre) will be established in each Gram Panchayat in the districts covered under the programme.

The Lok Shiksha Kendra will be the operational arm of the Mission at the grass root level and will be responsible for delivering the entire range of activities under the Mission, including Literacy, Basic Education, Vocational Education and Continuing Education, within its territorial jurisdiction. It will be manned by two paid Coordinators (Preraks), who should preferably be from marginalized groups (SCs/STs/ Minorities) and at least one of them should be a woman.

While basic education and continuing education programmes will be largely Kendra based, the voluntary teacher based literacy programme will be run through temporary literacy learning centers in a village. These centers will be roughly equivalent to a school in the formal sector and will be managed by a voluntary Literacy Educator/ Resident Instructor on almost the same analogy as a single teacher school in the formal sector. More of such centers will be operated within habitats of disadvantaged groups. Based on the number of non - literate adults within each of the villages and hamlets that constitute the Gram Panchayat, the required number of literacy centres

will be set up. One literacy centre will cover 8-10 non-literates.

Enhanced Equity - Bridging Gender, Social and Regional Disparities

Women, Scheduled Castes, Scheduled Tribes and Minorities

The Mission will primarily focus on, but not be limited to, women, Schedules Castes (SCs), Scheduled Tribes (STs), Minorities, other disadvantaged groups and adolescents in rural areas in low literacy States will be other focus. For each focused group and area, there will be a specific target and for each target group, there will be an explicit approach and strategy. Women being the prime focus and predominant participants, the entire programme will be given a gender treatment. The gender, social and cultural barriers that women face will be taken into consideration while designing teaching learning programmes. The approach will be to build on women's existing knowledge and levels of their literacy and numeracy in order to ensure that, in the long run, the existing levels are substantially upgraded and they are able to use the skills acquired in their own contexts. Women will be engaged in large numbers as volunteers and instructors to encourage women learners to participate in the programme. There will be specific strategies to cover SCs, STs and Minorities.

Geographical Area Coverage

Another goal of the Mission is to minimize inter and intra regional/state disparities. Interstate disparities in literacy range between 33% and 88%. Intra state disparities are equally stunning. To minimize regional disparities, the programme, in its first phase, that is, during the 11th Plan period (up to 31-03-2012) will remain confined to districts with adult female literacy rate of 50% or less, as per the 2001 Census. Besides, 33 districts affected with left wing extremism will also be covered under the Mission, irrespective of the existing literacy rate, in those districts.

According to the 2001 Census, about 84% of India's non-literates live in rural India. Since illiteracy is far more widespread in rural areas as compared to urban India, and for the reason that urban areas are better endowed with educational infrastructure leading to better access to opportunities, the Mission will concentrate on and deploy public resources in rural areas. An all out effort will be made to saturate rural areas first before expanding to non-rural areas, where the focus will be on women and adolescents belonging to SCs, STs, Minorities and other disadvantaged groups.

Total Quality Management

Core Curriculum Framework for Adult Literacy

For standardization of quality benchmarks, NLMA will develop a Core Curricular Framework in respect of basic literacy and continuing education programme. The Framework will spell out the contents and their comprehensiveness in delineating core academic areas and locally relevant issues, teaching-learning methods and processes for achieving the literacy norms and other objectives. The core curriculum will reflect the national values like national integration, secularism, democracy, scientific temper, communal harmony, women's equality, small family norm etc. It will also address the demands of the learners and take into account the diversity of their socio-cultural background, life experiences, linguistic skills and motivational levels. The curricular framework will strike a balance between the larger social objectives of the Mission and relevance to local contexts and to wider opportunities. Based on the Framework, the State Literacy Mission Authorities (SLMAs) may develop the curriculum with adequate reflection of locally relevant issues and aspects.

High Quality Teaching-Learning Material

To ensure uniformly high standards, all the materials for basic education, equivalency and continuing education will be quality-assured by an

Expert Committee set up by the NLMA/SLMA. Only such materials that conform to the prescribed standards will be assigned a logo as a seal of approval. Only such materials that are approved by the Committee will be used in the Programme. Teaching-learning material will be produced in the language of learners' choice.

Improving Quality of Literacy Educators

Quality instructors are a pre-requisite for efficient transaction of the literacy programme. Since the programme does not engage professional teachers, but relies mainly on volunteers with little or no previous teaching experience, they will be given intensive high quality training in local language, both at the time of induction as well as during the course of the literacy programme.

Augmenting the Quality of Teaching and Learning

Superior teaching and learning methodologies like peer learning, multiple level teaching, group discussions, play-way method, exposure visit, activity-based learning, etc. may be adopted. Besides, the use of teaching aids like posters, charts, supplementary reading materials, audio-visual programmes, puppetry, flash cards, flip charts, and cultural activities need to be employed. To improve attendance, flexi and learner friendly timings and time tables will be used that take into account work situation, age and gender sensitivities.

Assessment & Certification

Assessment of actual competence of the population in literacy skills is important for getting feedback of the success and outcome of the programme. A systematic assessment procedure will, therefore, be put in place and administered periodically through the school education system.

Resource Support

State Resource Centres (SRCs) will extend adequate academic and technical resource

support to adult and continuing education programme, especially in the realm of development of teaching learning material and training of literacy practitioners and managers. Besides SRCs, Resource Support Groups with due representation of educationists, social activists, experienced and committed volunteers/functionaries, representatives of local training institutions etc., will be constituted at national, state, district, block and Gram Panchayat levels to extend resource support.

Research

Applied research is as important to Total Quality Management as any other intervention. The Mission will accord high priority to promote research in basic and post literacy and continuing education as also gender issues and documentation and dissemination of research findings. Research studies on relevant themes will be assigned to competent agencies. Further, universities and social science research institutes of repute and standing will be addressed to encourage the researchers to work in the field of different aspects of adult education for the award of doctoral and post-doctoral degrees. NLMA will also consider sponsorship of research, on topics selected by it, in reputed universities

Efficiency Management

Monitoring and Evaluation

Objective performance parameters will be prescribed for each agency involved in implementation of the scheme. A web based Management Information System (MIS) will be put in place for real time monitoring, which would be critical for optimising the outreach and impact of the programmes. NLMA, SLMA and District Bodies will review the progress at their respective levels. Names and progress of each learner will be placed in the public domain. Monitoring will not be uni-directional but a two way communication process. Feedback as to what is happening on the ground will be received through appropriate

channels and correctives will be sent back to the ground level through the same channels.

Elaborate procedures for concurrent, summative and impact evaluation will be laid down. Literacy data will also be supplemented through field research. Reputed agencies with an impeccable track record, expertise and experience will be commissioned to carry out evaluations. The evaluation process will be a tool for correction through participation. Total openness and transparency will pervade the entire evaluation process.

Fund Release Management

A novel and efficient system of release of funds and accounting is envisaged. The new mechanism will overcome the shortcomings of the earlier system, including delay in release of funds, idling of funds and delay in reporting of utilization. Manual system of release and accounting will be replaced by a computerized system. The new mechanism will be based on the core banking facilities available with scheduled banks.

Decentralisation

Openness, transparency, participative management, clear delineation of roles and accountability will be essential features of planning process and management. In compliance with the 73rd Constitutional Amendment, NLMA perceives a pivotal role for Panchayati Raj Institutions in implementation of the programme at the district and sub-district level. However, the discretion of actual role definition will vest with the SLMAs. It will be incumbent upon SLMAs to ensure that planning processes adopted by them conform to the fundamentals of the strategy and more importantly, to its decentralization and bottom up approach. For efficient planning, NLMA will make available superior tools of project planning on line.

The programme has been envisaged as a people's programme in the true sense- a programme of the people, for the people and by the people. All stakeholders, especially at the grassroots level would have a due say and role in the planning and

implementation of the programme. The role of NLMA and SLMA will be that of catalytic agencies, facilitating and resource providers. All management and supervisory structures will have to be instituted accordingly. Adequate representation of women in these structures, especially in decision-making roles, will also have to be ensured. Adequate resource support will be provided to planning and implementing agencies through special purpose vehicles like State Resource Centers and other bodies with requisite capacities.

Management Structure

The programme will be implemented in a mission mode. The National Literacy Mission Authority (NLMA), an autonomous wing of the Ministry of Human Resource Development, will be the Nodal Agency at the national level. It would be responsible for the overall planning and management of the scheme, including release of funds to states/voluntary agencies, mobilization of resources, procurement, mass campaigns, maintenance of national database on illiteracy and adult education, publicity, facilitating techno-pedagogical support, research, monitoring and evaluation, etc.

At the State level, the State Literacy Mission Authority (SLMA) will be responsible for preparation, implementation and monitoring of the Mission. At the district and sub-district level, the Mission will be implemented under the aegis of the Panchayati Raj Institutions. The Gram Panchayats, along with communities, will be the implementing agencies at the operational level, that is, all villages within a Gram Panchayat.

Financing and Budget

The total financial outlay for "Saakshar Bharat" during the last three years of the 11th Five Year Plan period is Rs. 6502.70 crore, out of which the Central share will be Rs. 4993.02 crore. The sharing pattern fund between the Central and State Government is in the ratio of 75:25 and in the

case of North-Eastern States, including Sikkim, in the ratio of 90:10, respectively. The allocation of funds to the States will be based on adult female illiterate population in the districts covered under the programme in various States.

SAAKSHAR BHARAT - Progress during 2009-10

Financial and Administrative Sanctions

It was on 4th June, 2009 that the Government had announced its decision to recast the National Literacy Mission. The Prime Minister launched Saakshar Bharat on 8th September, 2009 and it was operationalised w.e.f. 1st October, 2009. By 31st December, 2009, which is within six months of the Government's decision, the Mission has been rolled out in 167 districts in 19 States, covering over 81,000 Gram Panchayats, with a budgetary outlay of Rs.2524 crore up to 31st March, 2012. In all 3.82 crore non-literate adults will be benefited in these districts. The Government of India's share of Rs.306 crore, as the first installment, has been sanctioned.

Fund Management System

A fund flow mechanism, based on the concept of a single bank account for each State Literacy Mission Authority and empowering the District Panchayat, Block Panchayat and Gram Panchayat to draw cheques against the single bank account with online monitoring of progress of expenditure, has been put in place. To operationalise it, a Memorandum of Understanding (MoU) was signed between the National Literacy Mission Authority



and four nationalised banks (the State Bank of India, Punjab National Bank, Union Bank of India and Indian Bank) on 26th November, 2009. SLMAs have been advised to open separate bank accounts as envisaged under this mechanism. Sanctions for fund release were issued by December, 2009 and funds will be transferred to these bank accounts within the quarter ending 31st March, 2010. This would enable physical implementation of the scheme to start at the State level.

Web based planning and monitoring

Module I of the web based planning and monitoring application developed by NIC has been operationalised. This Project Planning System, on one hand enabled States to prepare their interim action plans, district wise, and their submission online and on the other hand enabled NLMA to calculate financial sanctions up to the Gram Panchayat levels. Besides, the Module will also facilitate uploading of the information on learners, preraks, and volunteer teachers, as collected through survey of the households.

State level orientation workshops

A National Workshop for Orientation of State Education Secretaries was conducted at Chennai on 7th & 8th January, 2010. Specific sessions on various administrative, managerial and implementation strategies were conducted by the subject specialists and a road map for implementation of the first phase of the programme was arrived at in this orientation meeting.

With a similar objective, State Level Orientation Workshops were organized at Raipur for Chhattisgarh (on 15th & 16th January, 2010), Patna for Bihar (on 18th January, 2010), Lucknow for Uttar Pradesh (on 21st January, 2010), Gandhinagar for Gujarat (on 24th January, 2010), Chennai for Tamil Nadu (10-11 February, 2010), Guwahati for Assam, Arunachal Pradesh, Manipur, Sikkim and Tripura (on 12th -13th February, 2010), Pune for Maharashtra (18th-19th

February, 2010), Hyderabad for Andhra Pradesh (20th February, 2010) and Kolkata for West Bengal (25th February, 2010). Education Secretaries, officials of State Literacy Mission Authorities (SLMAs) and District level officials attended these orientation meetings. State orientation workshops in the remaining 3 States - Rajasthan, Orissa and Karnataka are planned for March, 2010.

Orientation of Panchayati Raj Institutions

A Workshop for Orientation of Panchayati Raj functionaries for Saakshar Bharat was held at Hyderabad on 21st December, 2009 in collaboration with National Institute of Rural Development (NIRD), Hyderabad. A strategy for orientation of the PRI functionaries, including the elected representatives and officials at Zila Parishad, Block Panchayat and Gram Panchayat levels was worked out at the workshop. NIRD completed the training of 88 Key Resource Persons representing 16 States in two batches during 11th -15th January, 2010 and 18th -22nd January, 2010.

Orientation of NGOs

Saakshar Bharat envisages strengthening of alliance between Government organizations and Non-Governmental organisations (NGOs). A National Workshop for Orientation of NGOs, under the Chairpersonship of Minister of State for Human Resource Development, Smt. D.Purandeswari, was organized in New Delhi on 4th November, 2009.

Task Forces

Task forces have been constituted to consider and deliberate on different aspects of Saakshar Bharat and to work out specific strategies for each of the targeted groups and areas, to be covered under the programme. The subjects of the Task Forces are Mission Document, Mobilisation and Building, District Micro Planning, Training, National Curriculum Frame Work for Female Literacy, Evaluation, Convergence, Monitoring, National Rural Employment Guarantee Authority (NREGA),

Information and Communication Technology (ICT), Research, Alternative Approaches, Equivalency, Scheduled Castes, Scheduled Tribes, Minorities, Planning Process, Guidelines, North Eastern Region, Building Public Private Partnership, Strategies for Assessment of Learners, Women and Adolescents.

New Logo for SAAKSHAR BHARAT

A new Logo for Saakshar Bharat, developed by National Institute of Design, Ahmedabad, was released by the Hon'ble Minister of Human Resource Development, Shri Kapil Sibal, on 28th January, 2010.



Scheme of Support to Voluntary Agencies for Adult Education and Skill Development

In order to promote adult education & skill development through the voluntary sector, support to Voluntary Agencies (VAs) was so far being extended through two schemes, namely, (i) Assistance to Voluntary Agencies in the field of Adult Education and (ii) Jan Shikshan Sansthan. With effect from 1st April, 2009, both these schemes have been merged and a modified scheme, named as, "Scheme of Support to Voluntary Agencies for Adult Education and Skill Development" has been put up in place. The main objective of this Scheme is to secure extensive as well as intensive involvement of the voluntary sector in the endeavours 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 Sansthan and Assistance to Voluntary Agencies.

State Resource Centres (SRCs)

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

- Development of teaching/learning and training materials for literacy programmes.
- Production and dissemination (including translation) of literature for adult education.
- Training of literacy functionaries.
- Undertaking motivational and environment building activities for adult education.
- Multimedia works.
- Running of field programmes.
- Action research, evaluation and monitoring of literacy projects.
- Undertaking innovative projects to identify future need of literacy programmes.

Currently, there are 26 SRCs in different parts of the country. Of these, 13 are in Category A and 13 are in Category B.

Progress during 2009-10

SRCs in Category A and B are provided annual recurring grant up to Rs.100 lakh and Rs. 70 Lakh respectively. A total grant of Rs. 1038 lakhs (103.80 millions) has been sanctioned to 26 SRCs upto December, 2009.

Action initiated to set up four new SRCs in Category B, one each in the States of Andhra Pradesh, Arunachal Pradesh, Rajasthan and Uttar Pradesh.

Action also initiated to upgrade two of the existing Category B SRCs to Category A.

A Committee constituted under the Chairpersonship of Smt. Kumud Bansal, former Secretary, School Education & Literacy, Government of India, to review the managerial and academic capacities, adequacy and quality of their academic staff/infrastructure facilities, networking with academic institutions/stake holders etc. of the State Resource Centers. The recommendations of the Committee are expected by the end of March, 2010.

During the current financial year, the SRCs have taken up special programmes for capacity building of their own academic staff through professional institutions.

In the context of launch of Saakshar Bharat, the 13 SRCs developed new primers for the programme. These primers have since been approved by the Expert Committee constituted to ensure Quality of the teaching/learning material developed for Saakshar Bharat programme.

Jan Shikshan Sansthan (JSSs)

Jan Shikshan Sansthan (JSSs) are established to provide vocational training to non-literate, neo-literate, as well as school drop outs by identifying skills as would have a market in the region of their establishment. They are categorized into Category 'A', 'B' and 'C' and are entitled to an annual grant upto Rs.40 lakh, Rs.35 lakh and Rs.30 lakh respectively. JSSs impart skill development training in nearly 394 vocational courses in 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 and Building Technology. In selection of beneficiaries, priority is given to women, SCs, STs, OBCs, minorities and other economically weaker sections.

Progress during 2009-10

An amount of Rs. 3027 lakhs (302.70 millions) has been sanctioned to JSSs up to December, 2009. In all, 5.88 lakh beneficiaries are expected to be covered under different vocational training programmes.

New Initiatives

A number of steps have been initiated to improve the functioning of Jan Shikshan Sansthan. Most noteworthy of these initiatives include :-

- standardization of curriculum for vocational courses through reputed agencies,
- introduction of revised Annual Action Plan formulation and approval system,
- fund release rationalisation,
- capacity building of the Directors of JSS, and
- identification of the skills in the region of JSS, based on market surveys through reputed institutions like IIMs/MDI, Gurgaon.

A formal review of the performance of the JSSs has been introduced. Performance of all the JSSs was reviewed twice at the level of Minister of State for Human Resource Development, Secretary, School Education & Literacy and Joint Secretary [Adult Education] & Director General [National Literacy Mission Authority].

Steps have also been initiated to take up third party evaluation of 100 JSSs through reputed external evaluation agencies.

Web-based Monitoring of the Scheme

National Informatics Centre (NIC) has been assigned the project of developing a web-based application to keep track of fund allocation, fund utilization, monitoring, reporting and information collection under the Scheme of Support to Voluntary Agencies for Adult Education and Skill Development. This System will become functional in the next financial year and will yield enormous

benefits, including, Uniform System across locations, software supported consolidation of data, inbuilt validation of data, standard operating procedures, near to real time monitoring of allocation and consumption and pro-active strategy formulation as a result of less variance in various calculations of enrolment, consumption etc.

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 and Saakshar Bharat to be an operating and implementing organization at national level for all the activities envisaged in National Literacy Mission and to undertake such other activity for adult education as the Authority may consider appropriate. The diversified role of the Authority includes Policy and Planning, Developmental and Promotional Activities, Operational Functions, including Assistance to Voluntary Agencies and other NGOs, Technology Development, Leadership Training, Resource Development, including Media and Materials, Research and Development and Monitoring and Evaluation.

NLMA has three main bodies, namely, the Council, Executive Committee and the Grants-in-Aid Committee. The Council is headed by the Minister of HRD with the Minister of State, HRD being the Vice Chairperson. The Council is responsible for operating and implementing all the activities to



be undertaken in respect of Adult Education. The 11th meeting of the Council of National Literacy Mission Authority was held on 21st August, 2009, under the Chairmanship of Shri Kapil Sibal, Hon'ble Minister of Human Resource Development.

The Executive Committee (EC) of NLMA is headed by the Secretary, Department of School Education and Literacy. The EC is responsible for approving the project proposals received from different bodies, except NGOs, in respect of all schemes implemented by NLMA. The proposals received from NGOs are considered by the Grants-in-Aid Committee, headed by the Secretary, Department of School Education and Literacy.

In compliance with the provisions of Saakshar Bharat, Strategic Communication Group and a Strategic Communication Implementation Group were set up, under the Chairpersonship of Hon'ble Minister of State for Human Resource Development and Joint Secretary (Adult Education) & Director General (National Literacy Mission Authority), respectively. The Strategic Communication Group will serve as a steering committee and will be responsible for overseeing the entire gambit of strategic issues related to strategic communication. The Strategic Communication Implementation Group will serve as the supporting committee and will be responsible for implementing communication strategy.

A meeting of the Strategic Communication Group (SCG) was held on 12th January, 2010, under the Chairpersonship of Minister of State for Human Resource Development and a Blueprint of Strategy for Mobilisation and Environment Building for Saakshar Bharat was approved. Besides, the Strategic Communication Implementation Group met on 9th January, 2010, 30th January, 2010 and 10th February, 2010 to implement the decisions of the SCG.

A Technical Support Group (TSG) has been constituted under NLMA to support the implementation of the scheme.

Directorate of Adult Education

Directorate of Adult Education, a subordinate office of the Department of School Education & Literacy and Ministry of Human Resource Development, is providing academic and technical support to National Literacy Mission Authority for effective implementation of various programmes and activities of Saakshar Bharat. The role and functions of the Directorate are as follows:

- i. Advertising and Publicity
- ii. Development and Review of basic literacy primers and other material for Saakshar Bharat programme.
- iii. Preparation of Training Manuals.
- iv. To Review the progress of the functions of State Resource Centres and provide them with technical support in their endeavours.
- v. To Review the functioning of Jan Shikshan Sansthan, their action plans, designing of courses/curriculum etc.
- vi. Monitoring of literacy programmes.
- vii. Publication of important Reports, Newsletter and other documents.
- viii. Organization of International Literacy Day, Adult Learners' Week and other events in support of Adult Education.

Training is one of the important activities of the Directorate of Adult Education. A Training Manual was developed with the help of training experts, keeping in view the training needs, for capacity building of Key Resource Persons and Master Trainers required for Saakshar Bharat programme. A National Level Workshop on "State-of-the-Art Teaching-Learning Material for Basic Literacy" was organized on May 13-14, 2009 to prepare quality material for literacy programme. Accordingly, basic literacy primers have been prepared and reviewed for 13 States in Saakshar Bharat Programme and technical approval of Directorate of Adult Education has also been communicated to the States of Bihar, Chattisgarh, Gujarat, Haryana, Jharkhand,

Karnataka, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttaranchal and West Bengal. A special Workshop for Development of Primers was organized for the five North - Eastern States at Guwahati from 22th -24th February, 2010.

Celebration of International Literacy Day

With the objective of highlighting importance of literacy to individuals, communities and societies and to mobilise public opinion in favour of the struggle against illiteracy, International Literacy Day is celebrated internationally on 8th September every year. The National Level celebrations for International Literacy Day were held in New Delhi on grand scale. The Hon'ble Prime Minister of India, Dr. Manmohan Singh, Hon'ble Speaker of the Lok Sabha, Smt. Meira Kumar, Hon'ble Human Resource Development Minister, Shri Kapil Sibal and Hon'ble Minister of State for Human Resource Development, Smt. D. Purandeswari and ADG, UNESCO Mr. Nicholas Burnett, graced the occasion. The Prime Minister launched Saakshar Bharat on this occasion. The function was attended by several hundred stakeholders, especially neo-literates, literacy educators and managers from all over India.

Adult Learners' Week Celebration

For the first time in India, Adult Learners' Week (ALW) was celebrated throughout the country from Sept. 9-14, 2009 as a continuum to the International Literacy Day. The main objective of observing the ALW was to popularize Saakshar Bharat and felicitate deserving successful individuals and groups in the field of adult literacy. Jan Shikshan Sansthan, State Resource Centres and State Literacy Mission Authorities organized innovative programmes across the country, during the week.

Neo-literates' Interaction with Hon'ble President of India

For the first time, as a unique and singular honour for them and to give an unparalleled impetus to

women's literacy, stakeholders of the Mission - 100 women neo-literates and literacy volunteers from across the country visited Rashtrapati Bhavan on 22nd September, 2009 for an interaction with the Hon'ble President of India, Smt. Pratibha Devisingh Patil, who greeted the neo-literate women and the literacy volunteers. Interacting with the group, the President of India said that despite tangible progress having been made in reducing illiteracy since Independence, even today one-third of Indians are illiterate. Emphasizing the level of the challenge ahead, the President mentioned that of these one-third illiterates, about 2/3rd are women. She said that it was absolutely necessary to eliminate the large scale illiteracy amongst women in the country. The President appreciated that other than imparting literacy, Saakshar Bharat Mission also provides a component of skill development to women. The President referred to the neo-literates and the volunteer teachers as people undertaking the noble job of sharing and spreading knowledge. The interaction was highly motivating for these "Ambassadors of Literacy" and enthused them to participate in the cause of literacy with even greater zeal and spirit, thus inspiring others to join in as well.

International Cooperation

Sixth International Conference on Adult Education (CONFINTEA VI), Brazil

The Indian delegation led by Smt. Purandeswari, Minister of State for Human Resource Development, participated in the Sixth International Conference on Adult Education (CONFINTEA VI) organized by UNESCO in Belem, Brazil from 30th November-4 December, 2009. The main focus of the Conference was to "harness the power and potential of adult learning and education for a viable future" and to take stock of the progress made in adult learning and education since CONFINTEA V. India played a prominent role in drafting the Frame Work for Action. Shri Jagmohan Singh Raju, Joint Secretary, Adult

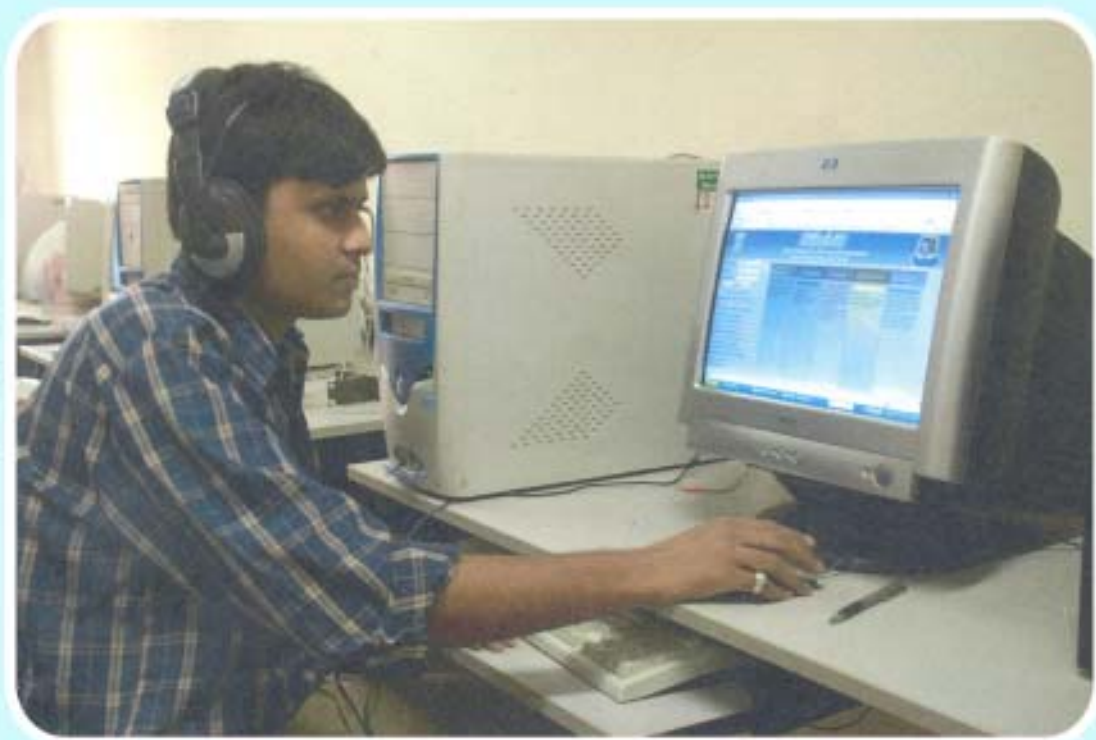
Education & Director General, National Literacy Mission Authority, was a key member of the drafting committee.

E-9 Seminar on Literacy and Adult Learning in Rural Areas, China

A delegation comprising of Shri Jagmohan Singh Raju, Joint Secretary, Adult Education & Director General, National Literacy Mission Authority and Dr. Nasim Ahmad, Assistant Educational Adviser, participated in the E-9 Seminar on Literacy and Adult Education in Rural Areas organized by UNESCO from 26-29, October, 2009 at Beijing,

China. Senior country representatives from Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan reaffirmed their responsibility towards the goal of Education for All (EFA). The Seminar reviewed strategies, progress and challenges in implementing LIFE. The participants shared their experiences and best practices in promoting literacy and adult learning in rural areas. The Indian delegation actively participated in the Round Table discussions and visited Adult Education Centres and agencies engaged in adult education in Shanghai and its suburbs.

9



Distance Learning

Indira Gandhi National Open University (IGNOU)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in open learning and distance education systems.

To fulfil the first objective, IGNOU provides innovative and need based general as well as continuing education to: the persons from disadvantaged groups; physically challenged; homemakers; minorities; and those who are based in remote areas for their professional development. IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrolment, age for entry and methods of evaluation etc. The University has adopted an integrated strategy for imparting instructions. This consists of providing print materials, audio-video tapes, broadcast on radio and educational TV Channels, tele-conferencing, video-conferencing as also face to face counseling, at its study centers located throughout the country. The University has adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects.



IGNOU has a large number of programmes, ranging from purely academic to technical, professional and vocational at various levels leading to award of Competency Certificates, Diplomas, Bachelor's, Master's and Doctor's degree to successful candidates. Many of these programmes are modular in nature. In the year under report, the University has offered 338 Certificates, Diplomas, Degrees and Doctoral programmes through 21 Schools of Studies, 12 Divisions, 14 centres, and a network of 61 Regional Centres, 3000 Study Centres, and 52 Partner Institutions spread across 33 countries with the help of 413 teachers & academics and 1205 administrative staff. Additional help is also sought from about 6,000 experts from conventional universities and other organizations, and about 36,000 part-time academic counselors. The total enrolment of students has grown to 2.5 million.

During the year 2009-10, about 163 new programmes have been developed and launched. A number of audio and video programmes were produced and these include 1526 audio programmes (excluding Gyan Vani) and 3348 video and other programmes produced till date. The University has further established 755 new Study Centres and 3 Regional Centres at Bhagalpur, Raghunathganj and Jorhat during 2009-10.

The University has also adopted a policy of special focus on women, socially and economically disadvantaged groups, the North East region, tribal regions and other most backward districts of the country. During the year, 4 Study Centres at educational backward blocks as identified by Planning Commission have been established.

During the financial year 2009-10, against the Budgetary outlay (Plan) of Rs. 50.00 crore, Ministry has already released Rs.46.48 crore to IGNOU under the head Development Grant to IGNOU.

The Distance Education Council (DEC)

IGNOU is meeting its second objective of promotion of Open and Distance Learning (ODL) education systems as well as coordination of standards in such systems in the country through one of its authorities namely the Distance Education Council (DEC). ODL system of the country consists of 14 State Open Universities (SOUs) and 140 Correspondence Course Institutes (CCIs) in conventional dual mode universities. The Council (DEC) has extended technical and financial support to Open and Distance Education Institutes (ODIs) for development of technological infrastructure, institutional reform, professional development and training, student support services, computerization and networking for improvement of quality of education. Research grant on topics of contemporary relevance, travel grants to individuals to attend international conferences and funds for organizing seminar to institutions were also released. At present the activities under Distance Education Council are supported by the Ministry by way of Plan funding to IGNOU under the Head Assistance to IGNOU for SOUs.

Meeting with State Open Universities.

The IGNOU organised seven meetings with Vice-Chancellors of State Open universities with a view to promote and encourage sharing of ideas and academic capabilities of ODL System at various places i.e. Allahabad, Mysore, Ahmedabad, Delhi, Guwahati and Burdwan etc.

During the financial year 2009-10, against the budgetary outlay (Plan) of Rs. 40.00 crore, Ministry has released Rs. 37.83 crore as on date to IGNOU under the Head Assistance to State Open Universities (SOUs).

Electronic Media in Educational Programmes of Indira Gandhi National Open University.

The University has a state-of-the-art Electronic Media Production Centre (EMPC). The following media resources are available in the university.

- Regular two-way audio and one-way video teleconference: About 250 interactive nodes spread all over the country offer two-way interactive tele-counseling, tele-teaching, tele-training, tele-discussion and extended contract programme. The facility has gone digital and is now available through INSAT - 3C.
- Interactive radio counseling: This is to bridge the gap between the institution and the learners through instant response to their academic and administrative queries. At present, 184 radio stations across the country broadcast interactive phone-in counseling every Sunday (4.00 p.m - 5.00 p.m.). The students participate from their home through toll-free telephone to interact with the experts at various radio stations.
- Gyan Darshan: A full-time television channel for education, it telecasts programmes for 24 hours. The programmes are available through cable network of local cable operators, and are contributed by a number of institutions of learning like Indira Gandhi National Open University, UGC-CEC, NCERT, CIET, NIOS, NLM and some government and non-governmental organizations.
- Gyan Vani: A radio cooperative, having 27 FM radio stations, devoted exclusively to education and development through regional production and broadcasting across the country.
- Edusat or Educational Satellite: Edusat has found its hub in the headquarters recently. As a result of which the latency time has been reduced from 11 seconds to 4 seconds, which means, students and educators/trainers talking the academic delivery do not have to wait tantalizingly long for reaching them.
- A Pan-African Satellite hub has also been created to disseminate education to a few select African nations, where Indira Gandhi National Open University had extended been

to its reach. Students on exchange or scholarship are the best beneficiaries, even as further extension of the reach is being carried out.

The North East Project (NEP) of IGNOU.

IGNOU has established a network of ODL institutions in the North Eastern (NE) Region under its North East Project (NEP), which was started in the year 2000 with the assistance of this Ministry out of non-lapsable fund meant for North Eastern Region. The objectives of NEP were to: provide access to education in NE Region through a network of Learner Support Centres (LSC) across the region; make use of Information and Communication Technology (ICT) to overcome geographical constraints; bridge physical distances in reaching out to remote areas; and launch of entrepreneurship development and training programmes to increase employment opportunities for the youths of the region. At present 10% of the Plan Grants of the University are allocated for carrying out activities in the NE Region under NEP. During the year under the report, the University established one Regional Centre at Jorhat. The University has continuously strived to achieve its objectives by establishing a wider network of Learner Support Centres (LSCs) across the North Eastern Region, 86 LSCs have been established in the NE Region for the various academic programmes of the University. Various orientation programmes for academic counsellors, training programmes for officials and supporting staff and induction programmes for students were conducted during the reporting year.

The University also continued to conduct several extension, skill development, entrepreneurship and vocational programmes in different states of the NE Region under the aegis of its Regional Centres of NER to enhance the employability and self-reliance of the youth of the region in various sectors of the Region's economy such as mobile repairing, water-harvesting, food processing,

disaster management, etc. The University also has taken initiative to develop value added tailor made courses such as Beekeeping, Handmade Paper Making, Interior Design and Diabetes Care Education. The Certificate Programme in Leather Making has been launched in January, 2009 for the State of Tripura and has been well received by the State Govt. which has sponsored several students for the said programme.

Commonwealth of Learning (COL)

Commonwealth of Learning (COL) was established through a Memorandum of Understanding between Governments of Commonwealth countries in the year 1988. India made an initial pledge of 1 million pounds (Rs. 250 lakh) towards establishment of COL. The entire pledge of Rs. 250 lakh was remitted to COL. From the year 1995-96, India has been making its contribution to COL every year. COL is voluntarily funded by the Commonwealth countries and India is third major donor after United Kingdom and Canada. India made a contribution of Rs.4.00 crore to COL during the financial year 2009-10. Out of this 50% of the contribution i.e. Rs 2.00 crore was made in Indian Rupees and the remaining amount (Rs.2.00 crore) was paid in Canadian dollar. India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education.

COL has focused its attention on activities in the instructional materials, telecommunication technology, training and information service. COL has located its Educational Media Center for Asia (CEMCA) in India and Joint Secretary in charge of Distance Learning is a member on Advisory Council of CEMCA.

National Mission on Education Through ICT

The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in

teaching and learning process for the benefit of all the learners in Higher Education Institutions in any-time any-where mode.

Objectives

The objectives of the National Mission on Education through ICT shall include:

- (a) building connectivity and knowledge network among and within institutions of higher learning in the country with a view of achieving critical mass of researchers in any given field;
- (b) spreading digital literacy for teacher empowerment;
- (c) development of knowledge modules having the right content to take care of the aspirations of academic community and to address the personalized needs of the learners;
- (d) standardization and quality assurance of e-contents to make them world class;



- (e) research in the field of pedagogy for development of efficient learning modules for disparate groups of learners;
- (f) making available of e-knowledge contents, free of cost to Indians;
- (g) experimentation and field trial in the area of performance optimization of low cost access devices for use of ICT in education;
- (h) providing support for the creation of Virtual Technological University;

- (i) identification and nurturing of talent;
- (j) certification of competencies of the human resources acquired either through formal or non-formal means and the evolution of a legal framework for it; and
- (k) developing and maintaining the database with the profiles of our human resources.

Components

The Mission has two major components:

- (a) providing connectivity, along with provision for access devices, to institutions and learners;
- (b) content generation.

It aims to extend computer infrastructure and connectivity to over 18000 colleges in the country including each of the departments of nearly 400 universities/deemed universities and institutions of national importance as a part of its motto to provide connectivity up to last mile. Therefore, the Mission, in addition to utilizing the connectivity network of service providers, shall explore the possibility to provide connectivity utilizing Very Small Aperture Terminal (VSAT), Virtual Private Network (VPN) and EduSat channels.

It seeks to bridge the digital divide, i.e., the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy so that they can make best use of ICT for teaching and learning.

The Mission would create high quality e-content for the target groups. National Programme of Technology enhanced Learning (NPTEL) Phase II and III will be part of the content generation activity. The peer group assisted content development would utilize the wikipedia type of collaborative platform under the supervision of a content advisory committee responsible for vetting the content. Interactivity and problem

solving approach would be addressed through "Talk to a Teacher" component, where the availability of teachers to take the questions of learners shall be ensured appropriately.

The Mission also envisages on line promotion of research with the objective to develop new and innovative ICT tools for further facilitation of teaching and learning process. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.

Renowned institutions would anchor various activities in their areas of excellence. The Mission would seek to enhance the standards of education, in Government as well as in private colleges. Enlistment of support and cooperation of States/ Union Territories, institutions and individual experts would be an integral part of the Mission.

One of the mandate of the Mission is to generate a data base of the human resources in different fields/disciplines and also to predict the availability and demand of the human resources in different disciplines. It shall also develop certain testing modules to test and certify the skills of the human resources acquired through various formal and non-formal means.

During the financial year 2009-10, against the budgetary outlays of Rs 300.00 crore fixed at RE stage, Ministry has so far cleared proposals worth Rs. 235 crore.

Administrative structure and function

The Mission has a three tier committee system to monitor and guide its functioning. The National Apex Committee of the Mission is chaired by

Hon'ble Minister of Human Resource Development, and decides on all policy issues and prescribes guidelines for the functioning of the two sets of Committees namely 'Empowered Committee of Experts (also known as 'Project Approval Board') and 'Core Committees of Domain Experts'. It has a 'Mission Director', who heads the Mission Secretariat and also acts as the Secretary to the National Apex Committee and Project Approval Board.

The proposals submitted to the Mission by various agencies/individuals/institutions undertake activities which come under the domain of the Mission are scrutinized by a Standing Committee with the help of the concerned Core Committee of Domain Experts. This Committee makes its recommendations to Project Approval Board for consideration and decision on sanctioning the projects. The monitoring of the overall progress of the approved project activities is to be done through various peer reviews and concurrent evaluation.

SAKSHAT: A One Stop Education Portal.

The pilot project of Ministry of Human Resource Development SAKSHAT: A One Stop Education Portal launched on 30.10.2006 by His Excellency the then President of India to facilitate life-long learning of students, teachers and those in employment or in pursuit of knowledge free of cost to them. The project 'SAKSHAT' portal would be the main delivery portal for the contents developed under the National Mission on Education through ICT (NMEICT). This portal would also provide Mission related information and facilitate public scrutiny, feed-back and transparency for the projects undertaken by the Mission. In order to fulfil this goal, 'Sakshat' has been assimilated in NMEICT.

10



Scholarships

Scholarships

216

National Scholarships

Central Sector Scheme of Scholarship for College and University students

The Department has introduced a Central Sector Scholarship Scheme for College and University Students w.e.f. 2008. The aim of the Scheme is to provide financial assistance to meritorious students from poor families to meet their day to day expenses while pursuing higher studies and professional courses.

Students securing 80% and above marks in the Class XII or equivalent exams and not belonging to the 'creamy layer', pursuing higher studies or professional courses from recognized institutions as regular candidates, are eligible under this scheme. Every year 82000 fresh scholarships are awarded, of which 50% are reserved for girls. There will also be reservation as per reservation policy of the Government subject to internal earmarking.

The rate of scholarship is Rs.10,000 per annum for the first three years of graduate level studies and Rs.20,000 per annum for post-graduate level studies and 4th and 5th year of professional courses. The scholarship is given for ten months in an academic year. The scholarship is remitted directly into the bank accounts of the selected students.

A sum of Rs.1,000 crore has been earmarked for this scheme in the 11th Plan.

A list of number of scholarships allocated to States/UTs under the scheme is at **Annexure**.

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 "examination next below" conducted by a Board of Education or a University or a Voluntary Hindi Organisation. The rate of Scholarship ranges from Rs.300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Governments/UT Administrations.

Number of Scholarships to States/UT under the Scheme of Scholarship to University/College Students

S. No.	Name of State/UT	No. of Scholarships allotted
1.	CBSE	5414
2.	ICSE	577
3.	Andhra Pradesh	6097
4.	Arunachal Pradesh	77
5.	Assam	2002
6.	Bihar	5624
7.	Chhattisgarh	1387
8.	Delhi	1162
9.	Goa	113

S. No.	Name of State/UT	No. of Scholarships allotted
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.	Dadar & Nagar Haveli	21
35.	Daman & Diu	19
36.	Lakshwadeep	4
37.	Puducherry	78

EXTERNAL SCHOLARSHIPS

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 the Ministry processes scholarships offered by various foreign 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 Sciences, Physical/Life Sciences, Management Studies, Environmental Studies etc. For the academic year 2009-10 Commonwealth Scholarship Commission in U.K. has awarded 19 scholarships to Indian national against 61 nominations sent by this Department. For the year 2010-11, the Department has sent 57 nominations to UK.

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, 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 the Department to these countries for award of scholarships during the year 2009 - 2010

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 ₹ 24,536/- per annum is paid by the Government of India to the selected scholar placed at St. Antony's College, Oxford (U.K.). The last Fellow had joined the College in October 2007 for the academic year

2007-08. He was given one year extension in the year 2008-09. He has returned back to India in September 2009 after completion of his tenure. Nominations have been sent to the college for a appointment of his successor.

No Obligation to Return to India Certificate (NORI) is required by persons who proceeded to the USA on J1 and J2 Visas and wish to convert these to H1 or H2 Visas for settling or gaining regular employment in USA. This certificate is issued by the Embassy of India/Consulates General of India (CGI) in the USA after obtaining clearance from the Ministry of Human Resource Development. 981 NORI Certificates were issued by the Department during the year 2009.

Budget Provision

During the financial year 2009-2010, a budget provision of Rs.70/- lakh was made to meet the

expenditure towards holding meetings of Selection Committees constituted for selection of scholars against Scholarships offered by various countries and for Agatha Harrison Fellowship. Keeping in view the utilization of funds, the amount was enhanced to Rs 99 lakh in the Revised Budget.

Achievements

During the year 2008-09, a total of 116 Indian students/scholars availed scholarships against 243 nominated under CEPS/EEPS and Commonwealth Scholarship Plan. During the current year 87 Indian nationals have availed scholarships till 31st Dec, 2009 under various CEPS/EEPS and Commonwealth Scholarship Plan against 245 nominated. More number of awards are awaited from various countries. Details are given in the Table below:-

Table - Statement indicating details of Indian Scholars sent to different countries.

Sl.No.	Country	2008 - 2009			2009-10 (UPTO DEC. 2009)		
		Nominated	Accepted by donor country	Utilized	Nominated	Accepted by donor country	Utilized
1.	JAPAN	47	35	34	54	35	33
2.	CHINA	19	15	10	19	16	14
3.	ISRAEL	05	05	05	20	04	04
4.	MEXICO	10	03	02	10	03	02
5.	KOREA	50	43	28	35	06	06
6	U.K.	61	23	20	61	20	19
7.	BELGIUM	05	02	02	05	03	03
8.	ITALY	34	26	09	34	12	04
9.	NORWAY	05	03	02	OFFER NOT PROCESSED		
10.	NEW ZEALAND	03	02	02	01	01	01
11.	TURKEY	04	04	02	06	02	01
	G. TOTAL	243	161	116	245	102	87

11



**Education of Scheduled Castes/
Scheduled Tribes and Minorities**

Education of Scheduled Castes/ Scheduled Tribes and Minorities

Education of Scheduled Castes/ Scheduled Tribes and Minorities

Constitutional provisions

Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." Articles 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. Similarly, Article 30 (1) provides for the rights of the minorities to establish and administer educational institutions of their choice.

In School Education Sector, the following initiatives have been taken :

Sarva Shiksha Abhiyan (SSA) Interventions

The SSA promotes diverse strategies, targeting SC/ST children. The Sarva Shiksha Abhiyan seeks to develop context specific intervention to tackle the problems of education of SC/ST children. Some of the interventions of SSA are as follows :

Strategies for SC children :

- Providing adequate infrastructure for elementary schooling in 61 districts with concentration of SCs population.
- Education Guarantee Scheme in remote, sparsely populated region, otherwise ineligible for schools.
- Back to school camps, bridge courses and other alternative schooling facilities for children of migrant families, dropouts, older

and never enrolled children and working children.

- Free textbooks to SC students from class I - VIII.
- Provision of Rs.15 lakh to each district for special innovative activities to promote education of Scheduled Castes children.
- Special coaching/remedial classes for improving learning outcomes of children.
- Teachers' sensitization programmes to promote equitable learning opportunities and address in class discrimination.
- Statutory representation in Village Education Committee/SMC's etc.

Strategies for ST children in Tribal Areas :

- Opening of EGS & AIE (NRBC, RBC, human development centres, seasonal hostels for migrating children etc.) in tribal areas with relaxed norms (with 10-15 children)
- Back to school camps, bridge courses and other alternative schooling facilities for children of migrant families, dropout, older and never enrolled children.
- Free textbooks to ST students from class I - VIII.
- Provision of Rs.15 lakh to each district for special innovative activities to promote education of Scheduled Castes children.
- Special coaching/remedial classes for improving learning outcomes of children.
- Recruitment of local tribal teachers.
- Deployment of tribal coordinators at the State Level and tribal dominated districts to monitor SSA activities and to help in coordination of Ministry of Tribal Affairs.

- Providing adequate representation in VEC/SMC/SDMC/SEC.

The literacy rate amongst the SCs and STs has increased tremendously between 1980-81 to 2006-07. The SC enrolment at the primary (I-V), upper primary (VI-VIII) and secondary/senior secondary (XI-XII) stages of school education has increased by 2.4, 4.3 and 5.3 times respectively. Further the SCs girl enrolment has increased by 3.1, 6.6 and 9.8 times respectively during the same period. As far as the scheduled Tribes is concerned the enrolment at the primary (I-V), upper primary (VI-VII) and secondary/senior secondary (XI-XII) stages has increased by 3.1, 6.3 and 7.3 times respectively whereas the girl enrolment has increased by 4.4, 10.0 and 11.5 times during the period 1980-81 to 2006-07.

The drop-out rate in secondary stage of school education for SC boys & girls in 2006-07 has decreased from 71.30% in 2004-05 to 70.57% in 2005-06 to 69.01% in 2006-07, whereas the same for ST boys & girls has decreased from 79.00% in 2004-05 to 78.52% in 2005-06 to 78.07% in 2006-07.

In Higher Education the enrollment of SC and ST students in 2006-07 have increased by 46% and 61% respectively as compared with the year 2004-05.

The following special provisions exist for SCs and STs in the existing schemes of the Department of Higher Education: -

University and Higher Education

- The University Grants Commission (UGC) issues guidelines/directives/instructions from time to time for implementation of reservation policy of the Government of India.
- There is relaxation in the minimum qualifying marks for admission for SC/ST/OBC candidates.
- UGC implements the Career Orientation programme for the graduates for gainful employment for all including SCs/STs and OBCs
- UGC provides financial assistance for extension activities to SCs/STs and OBCs.

- UGC has created a Central Pool Database of eligible SC/ST/OBC candidates and recommends their candidature for teaching positions in universities and colleges.

Standing Committee on Scheduled Castes and Scheduled Tribes:

To oversee the effective implementation of reservation policy in Universities, a Standing Committee on SCs/STs was constituted by the UGC in 1997. The Committee is represented by academic Experts, Ex-Vice-Chancellors and distinguished persons in the field of higher education. Committee monitors the schemes and holds Regional level meetings of the Sub Committee of the Standing Committee.

Standing Committee continuously impresses upon for the strict implementation of the reservation policy of the Government of India in Universities, Deemed to be Universities, Colleges and all other grant-in-aid institutions and centres. The Committee decided to bring into operation the consolidated guidelines prepared by the Sub-Standing Committee & approved by the Commission. The Committee decided to solve the difficulties/doubts in implementing them by associating the experts of the Department of Personnel & Training (DOPT) Govt. of India, who is conversant with the Reservation Policy like the maintenance of reservation rosters and classifications and grouping of vacancies etc.

Establishment of SC/ST Cells in Universities

The UGC introduced the scheme of Establishment of SC/ST Cells in Universities in the year 1983. The main objective of the scheme is to improve the status of SCs and STs who are socially and educationally backward so that they can have their rightful place in the main-stream of the society. The monitoring/review of the work of SC/ST Cells is being carried out with the help of a Standing Committee on Scheduled Caste and Scheduled Tribe.

Objectives

- To ensure effective implementation and monitoring of the reservation policy for SCs/STs and programmes of the Govt. of India and UGC in Universities and Colleges.
- To collect data regarding implementation of policies in respect of admissions, appointments to teaching and non-teaching positions, etc.
- To take such follow-up measures, which can help in achieving the target laid-down for the purpose.
- Decision has been taken by UGC to create Equal Opportunity Cell (EOCs) in all universities which have been declared fit to receive grants under section 12-B of the UGC Act, 1956. An amount of Rs. 3 lakhs per university has been sanctioned to each of the 167 eligible universities.

Schemes run by University Grants Commission (UGC)

Remedial Coaching at UG/PG level for SC/ST students

The UGC has been contributing towards social equity and socio-economic mobility of the under privileged sections of the society through special schemes. The Commission, in 1994, introduced one such special scheme namely " Remedial Coaching at the Under-Graduate (UG) and Post-Graduate (PG) level for students belonging to the Scheduled Castes and Scheduled Tribes. The main objectives of the scheme are:

- To improve the academic skills and linguistic proficiency of the students in various subjects.
- To raise the level of comprehension of basic subjects so as to provide a stronger foundation for further academic work.
- To strengthen their knowledge, skills and attitude in such subjects, where quantitative and qualitative techniques and laboratory work are involved, so that necessary

guidance and training provided under the programme may enable the students to come-up to the level necessary for pursuing higher studies efficiently.

- To improve overall performance of these students in the examinations.

The tenure of assistance to universities and colleges is five years but initially assistance is provided for first phase i.e. three year. For Strengthening and expansion of the scheme for Remedial coaching for students from SC/ST/ Minority Communities in higher education, the existing Scheme has been reviewed by UGC with representatives of the 4 Central Universities and Centrally funded Deemed Universities. Four Universities namely, Aligarh Muslim University, Maulana Azad National Urdu University, Jamia Hamdard and Dr. Babasaheb Bhim Rao Ambedkar University have been identified for assistance. Aligarh Muslim University, Jamia Hamdard and Babasaheb Bhimrao Ambedkar University have started the said Remedial Coaching Centres. An amount of Rs. 5 corres has been sanctioned to each of the above four University.

Coaching Classes for SC/ST candidates for preparation for National Eligibility Test (NET)

In order to provide an adequate number of qualified SC/ST candidates for recruitment as lecture's in Universities and Colleges, during 2004-05, the Commission introduced a scheme of Coaching Classes for SC/ST to prepare them for National Eligibility Test (NET), which is an essential eligibility condition for becoming a lecturer in universities or colleges.

Under this scheme, coaching classes are organized in selected universities for which grant on 100% basis is made available. Effort is being made to approve at least one centre in each State, which can accept the responsibility for NET Coaching and has sufficient number of willing faculty members to provide coaching. The classes in the coaching centre are to be arranged by arranging teachers on honorarium basis.

Coaching Classes for SC/ST for Entry in Services:

In order to gain useful employment in group A, B & C including all Indian and State Provincial Services, the Scheme of Coaching Classes for SC/ST for entry in Services has been introduced in selected universities and colleges by the UGC w.e.f. 2004-05. The classes in the Coaching Centres are to be arranged by arranging teachers on honorarium basis.

Post-Graduate Scholarships for Students belonging to SCs/STs/ Minorities

This scheme has been initiated keeping in view the social background of the candidates from deprived sections of the society and to provide them an opportunity to undertake post-graduate level studies for SC/ST/Minorities students. The scholarship amount is Rs.5,000/-per month for M.Tech. courses and Rs.3,000/- per month for Master of Pharmacy and Management courses. The contingency for the above scheme is Rs.15,000/- and Rs.10,500/-per annum respectively.

For "Central Sector Scheme of Scholarship for Colleges and University Students", the students belonging to reserved categories/weaker sections/minorities are eligible on the basis of merit, subject to Central Reservation Policy and internal earmarking. The scholarship would be available to students belonging to 'non creamy layer'. At present reservations for the various categories are 15% for SC, 7.5% for ST, 27% for OBC and horizontally 3% for physically handicapped in all the categories.

Establishment of Centres in Universities for study of Social exclusion and inclusive Policy:

In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of taking advantages of development. Social exclusion is a complex and multidimensional concept having

social, cultural, political and economic ramifications. The consequences of macro-economic policies such as poverty, unemployment and involuntary migration exclude the victims from economic, cultural, and political activities.

The study of such hegemonic structures is more important in the Indian context where institutional inequality and discrimination has been a pervasive feature of our society. The tenth plan recognized that marginalization exclusion, persecution of people on account of social, religious, caste and gender adversely affect development outcomes.

Need for Establishment of Centres

The institutions of higher learning need to address this issue. The UGC has, therefore, decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teaching-cum-research centres in universities to pursue these themes.

Objectives

Some key objectives of setting up these Centres are:

- Concepting discrimination, exclusion and inclusion based on caste/ethnicity and religion.
- Developing understanding of the nature and dynamics of discrimination and exclusion.
- Contextualizing and problematizing discrimination, exclusion and inclusion.
- Developing an understanding of discrimination at an empirical level.
- Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.
- Studying civil Society movements and efforts to overcome Social exclusion

Indira Gandhi National Tribal University, Amarkantak

This university was set up by an Act called the Indira Gandhi National Tribal University Act, 2007,

to facilitate and promote avenues of higher education and research facilities for the Tribal population in India and to provide for matters connected therewith or incidental thereto.

The rich tribal art, culture, language, customs and even medicine systems got a major fillip as the The Indira Gandhi National Tribal University in Amarkantak district of Madhya Pradesh came up with funding from the Department of Higher Education through the University Grants Commission (UGC).

Regional Centre of the Indira Gandhi National Tribal University (IGNTU) Amarkantak has been inaugurated on 9th September, 2009 in the State of Manipur with the launch of M. Phil programme of Political Science by IGNTU.

Objectives of University:

- (i) to provide avenues of higher education and research facilities primarily for the tribal population of India;
- (ii) to disseminate and advance knowledge by providing instructional and research facilities in tribal art, culture, tradition, language, medicinal systems, customs, forest based economic activities, flora, fauna and advancement in technologies relating to the natural resources of the tribal areas;
- (iii) to collaborate with national and international universities or organisations, specially for undertaking cultural studies and research on tribal populations;
- (iv) to formulate tribal centric development models, publish reports and monographs; and to organise conferences, seminars on issues relating to tribes; and, to provide inputs to policy matters in different spheres;
- (v) to take appropriate measures for promoting the members of tribal communities capable of managing, administering and looking after their own

needs by access to higher education through a University of their own;

- (vi) to disseminate and advance knowledge by providing instructional and research facilities in such other branches of learning as it may deem fit;
- (vii) to take appropriate measures for promoting innovations in teaching-learning processes in inter-disciplinary studies and research; and
- (viii) to pay special attention to the improvement of the social, educational and economic conditions and welfare of the Scheduled Tribes within the Union of India f

Central Institute of Indian Languages

The institute co-ordinates the work of the State Institute of Languages, Tribal Research Institutes Bureaus, University Departments of languages and linguistics and other academic bodies/ organizations. It promotes the development of languages of Scheduled Tribes, develop methods, materials and aids for teaching Indian languages. It also conducts language courses in India and abroad.

National University of Educational Planning & Administration (NUEPA)

Educational development of Scheduled Castes and Scheduled Tribes is an area of major concern of NUEPA. It carries out studies, seminars, symposiums, etc. and evaluates ongoing programmes/existing educational programmes. It covers programmes and schemes for Scheduled Castes and Scheduled Tribes. It also generates material for educational institutions.

Technical Education

- As per the orders of the Government of India 15% and 7.5% seats are reserved for SC/ST students respectively in all programmes.

- All SC/ST students admitted to B.Tech, Dual Degree, M.Tech, M.Sc, M.S. and Ph.D. programmes are exempted from payment of tuition fees irrespective of their parental income.
- Travelling allowance (II class train fare/ ordinary bus fare) from the place of residence to Institute to join the B.Tech. programme is given to SC/ST students.
- SC/ST students are awarded scholarship, viz. free messing (basic menu) and pocket allowance of Rs. 250/- per month provided their parental income is below Rs. 2 lakhs per annum.
- SC/ST Scholarship holders are also exempted payment of hostel seat rent of Rs. 500/- per semester.
- SC/ST students in the final year (9th and 10th semesters) of Dual Degree programme are eligible for HTTA at the rate of Rs. 5000/- per month for 12 months on valid GATE score or on a relaxed CGPA score i.e. 7.5 at the end of 8th semester.
- All SC/ST students with B.Tech degree from IITs are eligible to apply for direct admission to M. Tech programme provided they get CGPA of 7.5.
- A preparatory course of one academic year was initiated during the year 1983-84 exclusively for SC/ST students. Selection for this course is made from the Joint Entrance Examination list of SC/ST students who did not qualify for admission. On successful completion of the preparatory course at the IIT, they are eligible to join the B. Tech programme and they do not require to write the JEE again. Travelling allowance is given to the students joining the preparatory course.
- Some IITs have SC/ST student advisers who look into representations of SC/ST students and advise them.
- All SC/ST students admitted to B.Tech, (Dual Degree) M.Tech, M.Sc, M.S. and Ph.D. programmes are exempted from payment of tuition fees irrespective of their parental income.
- All SC/ST students (B. Tech & DD) are given free book bank facilities.
- In some IITs, there is a programme known as "Slow Track Programme" for weaker sections to achieve the required average credits in the 1st year or 2nd year of B.Tech course.

Community Polytechnics:

The scheme of Community Polytechnics provides platforms for transfer of appropriate technologies to rural masses/local communities. Preference is given in training to rural youths, SCs, STs, women, school dropouts and other disadvantaged groups and helps them to obtain need based gainful employment. It applies Science and Technology through skill oriented non-formal training, technology transfer and technical support services.

SCSP & TSP

Scheduled Caste Sub-Plan (SCSP) & Tribal Sub-Plan (TSP): 16.20% and 8.00% of plan allocation are earmarked notionally under the Scheduled Caste Sub-Plan (SCSP) and the Tribal Sub-Plan (TSP) for Scheduled Castes and Scheduled Tribes respectively.

Minority Education

Education of the Minorities

A part from implementing the Prime Minister' New 15 Point Programme for the welfare of the Minorities, the Ministry took several steps to implement the recommendations of the Prime Minister's High Level Committee on Social, Economic and Educational Status of the Muslim Community of India (Sachar Committee).

All State Government/UT Administrations have been advised for using the existing school buildings and community buildings as study centres for students of the minority communities lacking in facilities so that they can spend a few hours to concentrate on their studies.

The States/UTs have been requested under Sarva Shiksha Abhiyan (SSA) to give primacy to "Girls only" upper primary schools.

Under the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, till date, 2573 residential School facilities at upper primary level for girls have been sanctioned since 2004, which includes 427 such schools sanctioned in Muslim Concentration Blocks (MCBs), 94 of them being in urban areas. The enrolment of Muslim girls is 6.70% of the total enrolment in KGBVs. Provision for Urdu Teachers has been made on demand in such blocks.

Criteria of educational backward blocks has been revised with effect from 1st April 2008 to cover blocks with less than 30% rural female literacy, and in urban areas with less than national average of female literacy (53.67% : Census 2001). The 94 Urban areas that qualify have substantial minority population. Priority has been given for opening of new polytechnics in Minority Concentration Districts during XI Plan.

During the XIth Plan, a scheme for Universalization of access and improvement of quality of education at secondary stage (SUCCESS) is being implemented. The scheme, inter-alia, envisages setting up of High Quality Government Schools in all areas of Educationally Backward Minority Concentration, and Exclusive Secondary and Higher Secondary schools for Girls from the minority community. State Governments are expected to ensure that a certain percentage of schools/upgraded upper primary schools is set up in areas of Minority concentration. The percentage may be decided by the State Governments based on State specific requirements. SUCCESS to have high quality government schools in MCBs, and

exclusive secondary and higher secondary schools for girls from the minorities.

New Jan Shiksha Sansthan (JSS) would be set up in all Minority Concentration Districts (MCDs). Of the 271 JSS sanctioned in the country, 36 JSS have been sanctioned for MCDs. A year round calendar is being worked out for a special literacy drive and setting up of JSSs.

The scheme of Mid-Day-Meal will be extended to cover children in upper primary classes with special attention to educationally backward muslim concentration blocks (MCBs). All blocks, including in all MCBs, have now been covered under MDM and the scheme is now also available to Madarsa as per demand.

Under Teacher Education Scheme, there is a proposal to establish 196 Block Institutes of Teacher Education (BITEs) in Minority and SC/ST concentration areas to offer pre-service and in-service teacher education courses.

Proposals have been invited by the UGC from all Universities for financial assistance for girls' hostels with preference to institutions primarily catering to MCDs. A total of 88 Minority Concentration Districts would be covered under the 11th Plan Scheme.

University Grants Commission is working out modalities so that all universities could be encouraged to recognize qualifications from Madarsas for the purposes of enrolment on the pattern followed by the Jamia Millia Islamia, Aligarh Muslim University, Maulana Azad National Urdu University and Jamia Hamdard, in appropriate courses and programmes of study. A Committee of Expert was constituted, and its recommendations have been accepted and a notification has also been issued granting equivalence to Madarsa qualification issued by State Madarsa Board with CBSE secondary and senior secondary levels.

Centre for professional development Urdu medium at Jamia Millia Islamia University, Aligarh Muslim University and Maulana Azad National Urdu University (MANUU). MANUU has organized 12 Programmes and trained 1803 teachers (50% of them being Madarsa teachers). JMI has organized 8 programmes, covering 300 teachers. AMU has organized 3 programmes, covering 100 teachers.

The National University for Educational Planning and Administration (NUEPA) has commissioned a study to identify the causal factors contributing to lower number of Muslim minority students in higher education.

Thirteen universities were provided assistance (Rs.40.00 lakh each) during 2006-07 for starting Centres for the study of issues in Social exclusion and inclusive Policy for the minorities, SCs and STs, Twenty two other universities were given such assistance during the year 2007-08. The total releases for the 35 Centres was Rs 14 crores. During the XI Plan UGC would provide funds for assisting more Centres for Studies in Minority related issues.

National Monitoring Committee for Minorities' Education (NMCME)

The NMCME which was first constituted on the 7th August, 2004 has been reconstituted again on expiry of its term w.e.f. 23rd August 2007. The Committee is chaired by the Minister of Human Resource Development and has representation from eminent educationists, scholars from the minority communities and other representative of the Minorities, Members of Parliament and representatives of State Governments. A Standing Committee of the NMCME has also been constituted to continuously attend to issues relating to the education of minorities. The Standing Committee has visited as many as sixteen States to interact with the minority communities, managements of educational institutions and other stakeholders. A Group of Experts was also constituted by the NMCME to make

recommendations on revising the scheme of introduction of modern subjects in Madarsas for increasing its reach. Recommendations made by the said Group of Experts have been endorsed by the NMCME, and have formed valuable inputs into the redesigning of the existing scheme of madarsa modernization, which has been finalized in consultation with the Planning Commission for the XI Plan. Annual meeting of NMCME was held on 5.2.2009. The Standing Committee of the NMCME, in its report presented to the NMCME, suggested measures for redressal of grievances of minorities such as grant of special tribal status for people of Lakshadweep, relaxation of the norm of forest area reserved land for establishment of Minority Educational Institutions in Andaman & Nicobar Islands and strengthening of Christian Educational Institutions in the country, particularly those in Orissa.

National Commission for Minorities Educational Institutions (NCMEI)

The NCMEI was established on the 11th November, 2004 to advise the Central Government or any State Government on protection of the constitutional right of the minorities to establish and administer Educational Institutions of their choice and other allied matters. The Commission's powers have been further amplified through the National Commission for Minorities Educational Institutions (Amendment), Act, 2006. The Commission has issued Minority status certificates to 3913 educational institutions till 31.3.2009, which includes 460 during the year 2008-09.

Community Polytechnics

There are 96 Minority Concentration Districts (MCDs). 80 MCDs have been covered under the Scheme of Community Polytechnics. Of the uncovered 16 MCDs, only 3 MCDs polytechnics have been approved by AICTE. The remaining 13 uncovered MCDs are proposed to be provided financial assistance for establishment of Community Polytechnics.

Area Intensive and Madrasa Modernisation Programme (AIMMP)

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

Scheme for Providing Quality Education in Madrassas (SPQEM)

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

- i. To strengthen capacities in Madarsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.
- ii. Training of such teachers every two years in new pedagogical practices.
- iii. Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage madrasas.
- iv. Provision of Science/mathematics kits in primary/upper primary level madrassas.
- v. Strengthening of libraries/book banks and providing teaching learning materials at all levels of madrasas.
- vi. The unique feature of this modified scheme is that it encourages linkage of madarsas

with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madarsas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.

- vii. The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.
- viii. For the monitoring and popularization of the scheme it will fund State Madarsa Boards. Government of India will itself run periodic evaluations, the first within two years.

An outlay of Rs.325 crore has been provided for the revised scheme of SPQEM for the 11th Plan period, which can be enhanced, to Rs.625 crore subject to further availability of funds. During 2008-09, nine States and one UT i.e. Andhra Pradesh, Assam, Chattisgarh, Orissa, Madhya Pradesh, Maharashtra, Kerala, Tripura, Uttar Pradesh and Chandigarh have been assisted with Rs.6541.61 lakh as honorarium to 10,214 Madrassa teachers teaching modern subjects in 5,297 Madrassas.

Scheme of Infrastructure Development in Minority Institutions (IDMI)

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

- i. The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.

- ii. The scheme will cover the entire country but, preference will be given to minority institutions (Private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%.
- iii. The scheme will inter alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.
- iv. The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of Rs.50 lakh per

institution for strengthening of educational infrastructure and physical facilities in the existing school including (i) additional classrooms, (ii) science/computer lab rooms, (iii) library rooms, (iv) toilets, (v) drinking water facilities, and (vi) hostel buildings for children especially for girls.

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

12



**Development of North Eastern
Region and J & K**

Development of North Eastern Region and J & K

North Eastern Region

Government of India's Policy for the North East Region:

North Eastern Region (NER) comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are all special category States. There is special emphasis on socio-economic development of this region at the national level, backed by area specific planning and budgetary support. As per the extant Government orders, Department of Higher

Education earmarked about 10% of its Gross Budgetary Support (GBS) for implementing development schemes in the region. The shortfall in utilization of this 10% provision is automatically transferred to the Non-lapsable Central Pool of Resources (NLCPR) administered by Ministry of Development of North Eastern Region, for funding specific infrastructure development projects in the region. A statement showing allocation/release of funds to North East Region during the last five years by Department of Higher Education are as under:

(Rs. in Crore)

Year	Allocation to NER (RE)	Amount Released
2004-05	212.42	212.30
2005-06	250.00	250.40
2006-07	353.93	279.10
2007-08	320.30	298.58
2008-09	679.99	577.50

Approved Annual Plan 2009-2010

The Planning Commission has approved the Plan outlay of Rs. 8636.30 crore for 2009-2010 for the Department of Higher Education. Out of this, an

outlay of Rs.796.00 crore (RE) has been earmarked for the North East Region and as on 12th February 2010 Rs.514.22 crore have been certified for release.

Statement Showing Statewise Number of Institutions, Enrolment and Gross Enrolment Ratio & Gender Parity Indexes In the North Eastern Region for the Year 2005-06.

Sl.No.	State	No. of Institution		Enrolment		Gross Enrolment Ratio		Gender Parity Index		Exp. on Education as % of GSDP (05-06)
		School Education XI-XII	Higher Education	School Education XI-XII	*Higher Education	Classes I-XII (6-18 yrs)	Higher Education (18-24 yrs)	Classes I-XII (18-24 yrs)	Higher Education (18-24 yrs)	
1.	Arunachal Pradesh	81	17	13948	8839	92.42	7.19	0.87	0.67	7.85
2.	Assam	751	369	179312	217652	74.10	6.80	0.96	0.51	6.47
3.	Manipur	102	62	23918	38177	104.62	12.64	0.95	0.76	7.54

Sl.No.	State	No. of Institution		Enrolment		Gross Enrol-ment Ratio		Gender Parity Index		Exp. on Education as % of GSDP (05-06)
		School Education XI-XII	Higher Education	School Education XI-XII	*Higher Education	Classes I-XII (6-18 yrs)	Higher Education (18-24 yrs)	Classes I-XII (18-24 yrs)	Higher Education (18-24 yrs)	
4.	Meghalaya	80	56	29634	38658	103.57	13.96	1.01	0.91	5.54
5.	Mizoram	76	28	10555	14575	111.58	11.66	0.99	0.68	8.80
6.	Nagaland	51	42	19579	28965	58.71	9.47	1.01	0.55	4.39#
7.	Sikkim	50	08	7269	8985	90.09	11.98	1.02	0.82	10.91
8.	Tripura	248	20	32613	24845	91.54	6.50	0.95	0.73	5.86

Source : Selected Educational Statistics 2005-06
 * This figures includes enrolment in Ph.D., PG & other Professional Courses.
 # Selected Educational Statistics 2004-05

University & Higher Education

Central Universities 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.

One Engineering and one Management School in the Central Universities in the North East Region have been established so as to provide avenues of technical & professional education in the region.

During the Financial Year 2009-10, the Government has earmarked a sum of Rs.346.91 crore (RE) under Plan for Central Universities located in the North East Region. Out of this, an amount of Rs.265.91 crore has been certified for release as on 12th February 2010.

University Grants Commission (UGC)

Out of forty Central Universities of this Country, there are nine Central Universities in the North East Region. 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.

Indira Gandhi National Open University (IGNOU)

Provision of access to educational resources while ensuring equity and quality to the learners in the remote and inaccessible areas of the North East Region is the prime concern of the Educational Development of the North East Region of IGNOU.

IGNOU has established a network of Open and Distance Learning (ODL) institutes and Centres in the North East Region under its Educational Development of the North East Region Unit. At present there are 08 Regional Centres and 433 Learners Support Centres functioning in the Region. They play an important role in bridging the gap between the distance learner and the system by providing learner support services. With over 41000 students enrolled in various programmes of the University in 2009, there has been an increase of 155 from the previous year.

The Scheme of Convergence of ODL (Open and Distance Learning) and Conventional Systems enlisted a large number of institutions under its purview in 2009-10 in the North East Region. The total number of Partner Institutions in the NE Region as on date is 104 out of which 09 Partner Institutions were activated in 2009-10.

Under the Community College Scheme of IGNOU 27 institutions are in the process of being enlisted under this Scheme.

The University also continue to conduct several extension, skill development, entrepreneurship and vocational programmes in different states of the NE Region under the aegis of its Regional Centres of NER to enhance the employability and self-reliance of the youth of the region in various sectors of the Region's economy.

Keeping in mind the societal needs and market requirements to create growing numbers of employable human resources in the Region, initiative has also been taken to develop value added tailor made courses which have demand in the job market, in areas such as, Beekeeping, Handmade Paper Making, Interior Design and Diabetes Care Education. The Certificate Programme in Leather Goods Making has been launched in Jan. 2009 for the State of Tripura and has been well received by the state Govt. which has sponsored several students for the said programme. The Certificate Programme in Diabetes Care Community Worker was launched in July 2009.

Several regional and state level seminars/workshops/conferences on areas of relevance to the NE Region were held during the period under report, such as, the National Conference on Indigenous Technology, Livelihood Options and Habitat Utilizations-Concepts and Perspectives of Development at Guwahati on 23th-24th November, 2009. The Regional Centre, Kohima also organized a Regional Seminar on Training of Untrained Teachers in the North East Region on 13th March, 2009.

One of the foremost initiatives undertaken this year by the EDNER Unit has been the operationalization of the four special institutes, which were established in the NE Region by identifying the type of knowledge and skills necessary for the development of the Region. These institutes are -

(i) IGNOU Institute for Vocational Education and Training (IIVET), Shillong:

With its objective of identifying and developing need based relevant vocational programmes and the preservation and promotion of indigenous

knowledge and technology in the NE Region, several training programmes have been held by IIVET.

(ii) North East Centre for Research and Development (NECRD), Guwahati:

The main objective of the center is to undertake and promote research and development activities in the region. The Centre is offering schemes such as Research and Teaching Assistantships and Major/Minor Research Projects which will provide opportunities to researchers who would undertake advance studies and research and teaching on issues pertaining to the North East Region.

(iii) IGNOU Institute for Professional Competency Advancement of Teachers through ODL (IIPCAT), Guwahati:

The main objectives of the institute is to provide training for the untrained teachers and continuous training for the in-service teachers of NE Region through ODL mode by using the multi-media technology.

(iv) IGNOU Centre for ODL in Research and Training in Agriculture (ICRTA), Agartala:

With its mandate to undertake the research and training in technological as well as managerial aspects of agriculture extension and education in agriculture and allied sector for the North East Region, several training programmes have been held to promote these objectives.

National Book Trust (NBT)

National Book Trust, India under its special Schemes titled "Development Project for North Eastern Region" (DPNER) organized several book promotional activities during the financial year 2009-2010.

- Four book fairs were organized at Maranhat, Shillong, Nagaon and Silchar and three other book fairs have been proposed

to be organized at North Lakhimpur, Diphu and Naharlagun in the month of March, 2010.

- NBT organized 5 exhibitions of its publications at Assam University, Silchar; Hailakandi; Moran College, Sivasagar; Dibrugarh University, Dibrugarh and Moran High School.
- On the occasion of National Book Week (14-20 November, 2009), NBT organized four book exhibitions, one in Tripura and three in Assam.
- To usher in an atmosphere of reading and learning, NBT and Anwasha, Assam jointly organized a series of book exhibitions in around 60 Government vernacular schools and English medium schools of Assam.
- NBT had participated in several book fairs organized by various organizations in Assam and Tripura.
- NBT had organized a series of Pustak Parikrama (Mobile Book Exhibition) in North East during the period.
- A five-day programme was organized by NBT (as a part of the nationwide celebration of "National Book Week" that starts on 14th November every year) at Lunglei, Mizoram from 16-21 November, 2009 in collaboration with Jt. Hqtrs. Of Mizo Academy of letters, Lunglei, LTL Library and Archives Association, Aizawl and ZOPPEN Club, International Aizawl. Hundreds of children from schools in and around Lunglei took part in the Book Review, Extempore Speech and Quiz Competition. The first three competitors of each group were awarded in terms of NBT books worth Rs.1000/-, Rs.750/- and Rs.500/- respectively.
- The National Centre for Children's Literature (NCCL), a wing of the Trust has planned three interactive session between authors and children at Namsai, Dimapur

and Imphal in February, 2010 for promoting writing for children in the North Eastern languages as well as giving a boost to children's reading habit. A workshop in collaboration with NEHU is being planned in February-March 2010 for documentation of oral literature for children under DOST (Documentation of Oral Storytelling Tradition) project.

Technical Education

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.

New Initiatives in NER

- Out of 10 new NITs proposed to be opened in the country during XI Five Year Plan, 6 NITs are proposed to be opened in Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Sikkim.
- It is proposed to establish 1000 polytechnics in the country in unserved and underserved districts including Sixty-six districts of NE Region. All these districts are being covered for providing financial assistance of Rs.12.3 crore for each district subject to the condition that state government will provide the land free of cost and bear 100% recurring expenditure. An amount of Rs.2.00 crore each has already been released to State Governments as first installment for establishment of new polytechnics in respect of 2 Districts in Sikkim, 7 Districts in Arunachal Pradesh, 2 Districts in Nagaland, 4 Districts in Mizoram,

2 Districts in Manipur, 3 Districts in Tripura and 4 Districts in Meghalaya.

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.

- Under the scheme of Financial Assistance to Voluntary Hindi Organizations for the promotion of Hindi 70 Organization of NER were approved for receiving the grant during the year 2009-2010.
- Under the Scheme of Workshop for Neo-Hindi Writers of non-Hindi speaking States, two Workshops were organized at Manipur University and Tamalpur Anchalik Gramdenn Sangh (TACS), Guwahati, Assam with effect from 17th November, 2009 to 24th November, 2009 and 15th December, 2009 to 22nd December, 2009 respectively.
- To create appropriate atmosphere for spread of Hindi in North Eastern States, the Directorate has so far supplied 12,000 Hindi books to 120 Institutions located in North Eastern Region during the year 2009-2010.
- Under the Scheme of Teaching Hindi as a second Language to Non-Hindi speaking Indian and Foreigners, 305 students from North Eastern States have been registered in the various courses being run by the Department of Correspondence Courses of Central Hindi Directorate.

Central Institute Of Indian Languages (CIIL), Mysore

Central institute of Indian languages, 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 institute has a North Eastern Region Language Centre

[NERLC] at Guwahati where in four scheduled languages of the region-Assamese, Bodo, Manipuri & Nepali are being taught to teachers deputed by different states and to researchers and potential Schoolteachers. Fifty-eight [58] teachers and researchers were trained. Under the North East Language Development [NELD] programme, 36 tribal resource persons are working on 32 NER languages covering seven states. A project has also been undertaken for Linguistic and Cultural Documentation of Sikkim for the last two years involving a professional video documentation team that has produced six audio - visual programmes during 2009-2010. The Bhutia, Lepcha and Rai communities have been documented and detailed linguistic analysis has also been undertaken. A linguistic survey of Khasi dialects in Meghalaya, undertaken in earlier year, was completed this year. The materials will be linked to a website being designed. A total of 164 villages were covered and 6 investigators were involved in this survey.

- The Language Information Services [LIS-INDIA] unit undertook revision of materials for four scheduled languages and ten non-scheduled languages. Kok Borok language from Tripura was added to the list.
- Endangered Languages Group at CIIL also undertook research and documentation activities for safeguarding the mother-tongue under Kok-Borok/Tripuri by conducting various workshops for preparation of detailed dictionary with varieties.
- Workshops on Dictionary Making in 25 languages of NER (13 languages from Nagaland) were continued this year.
- Trilingual dictionaries in Nepali, Tamang and Manipuri languages are under process.
- Socio-cultural research of five tribes of NE India covering the following speech communities like Aka, Kheza, Chokri, Hmar, Maring was undertaken.

- The study of women's traditions in Chakhesang was taken up as part of gender studies.
- A research project "In search of the origin of Lai Haraoba (relating between Meitis & tribals of Manipur)" was undertaken..
- Orientation Course for Madrassa Urdu Teachers of Assam conducted by UTRC under Programmes for Minorities.

Special Programme

A special programme on designing website for NELD and related activities was organized where several senior linguists interacted with the ground level functionaries of various projects. The issue of language documentation with regard to endangered languages was also taken up in earnestness.

National Council for Promotion of Urdu Language (NCPUL)

In pursuance of the objectives of the Council to transform Urdu-speaking population into employable technological workforce in the emerging information technological scenario and the presentation of computer education to the grass root level, the Council runs one-year course 'Diploma in Computer Applications and Multilingual DTP' across the country. Council has established 30 Computer Applications and Multilingual DTP Centres through registered NGO's in the North Eastern Region, i.e., 12 Centres at Assam, 2 at Meghalaya, 12 at Manipur and 5 at Tripura in which 1029 students are pursuing education in IT and 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 professionals as Junior Programmer, Web Designer, DTP Operators, Visual Designer, Lab Demonstrator, Accounts Assistant and Office Assistant etc.

To popularize the Urdu Language in non-Urdu areas of the country, a national programme of Urdu learning through Distance Mode, NCPUL has

established 43 Accredited Urdu Study Centres in the North Eastern Region, i.e., 22 at Assam, 15 in Manipur, 2 in Meghalaya and 4 in Tripura in which 1999 learners including 1029 learners of Computer Center are pursuing this course. NCPUL has also launched two years course 'Diploma in Functional Arabic' and one Certificate Course in functional Arabic courses to enrich cultural heritage and exposure to modern and colloquial Arabic. NCPUL has so far established 16 'Arabic Study Centres' to teach two year Diploma Course in Functional Arabic and one year Certificate in which 602 learners have been registered.

NCPUL has also been providing financial assistance to NGOs working for promotion of Urdu language in North East under various schemes like the Bulk purchase of Books, Scheme for free distribution of books to the libraries, grant for seminar, publication etc.

Educational Development in Jammu & Kashmir

Higher Education

Central University in the state of J&K, having territorial jurisdiction over whole of the State of Jammu & 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. The State Government is to provide, free of cost, about 500 acres of land for each of these Universities. The site selection is under process.

The first Vice-Chancellor of Central University of Kashmir has been appointed with effect from 2nd March 2009 and, pending finalization of site, the University has started functioning from a temporary office in Srinagar. The process for appointment of the first Vice-Chancellor of Central

University of Jammu has also been set in motion and the University is likely to start functioning soon.

Other Initiatives in Jammu & Kashmir

- The Scheme of setting up of Model Degree Colleges in each of the identified 374 educationally backward district including 11 in J&K has been approved by the Cabinet on 21.1.2010.
- The Jammu University Council, on 9.2.2010, considered proposals of 21 colleges for permanent university affiliation.
- 38 Colleges have been accredited by NAAC, including 20 Government colleges.
- All engineering colleges have been directed to procure E-Learning material from 250 Web-based courses.
- 47 proposals have been received under Central Sector Scheme of Scholarship for College & University students during the current financial year.
- 14 Government Colleges have been connected under the National Mission on Education through ICT.
- Land identification/acquisition process for construction of two separate universities for Jammu Division & Kashmir Division is under process.
- Process to get all institutions of higher education covered under Information & Library Network (INFLIBNET) is under progress.
- Land identification/acquisition process for setting up of 18 new polytechnics along with finalization of type design and creation of faculty and staff has already been started.
- Out of 11 Community Polytechnics, operational plan of 8 have already been approved by national institute of Technical Teachers Training and Research (NITTTR).
- Two proposals for upgradation of existing Government Polytechnics have been received by the Ministry and are under examination.
- Funds have been released for 3 polytechnics for construction of women's hostels.

STATEMENT SHOWING STATEWISE NUMBER OF INSTITUTIONS, ENROLMENT AND GROSS ENROLMENT RATIO & GENDER PARITY INDEXES IN THE STATE OF JAMMU & KASHMIR FOR THE YEAR 2005-06.

STATE	No. of Institutions		Enrolment		Gross Enrolment Ratio		Gender Parity Index	
	School Education XI-XII	Higher Education	School Education XI-XII	*Higher Education	Classes 1-XII (6-18 Yrs.)	Higher Education (18-24 Yrs)	Classes 1-XII (6-18 Yrs.)	Higher Education (18-24 Yrs)
Jammu & Kashmir	473	82	144225	158667	68.30	12.56	0.89	0.83

Source: Selected Educational Statistics 2005-06.

*This figures includes enrolment in Ph.D., P.G. & Other Professional Courses.

University Grants Commission (UGC)

Year-wise grants released by University Grants Commission to three Universities of Jammu &

Kashmir during 10th & 11th Plan period are as under

(Rs. in lakh)

239

Sl.No.	Universities	Grants Released During 10th Plan	Year-wise Grant Released during 11th Plan		
			2007-08	2008-09	2009-10 (As on 11.02.2010)
1.	Jammu University.	320.00	155.30	240.00	180.00
2.	Kashmir University.	324.00	157.25	243.00	182.25
3.	Shri Mata Vaishno Devi University	0.00	0.00	0.00	250.00

Technical Education

National Institute of Technology, Srinagar:

The Regional Engineering College (REC), Srinagar was established in 1960, as a joint venture of the Central Government and the Government of Jammu & Kashmir. The management and control of the REC was taken over by the Central 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 with "Deemed University" status w.e.f. 07.08.2003.

Language Development

Central Hindi Directorate (CHD)

Under the Scheme of Promotion of Hindi, one Voluntary Hindi Organization (VHO) in the State of Jammu & Kashmir has been granted a sum of Rs.95,850/-.

During the year 2009-2010, the CHD has so far supplied 1200 Hindi books for 12 Institutions located in Jammu & Kashmir. A sum of Rs.1.44 lakh has been incurred for supplying Hindi books for 12 Institutions in Jammu & Kashmir.

Central Institute of Indian Languages, Mysore (CIIL)

As a part of the 10 months language education programme organized by the Regional Language Centres of CIIL, 25 teachers/researchers are learning the two scheduled languages of J&K at the Northern Regional Language Centre, Patiala: Dogri-13; Kashmiri-12. Four Resource Persons (two in each language) were engaged for teaching these two languages.

The following programmes were organized during 2009-10 in the state of Jammu & Kashmir involving an expenditure of Rs.5.32 lakhs:

- Workshop on Preparation of Teaching Material for Urdu Learners at Srinagar.
- Workshop for teaching & learning tools in classroom for High School teachers of Kargil
- Workshop for Urdu phonetics - systems uses in classroom for school teachers of Ladakh at Leh.
- Orientation Course in Urdu at Srinagar.
- Workshop for preparation Course books on Land, Literature & Language in Kashmiri.
- Orientation Course in Kashmiri for children of Jammu.

- Workshop-cum-review meeting of Survey of Kashmiri Dialect.

Special Research Programme

The survey of Kashmiri dialects, begun last year, has gained considerable momentum in 2009-10. 4 researchers are engaged and they have already published two research papers based on the survey reports.

National Council for Promotion of Urdu Language (NCPUL)

In the State of Jammu & Kashmir, NCPUL has established 45 computer centers to teach One Year Diploma in Computer Application and Multilingual DTP; 03, Calligraphy and Graphic

Design centers to teach calligraphy and graphic design course; 03 'Urdu Study Centre' to teach One Year Diploma Course; and 10 'Arabic Study Centres' to teach Two Years Diploma in Functional Arabic and One Year Certificate course in Arabic language. 3990 learners 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 the State of Jammu & Kashmir 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 select promotional activities for promotion of Urdu language.

Languages being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Therefore, the promotion and development of Hindi and the other 22 languages listed in Schedule VIII of the Constitution of India as well as English and some other foreign languages 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 Institutes of Indian Languages, Mysore and six autonomous organizations namely, Central Institute on 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 and Maharishi Sandipani Rashtriya Ved Vidya Prathisthan, Ujjain; three Central Languages Universities, namely, the English and Foreign Languages University, Hyderabad; Mahatma Gandhi Antrrashtriya Hindi Vishwavidyalaya, Wardha; Maulana Azad National Urdu University, Hyderabad; and two deemed to be universities namely Rashtriya Sanskrit Vidyapeeth, Tirupati and Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi;

Central Hindi Directorate (CHD)

The Central Hindi Directorate was established on 1st 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. It has four regional offices at Chennai, Kolkata, Hyderabad and Guwahati. Ever since its inception, the Directorate has been implementing a number of schemes for the promotion and development of Hindi.

Under its scheme of teaching Hindi as a second language, the Department of Correspondence Courses of Central Hindi Directorate has been conducting a number of courses such as Certificate course in Hindi, Diploma course in Hindi, Advance Diploma course and courses of Prabodh, Praveen and Pragya for Government Servants and Civil Services Hindi course for North Eastern students to opt Hindi as a compulsory Indian languages paper in Civil Services Exam. 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, 4.53 lakh Indians and foreign students have benefited through these courses till date. During the current financial year, 10,000 students have been enrolled in its various courses and 20 Personal Contact Programmes have been organized at various places. The Directorate has brought out conversation guides, 'Hindi Telugu Self Taught' and 'Hindi Konkani Self Taught' during the year.

Under the scheme of 'Teaching Hindi through Cassettes/CDs and Bhasha Mandakini', CDs on 'Konkani Hindi Konkani', 'Punjabi Hindi Punjabi', 'Gujarati Hindi Gujarati' 'Marathi Hindi Marathi' were prepared. Conversation guide were also prepared, whereas programmes 'Ek Parichiya Sandhi' and 'Hindi Ke Badhte Kadam' are being continued.

Under the scheme of 'Preparation and Publication of Dictionaries, Conversation Guides and Self Teaching':- Abhinav Hindi-Hindi Kosh is under publication, Spanish-Hindi Kosh, Nepali-Hindi Kosh are in-press. Computer Ready Copy (CRC) already sent for publication. Hindi-Tibet Kosh, Hindi-Pushto Kosh are also under publication. Two conversational guides, namely, Hindi Sankrit and Hindi Bodo are under print in Press. A Basic Modern Hindi Grammar is under the process of CRC.

Under the various schemes of Extension Programme, 8 Workshops, each of 8 days duration are organized every year for the Neo-Hindi Writers of non Hindi speaking areas. Five Workshops were organized at Trivendram (Kerala), Baleswar (Orissa), Viskhapattnam (A.P.), Dharwad (Karnatak) and Kanchipuram (Tamil Nadu). Under the programme of National Symposia, two were organized during the year 2009-10. Under the scheme of Non-Hindi speaking states, 8 Lecturers were selected from various Universities. Under the scheme of Pradhyapak Vyakhayan Mala, Dr. Dharmdev Tiwari Shastri, Guwahati University, delivered three lectures each at Kashmir University, Jammu University and Punjab University and Dr. Vijay Kumar Mohanty, Balasore, Orissa, delivered lectures at Moti Lal Adarsh Science College, Bhopal; A.P.S. University, Rewa (M.P.); and Sagar University, Sagar (M.P.). The study tours of Hindi students of non-Hindi speaking state at Graduate and Post Graduate levels were organized at Alwar, Jaipur and Ajmer (Raj.).

Under the Scheme of Financial Assistance for the Publication in Hindi, financial assistance is provided to the authors/organizations equal to 80% of the total approved expenditure keeping in view the literary value of the manuscripts. The publication cost of the manuscripts is vetted by a three members committee consisting the representatives of NBT, NCERT and Sahitya Academy. The Price of the Book is fixed by the Government.

The scheme of Tour Grants for Research Scholars is another important programme under extension scheme. In this programme, scholars from non Hindi region, doing the research work leading to Ph.D. degree, are given tour Grant. Every year 20 research scholars are selected and offered Grant. During 2009-10, 23 scholars have been benefitted under the programme.

Under the scheme of Free Distribution of Hindi Books, 1050 institutions have already been supplied with Hindi Books during the year.

Under the scheme of Exhibition of the publications of the Directorate, exhibition were organized at 10 places, viz., Dharamshala (H.P.); Aligarh (U.P.); Pragati Maidan (Delhi); Indore (M.P.); Agra (U.P.); Faizabad (U.P.); Patna (Bihar); Jaipur (Raj.); Devghar (Jharkhand); and Pragati Maidan (Delhi). 6 issues of 'Bhasha' (bi-monthly magazine), 1 'Varshiki' and 1 'Sahityamala' have been published.

For the promotion and development of Hindi and to create a pro Hindi atmosphere in non Hindi speaking states, the Directorate also implements the scheme of financial Assistance to Voluntary Hindi Organizations. Under the scheme financial Assistance is provided to VHOs for organizing Hindi classes, Hindi shorthand and typing classes and for running Hindi libraries/reading rooms. etc. During the financial year 2009-10, 220 VHOs located in various states of India have received grants amounting to Rs. 678 lakh.

Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical terminology, established in Oct. 1961, as per the recommendations of a Committee constituted under the provisions of Clause (4) of Article 344 of the Constitution carries out the following functions:-

- Preparation of English-Hindi, English-Regional language and Trilingual Technical Dictionaries/Glossary.
- Preparation of National Terminology

- Identification of PAN Indian Terms
- Preparation of Definitional Dictionaries and Encyclopedias
- Preparation of Learners' Glossaries (School-level) for students and fundamental glossaries for free distribution.
- Preparation and approval of Departmental Glossaries for various Government units, Scientific organizations and PSUs
- Propagation, expansion and critical review of terms coined and defined through seminars, workshops, training/ orientation programmes
- Grant-in-Aid for University level textbook production through Granth Academies, Textbook Boards and University Cells
- Publication of Journals, Monographs, Digests etc for propagation of technical terminology through technical literature
- Other activities like organizing exhibitions, promoting establishment of terminology clubs and sales

Achievements of the Commission during 2009-10.

- (i) The following English-Hindi General/fundamental technical dictionaries/glossaries are published/are in the Government press during the year.

Physics	Chemistry
Botany	Zoology
Environmental Science	Home Science
Economics	Administration
Drug Adverse Reaction	

These are meant for distribution to the schools/colleges in the country free of cost. They will also be distributed in the Commission's propagation programmes.

- (ii) The following English-Hindi learner's technical dictionaries/glossaries are published/being published during the year.
- Economics
 - Physics
 - Biology.
 - Chemistry
- (iii) The following glossaries of different scientific institutions, PSUs and Government Organizations published/approved for publication during the year.
- Terminology of Himalayan Bio-resource Technology in association with Institute of Himalayan Bioresource Technology (IHBT), Palampur
 - Shipping Terminology in association with Port Trust
 - Broadcasting Terminology in association with Prasar Bharati
 - Atomic Energy Terminology in association with Indira Gandhi Centre for Atomic Energy.
- (iv) Work is in progress/initiated on the following subjects (These glossaries are expected to be published in the coming years)
- Biotechnology (General)
 - Plasma Physics (General)
 - Commerce (General)
 - Botany (General)
 - Civil Engineering (General)
 - Operation Research (General)
 - Computer Science (General)
 - Electronics (General)
 - Vikruti Vigyan (General)
 - Medicine (General)
 - Ayurveda (General)
 - Fisheries (General)

- Public Administration (General)
 - Information Technology (Fundamental)
 - Sociology (Fundamental)
 - Medicine (Fundamental)
 - Commerce (Fundamental)
 - History (Fundamental)
 - History (Learners)
 - Sociology (Learners')
 - Administrative (National Terminology)
 - Comprehensive Science Glossary (Updation)
 - Comprehensive Humanities and Social science Glossary (Updation)
- (v) Work is in progress/initiated on Definitional Dictionaries in the following subject (These glossaries are expected to be published in the coming years)
- Botany
 - Environmental Science
 - Civil Engineering
 - Electronics
 - Ayurveda
- (vi) Three encyclopedia are under final review
- (vii) Three Monographs are published during the year.
- (viii) Regional language terminology has been taken up in the following languages through the Granth Academies, Textbook Boards:-
- Malayalam
 - Gujarati
 - Tamil
 - Kannad
- (ix) Four issues of the following two journals have been published during the year
- Gyan Garima Sindhu
 - Vigyan Garima Sindhu

(x) Grant-in-Aid of more than Rs. 2 crore is provided and distributed to the Granth Academies/Textbook Production Boards/ University Cells after obtaining utilization certificates.

(xi) In order to propagate the terminology programmes, 15 seminars/workshops etc. were organized in different parts of the country.

Special Achievements by the Commission in 2009-10.

- Website re-launching
- Creation of computer laboratory
- Reviving Gujarat Textbook Board and Guwahati University Cell.
- Appointment of 7 technical staff at the level of Assistant Scientific Officers
- Appointment of one Librarian for the Commission
- Completion of LAN and internet facility to all.

Central Institute of Indian Languages (CIIL), Mysore

Established in 1969, the Central Institute of Indian Languages at Mysore, with seven Regional Language Centres, is a part of the Department of Higher Education and 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 advice the state governments on matters of language. It coordinates the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology, and language use in society which helps to bring about essential unity of Indian languages, promotes inter-disciplinary research, contributes to mutual enrichment of languages and thereby towards emotional integration of the people of India. The entire effort of various units contributes to the documentation, description and

development of all Indian languages, regardless of their status as major, minor or tribal languages. It also promotes cultural diversity in a multilingual society.

Activities

For promotion and development of these languages, the following academic activities were conducted by various units. The CIIL has organized 80 programmes in total, which include 23 Seminars/Conferences (2 International - Collaborative; 6 National and 15 regional); Special foundation day Lecture series; (5) Special Meetings with eminent scholars; (51) Project workshops. Other unit based work organized by CIIL is as follow:-

- Under Bhasha Mandakini programme alone, 52 episodes for Bengali (22), Tamil (21) and Kannada (6) were produced and more are under production.
- 10 programmes on Lexicography were conducted. Sikkim and Jharkhand states were chosen for intensive work. Chattisgarhi was added to the list. Work undertaken on Hindi-English-Lepcha, Hindi-English-Kurmali, Hindi-English-Kharia, Hindi-English-Panchparagania, Nepali-English-Bangla, Nepali-English-Hindi, Hindi-English-Ho, Chattisgarhi-English-Hindi, Hindi-English-Manipuri. Nepali monolingual dictionary work is also on.
- Indian Folklore Congress was held in Imphal during November, 2009. Translation work on Annotated Bibliography of Folklore from Kannada to English completed.
- One International Conference, one National Seminar, four Workshops and one training programme on Tribal and Endangered Languages conducted. UNESCO report reviewed.
- Experimental books for three primary school subjects in Adivasi Oriya language used in Andhra Pradesh were developed and published. Evaluation of the programme was undertaken.

- Collaborative programmes undertaken involving the Commissioner of Linguistic Minorities and finalized the Devnagari-based script for Sauarshtri language in Tamil Nadu. Conducted community consultation programmes for development of Tulu language in Karnataka.
- Special programmes for Bodo and Santali to prepare script books, dictionaries and grammars undertaken. Bhili language was also developed with pictorial glossaries in six mother tongues.

Grants -in Aid Scheme: Under this programme the institute provided financial assistance to the Individual Authors/Voluntary Organisations/Societies and Charitable Trusts under schemes for development of languages other than English, Hindi, Sanskrit, Sindhi, and Urdu. 782 proposal of financial assistance for bulk purchase, 200 proposal for publication of manuscripts, 76 proposal for publication of scholarly titles, 79 proposal of financial assistance to voluntary organizations and 14 proposal of financial assistance for improvement of language teaching & materials had been provided grants. Total of Rs.1,152,000/- has been disbursed under this scheme. 5 projects have also been supported under non-plan.

Regional Language Centres (RLCs)

The Regional Language Centres - numbering 7 - are located at Mysore, Pune, Bhubaneswar, Patiala, Lucknow, Solan and Guwahati and their main objective is to provide support to all the states and union territories of the country in implementing the Three Language Formula in order to promote national integration through multi-lingual education. The RLCs undertake research in linguistics in general and language pedagogy in particular by providing knowledge of a Modern Indian Language other than their mother tongue. NERLC, Guwahati not only teaches some languages of the north-east, but also undertakes research programmes.

This year the RLCs are training 376 teachers/researchers in 20 scheduled languages through its seven centres. 8 Sinhalese teachers from Sri Lanka are also undergoing training in Tamil language as a part of their quest for harmonious bilingual society.

The RLCs have conducted a total of 27 programmes: 9 Orientation courses, 2 Seminars/Conferences and 16 Project Workshops. Two Major surveys, namely- a survey of Kashmiri dialects and a survey of Urdu teaching in schools of Himachal Pradesh - have been undertaken by NRLC, Patiala and UTRC, Solan this year. "Future vision of RLCs" - a programme for revitalization of the RLCs as resource centers- was held at NRLC, Patiala to envision the future course of action for RLCs.

National Testing Service(NTS)

This scheme is being implemented by the Centre of Testing and Evaluation (CT&E) under CIIL.

This centre conducts research aptitude, achievement and proficiency testing, learning evaluation, performance measurements, and evaluation techniques with reference to language and literature of all Indian languages. This group has been engaged in developing basic reference materials on terminology, bibliography and approaches to different kinds of evaluation.

This Centre has completed 42 programmes this year: 10 Orientation Programmes for 450 Teachers; 6 Training Programmes, 1 Seminar/Conference (attended by 250 Scholars & Experts); 10 Special Lectures and 16 Project Workshops. Apart from these, the unit is also producing 4 documentary films and 4 different Reference Materials, which are under process. 37 Regional Field units (RFUs) are also set up under NTS (Hindi - 8, Tamil - 18 & Urdu - 11).

Under the Multi-purpose Indian Language Evaluation System (MILES) the conceptual explanation of evaluation terminologies are being prepared in three languages viz. Hindi, Tamil and Urdu. The preparation of question item models

for assessing mastery and personality in the above 3 languages is also going on. An expenditure of Rs.352 lakhs excluding Grant-in-Aid is incurred.

Linguistic Data Consortium for Indian Languages (LDC-IL)

The Central Institute of Indian Languages, Mysore and several other like-minded institutions, working on Indian Languages technology like Indian Institute of Science, Bangalore, Indian Institute of Technology, Mumbai; Indian Institute of Technology, Chennai and the International Institute of Information Technology, Hyderabad, etc. are working on the Linguistic Data Consortium for Indian Languages (LDC-IL) set up by the Government of India. Under this scheme, CIIL further enhanced the data base for Monolingual Text Corpora in 24 languages - Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Kodava, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Tamil, Telugu, Urdu, Yarava, Kannada and Indian English.

Six Parallel Text corpora were created for English-Bengali, English-Kannada, English-Maithili and English-Nepali.

Speech data was set in 19 languages, namely, Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Tamil, Telugu, Urdu and Indian English.

Frequency Dictionary was published in Bengali, Bodo, Dogri, Gujarathi, Hindi, Kannada, Konkani, Manipuri, Nepali, Urdu and Indian English. Corpora Management package was developed. POS Tagging/Tree Banking was completed for Assamese, Bengali, Bodo, Dogri, Gujrati, Hindi, Kannada, Malayalam, Manipuri, Nepali, Oriya, Punjabi, Tamil and Urdu. Automatic tagger is also undertaken for the same. 4 Workshops were organized and an expenditure of 130.00 lakhs is incurred for the LDC-IL Project of CIIL as on date.

National Translation Mission (N.T.M.): National Translation Mission (NTM) is a

Government of India initiative to make knowledge-based texts accessible in all Indian languages, listed in the VIII schedule of the Constitution through translation. The objectives are - Dissemination of information on Translation of various texts into Indian languages; Creation of a high quality corpus of knowledge - based texts in Indian languages through translation; Generation of high quality translation tools, such as dictionaries and thesauri; Provide support for research and development on software for translation, memory, word-finders, word net etc.; translator education through short term orientation programmes & courses; accreditation for translators, fellowships & grants for research projects; promotion of machine translation and machine aided translation between English and Indian languages, one Indian language and another Indian language and between Indian languages and major world languages.

The beneficiaries are - teachers, volunteers engaged in providing non-formal education, NGOs working on public health, civil rights, environment, popular science etc., Government and private agencies and individuals looking out for interpreters, film and documentary producers looking forward for subtitles and multilingual releases, FM and other radio houses waiting to air programmes in different languages, general public eager to read literary and knowledge texts in their own languages, publishers in vernacular languages looking out for new and interesting ventures, translators who get employed, translation departments and researchers from various universities and institutions, Translation software developers and comparative literature scholars etc.

This unit has conducted 73 programmes, 1 Orientation course, 15 Seminars/Conferences [National/International], 2 Training Programmes/Special Lectures, 37 Project Workshops, 5 Contact Programmes, 13 Other programmes like special meetings etc. An expenditure of Rs.350 lakhs is incurred excluding GIA.

The institute has also brought out 14 books this year and six more will be published before the end of the year.

Kendriya Hindi Sansthan, Agra

The Kendriya Hindi Shikshan Mandal, Agra is an autonomous organization, fully funded by the Govt. of India and controlled by Ministry of Human Resource Development, Department of Higher Education. The Mandal runs the Kendriya Hindi Sansthan under its aegis, The sansthan is recognized as an advanced center for Teaching, Training and Research in Applied Hindi Linguistics and Functional Hindi. It has eight departments at its Headquarters and eight Regional Centers at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur, Bhubaneshwar & Ahmedabad. These centres participate in Teachers Training Programme, Research in Comparative & Contrastive Linguistics and Preparation of Instructional material as per the need of Hindi learners of the feeler area. Besides it, the Sansthan has 4 affiliated colleges owned & governed by Govt. of Nagaland, Mizoram, Assam & Karnataka respectively.

The Sansthan conducts more than 25 types of Hindi Teaching and Training courses. More than 61328 Indian and foreign students/teachers/students-cum-teachers/in-service teachers and officers/employees have been trained by the Institute during the year. 3439 Foreign students from more than 71 countries have learnt Hindi from KHS under the programme "Propagation of Hindi Abroad".

" Scheme wise performance of Sansthan during the session-2009-10 is given hereunder:-



Teacher's Training

1.	Hindi Shikshan Nishnat (Equivalent to M.Ed.) The programme is conducted at Headquarter only	Total 19 students
2.	Hindi Shikshan Parangat (Equivalent to B.Ed.) The Programme is conducted at Headquarter, 52, Hyderabad Centre- 46.	Total 98 students
3.	Hindi Shikshan Praveen (Equivalent to BTC) The programme is conducted at Headquarter-48 and Dimapur-18	Total 66 students
4.	Hindi Shikshan Vishesh Gahan (for unqualified primary Schools of N.E. States.) Conducted at Dimapur centre- 15 and Agra Headquarter- 29-	Total 44 Students
5.	Three year Diploma Course for Nagaland	Total 41 students from Nagaland
6.	Affiliated colleges of Mizoram, Nagaland, Mysore and Guwahati are also running some courses of Sansthan	
7.	Correspondence Programme for Parangat	191 students (from all over India)

Mizoram Hindi Teachers Training Institute (MHTTI), Aizawl is conducting three Programmes of Sansthan viz. (i) Hindi Shikshan Parangat; (ii) Hindi Shikshan Praveen; and (iii) Two year Diploma. Hindi Teachers Training Institute (HTTI). Dimapur is conducting two years Diploma Course. Hindi Teachers Training Centre (HTTC), Mysore is conducting Hindi Shikshan Parangat. Government Hindi Teachers Training Centre (HTTC), Guwahati is conducting Hindi Shikshan Parangat Course for the benefit of these states.

Teaching Programmes

During the year 2009-10, 51 students were given training in Vocational courses as follow:-

- (i) Post M.A. Diploma in Applied Hindi Linguistics
- (ii) Diploma in Translation: Theory & Practice
- (iii) Diploma in Mass Communication & Journalism

Foreigners Programme

Under the scheme "Propagation of Hindi Abroad", the Sansthan runs Five Tier Courses for Foreigners at Agra and Delhi. During the year 2009-10, 142 students studied Hindi courses of Sansthan. The number of Hindi learners from abroad has increased from 128 to 142 during 2009-10.

Short term courses under Orientation Programmes

Under this scheme, 32 programmes have been organized and 1410 teachers have been trained during the year 2009-10. Sansthan is also working to expand its activities in different States. New Centres are creating awareness for Hindi among the people of the area by organizing Orientation Programmes.

Conferences of Sansthan (Seminar, Workshops)

During the year, 04 National Seminars are proposed at Agra-1, Guwahati-1, Mysore-1, Hyderabad-1 and about a dozen of other regional seminars are also to be held by March, 2010. Rajbhasha Sammelan was organized at Pudduchery.

Audio Visual instructional Material

- (a) C.D. Preparation Scheme
Two CDs have been prepared till 30th Nov. 2009 on Teaching of Hindi pronunciation and Teaching of Hindi Script.
- (b) Development of Lexical Resources
A Project on preparation of Dictionary based on Basic Hindi Vocabulary is going on.
- (c) Hindi Lok Shabd Kosh Scheme

7800 words and Lexicon for Brij Bhasha and 9000 words and Lexicon for Rajasthani Language are enlisted. Now Brij Bhasha Lok Shabad Kosh is under Editing. Published Literature and Material has been collected for Kengadi, Gadhvali, Magadhi and Hariyanvi.

Publication

Sansthan has prepared the following books and Magazines.

1. General Study- Part 1
2. General study part-2
3. Hindi Gyan Prabha-Part 1
4. Hindi Gyan Prabha-Part-2
5. Samanvaya Poorvottar (Forth issue)
6. Gaveshna-94 (2009)
7. Gaveshna-95 (2009)
8. Bhojpuri-Hindi-English Lok Shabdkosh
9. Braj Bhasha Lok Shabd Kosh is under publication.

Physical & Financial Targets.

During 2009-10, the Physical and Financial targets of Sansthan were increased to meet the demands under various courses/programmes. In 2009-10 the Sansthan has spent Rs. 1423.00 lakh in Non-Plan and Rs. 645.00 lakh in Plan Sector till date.

The significance of the activities of Sansthan is that its participants belong to every part of the country. During admission, Sansthan, ensures representation to all states. These activities are attended by all section of society. In all the programmes of the Sansthan, participation of female students are more than the male students.

Central Institute of Classical Tamil (CICT), Chennai

In continuation to the efforts to promote 'Classical Tamil', the Union Cabinet approved the proposal for setting up Central Institute of Classical Tamil (CICT) at Chennai in its meeting held on 30.1.2008. Subsequently, Ministry of HRD issued a Notification dated 20.2.2008, conveying the decision of the Government of India, to establish CICT at Chennai. CICT started functioning from its office at Chennai as an autonomous organization, fully funded by the Ministry of HRD w.e.f 19th May, 2008. With setting up of CICT, the Central Scheme for Development of Tamil has been subsumed in CICT. CICT has been registered with the Registrar of Societies, Chennai Central on 21.1.2009 with the main purpose of promoting research relating to classical phase of Tamil (from early period to 600 AD).

Chief Minister of Tamil Nadu is the ex-officio Chairperson of the Governing Board of the CICT and it is administratively headed by a Director. Various Committees/Authorities of CICT are being constituted as per provisions under Memorandum of Association/Rules & Regulations of CICT and action has already been initiated to create required posts for CICT.

Main Schemes

Ten major projects, Awards, Fellowships, Grant in Aid for Short term projects, Programmes (Meetings, Workshops, Training and Seminars), Library, Publications (Newsletter, Books & CDs), Website, etc.

List of 17 awardees to the Presidential Awards for Classical Tamil for three years 2005-2006, 2006-2007 and 2007-2008 has been approved by her Excellency, the President of India and the same has been notified in the Gazette of India. Nominations for the award for 2008-2009 have also been received and are being processed for selection. In addition, ten Doctoral and five Postdoctoral Fellowships have been awarded to deserving young scholars engaged in research on classical Tamil. Financial Assistance for short term projects have been extended to 30 eminent scholars associated with reputed research institutions.

Eleven Workshop cum Training programmes on Classical Tamil Grammar and Literature conducted and 1 National Seminar on Tolkappiyam has been conducted. The library has been equipped with about 15,000 books and a number of CDs containing the digital versions of palm leaf manuscripts relating to Sangam classics. Two issues, each of English and Tamil newsletters, have been brought out.

National Council for Promotion of Urdu Language

National Council for Promotion of Urdu Language, an autonomous organization under the Ministry of Human Resource Development, looks after the promotion of Urdu Language in the country and advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

Establishment of Computer Applications and Multilingual DTP Centres

During the year, NCPUL established 17 new accredited computer centres, in addition to

existing 340 centres, making a total of 357 centres to teach one year course of "Diploma in Computer Application and Multilingual DTP" in which 17000 students, including 2834 girls, got admission so as to give technical education to Urdu speaking boys and girls for making them employable technological work force in India. Till date 12000 students, including girls, have got employment in private and local institutions.

Calligraphy and Graphic Design Centres

So as to preserve and promote Traditional Calligraphy, Council set up 8 new Calligraphy and Graphic Design Centres in addition to existing 33 centre, to make total 41 centres. About 1025 students are pursuing this course.

Grant-in-Aid

Financial assistance to 94 NGOs/Agencies to support select Urdu promotion activities for holding Seminars and Lecture series; 100 Urdu books of bonafide writers including 43 Journals purchased for free distribution to Urdu libraries of country; and, manuscript of 40 writers selected for providing printing assistance. 65 small and medium newspaper for availing Urdu service of the United News of India extended financial aid.

Publishing Activities

NCPUL is the Principal Urdu publication House under the Govt. of India. 25 new titles, 35 reprints, 12 issues of Urdu Duniya and 4 issues of quarterly journal 'Fikr-o-Tehqeeq' published.

Book Promotion

Promoting Urdu books through sale and exhibition is done by holding Urdu Book Melas. Till date 10 All India Urdu Book Fairs organized. 11th Urdu Book Fair will be held at Hyderabad from 27th February 2010 to 9th March 2010. Besides this, NCPUL participated in 7 other Book Fairs organized by other agencies, including NBT. Exhibition-on-Wheels visited Uttar Pradesh, Madhya Pradesh and Maharashtra to cover 37 districts for making available Urdu publications in rural areas.

Academic Projects/Collaboration

NCPUL also undertake various academic projects of production of dictionaries, encyclopedias, children literature and reference books. Out of 45 ITI books, 20 books translated in Urdu and works for translation, compilation of dictionary of Urdu to Kannada completed.

Distance Education

NCPUL run Urdu correspondence course through accredited centres and direct learners. 118 new Urdu Study Centres, established in addition to 169 existing centres, making a total of 644 centres, which includes 357 Computer Centres for whom Urdu Diploma is compulsory for learners pursuing computer course. About 931 part-time Urdu teachers got employment and 39,412 students enrolled for the course. The course material for Online Programme is also under preparation in collaboration with CIIL through which Urdu can be learnt on computer.

Promotion of Arabic and Persian

In addition to above, NCPUL has been assigned the responsibility to promote classic languages of Arabic and Persian to preserve the cultural heritage of India. Diploma in Functional Arabic and One Year Certificate Course is run through accredited centre and direct learners. 50 new centres established in addition to 223 existing centres to make a total of 273 centres. 528 part time Urdu teachers got employment to teach 20,938 learners admitted in both the courses. The financial assistance to 18 VOs for bulk purchase of Arabic and Persian books and publication of manuscript, for holding seminars, lecture series provided.

Construction of Office Building

Construction of NCPUL office building completed and office in new building will start functioning very soon.

National Council for Promotion of Sindhi Language

The National Council for Promotion of Sindhi Language (NCPUL) is a fully funded autonomous organization under the Ministry of Human Resource Development, Department of Higher Education 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 organization implements a number of schemes:-

- (i) Financial assistance to Voluntary Organisations for selected promotional activities relating to the Sindhi Language;
- (ii) Award to Sindhi Writers for Literary books.
- (iii) Bulk purchase of Sindhi Books/Magazines/Audio-Video Cassettes related to Sindhi, published/produced during the concerned financial year for free distribution to Educational Institutions/Schools/Colleges/Public Libraries, etc;
- (iv) Financial Assistance is also given for publication and purchase of books in Sindhi Language; and
- (v) Conducting Sindhi Language Learning Classes.

During the year, NCPUL has

- a. Given financial assistance to Twenty Five Writers (individuals) for publication of their manuscripts.
- b. Two Awards each of Rs 50,000/- was given to Sindhi writers under Sahityakar Samman Award and Sahitya Rachna Samman Award for their lifetime contribution in the Sindhi literature and ten

- Awards each of Rs.30,000 to Sindhi writers in the category of poetry, short story, drama, novel, criticism and biography etc.
- Thirteen Voluntary Organisations were given 80% financial assistance to organize seminars & conferences.
 - To Promote Sindhi Language in various parts of the country, 58 books and 19 CDs/VCDs and 8 magazines were distributed free of cost to 150 approved libraries of Schools/Colleges/ Educational institutions.
 - Conducted Certificate/Diploma/Advance Diploma level examination under the Sindhi Language Learning Scheme at Ajmer (Rajasthan), Adipur (Gujarat), Tharad (Gujarat), Gwalior (Madhya Pradesh) and Mumbai (Maharashtra) during July and December, 2009.

Rashtriya Sanskrit Sansthan

Rashtriya Sanskrit Sansthan, functioning as a Deemed University w.e.f 7.5.2002 is an apex body

for the propagation and development of Sanskrit learning in the country. The Sansthan imparts Sanskrit teaching up to Doctorate level through its ten Campuses situated at Jammu, Jaipur, Sringeri, Mumbai, Allahabad, Trichur, Lucknow, Garli, Puri and Bhopal. Out of these campuses, Shri Ganganath Jha Campus at Allahabad, is a recognized research centre exclusively devoted to research work on various disciplines of Sanskrit literature.

(i) Graduate/Postgraduate/ Doctorate Level Degrees

The Rashtriya Sanskrit Sansthan offers teaching courses at Shastri (B.A) and Acharya (M.A.) levels in various subjects viz. Navya Vyakarana, Prachina Vyakarana, Sahitya, Phalita Jyotisha, Siddhanta Jyotisha, Sarva Darshana, Veda, Nyaya, Mimamsa, Advaita Vedanta, Dharma Shastra, Vishishtadvaita Vedanta, Sankhya Yoga Paurohitya, Jain Darshan, Bauddha Darshan, Puranetihasa as traditional subjects along with English, Hindi and regional languages. Besides, tutorial facility of one



modern subject such as Political Science, History, Economics, Sociology, Computer Science and Environmental Studies is provided at Under Graduate Level. The course of Shiksha Shastri (B.Ed.) and Shikhsa Acharya (M.Ed.) are also conducted in the Campuses. The Campuses also offer research programmes leading to the degree of Vidyavaridhi (Ph.D.). Besides its ten campuses, courses of studies from Prathma to Acharya level are also offered through 64 affiliated institutions situated at different places of the country.

More than 10,000 students have appeared in the examinations of the Sansthan during the year.

(ii) Financial Assistance Provided Under Various Schemes

The Sansthan provides Financial Assistance to Voluntary Sanskrit Organizations engaged in the propagation, development and promotion of Sanskrit on the payment of salary of Rs.6000/- per month to Sanskrit teachers, scholarships at Rs.300/p.m. to Sanskrit students; for construction and repair of buildings; for purchase of furniture and library books etc. So far, 746 Voluntary Sanskrit Organizations have been assisted under the Scheme. At present, there are 25 Adarsh Sanskrit Mahavidyalayas (including Shodh Sansthans) which are being provided financial assistance under a separate scheme according to which, 95% of recurring and 75% of non-recurring expenditure is provided by the Rashtriya Sanskrit Sansthan. The Sansthan also pays honorarium to 71 retired eminent Sanskrit Scholars @ Rs.6,000/- per month for teaching in Campuses of the Sansthan, Adarsh Sanskrit Pathshalas and other Sanskrit institutions under the Shastra Chudamani Scheme. Financial assistance is also provided for organizing vocational training; purchase and publication of rare Sanskrit books and rare manuscripts and for organization of All India Elocution Contests etc.

With a view to going into various aspects of Pali and Prakrit languages, Rashtriya Sanskrit

Sansthan has also been entrusted with the task of development of Pali and Prakrit from the year 2008-09. Centres for Pali and Prakrit have been established by RSKS at Lucknow and Jaipur respectively to encourage research and studies in these languages. Scheme for development of Pali/Prakrit has gained momentum from current year with the organization of an International Conference on 22-24 September, 2009 at New Delhi. In addition, from the year 1996 onwards, Pali and Prakrit languages stand included in the Presidential Awards Scheme.

(iii) Financial Assistance To Sanskrit Dictionary Project, Pune

Financial Assistance is also being provided by the Sansthan for the preparation of a Sanskrit Dictionary at Deccan College, Pune

(iv) Non-formal Sanskrit Education.

A total number of 620 centres up to December, 2009 for Non-formal Sanskrit Education are functioning. Each centre is imparting education at three levels, twice, each year. Through this programme about 25,000 students in the country have been benefited from Sanskrit learning.

(v) Financial Assistance for Teachers of Modern Subjects

The Sansthan also provides financial assistance towards salary of teachers of modern subjects in traditional Sanskrit Pathshalas/Mahavidyalays and Sanskrit teachers for Secondary/Higher Secondary schools belonging to State Government where the State Governments are not in a position to provide such facility. During the year, the Sansthan has given financial assistance to 159 Modern Sanskrit Teachers and 103 Sanskrit Teachers of Government Schools in different States for teaching Sanskrit. Sansthan has awarded scholarships to the extent of Rs.7,40,34,500/- to 20900 students from class XI to Acharya and Doctorate level under the Scheme of Development of Sanskrit.

(vi) Samman Rashi To Sanskrit Pandits In Indigent Circumstances

The Sansthan also provides financial assistance in the form of Samman Rashi at Rs.24,000/- per annum to the eminent Sanskrit Pandits above the age of 55 years who are in indigent circumstances. About 246 Pandits are getting Samman Rashi for the programme.

(vii) The Presidential Award Scheme

15 Awards of Certificate of Honour for Sanskrit, one international award for Sanskrit (introduced from the year 2008), 3 each for Arabic and Persian and one for Pali/Prakrit for scholars of eminence over 60 years of age; and, 5 awards of Maharshi Badrayan Vyas Samman in Sanskrit and one each in Pali/Prakrit, Arabic and Persian for young scholars in the age group of 30-40 years are announced on the eve of Independence Day every year. The awards are given away by the President of India in an Investiture Ceremony. For the year 2009, 15 awards in Sanskrit, one award in Sanskrit International, 3 each in Persian and Arabic, one in Pali/Prakrit and 5 awards of Maharshi Badrayan Vyas Samman in Sanskrit and one in Persian were announced.

(viii) Financial Assistance to NGOs & Deemed Universities etc.

Financial assistance to the extent of Rs.91.52 lakh has been provided during the year to NGO's and Deemed Sanskrit Universities for various programmes/activities for promotion and development of Sanskrit.

(ix) National e-Data Bank of Sanskrit Literature.

New Projects (1) Project on Dictionary of Sanskrit and Indian Dialects and Sub-Dialects; (2) National e-Data Bank of Sanskrit Literature and (3) Publication of Sanskrit Varta Quarterly News Bulletin and Vimarsa (Half Yearly Journal) have begun from 2008-09.

(x) TV Telecast of Bhasha Mandakani

The Sansthan functions as a nodal agency for Planning and Monitoring of production of Sanskrit software for Bhasha Mandakini (language channel of Gyan Darahsan-DD-I) being telecast by IGNOU and DD Bharati and DD India of Prasar Bharati Channel.

(xi) Grant-In-Aid

A total of 849 organizations in different parts of the country received total grant of Rs.4,95,70,382/- out of which 35 organizations received grant for more than Rs.5.00 lakh each. All these organizations submitted utilization certificates for the grants given to them previously.

(xii) Conferences/Seminars: 14th World Sanskrit Conference was held at Kyoto, Japan from 1-5 September, 2009 in which twenty one officers and faculty were sponsored for participation. An International Seminar on Pali was held at Vigyan Bhavan from 22-24 September, 2009.

Maharshi Sandipani Rashtriya Vedvidya Pratishthan, Ujjain

The Rashtriya Veda Vidya Pratishthan was established in January 1987 by the Department of Education, Ministry of Human Resource Development, as an autonomous organisation registered under the Societies' Registration Act, 1860 with the objective of : (a) Preservation, conservation and development of the oral tradition of Vedic studies; (b) study of the Vedas through Pathashalas as well as through other means and institutions; (c) creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it to the contemporary needs; and creation of infrastructure and other conditions for the collection of information and storage of relevant material as also publication and diffusion through various means. The important programmes and activities during 2009-10 are as under:

Financial Assistance to Vedic Institutions

One of the objectives of the Pratishthan is to establish, take over, manage or supervise Vedic Pathashalas all over the country and maintain or run them for any of the objectives of the Pratishthan. Under this provision, financial assistance is given to various Veda Gurukulas/ Vidyalyayas in the country. During the financial year 2009-10, Rs.300.45 lakh paid as honorarium to 325 Veda teachers and stipend to 1800 students upto December, 2009.

Scheme for Preservation of oral Tradition of Vedic Recitation

This scheme, which had been in operation in Government since fifth five-year plan period, was transferred to the Pratishthan for execution with effect from 1.4.1994. It is meant for providing special incentives for the preservation of the oral tradition of Vedic recitation. Under this scheme, one Swadhyayi-teacher is required to teach students at his home or any suitable place in the locality. The grant was provided to 187 units under this scheme upto December, 2009. 187 Swadhyayi teachers and 1193 Vedic students were provided financial assistance of Rs.91.97 lakh upto December, 2009.



Vedic Classes for All

For popularising Vedic studies and knowledge, the Pratishthan has a scheme of conducting Vedic Classes for all those who are interested in the subject, without any requirement of their possessing any academic qualification. The course is being conducted at Kolkata during 2009-10.

Seminars

The Seminars are organized by the Pratishthan for promotion of research in the priority areas. These are wholly or partially financed by the Pratishthan. During the year under report, the Pratishthan continued this activity and provided financial assistance for organizing the Seminars

by different organizations. Seminars at Varanasi(UP), Jaipur(Rajasthan) and Manipur are proposed during 2009-10.

Vedic Sammelans

The Vedic Sammelans occupy an important place in the programmes of the Pratishtan and are the means for popularizing Vedic studies and knowledge in the country. One All-India and Six Regional Vedic Sammelans are held for three days. These Sammelans are organized in collaboration with prominent Vedic Institutions, Universities, Vidyapeethas, etc. Organising Committees of eminent scholars and prominent persons are constituted to conduct the Sammelans. Two Regional Vedic Sammelans have been organized in Irinjalkuda(Kerala) and Puri(Orissa) during 2009-10. One All India Sammelan at Nasik and Regional Sammelans at Rangia (Assam), Allahabad(U.P.), Jaipur (Rajasthan) and Valsad (Gujarat) were conducted during 2009-10.

Publication of Journal

The Pratishtan is publishing a Journal namely "Vedavidya" in which good outstanding Research Papers/articles related to Veda are published in Hindi, English and Sanskrit so that both the scholars and general people can take advantage.

Correspondence Course: Ghar Baithe Vedon Ki Shiksha

A correspondence course "Ghar Baithe Vedon Ki Shiksha" has been introduced by the Pratishtan. A certificate "Veda Nipuna" will be provided to successful candidates. The aim of the course is to disseminate Vedic knowledge among common people. At present 459 scholars were registered under this scheme.

Propagation of Vedic knowledge in North Eastern Region

For the extensive propagation of Vedic Studies in the entire North Eastern Region and especially in the State of Assam one Regional Vedic Sammelan

is organized at Rangia(Assam) in the month of December, 2009. Another Vedic Seminar to be held at Nambol (Manipur) during 2009-10. Keeping in view the increasing trend of anti-national and terrorist activities it is hoped that the cultivation of our age long tradition and heritage based on Vedic studies will definitely help eradicating such type of undesirable problems. For organizing the above Regional Vedic Sammelan, necessary financial assistance, as per rules, is being provided/extended to all the Organizations by the Pratishtan.

Financial Assistance to Aged Veda Pandits

During the year 2009-10, a grant of Rs.5,50,000/-lakh is to be paid to the Veda Patha Nidhi Trust, Chennai as Pratishtan's contribution to their scheme of assisting aged Veda Pandits.

Pratishtan also provides financial assistance direct to Aged Veda Pandits who have crossed the age of 60 years and handicapped Veda Pathis.

Establishment of Veda Vidyalayas and Gurukulas at Assam, Sikkim and Tripura.

The following Vedic Pathashalas and Gurushishya Parampara Unit are functioning in the North Eastern Region and have been provided with the financial assistance as per the norms laid down by the MSRWP:

- (i) One Vedic Pathashalas at Guwahati (Assam).
- (ii) One Vedic Pathashala at Agartala (Tripura).
- (iii) One Gurushishya Parampara Unit at Sonitpur (Assam).
- (iv) One Gurushishya Parampara Unit at Sikkim.

Every effort is being made to increase the number of Pathashalas and Gurushishya Parampara Units in the North Eastern Region. The response is encouraging and units can be increased in the near future.

All organizations have submitted Utilization Certificates for the grants given to them.

Scheme of Assistance to Agencies for Education in Human Values

The National Policy on Education laid considerable emphasis on value education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The Policy has stated that in our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. The policy mentions that such value education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

Within these overall objectives, the Scheme of Financial Assistance for Strengthening Education in Human Values has been under implementation, for strengthening human values inputs in the entire educational process, at all levels of education, viz. pre-primary, primary to secondary, senior secondary schools including non-formal system of education, higher education in colleges, universities, IITs, IIMs, engineering colleges and other educational institutions/bodies, distance education, adult literacy programme etc.

Under the scheme of Assistance for Strengthening Education in Human Values, ordinarily, Central Government agencies, educational institutions, Panchayati Raj Institutions, registered societies, public trusts and non-profit making companies are eligible for financial assistance to the ceiling of Rs.10.00 lakhs for a project. So far projects have been sanctioned to NGOs for various activities such as inculcation of values through curricular activities, value development through co-curricular activities, development of teaching and learning materials, audio-visual aids, training of teachers, conferences/workshops/seminars for parents/community/students/teachers, creative activities, school children theatre, setting up of museum corners etc. for promoting universal values such as truth, peace, love, righteous

conduct, non-violence and the values enshrined in the Constitution of India.

For the year 2009-10, an amount of Rs. 3.00 crore was allocated of which, an amount of Rs. 1.88 crore has been granted as financial assistance to 71 NGOs during 2009-10. Out of 71 organizations assisted, 8 organizations are from North-Eastern Region. Under the Scheme, the beneficiaries are students, teachers, parents and other communities. No further grant has been given to any such organizations whose previous UC is pending. No specific physical and financial targets are fixed under the scheme. The programme is monitored by mid-term evaluation, individual evaluation of the organizations through NCERT, CCRT, visits by experts/officers and observing progress report, audited statement of accounts etc.

Official Language

Introduction

Both the Departments of this Ministry give due attention to all the items 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.

Letters received in Hindi and originating correspondence

Letters received in Hindi are replied to in Hindi by both the departments of the Ministry.

Efforts are being made to use Hindi in the originating correspondence as per the targets prescribed in the Annual Programme.

Offices notified during the year

During the period under report 2 institutes and 77 Kendriya Vidyalayas under both the Departments of this Ministry have been notified under rule 10(4) of Official Language Rules, 1976.

Official Language Inspection

i) By the Ministry

During the year 2009-10, inspection programme for the Official Language inspection

of 17,4,13 and 12 subordinate offices/universities in 'A', 'B' and 'C' regions respectively has been chalkd out.

Sl. No.	Name of the office
1.	National Institute of Foundry and Forge Technology, Ranchi
2.	National Institute of Technology, Jamshedpur
3.	Indian Institute of Science, Bangalore
4.	Indian Institute of Management, Bangalore
5.	National Institute of Technical Teachers' Training and Research, Chandigarh
6.	National Institute of Technology, Hamirpur
7.	National Institute of Technology, Durgapur
8.	Vishwa-Bharati, Shanti Niketan, West Bengal
9.	Sikkim University, Sikkim
10.	Malviya National Institute of Technology, Jaipur
11.	Navodaya Vidyalaya Samiti, New Delhi
12.	National Bal Bhawan, New Delhi
13.	Maulana Azad National Urdu University, Hyderabad
14.	English and Foreign Language University, Hyderabad
15.	National Institute of Technology, Kurukshetra
16.	National Institute of Technical Teachers' Training and Research, Kolkata
17.	Indian school of Mines, Dhanbad
18.	ABVD Indian Institute of Information Technology and Management, Gwalior
19.	Kendriya Hindi Sansthan, Agra
20.	S.V. National Institute of Technology, Surat
21.	Indian Institute of Management, Ahmedabad
22.	National Institute of Technology, Surathkal, Karnataka
23.	Board of Apprenticeship Training, Chennai
24.	National Institute of Technology, Tiruchirapalli
25.	Indian Institute of Technology, Kharagpur
26.	Sant Longowal Institute of Engineering and Technology, Longowal, Punjab
27.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design and Manufacturing, Jabalpur
28.	Kendriya Vidyalaya Sangathan, New Delhi
29.	Central Hindi Directorate, New Delhi
30.	Commission for Scientific and Technical Terminology, New Delhi.
31.	University Grants Commission, New Delhi
32.	National Institute of Open Schooling, Noida, Distt. Gautam Budh Nagar, U.P.
33.	Central Tibetan Schools Administration, New Delhi.
34.	Central Institute of Indian Languages, Mysore.

During the period under report, inspection of offices situated at Mysore and Jaipur have been carried out at the Joint Secretary level of the Ministry. Apart from this, representation from the Ministry is also made in the meetings of Departmental Official Language Implementation Committees of various subordinate offices from time to time.

ii) By the Committee of Parliament on Official Language

During the period under report, the following 4 offices under this Ministry have been inspected by the Committee of Parliament on Official Language. Official Language Division of the Ministry monitors the compliance of the directives given by the Hon'ble committee during the course of inspections to the respective offices.

S.No.	Name of the Office	Date of inspection
1.	Navodaya Vidyalaya Samiti, New Delhi	26.10.2009
2.	Indian Institute of Management, Bangalore	30.10.2009
3.	Jawahar Navodaya Vidyalaya, Nasik	07.01.2010
4.	National Bal Bhawan, New Delhi	03.02.2010

Training

In pursuance of the Official Language Policy of the Government, remaining employees of both the Departments 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.

Committees

i) Kendriya Hindi Samiti

Action is taken on the decisions taken in the meetings of the Kendriya Hindi Samiti constituted under the Chairmanship of Hon'ble Prime Minister. Hon'ble Minister for Human Resource Development is a member of this Committee.

ii) Hindi Salahakar Samiti

Hindi Salahakar Samiti of the Ministry has been constituted under the chairmanship of Hon'ble Minister for Human Resource Development.

iii) Departmental Official Language Implementation Committee

Departmental Official Language Implementation Committee has been constituted in the Ministry under the Chairmanship of Joint Secretary (Admn. & Languages). Meetings of this

committee are being held regularly. Action is taken on the compliance of decisions taken in the meetings.

Monitoring of use of Hindi in the subordinate offices of the Ministry

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. In order to comply the Official Language Policy of the Government in the subordinate offices of the Ministry, position regarding minimum Hindi posts is monitored by the Ministry.

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, the Official Language Division of this Ministry brought out the maiden edition of the departmental magazine "Shikshayan". Modification process of this magazine is on. The next edition of this magazine is at its final stage of publication.

Hindi Workshop

During the year under report, a Hindi workshop was organized on 22nd September, 2009 in the Ministry. 30 officers and officials participated in the workshop.

Translation work

Besides the compliance of the Official Language Policy of the Government, the Official Language Division of the Ministry also performs translation work of various papers, documents, reports etc. which are required to be issued in Hindi and English as per rules.

Hindi Fortnight in the Ministry

During the year, Hindi fortnight was celebrated in the month of September. Various competitions for officers and officials were organised separately for both the Departments of the Ministry. Winners of the competitions have been awarded. A total of 111 participants participated in these competitions. Details of the competitions is as follows :-

S.No.	Name of the competition
1.	Essay writing in Hindi
2.	Noting/Drafting in Hindi
3.	Poem recitation in Hindi
4.	Hindi Handwriting
5.	Hindi Debate



All India Official Language Seminar

An All India Official Language Seminar was organised in Puducherry on 5th November, 2009 under the aegis of the Ministry. Hon'ble Minister of State for Human Resource Development inaugurated the seminar. All the officers from subordinate offices attached to the implementation of official language were invited in the seminar.

"Hindi Shabd"

At the main entrance of the Ministry, "Aaj Ka Shabd" is being displayed since 14.3.2008. A total of 229 words have been displayed from 1.4.09 to 15.03.20. The words relevant to the working of the Ministry are being displayed.

14



Book Promotion and Copyright

Copyright Office

The Copyright Office was established in 1958 under section 9(1) of the Copyright Act, 1957. It functions under the administrative control of the Department of Higher Education. It is headed by a Registrar of Copyrights, who has quasi-judicial powers in handling cases relating to copyright. The main function of the Copyright Office is to undertake registration of copyright. The Register of Copyright maintained by the Copyright Office provides information regarding works of copyright to the general public. In addition to registration, facilities like inspection of the Register and taking extracts thereof are also available in the Copyright Office.

Functioning of Copyright Office:

As provided under section 13 of the Copyright Act, 1957, copyright subsists in the following classes of works:

- (a) Original literary, dramatic, musical and artistic works;
- (b) Cinematographic films; and
- (c) Sound Recording.

The Copyright Office also registers changes in the particulars of copyright entered in the Register of Copyrights in accordance with Rule 16 of the Copyright Rules, 1958. 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 the Act also provides for inspection of the Register of Copyrights or taking certified copies of the extracts from the Register of Copyrights by any interested person against payment of the prescribed fee. To facilitate this, an index of the works whose particulars have been entered in the Register is also maintained in the Copyright Office. While minor corrections and changes in particulars entered in the Register can be made by the Registrar, the Copyright Board is empowered to expunge any entries made in the register on an application by the Registrar or any person aggrieved.

Procedure for registration of copyright

As provided under section 45 of the Copyright Act, 1957, the author or publisher or owner of copyright or any other person interested in the copyright of a work can make an application in the prescribed format along with prescribed fee to the Registrar of Copyrights for entering particulars of the work in the Register of Copyrights. The Copyright Office provides registration facilities to all types of works and the applications for registration of works can be filled at the counter provided at the Copyright Office from 2.30 P.M. to 4.30. P.M. from Monday to Friday. The applications are also accepted by post. If no objections are received regarding such an application, after holding such enquiry as deemed fit by the Registrar, entries of the particulars of the work will be made in the Register. The extracts of entries thus made will be made available to the applicant. In case of all artistic works and also in case of unpublished works in other categories, a copy of the work with the seal of Copyright Office, where feasible will be returned to the applicant and another copy will be kept in Copyright Office. The number of applications received by the

Copyright Office from 01.04.2009 to 31.12.2009 is 9,007 out of which 6,662 works have been registered.

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 issues settlement of legal cases filed with Copyright Board etc. Modernization of Copyright Office is updated according to the need of worldwide activities of copyrights and IPRs. Under the Phase I of the modernization project, Hon'ble Minister of Human resource Development inaugurated on-line registration through "e-filing facility" on 9th September 2009, which facilitates the applicants to file applications at the time and place chosen by them. Phase II includes providing payment gateway and digitization of records.

Copyright Rules

In order to facilitate smooth functioning of the Copyright Office as well as the Copyright Board, Copyright Rules, 1958 have been framed by the Union Government. These rules inter-alia provide for the procedure of registration, various forms for application, fees, terms of reference for the Board and licencing process. The application format for applying for registration of copyright is given in schedule-I appended to the Copyright Rules, 1958 which includes a Statement of Particulars and Statement of Further Particulars.

In order to educate the users about copyright law, the Copyright Office has brought out a Handbook of Copyright Law, explaining the various issues relevant to the Indian Copyright Act. The details regarding registration procedure including application form and fee structure, relevant extracts of Copyright Rules, 1958 and the Handbook of Copyright Law are available in the "services" section of the website of Department of Higher Education-www.education.nic.in and <http://copyright.gov.in>.*

Copyright Board

The Copyright Board, a quasi-judicial body, was constituted in September 1958. The jurisdiction of the Copyright Board extends to the whole of India. The Board is entrusted with the task of adjudication of disputes pertaining to copyright registration, assignment of copyright, grant of licences in respect of works withheld from public, unpublished Indian works, production and publication of translations and works for certain specified purposes. It also hears cases in other miscellaneous matters instituted before it under the Copyright Act, 1957. The meetings of the Board are held in five different zones (North, South, West, East & Central) of the country. This facilitates administration of justice to authors, creators and owners of intellectual property near their place of residence or occupation.

The Copyright Board was reconstituted under the chairmanship of Dr. Raghbir Singh for a period of five years with effect from 5th April, 2006. It consists of 14 other members. The Copyright Board holds its sittings in every alternate month to hear the pending cases. The Board held eight sittings in North, South & West Zones from 01.04.2009 to 31.12.2009 received 54 petitions and disposed of 27 cases.

Copyright Societies

The Copyright Act, 1957 provides for setting up separate copyright societies for different categories of works. So far four Copyright Societies have been registered; one each for cinematograph films [Society for Copyright Regulation of Indian Producers of Films & Television (SCRIPT)], musical works (Indian Performing Right Society Limited (IPRS), sound recordings [Phonographic Performance Limited (PPL)] and the Indian Reprographic Rights Organisation (IRRO) for photocopy rights. These societies have been actively participating in generating awareness about Copyright. They also have set up their own Anti- Piracy Cells which, in collaboration with the

police and enforcement authorities, have been engaged in curbing piracy in musical and sound recording works. Department of Higher Education interacts frequently with these Copyright Societies and encourages them to be proactive in the field of copyright administration.

Copyright Enforcement in India

Chapter XIII of the Copyright Act, 1957 provides for penalties for the offences committed under the Act and empowers the police to take necessary action. The actual enforcement of the law is the concern of State Governments through the respective police force. The Central Government has taken various steps to improve the enforcement of the Copyright Act and to curb piracy. These measures include the setting up of a Copyright Enforcement Advisory Council (CEAC), which has as its members, senior representatives from all concerned departments as well as other stakeholders. The CEAC regularly reviews the implementation of the Copyright Act including the provisions regarding anti-piracy. Several other measures taken by the Central Government include persuading the State Governments for (i) the setting up of special cells in the State Governments for enforcement of copyright laws; (ii) appointment of nodal officers in the states for facilitating proper coordination between the stakeholders and enforcement agencies; (iii) holding of seminars/ workshops etc., for sensitizing the public about Copyright Laws; (iv) collective administration by Copyright Societies.

Copyright Enforcement Advisory Council (CEAC)

The Copyright Enforcement Advisory Council (CEAC) was set up on 6th November 1991 to review the progress of enforcement of the Copyright Act periodically and to advise the government regarding measures for improving the enforcement of the Act. The term of the Copyright Enforcement Advisory Council (CEAC) is three years. The CEAC is reconstituted periodically after the expiry of the term. The present CEAC has been reconstituted

on 16th September, 2009 for a period of three years. Secretary (Higher Education) is the Chairman and Joint Secretary (Copyrights) is the Vice-Chairman of the CEAC. In its second meeting, the CEAC has approved the formation of three sub-committees to deal in a focused manner with issues relating to (A) Awareness Building (B) Enforcement and shared experiences of the members (C) Mechanism to ensure that the benefits of enforcement flowed back to creators and the right holders, respectively. Registrar of Copyrights is the Ex-Officio member of these Sub-Committees.

Special Cells for Copyright Enforcement

In all, twenty-four States and Uts have set up Enforcement Cells. These are the states/Uts of Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttarakhand, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Puducherry. These States and Uts have either set up separate Copyright Enforcement Cells or constituted special cells in the Crime Branch of the Police to look into copyright offences. All other States and Uts have also been requested to establish such cells.

As per the suggestion of Sub-Committee 'B' (on Enforcement and shared experiences of members), all States/Uts have been requested to set up a separate cell/unit to deal with Copyright/Intellectual Property Rights (IPR) related cases. To begin with the States/Uts have been requested to nominate a Unit out of any Cyber Crime Cell, Crime Branch or Economic Offences Wing or any other such unit which is already functioning to deal with Copyright/IPR related cases.

Nodal Officers

In order to facilitate proper co-ordination between the stakeholders and the enforcement agencies

in the matter of enforcement of copyright laws, the Ministry requested the State Governments to designate Nodal Officers to deal with enforcement issues. As of now, the following twenty-four States and Uts have designated Nodal Officers in their respective States and Uts.

Assam, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttarakhand, West Bengal, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Puducherry.

The States/Uts have been requested to nominate Nodal Officers by designation as against the practice of some of the State Governments which had nominated the officials by name which hinders continuity in functioning and coordination.

Amendment to the Copyright Act, 1957

The Department of Higher Education, Ministry of Human Resource Development proposes to amend the Copyright Act, 1957 in order to make some changes to gain clarity and remove operational difficulties and also to be able to address the newer issues in the context of digital technologies and the Internet, to protect the concerns of music and film industry, to protect the concerns of physically disabled persons and authors of any work, to strengthen enforcement of rights and to introduce some incidental changes. The Cabinet Note and the draft Bill proposing the amendment to the Copyright Act, 1957 has been approved by the Cabinet on 24th December 2009. The Bill will be introduced in the Budget session of the Parliament 2010.

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 2009-2010 this Ministry has represented in the following meetings and Seminars on IPR and Copyright programmes organized by WIPO and its committees.

1. 18th Session of the Standing Committee on Copyrights & Related Rights (SCCR) of the World Intellectual Property Organization (WIPO) at Geneva, Switzerland from 25th to 29th May 2009
2. WIPO Asia-Pacific Sub-Regional Seminar on Access to and Management of Copyrighted Works in the Digital Environment at Colombo, Sri Lanka from 25th to 26th June 2009
3. WIPO / SIDA - International Training Programme on "Copyright and Related Rights in the Global Economy 2009", to be held in Stockholm, Sweden from 10th to 28th August 2009.
4. WIPO Asia-Pacific Regional Forum on Copyrights and Related Rights at Singapore from 29-30th October 2009.

The Ministry, as an ongoing process, is engaged in the task of Capacity Building at all levels in the field of Intellectual property Rights (IPR), including the establishment of IPR Chairs and providing financial support for research programmes, holding seminar workshop, etc.

Scheme of Intellectual Property Education, Research and Public Outreach (IPERPO)

The scheme was operationalised in the Tenth Five Year Plan Period by merging three Plan schemes namely, (I) Scheme of Organizing Seminars and Workshops on Copyright Matters (II) Scheme of Financial Assistance for Intellectual Property Right Studies and (III) Financial Assistance on WTO Studies, as all the three schemes co-related to each other. For effective implementation of the cause of promoting awareness/research on Copyright/IPRS and WTO matters, the merger has proved useful.

Aims and Objectives

- (i) To encourage study of intellectual property rights in the Universities and other recognized institutions of higher education.
- (ii) Creating public awareness about copyright and IPR matters among public and academic community.
- (iii) Developing and encouraging study in specialized courses in IPRs in higher education system.
- (iv) Training of enforcement personnel, namely state police/custom officials about copyright and related issues.
- (v) Organizing seminars and workshops on copyright matters/IPRs matters in colleges, universities, and other recognized institutions.
- (vi) Creating knowledge resources on WTO matter.
- (vii) Developing inputs for policy formulation on WTO matters.
- (viii) Developing negotiations strategies on WTO.
- (ix) Developing course awareness on WTO matters; and
- (x) Evolving strategies of regional cooperation and regional training arrangements.

Scope of the Scheme

Under the scheme, expenditure is to be incurred by the Ministry directly or financial assistance is being given to UGC recognized University, other recognized educational institutions, registered voluntary organizations, registered copyright societies for the following purposes:

- (i) Institution of Chairs for Intellectual Property Rights Studies for Higher Education and also on WTO studies.
- (ii) Organizing national/international workshops for developing teaching/learning material including syllabi.

- (iii) Organizing seminars, workshops, etc. on study of Intellectual Property Rights and GATS.
- (iv) Setting up of a Depository for IPR and WTO literature/material/ case studies at a nodal institution.
- (v) Preparation of instructional material for various levels of IPR courses/GATS in education services for direct teaching as well as teaching through distance education mode including commissioning of suitable resource persons for the purpose.
- (vi) Organizing orientation and training programmes for potential faculty of teaching IPR and courses on GATS: WTO Regime.
- (vii) Providing of scholarships and fellowships for conducting research in economic, social, legal and technological aspects of new and merging IPR areas/WTO: GATS international areas of interests to the country.
- (viii) Holding meetings of the Academic Advisory Committee set up by the Ministry of Human Resource Development and taking following action on its decisions.
- (ix) Organizing national or international seminars on copyright and neighbouring rights issues.
- (x) Organizing training courses on enforcement of copyright law.
- (xi) Holding regional level meeting and organizing meetings with persons from the SAARC and Asia and Pacific Region; and
- (xii) Organizing Regional level meetings for developing Regional Trading Arrangements

Intellectual Property Rights Chairs (IPR Chairs)

In today's knowledge society, innovation, creativity and competition are the impulses propelling the economy forward. This has naturally led to a situation, wherein Intellectual Property Rights and Intellectual Property Management have become

focal points in the development paradigm and the focus has to be not only on the creation of Intellectual Property, but also to maintain, protect and manage it by inculcating awareness of this important sphere of national wealth creating activity. Being multi-disciplinary in character, there has to be a combination of technological, legal and management inputs to tackle the complex issues in the IPR sector. Universities and other recognized institutions of higher learning can and ought to take a leading role in creating knowledge resources in this regard.

With its vast human capital and intellectual property, India is all set to play a big role in this field. For this purpose, it is essential that purposeful and proactive steps are made towards capacity building. There can be many dimensions of such capacity building exercise, one of which is the creation of professorial chairs in institutes of national excellence to encourage both research in the field of IPRs as well as to create a pool of trained manpower. With this end in view, the Book

Promotion and Copyright Division of this Ministry is implementing a scheme namely Intellectual Property Education, Research and Public Outreach (IPERPO). Under the scheme 18 institutions have been selected and sanctioned MHRD IPR Chairs including five (5) IPR Chairs in universities (i.e. CUSAT, Cochin; Faculty of Law, Delhi University; Delhi School of Economics; Jawaharlal Nehru University; New Delhi and University of Madras, five (5) IPR Chairs in IITs (Delhi, Kanpur, Kharagpur, Bombay and Madras), five (5) IPR Chairs in National Law Universities (NLSIU, Bangalore; NALSAR, Hyderabad; WBNUJS, Kolkata; NLIU, Bhopal; and NLIU, Jodhpur) and three IPR Chairs in IIMs (Kolkata, Bangalore and Ahmadabad). Some of these Chairs have created necessary infrastructure facilities, appointed faculty members and started functioning fully, while a few others are in different stages of operationalization.

The expenditure under IPERPO Scheme up to 31st December 2010 for 2009-10 and previous years is as under:

(Rs. In lakh)

Year	BE	RE	No. of Universities/ Institutions	Grant released	No of NGO	Grant released	Total expenditure (5+7)
1	2	3	4	5	6	7	8
2002-03	252	160	52	166.67	3	1.97	168.64
2003-04	380	300	93	214.82	3	4.50	219.32
2004-05	250	180	75	78.59	1	0.30	78.89
2005-06	450	300	28	38.17	4	3.00	41.17
2006-07	500	400	60	171.61	5	3.02	174.63
2007-08	433	433	40	150.80	2	2.19	152.99
2008-09	500	200	36	199.99	-	-	199.99
2009-10	300	300	6	16.20	-	-	16.20

General Agreement on Trade in Services (GATS)

The creation of the GATS was one of the landmark achievements of the Uruguay Round, whose results entered into force in January 1995. The

GATS for the first time extended internationally agreed rules and commitments into the rapidly growing area of international trade viz., service, which was never done before. The GATS was based on the same objectives as that of GATT of creating

a credible and reliable system of international trade rules; ensuring fair and equitable treatment of all participants (principle of non-discrimination); stimulating economic activity through guaranteed policy bindings; and promoting trade and development through progressive liberalization.

The GATS basic structure:

- The general obligations and disciplines contained in the main text (e.g. , MFN);
- The annexes dealing with rules for specific sectors ;
- The specific commitments of individual member to provide market access, any applicable applications (e.g. , market access, national treatment and adherence to the reference paper).

The GATS applies in principle to all service sectors except "services supplied in the exercise of governmental authority". These are services those are supplied neither on a commercial basis nor in competition with other suppliers'. The negotiations under GATS take place under the Offer and Request approach. Countries make offers to the Foreign Service Providers to trading access to their internal market. Similarly countries make request to their partners to grant access to their markets. GATS defines services trade as occurring via four modes of supply all of which are relevant to education.

- Mode 1: cross border delivery: delivery of education services via internet (distance education, tele-education, education testing services).
- Mode 2: consumption abroad: movement of students from one country to another for higher education (foreign students in US universities).
- Mode 3: commercial presence: establishment of local branch campuses or subsidiaries by foreign universities in other countries, course offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchising.

- Mode 4: movement of natural persons: temporary movement of teachers, lecturers, and education personnel to provide education services overseas.

In each of these modes, exceptions can be made under the conditions of Market Access and National Treatment. Under 'Education Services' the Indian revised offer was to open up the Higher Education Sector with the condition that Higher Education Institutions can be permitted to charge fee to be fixed by an appropriate authority provided such fee do not lead to charging capitation fee or to profiteering. The provision of the Higher Education services would also be subject to such regulations, already in place or to be prescribed by the appropriate regulatory authority.

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 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 eight 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				
	Market Access		National Treatment	
Primary Education Services (CPC 921) Secondary Education Services (CPC 922)	Unbound			
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.	1)	None
	2)	None	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 prescribed 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.	3)	None
	4)	Unbound except as in the horizontal section	4)	Unbound except as in the horizontal section
Adult Education Services (CPC 924) Other Education Services (CPC 929)	Unbound			

In the entries that read "none" mean that there are no limitations on national treatment of educational services as it relates to cross border supply (1), consumption abroad (2) and commercial presence (3). There are also no market access limitations on the "consumption abroad" mode of supply of educational services.

However, wherever it is specified "unbound" in the schedule means that it may it may impose limitations on market access or national treatment with respect to the mode of supply identified and subject to the condition specified therein (e.g. , termination of monopoly or horizontal commitments).

International Standard Book Number (ISBN)

The International Standard Book Number (ISBN) is a unique International Publishers Identifiers Number, which is meant for Monographic publications. The ISBN was a ten-digit number (replaced by a 13 digit number from 1.1.2007), which is designed to replace the handling of long bibliographical descriptive records. The ISBN is known throughout the world as a short and clear machine-readable identification number, which makes any book unambiguously identifiable. It is an essential instrument in modern distribution and nationalization opportunities in the book trade.

The Raja Rammohan Roy National Agency for ISBN is functioning under the advice of the International ISBN Agency, Berlin since 1985 and is engaged in registering works of Indian publishers, authors, institutions, universities and Government departments which are responsible for publishing books. Since inception, the National Agency has allocated 15,000 prefixes to various publishers in different categories.

A new ISBN system of 13 digits has been operationalised with effect from 1.1.2007. The Editor, London, UK has been asked to look into

the function of the International ISBN Agency until a successor organization to Prussian Cultural Foundation is appointed. The Indian Agency is a member of the International ISBN Agency and an annual fee of £ 2500 is paid for membership. The Agency has paid the annual membership fee for the year 2009-10 to International ISBN Agency, London.

There are 5 categories allotted by the International Agency under which publishers are registered and allotted numbers depending upon their requirement/production. The National Agency has registered 2064 Indian publishers from 1st April, 2009 to 31st December, 2009 under various categories as cited below:

Category	No. of registration
2	0
3	18
4	501
5	1438
Single ISBN (Author cum Publisher)	106
Total	2064

This Ministry has represented in the Annual General Meeting of ISBN Agency, at National Library, Seoul, South Korea from 9-12th September 2009.

Book Promotion

Books are the expression of the human mind of creativity, wisdom and knowledge of people and nation. Books have always played an important role in the progress of society. The Book Promotion Division has a number of schemes and activities which aim inter-alia, to easy accessibility of books for all segment of Society, promoting reading habits and providing assistance to the development

of the book publishing industry and encouraging the general popular literate and thereby contributes to the development of country.

Some of the important programmes being implemented in this regard are as under:

National Book Trust, India (NBT)

The National Book Trust, India, an autonomous organization under the Ministry of Human Resource Development, Government of India, was established in 1957. It is a highly professional multilingual publishing house and has been working towards promotion of books and developing reading habit amongst the masses. During the financial year 2009-10, a budget to the tune of Rs. 998 lakhs for the 'Plan' activities and Rs. 1789 lakhs under the 'Non Plan' Head has been approved for NBT to implement various activities. Some of the major activities undertaken by the NBT are as follow.

National Book Fair

The Trust organised sixteen (16) book fairs during the period from 1 January to 31 December 2009 within the country, namely, Mano Book Fair, Ludhiana Book Fair, Warangal Book Fair, Tezpur Book Fair, Baripada Book Fair, Moranhat Book Fair, Mandi Book Fair, Darbhanga Book Fair, Delhi Book Festival, Shillong Book Festival, Indore Book Fair, National Book Fair - Chandigarh, Nagaon Book Festival, Silchar Book Festival, National Book Fair - Patna, and National Children's & Book Activity Fair, New Delhi. All these book fairs attracted substantive participation by private publishers from across the country and each was visited by large number of people from all walks of life in particular children and youth.

Participation in International Book Fairs

During the year 2009, the National Book Trust, India participated in eight (eight) International Book Fairs for promotion of Indian books abroad.

The International Book Fairs included Abu Dhabi International Book Fair, Bologna Children's Book Fair, Cape Town Book Fair, Dhaka International Book Fair, London Book Fair, Nepal Education & Book Fair, Thessaloniki Book Fair and Sharjah



World Book Fair.

Participation in Book Fairs within the country by the Trust

Apart from organizing book fairs on its own the Trust through its four regional offices, namely, Northern Regional Office, New Delhi, Southern Regional Office, Bangalore, Eastern Regional Office, Kolkata and Western Regional Office, Mumbai participated in large number of book fairs and exhibitions where not only a record public sale of trust's books to the tune of Rs. 96 lakhs (gross) and Rs. 85.00 lakhs (net) was realized but also a large number of book club members under the special scheme of the Trust for book promotion could be enrolled.

Publishing Programme

Continuing its ongoing endeavour to publish quality books for all sections of the society including to meet the special requirements of different regions, languages and categories of readers including neo-literates, children, etc. and special regions like in the North East region, the Trust brought out 1302 titles during the period.

S.No.	Language	Original	Translations	Reprinting	Revised	Total
1	Assamese	1	1	10	0	12
2	Bangla	4	1	116	0	121
3	English	27	7	252	3	286
4	Gujarati	0	1	31	0	32
5	Himachali	0	0	1	0	1
6	Hindi	106	56	37	6	539
7	Kannada	1	2	0	0	8
8	Kashmiri	0	0	1	0	1
9	Konkani	1	0	5	0	6
10	Malayalam	0	0	1	0	1
11	Marathi	2	7	164	0	173
12	Oriya	3	12	10	0	25
13	Punjabi	9	24	35	0	68
14	Tamil	0	5	1	0	6
15	Telugu	0	13	0	1	14
16	Urdu	2	7	0	0	9
	TOTAL	156	136	664	10	1302

Enrollment of Agents and Distributors

During the period around 72 new agents and distributors were enrolled across the country.

Book Clubs

Continuing its popular Book Club Scheme for book promotion across the country, the Trust enrolled 10000 new Book Club members during the period.

Seminars, Book Release functions and related Literary Programmes

During the period, the Trust organised book release functions at various places releasing books under different series and deliberated upon by eminent experts and personalities. Some of the major new publications release include:

Bijli ke Khambe Jaise Log by Suryanath Singh, Dragon Tsunami by Hema Pandey, Mere Jeevan Ki Kuch Yadein by Z A Ahmed, Lal Ded by Ved Rahi,

Mohan Rakesh ki Chuninda Kahaniyan, edited by Ravindra Kalia, Swatantrayotar Hindi Natak, Laut Aaya Champu by Anand Pant, Chor Machaye Shor, Munia Rani, Aamva Bhaiyya Neemva Rangila, Autobiography of P Sundarayya, Denotified Tribes of Andhra Pradesh, Kalapani Ka Itihasik Dastavez, Mantra-Tantra by Hajari Prasad Dwivedi, Ghayal Kawve Ki Kahani by Raamesh Bedi, Eyes on the Peacock's Tail, Anjaam, Saurmandal Ki Sair by Devendra Mewari, Hamare Jal-Pakshi by Rajeshwar Prasad Narayan Singh, Albela Albelli translated by Gaurishankar Raina, Hindi Kavya Sankalan edited by Sumitranandan Pant, Judi Aur Laxmi, Deewar Evam Anya Kahaniyan, Sandook Mein Dulhan Aur Anya Kahaniyan by Manoj Das, All Rounders by Surya Prakash Chaturvedi, Coastal Hazards by H N Srivastava, Mantra Magic and Miracles by B Khan and H J Khan, When: Answers to 50 Interesting Questions by Bal Phondke, Learning Science (1-3 Parts) by C N R

Rao and Indumati Rao, Odishara Lokakahani, Gopabandhu Chayanika, Basant Satpathyaka Shrestha Galpomala, Living Thoughts of Gautama Buddha (Oriya), Bridging Connections - Anthology of Srilankan Short Stories (Oriya), China (Oriya), Aankhon Dekhi, Barfili Boond, Mehnat Di Kamai, Bal Kumari, Chotta Jiha Mota Jiha Lota, Udas Machi Di Kahani, Ghar Vapsi, Chakkadar Gupha, Fu-Ku, Aamwali Chiriya by Deepa Aggrawal, Tumpa Aur Goraiya by Swapnmoy Chakraborty, Budhiman Kashukuma, Khel Khel vich Bharat Dekho, Bharat De Vaayavar (Punjabi), A Tale of Two Dogs (English) by Dipak Praharaj and Yaduvali Bansuri aur Anya Koriaye Kahaniyan, Babool Ka Bhoot (Hindi), Toon Satwanti Too Pradhan, Navtej Singh Dian Chonviyan Kahaniyan, Tilti Da Sahask., Jainender Kumar Ki Teen Bal Kahaniyan, Neele Barfele Swapanlok Mein by Shri Shekhar Pathak, Abdul Kalam Azad Nadir Tehrerain (Urdu) and Malakzad Va Shahpari (Punjabi), Hakim Ajmal Khan, Tam Ate Sharati Kauni, Titli Da Bachpan, Jaihu Jihi Main Haan Chanagi Haan, Alamellu De Bukh, Hathi Aate Bhabre Di Dosti, Bharat De Taprivas, Mehnat Di Kamai.

Besides, Seminars were also held as part of the book promotion at various Book Fairs all over the country. These include Kisse Kahani Ke Alava bhi Hai Bal Sahitya, Writing Books for Children, Bhasha Sanskaron ki Janani Hai, Symposium on Gujarati translation, Symposium on Oriya Translation Literature, Pustak Sanskriti Sankat Te Chanoutiyan, Remembering Reverend Liankhaia : A Saga of Cultural Renaissance in Mizoram.

Short Term Training Courses on Publishing

The Trust also organised short term training courses in Book Publishing in order to develop the publishing industry of the country and create a pool of trained publishing professionals at various parts of the country. During the period, the Trust organised a month long course at the Nehru Bhawan, NBT, India, New Delhi.

Children's Activities

Apart from bringing out interesting and quality books at affordable prices under the special series Nehru Bal Pustakalaya, the Trust through its National Centre for Children's Literature (NCCL) not only brought forth and disseminated Readers' Club Bulletin, the monthly bilingual children's magazine, but also established around nearly 5000 Readers' Clubs as a part of the Readers' Club Movement with an aim to promote reading of non-text among school children. During the period, eight Readers' Club Orientation programme were organised by NCCL. It also organised various workshops, seminars, story-telling sessions, reading sessions, workshops on creative writing and illustration at Chandigarh and Bhopal involving children from local schools and NGOs.

To promote book culture and inculcate scientific temper among children, NCCL organised a number of events celebrating science in everyday life from 14-20 November at NBT's headquarters in New Delhi which included among others drawing and painting competition on the theme Lets draw our Skies, workshops on magic of science, astronomy, conservation of energy, science communication for children, book quiz etc.

In addition to a national seminar on 'Illustrating and Publishing Children's Book in Next 50 Years' organised on 20 November and a panel discussion on 'Writing and Illustrating, Publishing and Promoting Children's Books: Challenges Today' (31 August), a number of meetings of the professionals relating to the field of children's literature were organised which discussed contemporary and emerging issues.

During the period, it also published two original titles, Dana Tser and Chalak Gagur in Kashmiri language for the children.

Assistance to Voluntary/Private organizations for Book Promotion

The scheme for book promotion by providing financial assistance to voluntary organisations was transferred by the Ministry during the year 2006. Under the above scheme, an advertisement was published by the NBT in the newspapers throughout the country in the month of May 2009 inviting application/proposals from the voluntary organisations of writers, publishers and booksellers and other engaged in the book promotional activities which are registered under the Societies Registration Act 1860 (Act of 21 of 1860). The last date of inviting the applications was 15 July 2009. In response to our advertisement 422 organisations applied for the financial assistance within the prescribed date. The Grant-in-Aid Committee has approved financial assistance to 99 organisations to organize the various events related to Book Promotional Activities amounting Rs. 58,55,000/-. Total 185 proposals have been processed for payment amounting to Rs.1,13,46,342/- from 1st January to 31st December 2009.

Pustak Parikrama

The Trust has been trying to make the books available to the people at their doorsteps through mobile exhibitions. The Trust organized mobile book exhibitions at about 2427 points in Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhatisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Puducherry, Punjab, Tamil Nadu and Uttar Pradesh.

National Youth Readership Survey

National Action Plan for the Readership Development among the Youth (NAPRDY) under which National Book Trust will conduct a national survey among the urban and rural youth between the age of 10 and 30 to ascertain the Readership Status, Patterns, Trends, Attitudes etc among the youth.

National Book Promotion Council (NBPC)

The National Book Promotion Council (NBPC) functions as an advisory body to look into the problems concerning Publishing Industry and facilitate exchange of views on all major aspects of book promotion, inter alia, covering writing/ authorship of books; production, publication and sale of books; prices and copyright, habit of book reading; availability and reach of books for different segments of population for various age-groups in different Indian languages and the quality and content of Indian books in general. Ministry of HRD has reconstituted the National Book Promotion Council (NBPC) on 2nd September, 2008 with eminent persons in the field of books within the country, and other stakeholders, as member. The first meeting of the NBPC was held under the chairmanship of the Hon'ble HRM on 25th September 2009 at Vigyan Bhawan, New Delhi which was attended by all the members. It was suggested in this meeting that a twelve member Taskforce to draft a comprehensive National Book Promotion Policy. As decided in the first meeting of NBPC, the Ministry of HRD constituted a Taskforce on 5th February 2010 consisting the following members with a mandate to submit its report within three months of its constitution.

- i. Chairman, National Book Trust (NBT);
- ii. Director, National Council of Educational Research & Training (NCERT);
- iii. Secretary, University Grants Commission (UGC);
- iv. Vice Chancellor, National University of Education Planning & Administration (NUEPA);
- v. Shri Dinesh Mishra, President, Indian Society of Authors;
- vi. Dr. S. S. Awasthy, Secretary-General, Authors Guild of India, New Delhi;
- vii. Dr. Madhu Pant, President, Lekhika Sangh;
- viii. Shri Anand Bhushan, President, Federation of Indian Publishers (FIP);

- ix. Shri S.K.Ghai, Chairman, Books, Publications & Printing Panel (CAPAXIL);
- x. Shri K.K.Saxena, President, Delhi State Booksellers' and Publishers' Association (DSBPA);
- xi. Joint Secretary, (SE);
- xii. Joint Secretary, (BP&CR) - Member Secretary

Framing of Guidelines for Foreign Publishers to undertake publishing and printing/reprinting in India in regard to FDI in Print Media

The proposal of framing of guidelines for foreign publishers to undertake publishing and printing/

reprinting in India is being considered. These guidelines would enable the Ministry to take decisions on the various proposals/references received from Ministry of Information & Broadcasting, Ministry of Finance/Foreign Investment Promotion Board, Publishers' Association etc regarding matters related to FDI in book publishing business, opening of Subsidiaries/Liaison offices in India by foreign publishers and/or through the mechanism of joint ventures and issues related to sale of printed books by the units located in the EPZ/SEZ in the Domestic Tariff Area [DTA].

15



International Cooperation and UNESCO

UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a constituent body of United Nations, with a mandate to promote international peace and understanding through education, natural and social-sciences, culture and communications. The underlying ideal is rooted in the understanding that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed".

India is among the founding members of UNESCO and has been playing an active role in promoting UNESCO's ideals and objectives. UNESCO Division in the Ministry coordinates India's interface with UNESCO and in addition looks after administrative matters concerning Auroville Foundation, an autonomous organization set up under the Auroville Foundation Act, 1988.

Indian National Commission for Cooperation with UNESCO (INCCU)

UNESCO is the only UN body, which has encouraged its Member States to establish National Commissions to have liaison with it. Article VII of the constitution of UNESCO requires that "each Member State shall make such arrangements as suit its particular conditions for purposes of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission..." Accordingly, an interim Indian National Commission for Co-operation with UNESCO was set up in 1949 by the Government of India, Ministry of Education, Resolution No.F.84-92/48-A.1, dated 26 March 1949. A permanent Commission was established in 1951 through the Government of India, Ministry of Education, Resolution No.F.134-27/50-A.5, dated 16 October 1951.

The Commission consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. The total membership of the Commission is 100 with 50 individual and 50 institutional members distributed evenly among its five Sub-Commissions. The membership is for a period of 4 years.

The Minister of Human Resource Development is the President of the Commission, Secretary (Higher Education) is its ex-officio Secretary General and Joint Secretary in charge of the UNESCO Division is the ex-officio Deputy Secretary General of the Commission. The Deputy Secretary/ Director (UNESCO) functions as Secretary of the Commission. The Commission is an advisory body to the Government on all matters concerning UNESCO. The Commission has been playing an important role particularly in the formulation and execution of various programmes in collaboration with UNESCO Secretariat as well as the National Commissions of the Asia and the Pacific Region.

Activities of the Commission

Participation in the activities organized by 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.

Scheme for UNESCO Related activities - UNESCO Programmes and Activities - Grants in Aid.

UNESCO associates itself with various local and international non-Governmental Organizations

(NGOs) to promote its objectives. The Indian National Commission operates a scheme of financial assistance to voluntary organizations, UNESCO Clubs and Associated Schools for undertaking activities in consonance with UNESCO objectives.

Participation in Seminars, Working Group Meetings Sponsored by UNESCO/its Regional Offices

From January, 2009 to December, 2009, INCCU nominated 21 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 project. It was launched with the aim of developing inter-university co-operation while emphasizing the transfer of knowledge between universities and the promotion of academic solidarity across the world. UNESCO/UNITWIN Chairs project deal with the training and research activities and cover all major fields of knowledge within UNESCO's competence such as Education, Human Rights, Cultural Development, Environment, Basic and Engineering Sciences, Communication, etc. The principal beneficiaries of this programme are institutions of higher learning in developing countries and countries in transition.

At present three UNESCO chairs are functioning in India. These are at M.S. Swaminathan Research

Foundation, Chennai held by Dr. M.S. Swaminathan; Maharashtra Institute of Technology, Pune, held by Prof. Vishwanath D Karad and the third Chair is held by Prof. M.D. Nalapat, Vice Chancellor of the Manipal Academy of Higher Education.

Asia Pacific Programme of Educational Innovation for Development (APEID)

APEID was officially launched in 1972. This programme is run by the UNESCO regional office in Bangkok. The 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, 42 schools and Teacher Training Institutions from India have been enlisted with UNESCO under its ASP-Net Programme. In addition, 253 Clubs are registered with INCCU as UNESCO Clubs.

Education for Sustainable Development

In December 2002, the UN General Assembly adopted a Resolution for declaring a UN Decade of Education for Sustainable Development (UNDESD) lasting from 2005 to 2014. UNESCO was designated as the lead agency for the Decade and for developing an International Implementation Scheme. India has welcomed the commencement of the UNDESD. To oversee the implementation of DESD in the country, a national committee consisting of experts and officials from Government, Civil Society, Academics and NGOs on Education, Environment and other related

fields, has been constituted under the Chairmanship of Secretary, Department of Higher Education. Centre for Environment Education, Ahmedabad has been nominated as the nodal institution for implementation of the decade in the country. India is also participating in the Asia-Pacific Education for Sustainable Development (ESD) Monitoring Project being implemented by UNESCO Bangkok office.

Scheme for Holding of Meetings of Committees/Conferences and organization of Exhibitions in furtherance of UNESCO's aims and objectives

This Scheme is meant for meeting the expenditure on TA/DA of non Official members for attending the meeting of the Sub-Commissions of the Indian National Commission and its full body, organization of exhibitions and other meetings, in furtherance of UNESCO's aims and objectives. There was a budget provision of Rs. 25 lakh at BE stage for this scheme during the current financial year. Under this head, Rs. 3.56 lakh has been incurred during the current financial year.

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 2009 was 0.45 percent of the total budget of UNESCO. The Budget provision for this purpose for the current year is Rs. 885.00 lakh under Non-Plan. An amount of Rs.852.43 lakh towards contribution and rent of UNESCO office in New Delhi, has been released, so far, during this year.

Construction of a building for housing the office of UNESCO, New Delhi

India is responsible for providing free office accommodation to UNESCO in New Delhi. At present, it is housed in a rented building for which the Indian Government is paying Rs. 6.00 lakh per month from the financial year 2008-09, which

earlier was Rs. 4.00 lakhs per month. It has been decided to construct a building for housing the UNESCO Office in Chanakyapuri, New Delhi. The BE provision for this year is Rs. 1.00 crore, which has been transferred to Ministry of Urban Development. After obtaining of clearances from local bodies like Delhi Fire Office, Delhi Urban Arts Commission, NDMC, etc , the Standing Finance Committee has recommended construction of UNESCO House at an estimated cost of about Rs. 23,36,29,000/- and construction is expected to commence soon.

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.

India at UNESCO

General Conference at its 35th Session

The 35th session of the UNESCO General Conference held in Paris from 6th-23rd October 2009 brought together 3000 representatives from 193 Member States including eight Heads of State and Government and 260 Ministers and Deputy Ministers. The Indian delegation was led by Shri Kapil Sibal, Hon'ble Minister of Human Resource Development, whose statements in the General Policy Debate on 9th October 2009 and keynote address at the 1st session of the Plenary Ministerial Forum on "Investing out of the Crisis and Attaining International Development Goals" were reflected in many of the recommendations emanating from the Conference, such as launching of a programme by UNESCO entitled: "Teacher First" to restore the dignity of teaching profession, and programme entitled: "One Billion" targeting the

poorest people on globe who could benefit from UNESCO's programmes. In his keynote statement at General Policy Debate, Hon'ble Minister of Human Resource Development outlined efforts by Government of India to ensure access to quality education and skills development through the enactment of the historic Right of Children to Free and Compulsory Education Act 2009 and the re-launching of the National Literacy Mission with a focus on women called "Saakshar Bharat".

The most significant achievement from India's perspective was the adoption by consensus of India's proposal for the establishment of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development in New Delhi, India as a UNESCO Category-1 Institute. India had put forward this proposal in the name of the Father of the Indian nation, Mahatma Gandhi whose birthday on 2nd October is commemorated by the UN General Assembly as the International Day of Non-Violence. The Institute is the first to be established in the Asia Pacific Region and only the 3rd in a developing country.

The General Conference session was marked by the election of H.E. Ms. Irina Bokova, Ambassador/PR of Bulgaria, as Director-General of UNESCO to replace out-going DG Mr Koichiro Matsuura and the adoption of the Programme and Budget for biennium 2010-2011. Ms Bokova is the first woman and the first representative of Eastern Europe to be named to the post.

The Indian presence was strongly marked and influenced the deliberations of the two Round Tables namely "What education for the future? Lessons from the major international education conferences" and "Building stewardship for the Ocean: The contribution of UNESCO to responsible ocean governance". On behalf of 32 Ministers and 60 delegations, Ambassador/PR of India to UNESCO presented the conclusions and recommendations of the Ministerial Roundtable on Oceans at the Natural Sciences Commission. It was a singular honour for India and recognition of the important contribution of Indian delegation at

the Intergovernmental Oceanographic Commission (IOC) Roundtable and India's strong support to the IOC as well as Hon'ble Minister of Human Resource Development's contribution at the last session of the General Conference as Minister of Earth Sciences.

India's re-election to the Executive Board

India was re-elected as a member of the Executive Board where India has been continuously a Member since 1947. Our re-election was due to our high profile in UNESCO especially on issues of concern to developing countries, India's role as a bridge between North and South on key issues and our democratic, pluralistic, multi-cultural and secular credentials. Dr. Karan Singh was nominated by Government of India as India's representative to the Executive Board.

Elections to the Subsidiary Bodies/Organs

Asia-Pacific Regional Group (ASPAC) had entrusted to Ambassador/PR of India to UNESCO the sensitive task of chairing an open-ended Working Group on candidatures for the Subsidiary Organs, Committees and Commissions of the General Conference and which achieved a clean slate. Following the formal elections at the General Conference session, India was endorsed formally for the following Subsidiary Organs/ Committees:

- Headquarters Committee;
- Legal Committee;
- Man and Biosphere Programme (MAB);
- Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP);
- International Programme for the Development of Communication (IPDC);

India continues to be a member of International Bureau of Education (IBE) and Intergovernmental Bioethics Committee (IGBC).

As recommended by the 181st session of the Executive Board, General Conference also approved India's proposal concerning UNESCO's association with the celebration of 150th anniversary of the birth of Rabindranath Tagore in 2010-2011 and celebration of 100th anniversary of the birth of Mother Teresa in 2010. General Conference also approved resolution introduced by India, Benin and Chile on Agenda Item entitled: "Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal". This issue would be integrated into the programme of UNESCO.

181st, 182nd and 183rd Sessions of the Executive Board

The 181st session of the Executive Board was held in Paris from 14th -30th April 2009. One of its highlights from our perspective was the adoption by acclamation of agenda item "South-South Cooperation Programme/Fund in Education" which was inscribed by India in its capacity as Chairperson of the Steering Committee of the Fund along with 23 other cosponsors. The decision conformed that the governance mechanisms of the Fund were in place and called upon Member States to contribute to the Fund, noting that so far contributions have been only from developing countries. The Secretariat was also urged to develop a Fund Raising Strategy Agenda item. Another important initiative was the resolution on "The global economic and financial crisis and its effect on education' inscribed by the G-77 & China". It was negotiated by India as the Chairperson of the Steering Committee. The decision adopted called upon national governments to allocate adequate domestic resources to education and upon development partners to fulfill their previous pledges. Another highlight was the approval by acclamation of India's proposal for UNESCO to commemorate the 150th birth anniversary of Rabindranath Tagore and the 100th birth anniversary of Mother Teresa in 2010-2011. India's proposal to establish a Category-1 Institute entitled "Mahatma Gandhi Institute of Education

for Peace and Sustainable Development (MGIEP)" was officially handed over to DG UNESCO. DG was requested to conduct an urgent Feasibility Study of the proposal and include it in agenda of 182nd Board session so as to obtain approval at the 35th session of the General Conference.

At the 182nd session of the Executive Board held in Paris from 7th-23rd September 2009, Ms. Irina Bokova, Ambassador/PR of Bulgaria was elected as next Director General of UNESCO. Board also adopted by consensus and acclamation India's proposal for the establishment of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development as UNESCO-category-1 Institute. Board also adopted by consensus a decision cutting across all regional groups relating to " UNESCO's support to Auroville: An International Township". At the initiative of the Steering Committee of the South-South Cooperation Programme/Fund in Education chaired by India, Board also adopted a Fund raising strategy presented by DG, UNESCO and discussed the status report on on-going pilot projects. DG, UNESCO also allocated US \$ 100,000 from regular budget for implementation of decision adopted earlier on "Rabindranath Tagore, Pablo Neruda and Aime Cesaire for a Reconciled Universal".

During the 182nd session of the Executive Board, in an important side event, a bronze statue of Sri Aurobindo installed at UNESCO Headquarters premises, was unveiled by DG UNESCO in the presence of Dr. Karan Singh, in his capacity as President of the Auroville Foundation. DG UNESCO called installation of statue of Sri Aurobindo at UNESCO's Headquarters, as an apt symbol of the strong cooperation between India and UNESCO in our effort to build a more just and sustainable world. Following the unveiling ceremony, DG UNESCO inaugurated a cultural performance showcasing some of the cultural expressions rooted in India's rich heritage.

A one-day 183rd session of the Executive Board held on 23rd November 2009 was attended by Dr. Karan Singh, India's designated Member to the

Executive Board. Ms. Eleonora Mitrofanova, Ambassador/PR of Russian Federation was elected as Chairperson of the Executive Board. India was re-nominated to the Committee on Conventions and Recommendations (CRE) and Group of Experts on Financial and Administrative Matters.



DG, UNESCO, Mr. K. Matsuura's visit to India

At the invitation of Hon'ble Minister of Human Resource Development, Mr Koichiro Matsuura, outgoing Director-General of UNESCO, paid his fifth official visit to India from 10th - 11th November 2009. This was a special gesture as this was the last official visit of DG before demitting office on 15th November 2009. DG was Guest of Honour to participate in the celebrations of India's National Education Day to commemorate the achievements of India's first Union Minister of Education, Maulana Abdul Kalam Azad, a great freedom fighter and eminent Educationist in his own right. DG was conferred the distinction of Doctoris Honoris Causa by the National University of Educational Planning and Administration (NUEPA). DG together with the Chief Minister of Delhi launched the UNESCO Commemorative Medal Programme in India, designed to raise global awareness of the preservation of World Heritage sites through the sale of gold, silver and brass medals portraying views of outstanding sites from all over the world.

DG, UNESCO, Ms. Irina Bokova's visit to India

At the invitation of Hon'ble Minister of Human Resource Development, Ms Irina Bokova, DG UNESCO paid her first official visit to India from 11th -14th January 2010. This was the first major visit of DG UNESCO after assuming charge on 15th November 2009. She held fruitful discussions with Hon'ble Minister of Human Resource Development and Hon'ble Minister of External Affairs. Both re-affirmed India's readiness to collaborate closely with UNESCO.

DG sought India's support and expertise for ICT in education and teacher training. DG also delivered a keynote lecture on the occasion of the Silver Jubilee of the Indira Gandhi National Open University (IGNOU) where she described IGNOU as a living embodiment of the subject matter of her statement which was to build inclusive knowledge societies in a globalised world. DG also visited Auroville where she reiterated that Auroville's message of peace and humanism, reconciliation and developing sustainable lifestyles were top priorities for UNESCO. She visited Bengaluru and was deeply impressed by her visit to a Government school which was using ICT in education. She also visited the Indian Institute of Science as well as INFOSYS.

Major Programme I: Education

India played an important role in the major international Conferences on Education held during the year including UNESCO World Conference on Education for Sustainable Development, UNESCO World Conference on Higher Education and Sixth International Conference on Adult Education (CONFINTEA-VI). India participated substantively at the UNESCO World Conference on Education for Sustainable Development held in Bonn, Germany from 31st March to 2nd April 2009. India's report to the World Conference entitled "Towards a New Development Paradigm" brought out by the Ministry of Human Resource Development, was greatly appreciated.

The Bonn Declaration factored in important inputs made by India as well as the 'Ahmedabad Declaration' issued at the 4th International Conference on Environmental Education held in Ahmedabad in November 2007. India also participated in the associated exhibition. Our exhibits showcased India's achievements in the education for sustainable development.

Shri Kapil Sibal, Hon'ble Minister of Human Resource Development led the Indian delegation to the UNESCO World Conference on Higher Education 2009 held in Paris, from 5th-8th July 2009. Hon'ble Minister of Human Resource Development's key note address at the Plenary session on 8th July titled "Beyond Talk: What Action for Higher Education and Research?" was greatly appreciated. In his address, he highlighted that the three major issues of higher education in today's world, namely access, equity and quality need to be addressed in a holistic manner to ensure that our systems of higher education and research not only contribute to the development of the nation but also to the world by creation of a knowledge society, with values of sustainability, peace and development. HRM's suggestions were incorporated in the final Communiqué and were favourably commented upon by participating Ministers. Suggestions from India incorporated in the Communiqué include reference to South-South Cooperation in Education, the need to promote open and distance learning and to encourage access of women to higher education. At the initiative of the African Group, the Communiqué expressed deep appreciation for the support to higher education in Africa through new pledges made by India.

Ms. D. Purandeswari, Hon'ble Minister of State, Ministry of Human Resource Development also attended the Conference and delivered a speech in the Plenary session on "From 1998 to 2009 and Beyond: The New Dynamics of Higher Education and Research", since India had hosted in New Delhi the Sub-Regional Preparatory Conference of South, South-West and Central Asia Region on 25th-26th February 2009, which had issued the

New Delhi Declaration. These inputs and recommendations were factored into the final communiqué emanating from the Conference entitled "The New Dynamics of Higher Education and Research for Societal Change and Development".

Ms. D. Purandeswari, Hon'ble Minister of State, Ministry of Human Resource Development led the Indian delegation to the 6th International Conference on Adult Education held from 1st -4th December 2009 in Belem, Brazil and successfully highlighted the historic measures being taken by Government of India on Adult Literacy and in particular on the elimination of female illiteracy through Saakshar Bharat Mission. The Hon'ble Minister of State was a key note speaker in the panel on "Inclusion and Participation in Adult Education". She elaborated in detail the initiatives taken by India in bringing out an inclusive policy framework for learners in adult education. At the prestigious international workshop organised by Norway on the "Decision Maker's Dilemma: The Importance of Adult Literacy within Comprehensive Education Policies", she underlined India's inclusive agenda reaching out to marginalised section of society noting that India has increased six fold its allocation of resources to adult education and that India firmly believes that literacy means functionality and sensitisation beyond the three 'R's. As a member of the Drafting Committee, India played an important role in preparing the Belem Framework for Action which calls upon Governments to redouble efforts to meet adult literacy goals. The Hon'ble Minister of State also met with Princess Laurentien of the Netherlands, UNESCO's Special Envoy on Literacy for Development who acknowledged the great progress made by India on literacy issues despite its huge population. The Princess also acknowledged that India's functional and dynamic definition of literacy is more relevant than ever.

India also participated in the 10th Working Group Meeting on EFA held in Paris from 9-11 December 2009 to prepare recommendations for the 9th High Level Group Meeting on EFA to be held in Addis

Ababa from 23rd-25th February 2010. The meeting focused on "impact of economic and financial crisis on education" as well as "Marginalization". In our interventions, we highlighted the important Indian initiatives to achieve EFA (Education for All) and MDG (Millennium Development Goals) including the Mid-Day Meal Programme, the National Rural Employment Guarantee Scheme (NREGA), the Kasturba Gandhi Balika Vidyalaya Scheme and the Right to Free and Compulsory Education Bill 2009.

India is the Chairperson of the Steering Committee of the UNESCO South-South Programme/Fund in Education. India's contribution of USD 20,000 in 2007 kick-started the South-South Cooperation Programme/Fund in Education. To date, 9 developing countries including India have contributed USD 226,972 to the Fund. For the first time the UN South-South Cooperation Day was celebrated at UNESCO and a Round Table on "South-South Cooperation/Funding in Education: Challenges and Opportunities" chaired by India was organized on 17th December 2009.

Project "khabar lahiriya" of an Indian NGO 'Nirantar- A Centre for Gender and Education was among the winners of 2009 UNESCO International Literacy Prizes (King Sejong Literacy Prize). The award was presented jointly by Mrs. Laura Bush, Honorary Ambassador for the UN Literacy Decade and DG UNESCO on 8th September 2009, which was the International Literacy Day function.

Major Programme II & III: Natural Sciences and Social and Human Sciences

Man and Biosphere (MAB) Programme

India has been playing a key role in the evolution of UNESCO's Man and Biosphere Programme (MAB) since its inception. Nokrek Biosphere Reserve (Meghalaya), Similipal Biosphere Reserve (Orissa) and Pachmarhi Biosphere Reserve (Madhya Pradesh) were approved for inclusion in the World Network of Biosphere Reserves by the International Coordinating Council of Man and Biosphere Programme (MAB-ICCC) at its meeting

held from 25th -29th May 2009 in Jeju Islands, Republic of Korea. Out of 15 sites designated as Biosphere Reserves in India, 7 Biosphere Reserves have now been included in the World Network of Biosphere Reserves.

42nd session of the Executive Council of International Oceanographic Commission and 25th session of the IOC Assembly

At the 25th session of the IOC Assembly held in Paris from 16th -25th June 2009, India reiterated its proposal to set up an Indian Ocean Warning Centre (IOWC) Secretariat at INCOIS, Hyderabad. The proposed IOWC would be an integrated multi-hazard warning system to deal with multi-hazards such as Tsunami, storm surges, high waves, sea level rise and other hazards. India also hosted the sixth session of the Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System (ICG/IOTWS-VI) in April 2009 which discussed progress towards implementation of a network of Regional Tsunami Watch Provider (RTWPs) and initiatives being taken to address mitigation, preparedness as well as the many challenges faced such as data exchange, RTWP interoperability, risk assessment and community resilience. India again reiterated its offer to provide RTWP level-I services.

Regional Centre for Biotechnology Training and Education

The 2nd meeting (extra-ordinary) of Board of Governors of the Regional Centre for Biotechnology Training and Education in India (Category-2 institute under auspices of UNESCO) was held in Paris on 31st August 2009. Meeting took note of follow-up to operationalise the Centre. Land has been earmarked for the construction of a new building for the Centre and the programmes for the next academic year will be conducted from interim premises. The Centre would become a regional hub for interdisciplinary education and training in biotechnology with emphasis on novel education programmes relevant to industry, including bio-drug discovery science, nano-science & medicine, imaging techniques, designer crops,

bioengineering and biomaterials, intellectual property, technology transfer and regulation.

UNESCO Kalinga Prize for Popularization of Science

UNESCO-Kalinga Prize for popularization of Science was jointly awarded to Prof. Yash Pal from India and Prof. Trinh Xuan Thuan, Vietnam during the 4th World Science Forum held in Budapest in November 2009. The Kalinga award instituted by the Government of India and the State Government of Orissa in 1951 and administered since then by UNESCO, was awarded this year, after a gap of 3 years. This is the only UNESCO award in the area of popularization of science and many Kalinga Prize winners were later awarded Nobel Prize.

International Bioethics Committee(IBC) and the Inter-governmental Bioethics Committee (IGBC)

India is a member of the Intergovernmental Bioethics Committee (IGBC) and attended the 6th session of the Intergovernmental Bioethics Committee (IGBC) held at UNESCO Headquarters, Paris from 9th-10th July 2009. The meeting provided a useful perspective and orientation on international thinking on fundamentally important issues such as Human Cloning and International Governance. India is also represented on the International Bioethics Committee (IBC) by its expert, Professor H. Sharat Chandra who attended the 16th Ordinary session of the IBC held in Mexico City from 23rd-25th November 2009.

International Convention Against Doping in Sport

As host of the next Commonwealth Games, India has particular interest in the successful implementation of this Convention. India participated in the 2nd session of the Conference of States Parties to the International Convention against Doping in Sport held at UNESCO Headquarters in Paris from 26th-28th October 2009. India was elected to be a member of the Approval Committee to approve the project proposals submitted for its consideration for

utilization of the Fund for elimination of Doping in Sport. The Conference also adopted a list of substances and methods banned in sport so as to disseminate a list that is harmonized between States and sports organizations.

Major Programme IV: Culture

World Heritage Convention

As a State Party to the World Heritage Convention, India attended the 33rd session of the World Heritage Committee held in Seville, Spain from 2-10 July 2008. India's offer to host the meeting of the World Heritage Committee in 2012 to coincide with the 50th anniversary of the Convention and the 150th anniversary of the ASI was welcomed. Discussions with the Secretariat are on-going to organize this meeting in India.

The 17th session of the General Assembly of State Parties to the Convention concerning the Protection of the World Cultural and Natural Heritage was held in Paris from 23rd-28th October 2009. The 40th anniversary of the Convention in 2012 was substantively discussed. Several recommendations were made regarding the future of the Convention which inter-alia included continuation of the process of reflection addressing the relationship between Convention, conservation and sustainable development; credibility of public image of Convention, awareness raising and community involvement in the implementation of convention, capacity building for State Parties particularly developing countries, strategic management and the global strategy for a credible representative and balanced world heritage list and working relationship with other relevant Conventions and Programmes.

Convention on Intangible Cultural Heritage

The 4th session of Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage was held in Abu Dhabi from 28th September-2nd October 2009. 76 new elements were inscribed for the first time on the

Representative list of the Intangible Cultural heritage of Humanity including one from India, Ramman: religious festival and ritual theatre of the Garhwal Himalayas India. 3 Masterpieces from India:

- Kutiyattam, Sanskrit Theatre (2001);
- The Tradition of Vedic Chanting (2003);
- Ramlila - The Traditional Performance of the Ramayana (2005)

were also incorporated in the List. 12 elements proposed by State Parties were also inscribed in the List of Intangible Heritage in Need of Urgent Safeguarding which came into being in Abu Dhabi.

Extraordinary Session of the Intergovernmental Committee for the Promoting of the Return of Cultural Property to its Country of Origin

An Extraordinary Session of the Intergovernmental Committee for the Promoting of the Return of Cultural Property to its Country of Origin was held in Seoul, Republic of Korea from 25-28 November 2008. This meeting also commemorated the 30th anniversary of the establishment of the Committee. India has always taken a principled stand on the issue.

Underwater Cultural Heritage Convention

India participated as an observer at the 2nd meeting of States Parties to the Convention on the Protection of Underwater Cultural Heritage, held in Paris from 1st-3rd December 2009. 27 Member States have ratified the Convention so far, which came into force on 2nd January 2009. India volunteered to be a member of the Working Group established to revise the draft Operational Guidelines for implementation of the Convention. Conference also approved establishment of a Special Account for the "Underwater Cultural Heritage Fund" to receive voluntary contributions from State Parties to the Convention.

Convention for the Protection and Promotion of the Diversity of Cultural Expressions

India had participated actively in the drafting of Convention for the Protection and Promotion of

the Diversity of Cultural Expressions and was the 22nd country and first country from Asia Pacific region to ratify the Convention in December 2006. India participated in the 2nd Conference of State Parties held on 15th -16th June 2009 which adopted the Operational Guidelines for the implementation of the Convention. India played an important role in the Intergovernmental Committee meeting held on 7th-11th December 2009 in Paris which adopted a strategy for encouraging ratification of the Convention.

Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP)

India participated in the 15th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP) held in Paris from 11th-13th May 2009 which involved complex negotiations particularly on the Draft Rules of Mediation and Conciliation. A Sub-Committee was constituted to continue inter-sessional discussions on a draft text of Rules of Mediation and Conciliation which would present its work during the next session of the Committee. India along with China, Japan and Republic of Korea represented Asia Pacific region in the Sub-Committee which met in Paris from 18th-20th November 2009.

Major Programme V: Communication and Information

India has also made a voluntary annual contribution of US\$30,000/- to the International Programme for the Development of Communication (IPDC), an important UNESCO programme. Our contribution was much appreciated. India has now been elected by the General Conference to the Intergovernmental Council of the IPDC.

The International Programme for the Development of Communication (IPDC) is an

important UNESCO Programme where India's voluntary annual contribution of US\$ 30,000 is much appreciated. India also supports the Information For All Programme (IFAP) of UNESCO, which encompasses Information Literacy, Preservation of Information and Ethical, Legal and Societal implications of Information and Communications Technology (ICT). Government of India is working towards meeting the objective of universal access to Internet and to relevant digital content in local languages. India has been playing a proactive role in promoting use of multilingualism in cyberspace to various national and international agencies, which are promoting the cause of ICTs to bridge the digital divide universally. The Delhi University Library System (DULS), organized an International Conference on Academic Libraries (ICAL 2009) at University of Delhi Campus in Delhi from 5th-8th October, 2009 to identify the strengths and gaps in the academic library system, and to suggest new management models, mechanisms, policies, and national and international programmes for reshaping academic libraries into next generation libraries for the higher education. The Indian Institute of Management Kozhikode (IIMK) organized an International Workshop on Greenstone Digital Library Software from 23rd-28th November 2009 to facilitate creation of state-of-the-art digital libraries.

Miscellaneous

Host Country Agreement:

The Host Country Agreement between the Government of India and UNESCO for the UNESCO Cluster Office in Delhi was signed by Director General UNESCO and Ambassador/Permanent Representative of India to UNESCO on 21st September 2009. This was important for the establishment of our Category-I Institute on Education.

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 2095 people from 43 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 organisations 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 in 29th October 2008 for four years and comprises 9 members with Dr. Karan Singh as the Chairman of the Foundation.

According to the provisions of the Auroville Foundation Act, the 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 grants. Under Plan, an amount of Rs. 620.00 lakh and under Non Plan an amount of Rs.156.00 lakh have been allocated for the year 2009-10.

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 to researchers and other infrastructure works during the year.

International Cooperation

The International Cooperation Cell coordinates the work relating to bilateral and international collaboration in the Education sector and the formulation, implementation and monitoring of Educational Exchange Programmes (EEPs) with various countries with a view to giving a more focused attention to such bilateral collaboration. EEPs with Mongolia, Armenia, Israel, Guyana, Australia, Hungary, Myanmar, Syria, Tanzania, Uzbekistan, New Zealand, Portugal, France, Brazil, Thailand, Rwanda, Mexico, Afghanistan, Croatia, Ecuador, Sri Lanka, Saudi Arabia, China, South Africa, Ethiopia, Vietnam, Oman, Norway and Chile had been signed earlier. EEP with Kuwait has been signed during the year. In addition, a MoU on Education between India and European Commission has also been signed earlier. In addition MOUs for mutual recognition and equivalence of degrees, diplomas and other educational qualifications with several countries are also under consideration. Following Working Group meeting under EEP/ MoU were held during the current year:

1. 2nd JWG meeting between India and France held on 8-10 March 2009 at Paris, France
2. First JWG meeting under Educational Exchange Programme signed between India and Norway held on 13-14 August 2009 at Oslo, Norway.
3. First meeting of the three Sub-Working groups under EEP between India and Australia held in New Delhi on 7.10.2009.
4. First Joint Working Group meeting under EEP between India and Czech Republic held on 7th December 2009 at New Delhi.

The IC Cell also coordinates the Cooperation with SAARC, Commonwealth, and ASEAN as well as other bilateral/ multilateral cooperation programmes in the Education Sector.

Visit of Foreign Delegations

Visits by foreign delegations to India at the ministerial level with the objective of strengthening bilateral relations between India and other

countries are coordinated by the IC Cell. During the year, Ministerial level delegations from Australia, UK, Singapore, Scotland and USA visited India and have had fruitful exchange of views for further cooperation. Other important dignitaries from Australia and China also visited India in the recent past.

IC Cell also coordinates the visit of ministerial delegations from India to various countries. During the year, the IC Cell coordinated the following ministerial visits:

1. A five member delegation led by Hon'ble Minister for Human Resource Development visited Malaysia from 15-19 June 2009 to attend the 17th Conference of Commonwealth Education Ministers at Kuala Lumpur.
2. A three-member delegation led by Hon'ble Minister for Human Resource Development visited Germany from 25-29 June 2009 to attend the Lindau Nobel prize winners meeting at Lake Constance.
3. Hon'ble Minister of State (HRD) visited USA from 22-24 September 2009 to attend the Clinton Global Initiative (CGI) meeting at New York City.
4. A six member delegation led by Hon'ble Minister for Human Resource Development visited USA from 25-31 October 2009 for identifying areas of mutual interest for cooperation and further various initiatives for collaboration and institutional linkages in the field of higher education between the two countries.
5. Hon'ble Minister of State (HRD) visited UK and Cyprus from 26th October 2009 to 1st November 2009 to accompany H.E. The President of India.

FDI Proposals

The IC Cell also coordinates the examination of proposals received from the Foreign Investment Promotion Board (FIPB) and the Project Approval Board (PAB) in respect of the Education Sector.

16



Women Empowerment

Women Empowerment

294

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 also sets pace for sustainable growth of the economy. The principle of gender equity is enshrined in the Indian Constitution in its preamble, fundamental rights, fundamental duties and directive principles. Therefore, reducing the gender gap in higher education is a focus area of the Government.

There has been a phenomenal growth in enrolment of women students in higher education

in the country. From less than 10% of the total enrolment on the eve of independence, it has risen to 41.40% in the beginning of the academic year 2009-10.

The percentage of total enrolment of women is the highest in Goa (59%) and the lowest in Bihar (30%). In terms of absolute number of women enrolment, Uttar Pradesh tops the list of states with 8.0 lakh, followed by Maharashtra with 7.8 lakh.

The faculty-wise distribution of women enrolment at the beginning of academic year 2009-10 is as under:

S.No.	Faculty	Women Enrolment*	Percentage of total women enrolment
1.	Arts	2772580	49.08
2.	Science	1129255	19.99
3.	Commerce / Management	915719	16.21
4.	Education	180771	3.20
5.	Engineering / Technology	276806	4.90
6.	Medicine	202803	3.59
7.	Agriculture	15253	0.27
8.	Veterinary Science	4519	0.08
9.	Law	89256	1.58
10.	Others	62140	1.10
	TOTAL	5649102	100.00

* Provisional.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA), which covers all States and Union Territories and reaches out to an estimated 19.4 crore children in 12.3 lakh habitations in the country, is one of India's important social sector programmes for universalisation of elementary education. Its overall goals include universal access and

retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. With the enactment of the Right of Children to Free and Compulsory Education Act, 2009, the vision of Universalisation of Elementary Education (UEE) has acquired added significance because steps for achieving UEE will be as per legislative requirement.

Girls Education

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

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

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

Provision for girls under SSA:

- Availability of school at one km of each habitation at primary level and within a range of three km at upper primary level.
- Separate toilets for girls
- Back to school camps for out-of-school girls.
- Bridge courses for older girls.
- Recruitment of 50% women teachers.
- Early Childhood care and Education centers in/near School in convergence with Integrated Child Development Services (ICDS) programmes etc.
- Teachers' sensitive programmes to promote equitable learning opportunities.
- Gender-sensitive teaching-learning materials including textbooks.
- Intensive community mobilization efforts.
- "Innovation fund" per district for need based interventions for ensuring girls' attendance and retention.

National Programme for Girls Education at Elementary Level (NPEGEL):

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

Children become vulnerable to leaving school when they are not able to cope with the pace of learning in the class or feel neglected by teachers/peers in class. The scheme emphasizes the responsibility of teachers to recognize such girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out. Recognizing the need for support services to help girls with responsibilities with regard to fuel, fodder, water, sibling care and paid and unpaid work, provisions have been made for incentives that are decided locally based on needs,

and through the provision of ECCE, as child care for the two and three year old children. Gender sensitive teaching learning materials and additional subjects, like self-defense, life skills, legal rights, gender etc., have been provided in the scheme. Efforts have been made to ensure a supportive and gender sensitive classroom environment through systematic sensitization and monitoring the classroom.

NPEGEL works through village level women and community groups to follow up girls' enrolment, attendance and achievements. The community is engaged, in recommending village specific action based on their understanding of local issues.

At the cluster level, one school is developed into a resource hub for schools of the cluster. It is a repository of supplementary reading material, books, equipment, games, vocational training, and teacher training for gender, classes on additional subjects like self-defense and life skills. The resources can be used by all girls in the cluster and are often circulated to the schools in the clusters, by rotation. The model cluster school serves to inspire other schools in the cluster, to build a gender sensitive school and classroom environment, so that girls could graduate with self-confidence and self esteem.

Kasturba Gandhi Balika Vidyalaya

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

KGBV scheme very specifically targets

- Adolescent girls who are unable to go to regular schools.

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

The KGBV scheme provides for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.

Rashtriya Madhyamik Shiksha Abhiyan

This scheme was launched in March 2009 with the objective to enhance access to secondary education and improve its quality. The implementation of the scheme has begun from the current year, i.e., 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage within 5 years by providing a secondary school within a reasonable distance of any habitation. 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, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Scheme for construction and running of Girls' Hostel for students of Secondary & Higher Secondary Schools.

This is a new Centrally Sponsored Scheme launched in 2008-09 and being implemented from 2009-10 to set up Girls' Hostels with 100 seats in about 3,500 educationally backward blocks. The scheme has replaced the earlier NGO driven scheme for construction and running of Girls' Hostels for Students of Secondary and Higher Secondary Schools, under which assistance was provided to voluntary organization for running Girls' Hostels.

- The main objective of the revised scheme is to retain girl child in secondary school 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 14-18 studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme.
- Students passing out of KGBV will be given preference in admission in hostels.
- At least 50% of girls admitted will belong to SC, ST, OBC and Minority communities.
- Central Government will bear 90% of the recurring and non-recurring project cost and the remaining 10% is to be borne by the State Governments.
- The scheme is to be implemented by the State government societies established for implementation of the scheme.

Incentive to Girls for Secondary Education

The Government of India launched a Centrally Sponsored Scheme called "Incentive to Girls for Secondary Education" in 2008-09. According to the scheme, a sum of Rs.3,000/- will be deposited in the name of eligible girls as fixed deposit and she would be entitled to withdraw it along with the interest thereon on reaching 18 years of age and she should have already passed 10th class examination. The objective of the Scheme is to establish an enabling environment to reduce the dropouts and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention to the age group of 18 years. The scheme will cover,

- All girls belonging to SC/ST communities, who pass class VII;
- All girls who pass VIII examination from Kasturba Gandhi Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class XII in Government, Government-aided and local body schools.

University Grants Commission (UGC)

It has always been a constant endeavour of the Government to frame different schemes and projects to ensure larger participation and enrolment of women. The University Grants Commission (UGC), a premier apex body governing university education have launched a number of schemes to achieve gender equity. Such schemes being run by UGC are 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.

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 @ Rs.2,000/- p.m. for 20 months.

Construction of Women's Hostels for Colleges

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 at large, 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 Rs.40 lakhs to Rs.80 lakh whereas it is Rs.80 lakh to Rs.120 lakh in the case colleges in metropolitan cities depending on the size of women enrolment in the college.

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 by establishing them as statutory departments in the university system, as also to facilitate their own capacity to net work 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. Currently, there are 51 centres in Universities and 16 centres in Colleges in the country. The pattern of assistance is Rs.25 lakh for Universities and Rs.15 lakh for Colleges in Phase-I; Rs.40 lakh for Universities and Rs.25 lakh for Colleges in Phase-II; and Rs.60 lakh for Universities and Rs.40 lakh for Colleges in Phase-III. All the centres set up prior to XI Plan period will be reviewed after the completion of third year. It also envisaged that 30 new centres in Universities and 20 centres in colleges are to be started each year of XI Plan.

Capacity Building for Women Managers in Higher Education:

The overall goal is to facilitate the constituencies of women faculty, administrators and staff within the higher education system to increase the participation of women in higher education management for better gender balance, to sensitize the higher education system through policies and procedures which recognize women equity and diversity and to involve the women capable of becoming administrators for the qualitative development of higher education. During XI Plan, the following three approaches are being followed:



- To offer training programmes focused on increasing their sensitivities to issues concerning women becoming managers.
- To make it a movement of women rather than only a scheme like any other.
- To involve Vice-Chancellors of the Universities or Principals of the concerned Colleges for the development of programme.

The capacity building is through activities like sensitization/awareness/ motivation workshops, development and distribution of resource material, research stimulation workshops,

management skill workshops etc. All Universities, colleges and departments/centres are eligible to make proposals to UGC. The pattern of financial assistance for entire plan period is as under:

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

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 Rs.8,000/- p.m. The Associateship also carries a contingency grant of Rs.10,000/- p.a. for full tenure of 5 years and Departmental Assistance @10% of the Associateship.

SCHEME-WISE RELEASE OF FUNDS DURING THE FINANCIAL YEAR 2009-10 BY UNIVERSITY GRANTS COMMISSION

(As on 31st December, 2009)

S.No.	Name of the Scheme	Amount Released (Rs. in Crore)
1.	Indira Gandhi Scholarship for Single Girl Child for Pursuing Higher & Technical Education.	0.49
2.	Construction of Women's Hostels for Colleges.	161.67
3.	Development of Women's studies in Universities & Colleges.	2.08
4.	Capacity building for Women Managers in Higher Education.	1.56
5.	Post-Doctoral Fellowships for Women.	0.99

17



Persons with Disabilities

National Policy on Education, 1986 as modified in 1992 lays special emphasis on education of Persons with Disability. 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. To achieve the objective, the following steps are to be taken:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iii) Adequate arrangements will be made to give vocational training to the disabled.
- iv) Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, had been enacted under Article 253 of the Constitution read with item No. 13 of the Union List. The Act inter-alia has provisions for free education till the disabled children attain the age of 18 years; to promote the integration of students with disabilities in the normal schools to equip the special School for children with disabilities with vocational training facilities.

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.

SSA provides integrated and inclusive education to all children with special needs. This includes education through schools, open schools, non-formal and alternative schools, distance education and learning and special schools. Wherever necessary, home based education, remedial teaching, part time classes, community based rehabilitation (CBR) and vocational education are also provided.



Components

- SSA provides financial support up to Rs.1,200/- per child for integration of disabled children, as per specific proposals, per year.
- Interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.
- Residential bridge courses are also provided with the main objective of preparing children with special needs for schools, thereby ensuring better quality inclusion.

- Home-based education is provided for children with severe profound disabilities.

Identification and enrolment

Household surveys and special surveys have been conducted by all States to identify children with special needs. 28.52 lakh children with special needs have been identified. 23.17 lakh children with special needs (81.25% of those identified) are enrolled in schools. Further 91,058 children with special needs are being covered through EGS/AIE in 19 states/ UTs and 1,13,755 children with special needs are being provided home-based education in 25 States/ UTs. In all 88.43 % of the identified children with special needs in 2008-09 have been covered through various strategies.

Barrier-free access

Making schools barrier free to easy access to children with special needs is incorporated in the SSA framework. Till now 6.48 lakh schools (56.37%) have been provided with barrier free access.

Teacher Training & Resource Support

- 25.97 lakh teachers have been provided training through regular teacher training programmes, which include a 2-3 day capsule on inclusive education.



- 18.63 lakh teachers have been provided 3-5 days additional training for better orientation to Inclusive Education.

- 93,470 teachers have been trained in 26 States with Rehabilitation Council of India for 90 days and act as Resource Persons in districts/blocks
- 29 States have appointed 9,310 resource teachers and 1000 NGOs are involved in the programme in 29 States.
- 12.67 lakh (71.29%) children with special needs have been provided assistive devices.

Provision of aids and appliances

Many children with special needs are not able to attend school for lack of essential aids and appliances. Required aids and appliances are being provided to these children in convergence with the Ministry of Social Justice and Empowerment. Besides this, charitable organizations, NGOs, Corporate Sector, etc. are also providing assistance.

NGO involvement

1000 NGOs across 29 States are involved in providing support to inclusive education. These include Arushi in MP, Spastics Society of Eastern India, Kolkatta, Sri Ramkrishna Mission Vidyapith, Coimbatore, National Association for Blind, Mumbai and other renowned NGOs. NGOs also provide technical assistance for planning of inclusive education, awareness generation, community mobilization, early detection, identification and assessment of children with special needs and preparation of individualised educational plan, development of training materials, manpower development, with a special focus on in-service teacher training and training of key resource persons and provision of essential assistive devices (aids & appliances)

Outcomes

- better identification: From 6.83 lakh children with special needs identified in 2002-03, the number of children with special needs has increased to 28.52 lakh in 2008-09.
- higher Enrolment: From 5.66 lakh children with special needs enrolled in schools in

2002-03, the enrolment of children with special needs stands at 23.17 lakh (2008-09). Coverage of children with special needs through regular schools, AIE and home-based education today stands at 88.43%.

Higher Education

The Department of Higher Education through various organisations, like UGC, Central Universities, AICTE have taken several initiatives to promote the higher/professional education among the persons with disability. These initiatives can be categorized into (i) providing enabling environment, (ii) human resource development, and (iii) promotion of the higher education for persons with disability. Important Programmes/Schemes initiated by the UGC, AICTE and various central educational institutions are given below :

Integrated Scheme for differently-abled persons

Teacher preparation in Special Education (TEPSE) Scheme.

- To launch special education teacher preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings.
- The scheme provides financial assistance to offer B.Ed and M.Ed degree courses with specialization in one of the disability area.



Higher Education for Persons with Special Needs (HEPSN)

- To create an environment at the higher education institutions including Universities to enrich higher education learning experiences of differently abled persons.
- To create awareness about the capabilities of differently abled persons.
- To construct facilities aimed at improving accessibility, purchase of equipment to enrich learning.
- There are three components of the scheme,
 - Establishing of Enabling Units for Differently abled person;
 - Providing Access to Differently abled persons;
 - Providing Special Equipment to augment Educational Services for Differently abled persons.

Visually - Challenged Teachers.

- The scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a reader by using teaching and learning aids by way or providing Reader's Allowance and funds for purchase of Braille books recorded materials, etc.

Tuition Fee Waiver Scheme for Physically Handicapped Meritorious Students

- **Applicability**
 - The proposed scheme is applicable to the students of all AICTE approved technical institutions offering :
 - Bachelors programmes in Engineering, Pharmacy, HMCT, Architecture and Applied Arts and Crafts.
 - Diploma Programmes of three years duration in all disciplines.

- **Amount of Waiver**
 - The Waiver is limited to the tuition fee as approved by the State Level Fee Committee for self-financing institution and by the Government for Government and Government aided institution.
- **Incentive to the institutions**
 - The AICTE allows 10% additional intake over and above the sanctioned intake under this category.
 - The students of Kendriya Vidyalaya who are suffering from the disability as defined in The Persons with Disabilities (Equal Opportunities, protection of Rights and Full participation) Act, 1995 are exempted from payment of Vidyalaya Vikas Nidhi and tuition fee from 1.10.2009.
 - As per the Approval Process Handbook, January, 2008 of AICTE, all institutions are required to provide a barrier free environment.
- Facilities for Cassette recorders for blind students.
- UGC has issued circulars to all Universities, which inter-alia include the following :-
 - Relaxation of 5% marks i.e. from 55% to 50% at master's level and graduate level under the terms of "Good academic record" at par with SC/ST candidate to physically and visually handicapped candidates for appointment as Principal, Professor, Reader, Lecturer, Registrar, Deputy Registrar, Assistant Registrar, Librarian, Deputy Librarian, Assistant Librarian etc.
- UGC has approved establishment of Disability Monitoring Unit in UGC office.

Relaxations provided by the UGC to Persons with Disabilities in the NET Examination

- Relaxation of 5% marks for NET admission.
- Relaxation of 5 years in age limit for Junior Research Fellowship.
- 5% relaxation in marks while deciding cut off marks.
- 3% reservation for the award of JRF.
- Relaxation in the NET Examination fee.
- 30 minutes extra time for Paper-I & Paper-II and 45 minutes for Paper-III.
- Providing the services of a writer, if they are not in a position to write the papers.

Summary of the Guidelines in respect of Persons with Disability issued by the UGC to Universities and Colleges

- Employment of physically handicapped in teaching posts.
- 3% reservation for the persons with disabilities in the appointment of Lecturers and in admissions of all courses.
- 5% relaxation in marks at master's level for physically handicapped for appearing in NET examination.
- Relaxations in upper age limit upto 5 years to persons with disabilities in admissions.
- Directions to follow the provisions of Disability Act. 1995.
- Circulars regarding Department of Disabilities Studies and taking steps to make the institutions barrier free.
- 5% marks relaxation in post graduate 1st year for physically challenged awardee under the scheme of Indira Gandhi Post Graduate Scholarship for single girl child.

Upgradation of existing Polytechnics to integrate the physically challenged persons

This Scheme has been formulated with aim to integrate physically disabled persons into maintaining at Technical and Vocational Education. 50 existing polytechnics have been selected for upgradation. 1250 disabled students will be registered for diploma level course every year. 5000 disabled students will be enrolled for short term technical and vocational courses.

In the light of provisions of PWD Act, 1995 and Government directives, central educational institutions have provided the following basic facilities to the persons with disability:

- (i) Developing of barrier free infrastructure, like ramps/lifts/toilets.
- (ii) Resources rooms have been set up which provide Braille books, Talking books, IT facilities like computer, Braille printer with suitable software and other required equipments.
- (iii) Programmes and Courses namely B.Ed. (Special Education), M.Ed. (special Education) are offered by various Universities.

Kashmir Government Polytechnic, Srinagar is one of the Polytechnic among 50 Institutes in the country under MHRD (Ministry of Human Resource Development, Government of India, New Delhi) which imparts Vocational and Technical Education to Persons with Disabilities (PWD). The Polytechnic has introduced the scheme from the year 2001-2002.

Under this scheme, the Institute is providing Formal as well as Non-formal Vocational and Technical Education to Persons with Disabilities.

Training Record

Programme	Hearing Impaired	Visually Impaired	Orthopaedically Handicapped	Mentally Retarded	Grand Total
Formal	92	26	378	18	514
Non Formal	24	18	130	06	178

The scholarship @ Rs. 250/- per month is given to every student. Further the traveling allowance @ Rs. 200/- per month is given for day scholars.

These programmes are aimed at promoting services for people with disabilities so that they are encouraged to become financially independent and productive members through opportunities in education, vocational and technical training, medical and socio-economic rehabilitation.

The Details of the Programmes are given as under :

Formal Programmes: The 3 years diploma for 10th pass student in (i) Civil Engineering, (ii) Mechanical Engineering, (iii) Electronics & Communication Engineering, (iv) Electrical Engineering and (v) Computer Engineering.

Non-Formal Programmes: 3/6 months Vocational Skill Development Training Programmes for persons of all age in (i) Basic Operating Course in Computers, (ii) Tally, (iii) Mobile Repairing, (iv) Cutting & Tailoring for Ladies, (v) Cutting & Tailoring for Gents, (vi) Transformer Fabrication, (vii) Video Shooting and Editing, (viii) Screen Painting & Denting, (ix) Radio and TV Repairing, (x) Mehandi Art, (xi) Commercial Art, (xii) Embroidery Work, (xiii) Aari Work, (xiv) Basket Making, (xv) Book Binding, (xvi) Candle Making, (xvii) Knitting, (xviii) Motor Winding, (xix) Bag Making and (xx) House Wiring.

Books/Uniform allowance is Rs. 3000/- per year per student and Rs. 1000/- per month is given to every student residing in hostel.



Annexures

Annexure-1

State wise details of MS organization and activities:

	Expenditure performance by MS States																	
	Andhra Pradesh		Assam		Bihar		Goa		Jharkhand		Karnataka		Kerala		Uttar Pradesh		Uttarakhand	
	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009	Upto 31st March, 2009	Upto 30th Sept., 2009
Debitors	14	9	13	13	7	7	9	11	12	14	3	3	17	17	6	6	6	6
Blocks	86	84*	71	71	39	38	54	62	51	53	9	9	60	62	21	21	21	21
Villages	3621	2499	5564	5518	2123	2203	3998	4098	2798	2860	2387	2387	4668	4871	2377	2377	2377	2377
No. of Sanghas	2712	3320	3923	3927	1809	1900	6230	6295	4945	4659	570	570	4668	4776	2387	2471	2471	2471
No. of Sangha members	117535	146991	114471	127108	39371	42666	126728	127103	74625	78970	19600	21600	101507	108526	49149	49164	49164	49164
No. of Federations	26	20	6	6	7	7	13	13	39	39	0	0	20	21	8	8	8	8
No. of women trained	48251	119482	36269	36349	9245	15596	14761	15466	37586	54207	19600	21600	19026	22030	12487	167504	167504	167504
No. of Kshatri Sanghas	1115	1082	1289	1260	376	437	909	924	1368	1512	570	587	504	601	480	492	492	492
No. members of National Sanghas	28861	29138	34490	32696	6306	7304	15167	12792	34084	37481	17100	17440	10080	11380	7392	7649	7649	7649
No. of Panchayats	17	9	22	22	4	4	9	11	4	4	5	7	15	15	6	6	6	6
No. of Panchayats covered	11	11	6	6	27	28	11	11	37	39	29	29	18	18	9	15	15	15
No. of KGBVs covered	0	0	67	67	11	11	0	0	29	29	0	0	33	33	0	0	0	0
No. of IPFCEL Centres	96	55	963	963	0	0	0	0	108	108	0	0	140	148	586	586	586	586

State-wise No. of DIETs, CTEs & IASEs sanctioned and functional

Sl. No.	State/UT	No. of Distts	Number of DIETs/CTEs/ IASEs Sanctioned			Number of DIETs/CTEs/ IASEs Functional		
			DIETs/DRCs	CTEs	IASEs	DIETs/DRCs	CTEs	IASEs
1	Andhra Pradesh	23	23	8	2	23	8	2
2.	Arunachal Pradesh	15	11	0	0	11	0	0
3.	Assam	23	23	8	2	18	8	2
4.	Bihar	37	24	6	0	24	4	0
5.	Chhattisgarh	16	16	1	1	12	1	1
6.	Goa	2	1	0	0	1	0	0
7.	Gujarat	25	26	8	2	26	8	2
8.	Haryana	19	19	0	1	19	0	1
9.	Himachal Pradesh	12	12	1	0	12	1	0
10.	Jammu & Kashmir	14	14	2	0	14	2	0
11.	Jharkhand	22	22	1	0	19	1	0
12	Karnataka	27	27	9	2	27	9	2
13	Kerala	14	14	3	1	14	3	1
14	Madhya Pradesh	45	45	6	3	38	6	2
15	Maharashtra	35	34	12	2	29	12	2
16	Manipur	9	9	1	0	9	1	0
17	Meghalaya	7	7	2	0	7	2	0
18	Mizoram	8	8	0	1	8	0	1
19	Nagaland	8	8	1	0	6	1	0
20	Orissa	30	30	10	2	30	10	2
21	Punjab	17	17	2	1	12	2	1
22	Rajasthan	32	32	9	2	30	9	2
23	Sikkim	4	3	0	0	1	0	0
24	Tamil Nadu	30	29	5	2	29	5	2
25	Tripura	4	4	1	0	4	1	0
26	Uttar Pradesh	70	70	3	3	70	3	3
27	Uttrakhand	13	13	3	1	13	3	1
28	West Bengal	18	18	4	2	16	4	2
29	A & N Islands	2	1	0	0	1	0	0
30.	Delhi	9	9	0	2	9	0	2
31	Pondicherry	4	1	0	0	1	0	0
32.	Lakshadweep	1	1	0	0	1	0	0
33	Daman & Diu	2	0	0	0	0	0	0
34	Dadra & Nagar Haveli	1	0	0	0	0	0	0
35	Chandigarh	1	0	0	0	0	0	0
	Total	599	571	106	32	534	104	31

Annexure-3

State-wise details of Interventions recommended under RMSA (upto 27.1.2010)

S.No.	Name of State	New/Upgraded School	Strengthening of existing schools/Inservice Teachers' Training							Inservice Teachers' Training	
			Additional Classroom	Science Lab	Lab Equipment	Computer Room	Art/ Craft/ Culture Room	Library	Separate Toilet Blk./ Drinking water facility		
1,	Chhattisgarh	218	0	0	0	0	0	0	0	0	16500
2,	Kerala	60	0	0	0	0	0	0	0	0	54554
3,	Mizoram	23	0	0	0	0	0	0	0	0	2438
4,	Punjab	70	0	0	0	0	0	0	0	0	10000
5,	Rajasthan	0	0	0	0	0	0	0	0	0	15000
6,	TamilNadu	200	0	0	0	0	0	0	0	0	15000
7,	Uttar Pradesh	254	0	0	0	0	0	0	0	0	13708
8,	West Bengal	38	192	96	96	96	96	0	96	39	1256
9,	Sikkim	0	50	41	61	0	0	0	36	40	936
10,	Assam	0	0	0	0	0	0	0	0	0	9432
11,	Madhya Pradesh	341	1970	746	460	469	498	457	1071	7950	7950
12,	Jammu & Kashmir	69	158	79	79	79	79	79	360	14136	14136
13,	Orissa	300	0	0	0	0	0	0	0	0	32577
14,	Andaman & Nicobar Island	0	0	0	0	0	0	0	0	0	0
15,	Karnataka	80	1861	846	0	660	788	860	870	5000	5000
16,	Nagaland	35	100	100	0	95	0	132	0	1493	1493
17,	Goa	0	0	0	0	0	0	0	74	200	200
18,	Gujarat	0	133	57	143	58	79	63	143	947	947

S.No.	Name of State	New/ Upgraded School	Strengthening of existing schools/Inservice Teachers' Training										Inservice Teachers' Training
			Additional Classroom	Science Lab	Lab Equipment	Computer Room	Art/ Craft/ Culture Room	Library	Separate Toilet Blk./ Drinking water facility				
19,	Lakshdweep	4	16	8	8	5	11	11	11	22	202		
20,	Andhra Pradesh	0	3312	1656	1656	1656	1656	1656	1656	1656	50000		
21,	Manipur	44	202	128	128	165	224	224	95	224	3051		
22,	Tripura	0	159	97	97	97	97	97	97	141	2300		
23,	Maharashtra	0	0	0	0	0	0	0	0	120	5000		
24,	Himachal Pradesh	69	0	0	0	0	0	0	0	0	3000		
25,	Uttarakhand	23	137	75	808	55	41	41	69	202	3502		
26,	Jharkhand	300	48	24	24	24	24	24	24	24	350		
27,	Haryana	0	0	0	0	0	0	0	0	0	0		
28,	Component wise												
	Total	2128	8338	3953	3560	3459	3497	3675	4986	268532			

Annexure - 4

312

State-wise details of fund released for preparatory activities under RMSA scheme (as on 18.01.2010)

S No.	State	Funds released (Central Share)- Rs in lakh
1	Mizoram	80.00
2	Chattisgarh	180.00
3	Punjab	200.00
4	Uttar Pradesh	710.00
5	Himachal Pradesh	120.00
6	Madhya Pradesh	500.00
7	Tripura	40.00
8	Kerala	140.00
9	Arunachal Pradesh	160.00
10	Meghalaya	80.00
11	Gujarat	270.00
12	Tamil Nadu	300.00
13	Rajasthan	320.00
14	Andhra Pradesh	230.00
15	Karnataka	330.00
16	Uttarakhand	130.00
17	Manipur	90.00
18	Goa	20.00
19	Sikkim	40.00
20	Jammu & Kashmir	220.00
21	West Bengal	200.00
22	Puducherry (UT)	32.00
23	Assam	235.00
24	Maharashtra	350.00
25	Orissa	300.00
26	Bihar	292.65
27	Chandigarh	10.00
28	Dadra & Nagar Haveli	10.00
29	Daman & Diu	20.00
30	Jharkhand	169.20
31	Andaman & Nicobar Islands	17.19
32	Haryana	148.05
33	Nagaland	93.06
	Total	6037.15

List of Educationally Backward Blocks where Model Schools have been sanctioned

S No.	District	Block
Madhya Pradesh		
1	Ashok Nagar	Mungaoli
2	Ashok Nagar	Eshagarh
3	Bhopal	Berasia
4	Burhanpur	Khaknar
5	Burhanpur	Burhanpur
6	Chhatarpur	Gaurihar
7	Chhatarpur	Bijawar
8	Chhatarpur	Buxwaha
9	Chhindwara	Tamia
10	Chhindwara	Amarwada
11	Chhindwara	Parasia
12	Chhindwara	Jamai
13	Gwalior	Bhitarwar
14	Gwalior	Ghatigaon
15	Harda	Khirkiya
16	Hoshangabad	Sohagpur
17	Hoshangabad	Babai
18	Hoshangabad	Bankhedi
19	Jabalpur	Shahpura
20	Khandwa	Harsud
21	Khandwa	Pamdhana
22	Khandwa	Baladi (Killod)
23	Panna	Panna
24	Panna	Pawai
25	Sagar	Banda
26	Sagar	Bina
27	Sagar	Khurai
28	Sagar	Malthon
29	Sagar	Shahgarh
30	Vidisha	Basoda
31	Vidisha	Nataran
32	Vidisha	Sirong
33	Vidisha	Latari
Mizoram		
34	Aizawl	LUNGSEN

S No.	District	Block
Punjab		
35	Bathinda	Sangat
36	Bathinda	Talwandi Sabo
37	Bathinda	Mandi Phul West / Maur
38	Ferozepur	Kuhian Sarver
39	Ferozepur	Abohar
40	Ferozepur	Fazilka
41	Ferozepur	Jalalabad
42	Ferozepur	Mamdot
43	Ferozepur	Ferozepur
44	Ferozepur	Mansa
45	Ferozepur	Budlads-I / Bhikhi
46	Mansa	Budlads-Ii At Bareta / Budlada
47	Mansa	Jhunir-I
48	Mansa	Jhunir-Ii At Sardulgarh
49	Muktsar	Lambi
50	Muktsar	Muktsar
51	Patiala	Samana-I /Samana-I at Patran
52	Sangrur	Lehra Gaga
53	Sangrur	Anndana
54	Sangrur	Saunam
55	Tarn Taran	Valtoha
Tamil Nadu		
56	Cuddalore	Nallur
57	Cuddalore	Panruti
58	Dharmapuri	Pennagaram
59	Krishnagiri	Shoolagiri
60	Krishnagiri	Kelamangalam
61	Erode	Ammappatti
62	Erode	Nambiyur
63	Erode	Moolanur
64	Karur	Kadavoor
65	Namakkal	Kollihills
66	Salem	Edappadi
67	Salem	Kadyampatti
68	Salem	Konganapuram
69	Sivaganga	S. Pudur
70	Villupuram	Thiyagadurgam
71	Villupuram	Rishivandhiyam
72	Villupuram	Kallakurichi
73	Villupuram	Thirukoilur
Karnataka		
74	Belgaum (south)	Ramadurg

S No.	District	Block
75	Belgaum (south)	Parsgad (Soudatti)
76	Bagalkote	Bilagi
77	Bagalkote	Mudhol
78	Bagalkote	Bagalkote
79	Bagalkote	Badami
80	Bagalkote	Hungund
81	Bijapur	Bijapur
82	Bijapur	Sindhagi
83	Bijapur	B.Bagewadi
84	Bijapur	Muddebihal
85	Bijapur	Indi
86	Gulbarga	Aland
87	Gulbarga	Afzapur
88	Gulbarga	Gulbarga
89	Gulbarga	Chincholi
90	Gulbarga	Chitapur
91	Bidar	Basavakalyan
92	Bidar	Bidar
93	Bidar	Humnabad
94	Bidar	Aurad
95	Raichur	Lingasur
96	Raichur	Devadurga
97	Raichur	Manvi
98	Raichur	Raichur
99	Raichur	Sindhanur
100	Koppal	Yelburga
101	Koppal	Kustagi
102	Koppal	Gangavthi
103	Koppal	Koppal
104	Gadag	Rona
105	Gadag	Mundargi
106	Dharwad	Dharwad
107	Dharwad	Kalghatagi
108	Bellary	H.Bommanahalli
109	Bellary	Hospet
110	Bellary	Siraguppa
111	Bellary	Bellary
112	Bellary	Sandur
113	Bellary	Kudiligi
114	Chitradurga	Molkalmur
115	Chitradurga	Challakere
116	Davanegere	Harapanahalli
117	Tumkur	Pavagada
118	Kolar	Gudibende

S No.	District	Block
119	Kolar	Bagepalli
120	Kolar	Chintamani
121	Kolar	Srinivasapur
122	Kolar	Bangarpet
123	Kolar	Mulebagilu
124	Kolar	Gouribidanur
125	Ramanagar	Channaptna
126	Ramanagar	Kanakapura
127	Hassan	Holenarasipur
128	Mysore	K.R.Nagar
129	Mysore	Hunsur
130	Mysore	Mysore
131	Mysore	Heggadadevankote
132	Mysore	Nanjangud
133	Mysore	T.Narasipur
134	Chamarajanager	Gundlapet
135	Chamarajnager	Chamarajnager
136	Chamajanager	Yealndur
137	Chamarajanger	Kollegal
138	Mandya	Panavapur
139	Mandya	Mallavalli
140	Chikkodi	Gokak
141	Chikkodi	Rayabag
142	Yadgir	Sedam
143	Yadgir	Shahpur
144	Yadgir	Surpur
145	Yadgir	Yadgir
146	Bagalkote	JamaKhandi
147	Gulbarga	Jevargi
Tamil Nadu		
148	Bilaspur	Lormi
149	Bijapur	Bhopal Pattnem
150	Dantewada	Chhindgarh
151	Dantewada	Gidam
152	Dantewada	Kuakonda
153	Dantewada	Sukma
154	Bijapur	Usoor
155	Durg	Bemetara
156	Raigarh	Dharamjaigarh
157	Surguja	Bataoli
158	Surguja	Bhaiyathan
159	Surguja	Kusmi
160	Surguja	Lakhanpur
161	Surguja	Lundra

S No.	District	Block
162	Surguja	Mainpat
163	Surguja	Odgi
164	Surguja	Pratappur
165	Surguja	Rajpur
166	Surguja	Ramchandrapur
167	Surguja	Sitapur

Annexure - 6

318

List of Educationally Backward Blocks where Girls' Hostels have been sanctioned

S No.	District	Block
Tamil Nadu		
1.	Ariyalur	Ariyalur
2.	Cuddalore	Nallur
3.		Mangalore
4.		Panruti
5.	Dharmapuri	Pennagaram
6.		Kariamangalam
7.		Palacode
8.	Krishnagiri	Shoolagiri
9.		Veppanahalli
10.		Kelamangalam
11.		Thaly
12.	Erode	Ammapet
13.		Anthiyur
14.		Kundadam
15.		Nambiyur
16.		Moolanur
17.		Sathiyamangalam
18.		Thalavadi
19.	Karur	Kadavoor
20.	Namakkal	Kollihills
21.		Mallasamudram
22.	Perambalur	Veppur
23.	Salem	Edappadi
24.		Kadyampatti
25.		Kolathur
26.		Konganapuram
27.		M. Chavadi
28.		Yercad
29.		Nangavalli
30.		Sankari
31.		Veerapandi
32.		Panaimarathupatti
33.		Pethanaickenpalayma
34.		Tharamanagalam
35.		Sivaganga S. Pudur
36.		Thiruvannamalai Jawadhu Hills
37.		Villupuram Thiyagadurgam

S No.	District	Block
38.		Ulundurpet
39.		Thirunavalur
40.		Thiruvannainallur
41.		Rshivandhiyam
42.		Kallakurichi
43.		Kalrayan Hills
44.		Thirukoilur
Punjab		
1.	Bathinda	Sangat
2.		Talwandi Sabo
3.		Mandi Phul West/Maur
4.	Ferozpur	Khuhian Sarver
5.		Abohar
6.		Fazilka
7.		Jalalabad
8.		Mamdot
9.		Ferozpur
10.	Mansa	Mansa
11.		Budlada-I/Bhikhi
12.		Budlada-II at Bareta
13.		Jhunir-I
14.		Jhunir-II at Sardulgarh
15.	Muktsar	Lambi
16.		Muktsar
17.	Patiala	Samana-I/Patran
18.	Sangrur	Lehra Gaga
19.		Anndana
20.		Saunam
21.	Tarn Taran	Valtoha
Rajasthan		
1.	Jaipur	Phagi
2.	Alwar	Kishangarh
3.	Dausa	Mahwa
4.	Bharatpur	Sever
5.	Dholpur	Basedi
6.	Sawai Madhopur	Bonli
7.	Karoli	Sapotara
8.	Ajmer	Bhinay
9.	Tonk	Uniarra
10.	Bhilwara	Hurda
11.	Nagaur	KuchamanCity
12.	Jhalawar	Dug
13.	Baran	Shahbad

S No.	District	Block
14.	Jodhpur	Balesar
15.	Barmer	Shiv
16.	Jaisalmer	Sankada
17.	Pali	Bali
18.	Sirohi	Sirohi
19.	Jalor	Sanchor
20.	Udaipur	Mawali
21.	Rajsamand	Railmagara
22.	Banswara	Kushalgarh
23.	Chittorgarh	Chittorgarh
24.	Dungarpur	Bichhiwara
25.	Bikaner	Pugal
26.	Hanumangarh	Tibbi
27.	Churu	Sardar Shahar

Rajasthan

1.	Ashoknagar	Ashoknagar
2.	Ashoknagar	Chenderi
3.	Ashoknagar	Mungowali
4.	Ashoknagar	Ishagarh
5.	Burhanpur	Burhanpur
6.	Burhanpur	Khaknar
7.	Chhatarpur	Buxwaha
8.	Chhatarpur	Nowgong
9.	Chhatarpur	Gaurihar
10.	Chhatarpur	Bijawar
11.	Chhindwara	Tamia
12.	Chhindwara	Parasia
13.	Chhindwara	Harrai
14.	Gwalior	Bhitarwar
15.	Gwalior	Dabra
16.	Gwalior	Ghatigawn
17.	Gwalior	Morar
18.	Jabalpur	Kundam
19.	Khandwa	Pandhana
20.	Khandwa	Khalwa
21.	Khandwa	Harsud
22.	Panna	Panna
23.	Sagar	Banda
24.	Sagar	Malthone
25.	Sagar	Shahgarh
26.	Sagar	Bina
27.	Vidhisa	Basoda
28.	Vidhisa	Nateran
29.	Vidhisa	Lateri
30.	Vidhisa	Sironj

S No.	District	Block
Chhattisgarh		
1.	Baster	Baster
2.		Jagdapur
3.		Kondagaon
4.		Makadi
5.		Pharasaon
6.		Tonkapal
7.	Narayanpur	Abjhmad (Orchha) Part
8.	Bijapur	Usur
9.		Bhairamgarh
10.		Bijapur
11.	Dantewara	Chhindgarh
12.		Dantewada
13.		Geedan
14.		Kuwakonda
15.	Kawardha	Pandariya
16.	Koriya	Khadgawan
17.	Raipur	Deobhog
18.		Mainpur
19.	Surguja	Ambikapur
20.		Batauli
21.		Bhaiyathan
22.		Kusmi
23.		Lakhanpur
24.		Lundra
25.		Mainpat
26.		Odgi
27.		Pratappur
28.		Rajpur
29.		Ramchandrapur (Ramanujanj)
30.		Sitapur
31.		Surajpur
32.		Udaipur
33.		Wadrafnagar
34.	Bastar	Baderajpur
35.		Bakawand
36.		Keshkal
37.		Bastanar (Bade Kilepal)
38.		Darbha
39.		Lohandiguda
40.	Bijapur	Bhopalpatnam
41.	Bilaspur	Bilha
42.		Gourela
43.		Kota
44.		Marwahi
45.		Masturi

S No.	District	Block
46.	Mungeli	
47.	Patharia	
48.	Pendra (Gourela II)	
49.	Takhatpur	
50.	Dantewara	Geedam
51.		Konta
52.	Durg	Bemetara
53.	Janjgir-Champa	Pamgarh
54.	Jashpur	Pathalgaon
55.		Kansabel
56.		Bagicha
57.	Kabirdham	Bodla
58.		Kawardha
59.		Pandariya/ Dullapur
60.	Korba	Korba
61.		Kartala
62.		Katghora
63.		Pali
64.		Pondiuprora
65.	Korea	Manendragarh
66.		Bharatpur
67.	Narayanpur	Narayanpur
68.	Raigarh	Lailunga
69.		Dharmjaigarh
70.	Raipur	Bilaigarh
71.		Kasdol
72.		Baloda Bazar
73.		Bhatapara
74.	South Baster Dantewada	Sukma
Himachal Pradesh		
1.	Chamba	Salooni
2.	Chamba	Tissa
3.	Chamba	Mehla
4.	Chamba	Pangi
5.	Sirmour	Shillai
Arunachal Pradesh		
1.	Tawang	Tawang
2.	Papum Pare	Sagalee
3.	Kurung Kumney	Palin Yangte
4.	Upper Subansiri	Dumporijo
5.	West Siang	Mechuka
Mizoram		
1.	Lunglei	Lungsen

S No.	District	Block
Karnataka		
1.	Bidar	Humnabad
2.	Bidar	Bidar
3.	Bidar	BasavaKalyana
4.	Bidar	Aurad
5.	Bijapura	MuddeBihal
6.	Bijapura	Sindigi
7.	Bijapura	Basavanabagewadi
8.	Bijapura	Bijapur
9.	Bijapura	Indi
10.	Koppal	Kustagi
11.	Koppal	Koppal
12.	Koppal	Yelburga
13.	Koppal	Gangavati
14.	Bagalkote	Hungunda
15.	Bagalkote	Bagalkote
16.	Bagalkote	Badami
17.	Bagalkote	Bilagi
18.	Bagalkote	Mudhol
19.	Bagalkote	Jamakhandi
20.	Ballery	Bellary
21.	Ballery	Siruguppa
22.	Ballery	Sandur
23.	Ballery	Kudligi
24.	Ballery	HagariBommanaHalli
25.	Ballery	Hospete
26.	Davanagere	Harapanahalli
27.	Dharwad	Kalghatagi
28.	Dharwad	Atnavar(Dharwad)
29.	Gulburga	Jevargi
30.	Gulburga	Chincholi
31.	Gulburga	Alanda
32.	Gulburga	Gulbarga
33.	Gulburga	Afzalpura
34.	Gulburga	Chittapura
35.	Yadgiri	Surpura
36.	Yadgiri	Yadgir
37.	Yadgiri	Sedum
38.	Yadgiri	Shahpura
39.	Raichuru	Lingasguru
40.	Raichuru	Sindhanur
41.	Raichuru	Rayachuru
42.	Raichuru	Devadurga
43.	Raichuru	Manvi
44.	Belagaum	Parasgad (Soudatti)
45.	Belagaum	Ramdurga

S No.	District	Block
46.	Chikkodi	Gokak
47.	Chikkodi	Raybag
48.	Chitradurga	Molakalmuru
49.	Chitradurga	Challakere
50.	Gadag	Rona
51.	Gadag	Mundaragi
52.	Hassan	HoleNarasipura
53.	Kolar	GudiBande
54.	Kolar	Mulabagilu
55.	Kolar	Srinivasapura
56.	Kolar	Bagepalli
57.	Kolar	Bangarapeta
58.	Kolar	Chintamani
59.	Kolar	Gouribidanuru
60.	Madhugiri	Pavagada
61.	Mysore	Krishnarajanagar
62.	Ramanagar	Chennapatna

Annexure-7

325

Statement showing States/UTs wise schools sanctioned under the Centrally Sponsored Scheme of ICT in Schools during 2009-10.

(as on 15.12.2009)

S.No.	States/UTs	School sanctioned for coverage	Mode of implementation
1.	Arunachal Pradesh	55	Outright Purchase
2	Chhattisgarh	1100	BOOT Model
3	Gujarat	2730	BOOT Model
4	Haryana	1000	BOOT Model
5	Jammu & Kashmir	200	Outright Purchase
6	Madhya Pradesh	1000	BOOT Model
7	Manipur	130	Outright Purchase
8	Meghalaya	100	Outright Purchase
9.	Punjab	870	BOOT Model
10.	Tamil Nadu	1880	Outright Purchase
11	Uttarakhand	500	BOOT Model
	Total	9565	

(2365 Schools sanctioned under Outright Purchase and 7200 Schools on BOOT Model)

Annexure-8

326

Statement showing States/UTs wise fund released under the Centrally sponsored Scheme of ICT in Schools during 2009-10.

(as on 15.12.2009)

S. No.	States/UTs	Amount released (Rs. in lakh)
1.	A&N Islands	17.25
2.	Goa	432.00
3.	Kerala	3016.00
4.	Maharashtra	1000.00
5.	Manipur	391.95
6.	Mizoram	301.50
7.	Nagaland	41.26
8.	Punjab	4305.00
9.	Rajasthan	2300.00
10.	Tamil Nadu	318.73
	Total	12123.69

Statement-1: Total Number of Recognised Institutions in India 2007-08 (Provisional)

S.No.	States/UTs	Primary/ Junior Basic Schools	Middle/ Senior Basic Schools	High Schools/ Higher Secondary/ Intermediate/ Pre-Degree/ Junior Colleges	Degree and above level (2006-07)		Universities/ Deemed Universities/ Institutions of National Importance
					Colleges for General Education	Colleges for Professional Education*	
1	Andhra Pradesh	62464	17957	20969	1674	1051	1189
2	Arunachal Pradesh	1561	664	260	10	7	7
3	Assam	30094	11347	5881	348	66	95
4	Bihar	45980	16245	3746	800	63	227
5	Chhattisgarh	34034	14066	4226	334	57	114
6	Goa	1253	422	457	23	20	25
7	Gujarat	17443	23927	8328	535	552	625
8	Haryana	13602	3196	6095	168	151	164
9	Himachal Pradesh	11517	5009	2964	110	72	115
10	Jammu & Kashmir	13369	5202	1498	65	155	178
11	Jharkhand	18941	7878	1280	113	44	70
12	Karnataka	28871	27570	15261	462	823	970
13	Kerala	6802	3042	3859	189	303	335
14	Madhya Pradesh	98463	38107	9672	712	337	486
15	Maharashtra	42467	26863	20337	1018	972	1405
16	Manipur	2563	769	804	58	11	17
17	Meghalaya	6618	2259	774	58	5	8
18	Mizoram	1700	1081	581	22	5	6
19	Nagaland	1662	465	406	42	7	31
20	Orissa	49765	20013	9434	700	124	237
21	Punjab	13238	1477	4110	232	228	243
22	Rajasthan	55361	34211	13667	812	244	413
23	Sikkim	772	221	164	5	7	11
24	Tamil Nadu	29364	8629	7572	693	869	1066
25	Tripura	2151	1021	713	14	7	11
26	Uttar Pradesh	127247	42204	15518	1676	426	1049
27	Uttarakhand	15356	4263	2362	107	53	113
28	West Bengal	49913	1283	8640	375	236	283
29	A&N Islands	226	64	44	3	3	3
30	Chandigarh	30	11	126	12	14	15
31	D&N Haveli	174	108	44	0	0	0
32	Daman & Diu	50	24	28	1	3	3
33	Delhi	2569	640	1768	68	71	97
34	Lakshadweep	21	4	13	2	1	1
35	Puducherry	309	112	261	17	37	41
	INDIA	785950	320354	171862	11458	7024	9653

Source: For School Education, "Abstracts of Statistics of School Education, 2007-08"

For Higher Education, "Abstract of Statistics of Higher and Technical Education, 2006-07"

*- Professional Educational includes Engineering, Technical, Arch., Medical, Teacher Training Colleges and Polytechnics.

Statement 2: Enrolment by Stages 2007-08 as on 30-09-2007 (Provisional)

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Secondary (Classes IX-X)			Hr.Sec./Pre-Degree (Classes XI-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	3640320	3533217	7173537	1947310	1838892	3786202	1063713	974428	2038141	813304	617268	1430572
2	Arunachal Pradesh	106223	93255	199478	39506	33523	73029	17659	15160	32819	10130	7447	17577
3	Assam	2124046	2069821	4193867	752185	756383	1508568	357695	281553	639248	116706	69779	186485
4	Bihar	7026049	5386266	12412315	1971897	1325894	3297791	813240	451351	1264591	319199	174507	493706
5	Chhattisgarh	1683745	1550598	3234343	741271	640977	1382248	260414	198627	459041	141911	89326	231237
6	Goa	64250	58843	123093	34988	29794	64782	19207	18591	37798	13391	13523	26914
7	Gujarat	3777926	2909933	6687859	1509160	1095569	2604729	766946	523817	1290763	360858	264266	625124
8	Haryana	1185645	1048075	2233720	632088	531555	1163643	341742	283639	625381	256083	190647	446730
9	Himachal Pradesh	347637	311942	659579	224073	200583	424656	131428	117855	249283	88731	72577	161308
10	Jammu & Kashmir	602094	532434	1134528	270245	209091	479936	124314	94894	219208	80100	64125	144225
11	Jharkhand	2785633	2678635	5464268	673074	582330	1255404	220609	144593	365202	29115	18514	47629
12	Karnataka	2885736	2710964	5596700	1554686	1441561	2996247	808755	743692	1552447	504787	463202	967989
13	Kerala	1261582	1214747	2476329	835670	778185	1613855	514873	503482	1018355	48670	47809	96479
14	Madhya Pradesh	6280352	5765239	12045591	2531434	2147685	4679119	1128877	688936	1817813	666916	397004	1063920
15	Maharashtra	5476467	4881587	10358054	2872632	2525387	5398019	1586947	1353364	2940311	1076114	821159	1897273
16	Manipur	192064	179312	371376	77617	69978	147595	40048	38717	78765	13870	10934	24804
17	Meghalaya	288251	276462	564713	88078	92388	180466	28011	29544	57555	5331	5840	11171
18	Mizoram	77954	73023	150977	27849	26483	54332	13999	13889	27888	6098	5664	11762
19	Nagaland	113801	106003	219804	46104	44122	90226	16073	15927	32000	11175	9459	20634
20	Orissa	2318229	2197078	4515307	1034671	923996	1958667	473329	404209	877538	288145	215733	503878
21	Punjab	1219632	1054368	2274000	589484	490718	1080202	262655	233278	495933	191847	151603	343450
22	Rajasthan	4883948	4177165	9061113	2250440	1503605	3754045	1045666	557817	1603483	478617	230969	709586
23	Sikkim	42171	40821	82992	14507	16859	31366	5767	5867	11634	3362	3583	6945

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Statement 2: Enrolment by Stages 2007-08 as on 30-09-2007 (Provisional)

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Secondary (Classes IX-X)			Hr.Sec./Pre-Degree (Classes XI-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	Tamil Nadu	3122300	2924831	6047131	1932515	1777446	3709961	1057914	1005098	2063012	597058	658453	1255511
25	Tripura	250018	235219	485237	105504	100361	205865	47955	44833	92788	26394	20599	46993
26	Uttar Pradesh	13228067	12604091	25832158	5158258	4189349	9347607	3339349	2387823	5727172	2122888	1484305	3607193
27	Uttarakhand	617407	585049	1202456	296423	276472	572895	190577	147885	338462	93534	87816	181350
28	West Bengal	4817610	4646120	9463730	1918288	1888973	3807261	948809	774732	1723541	572137	419405	991542
29	A&N Islands	18811	17826	36637	11769	10679	22448	6882	6293	13175	3886	3841	7727
30	Chandigarh	44019	35781	79800	24804	20034	44838	13925	11169	25094	13713	11522	25235
31	D&N Haveli	20785	19194	39979	8699	6134	14833	3650	2455	6105	2289	1308	3597
32	Daman & Diu	8763	7550	16313	4580	3840	8420	2374	2392	4766	1439	1287	2726
33	Delhi	896591	777969	1674560	509189	446244	955433	239817	209583	449400	174342	151093	325435
34	Lakshadweep	3737	3507	7244	2275	2083	4358	1313	1178	2491	1012	1034	2046
35	Puducherry	57255	53919	111174	36184	33239	69423	20905	20346	41251	11944	13543	25487
	INDIA	7146911864760844	136229962	3072745726060412	3072745726060412	567878691591543712307017	567878691591543712307017	28222454	28222454	9145096	6799144	15944240	

Statement 3: Gross Enrolment Ratio (All Categories of Students) in the age group 6-11, 11-14 and 14-18 years during 2007-08 as on 30-09-2007 (Provisional)

S.No.	States/UTs	Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)			Classes IX-XII (14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	95.3	95.7	95.5	77.9	76.5	77.3	54.3	48.6	51.5
2	Arunachal Pradesh	149.0	136.6	143.0	100.9	87.7	94.4	52.4	46.1	49.4
3	Assam	129.3	130.1	129.7	73.4	76.9	75.1	35.1	27.7	31.5
4	Bihar	114.5	93.6	104.4	53.1	38.8	46.2	24.2	15.1	19.9
5	Chhattisgarh	128.8	122.2	125.5	95.2	84.4	89.8	39.5	29.5	34.6
6	Goa	131.1	127.9	129.6	92.1	85.1	88.7	58.2	58.4	58.3
7	Gujarat	130.3	114.6	123.0	85.3	70.2	78.2	47.2	37.4	42.6
8	Haryana	87.6	93.8	90.4	75.4	76.1	75.7	52.3	49.4	51.0
9	Himachal Pradesh	111.7	111.7	111.7	115.4	113.1	114.3	81.6	76.5	79.1
10	Jammu & Kashmir	105.7	100.6	103.2	73.0	60.2	66.8	39.1	32.4	35.8
11	Jharkhand	153.6	154.2	153.9	60.6	54.9	57.9	17.2	12.1	14.8
12	Karnataka	107.2	105.0	106.1	91.5	89.0	90.2	55.3	53.7	54.5
13	Kerala	91.6	93.0	92.3	101.6	98.5	100.1	49.9	50.5	50.2
14	Madhya Pradesh	154.5	152.3	153.4	104.2	95.5	100.0	56.3	37.9	47.6
15	Maharashtra	103.5	100.0	101.8	88.5	85.0	86.8	59.0	53.6	56.5
16	Manipur	176.0	170.3	173.2	107.6	100.9	104.3	52.3	49.6	51.0
17	Meghalaya	193.5	189.5	191.5	99.7	107.0	103.3	28.5	31.3	29.9
18	Mizoram	169.7	164.3	167.1	88.5	86.8	87.7	45.7	45.5	45.6
19	Nagaland	92.5	92.5	92.5	58.9	61.3	60.1	22.7	23.3	23.0
20	Orissa	116.9	117.1	117.0	82.8	77.3	80.1	45.6	38.6	42.2
21	Punjab	93.5	92.0	92.8	70.3	67.6	69.1	38.8	40.3	39.4

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S.No.	States/UTs	Classes I-V(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
22	Rajasthan	121.4	114.9	118.3	92.8	68.7	81.4	49.1	28.6	39.4
23	Sikkim	149.3	146.7	148.0	67.6	81.9	74.6	32.6	33.8	33.2
24	Tamil Nadu	116.4	115.9	116.1	114.3	111.0	112.7	70.0	74.1	72.0
25	Tripura	149.4	146.2	147.8	88.0	87.6	87.8	46.2	43.6	44.9
26	Uttar Pradesh	111.0	116.6	113.7	71.1	64.2	67.8	57.9	47.0	52.9
27	Uttarakhand	114.4	125.2	119.4	91.2	94.6	92.8	70.1	59.3	64.8
28	West Bengal	113.3	112.5	112.9	70.2	72.3	71.2	40.7	34.0	37.5
29	A&N Islands	99.0	104.9	101.8	107.0	97.1	102.0	51.3	53.3	52.3
30	Chandigarh	102.4	89.5	96.1	82.7	80.1	81.5	60.1	61.3	60.6
31	D&N Haveli	173.2	174.5	173.8	108.7	87.6	98.9	59.4	37.6	48.5
32	Daman & Diu	146.1	125.8	135.9	114.5	96.0	105.3	63.6	92.0	74.9
33	Delhi	108.3	110.1	109.1	97.5	102.4	99.7	56.3	58.0	57.1
34	Lakshadweep	62.3	58.5	60.4	56.9	52.1	54.5	38.8	55.3	45.4
35	Puducherry	154.7	134.8	144.4	120.6	103.9	112.0	82.1	80.7	81.4
	INDIA	115.9	113.2	114.6	80.6	74.1	77.5	49.2	41.4	45.5

Statement 4: Enrolment by Statges (Scheduled Caste Students) 2007-08 as on 30-09-2007 (Provisional)

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pny (Classes VI-VIII)			Secondary (Classes IX-X)			Hr.Sec./Pre-Degree (Classes XI-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	689936	675744	1365680	368071	344867	712938	195783	178008	373791	155122	118261	273383
2	Arunachal Pradesh	0	0	0	0	0	0	0	0	0	0	0	0
3	Assam	197155	190487	387642	82910	81224	164134	47515	41250	88765	16549	10503	27052
4	Bihar	1183191	830708	2013899	288733	165512	454245	95630	44969	140599	29113	10521	39634
5	Chhattisgarh	239430	205454	444884	105204	84936	190140	37244	26321	63565	20172	11827	31999
6	Goa	1449	1373	2822	755	691	1446	288	292	580	141	158	299
7	Gujarat	235731	205547	441278	112565	85329	197894	61582	40082	101664	33276	22443	55719
8	Haryana	334789	306838	641627	139914	122117	262031	64924	50840	115764	37157	26658	63815
9	Himachal Pradesh	97744	91798	189542	59408	54990	114398	28685	26136	54821	16623	12728	29351
10	Jammu & Kashmir	47723	40500	88223	24429	20744	45173	11095	9458	20553	5169	4590	9759
11	Jharkhand	437955	408727	846682	90886	72641	163527	29480	16551	46031	1884	1004	2888
12	Karnataka	566078	531961	1098039	292279	260715	552994	136264	121411	257675	88879	72318	161197
13	Kerala	131593	124586	256179	84978	77644	162622	48096	47351	95447	2503	2944	5447
14	Madhya Pradesh	795916	811640	1607556	274153	238084	512237	226232	125429	351661	99700	54560	154260
15	Maharashtra	796326	734447	1530773	414757	371309	786066	235820	197456	433276	149778	95032	244810
16	Manipur	4854	4397	9251	2888	2651	5539	1625	1531	3156	433	328	761
17	Meghalaya	1637	1393	3030	1294	1035	2329	584	552	1136	107	152	259
18	Mizoram	158	129	287	95	89	184	79	72	151	46	44	90
19	Nagaland	0	0	0	0	0	0	0	0	0	0	0	0
20	Orissa	456401	438622	895023	195056	173704	368760	73121	60080	133201	24047	15348	39395
21	Punjab	581891.7861	527193.2695	1109085.056	225130	194388	419518	87863	74647	162510	48786	36730	85516
22	Rajasthan	984268	835889	1820157	395845	250900	646745	165178	78693	243871	66001	26478	92479
23	Sikkim	3052	2913	5965	855	956	1811	265	263	528	149	157	306

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pr'y (Classes VI-VIII)			Secondary (Classes IX-X)			Hr.Sec./Pre-Degree (Classes XI-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	Tamil Nadu	783309	744887	1528196	484404	453413	937817	253319	247538	500857	97746	138265	236011
25	Tripura	46679	44884	91563	21976	22057	44033	9438	9172	18610	5461	4043	9504
26	Uttar Pradesh	3528000	3350000	6878000	978000	908000	1886000	332065	223103	555168	173417	105614	279031
27	Uttarakhand	160296	153050	313346	73638	64580	138218	29095	18676	47771	13854	7872	21726
28	West Bengal	1300895	1239070	2539965	529922	487588	1017510	211851	175178	387029	102016	74341	176357
29	A&N Islands	0	0	0	0	0	0	0	0	0	0	0	0
30	Chandigarh	3432	3059	6491	1905	1912	3817	742	720	1462	257	279	536
31	D&N Haveli	315	285	600	177	181	358	89	88	177	66	57	123
32	Daman & Diu	383	307	690	242	203	445	176	147	323	83	79	162
33	Delhi	110971	88026	198997	49725	49274	98999	23501	23114	46615	17145	13243	30388
34	Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
35	Puducherry	10308	10067	20375	6637	6436	13073	3836	3850	7686	1878	1953	3831
	INDIA	13731865.79	12603981.27	26335847.06	5306831	4598170	9905001	2411465	1842978	4254443	1207558	868530	2076088

Source: "Abstracts of Statistics of School Education, 2007-08"

Statement 5: Gross Enrolment Ratio (SC Students) in the age group 6-11, 11-14 and 14-18 years during 2007-08 as on 30-09-2007 (Provisional)

S.No.	States/UTs	Classes I-V(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	105.5	106.7	106.1	83.0	80.3	81.7	59.1	53.4	56.4
2	Arunachal Pradesh	-	-	-	-	-	-	-	-	-
3	Assam	151.8	150.7	151.2	108.1	100.2	103.9	66.7	56.9	61.9
4	Bihar	106.9	77.4	92.8	49.2	30.8	40.7	15.6	7.7	11.9
5	Chhattisgarh	192.7	212.7	202.5	132.6	122.5	127.7	60.3	41.0	51.1
6	Goa	137.2	135.2	136.2	79.8	86.1	82.8	35.9	35.1	35.5
7	Gujarat	160.2	158.7	159.5	106.0	90.5	98.7	50.1	37.1	44.0
8	Haryana	108.4	116.1	111.9	85.5	89.1	87.1	40.3	36.6	38.7
9	Himachal Pradesh	123.7	125.3	124.5	111.8	111.3	111.6	67.8	63.9	65.9
10	Jammu & Kashmir	120.0	112.8	116.6	83.2	75.6	77.9	39.9	35.8	37.9
11	Jharkhand	156.4	136.4	146.6	64.3	45.1	55.1	18.5	12.3	15.7
12	Karnataka	118.1	114.5	116.3	95.8	90.1	93.0	52.2	48.7	50.6
13	Kerala	109.6	108.5	109.1	107.9	102.5	105.2	65.7	74.3	70.0
14	Madhya Pradesh	167.6	165.2	166.4	113.5	101.5	107.9	58.5	39.9	50.2
15	Maharashtra	158.3	149.8	154.2	136.7	133.3	135.1	76.9	68.8	73.2
16	Manipur	168.2	161.1	164.7	156.7	151.8	154.3	89.7	77.6	83.7
17	Meghalaya	-	-	-	-	-	-	-	-	-
18	Mizoram	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-
20	Orissa	137.2	136.3	136.7	89.5	77.6	83.7	34.7	27.1	31.0
21	Punjab	111.1	109.3	110.2	82.7	81.5	82.1	35.0	33.8	34.5
22	Rajasthan	136.1	129.5	133.0	89.4	58.9	75.0	36.6	18.9	28.6

S.No.	States/UTs	Classes I-V(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	197.4	194.8	149.2	75.6	78.0	76.8	22.2	21.7	22.0
24	Tamil Nadu	135.5	137.6	136.5	87.5	85.2	86.4	73.1	76.8	74.9
25	Tripura	169.6	162.7	166.2	99.0	102.3	100.6	44.1	36.5	40.5
26	Uttar Pradesh	139.0	93.7	117.5	70.4	30.3	51.7	35.3	9.5	23.3
27	Uttarakhand	148.4	161.6	154.6	119.5	117.9	118.8	54.2	37.0	46.1
28	West Bengal	125.4	119.6	122.6	74.7	62.9	68.9	33.3	29.0	31.3
29	A&N Islands	-	-	-	-	-	-	-	-	-
30	Chandigarh	48.3	42.4	46.1	40.2	42.4	42.7	21.7	21.8	21.7
31	D&N Haveli	198.5	157.9	177.5	110.8	151.2	128.4	64.9	53.2	59.6
32	Daman & Diu	195.9	168.1	182.1	128.4	104.3	116.1	141.6	103.3	120.8
33	Delhi	73.0	69.2	71.2	48.2	58.1	52.9	24.7	29.2	26.8
34	Lakshadweep	-	-	-	-	-	-	-	-	-
35	Puducherry	151.6	135.7	143.3	119.1	104.4	111.5	71.6	70.5	71.0
	INDIA	132.3	116.7	124.9	84.1	67.7	76.3	44.0	33.3	39.0

Source: "Abstracts of Statistics of School Education, 2007-08"

Statement 6: Enrolment by Statges (Scheduled Tribes Students) 2007-08 as on 30-09-2007 (Provisional)

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Secondary (Classes IX-X)			Hr.Sec./Pre-Degree (Classes XI-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	382779	355844	738623	158802	129034	287836	72853	56919	129772	59849	34828	94677
2	Arunachal Pradesh	77782	69481	147263	27917	24219	52136	12238	10741	22979	6662	5082	11744
3	Assam	320155	310282	630437	131744	125947	257691	67012	48506	115518	18833	11649	30482
4	Bihar	82367	54528	136895	16640	10547	27187	5492	2745	8237	4300	1584	5884
5	Chhattisgarh	551763	470917	1022680	242924	194902	437826	85341	60095	145436	46490	27117	73607
6	Goa	4526	4105	8631	3011	2685	5696	1642	1600	3242	476	517	993
7	Gujarat	604550	512704	1117254	187435	154204	341639	87043	67019	154062	39056	29862	68918
8	Haryana	0	0	0	0	0	0	0	0	0	0	0	0
9	Himachal Pradesh	19211	18118	37329	12532	11298	23830	6305	5352	11657	4500	3322	7822
10	Jammu & Kashmir	78292	67030	145322	27850	18083	45933	10052	7174	17226	3527	3302	6829
11	Jharkhand	884217	836201	1720418	179412	148799	328211	56631	40456	97087	7019	4523	11542
12	Karnataka	221233	207659	428892	113293	99676	212969	52013	42927	94940	31211	22242	53453
13	Kerala	21703	20391	42094	10442	9967	20409	4782	4776	9558	229	216	445
14	Madhya Pradesh	1303984	1269212	2573196	335447	274804	610251	132653	75228	207881	69836	35698	105534
15	Maharashtra	667970	601041	1269011	279236	231341	510577	111086	73488	184574	58328	33667	91995
16	Manipur	69565	61503	131068	20884	17548	38432	10506	8838	19344	2691	2183	4874
17	Meghalaya	243372	222631	466003	66700	71315	138015	23151	26085	49236	4032	4756	8788
18	Mizoram	77796	72894	150690	27754	26394	54148	13920	13817	27737	6052	5620	11672
19	Nagaland	107526	99190	206716	43593	40310	83903	15585	15356	30941	10269	9227	19496
20	Orissa	639338	610648	1249986	193073	153227	346300	63482	46042	109524	24227	16658	40885
21	Punjab	0	0	0	0	0	0	0	0	0	0	0	0
22	Rajasthan	713674	613260	1326934	282635	178581	461216	121233	62091	183324	46976	18860	65836
23	Sikkim	15293	15473	30766	5133	6347	11480	1961	2277	4238	1167	1356	2523

S.No.	States/UTs	Primary/Jr. Basic (Classes I-V)			Middle/Upper Pry (Classes VI-VIII)			Sec./Hr.Sec./Pre-Degree (Classes IX-XII)			Higher Education		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	Tamil Nadu	55986	51009	106995	22807	18941	41748	5877	7322	13199	4092	3252	7344
25	Tripura	104908	96417	201325	36003	29927	65930	15086	12589	27675	6095	4127	10222
26	Uttar Pradesh	83000	77000	160000	23000	20000	43000	9896	5622	15518	5011	2957	7968
27	Uttarakhand	24910	24678	49588	12639	11806	24445	5596	4669	10265	3540	2420	5960
28	West Bengal	327871	309018	636889	106474	88469	194943	48710	28126	76836	11080	13469	24549
29	A&N Islands	1451	1266	2717	876	802	1678	535	476	1011	286	383	669
30	Chandigarh	31	25	56	1	28	29	2	4	6	2	5	7
31	D&N Haveli	13796	13318	27114	5817	3938	9755	2557	1486	4043	1563	719	2282
32	Daman & Diu	1066	938	2004	599	461	1060	254	242	496	125	121	246
33	Delhi	4546	4024	8570	1949	1716	3665	953	856	1809	787	782	1569
34	Lakshadweep	3737	3507	7244	2275	2083	4358	1313	1178	2491	1012	1034	2046
35	Puducherry	0	0	0	0	0	0	0	0	0	0	0	0
	INDIA	7708398	7074312	14782710	2578897	2107399	4686296	1045760	734102	1779862	479323	301538	780861

Statement 7: Gross Enrolment Ratio (ST Students) in the age group 6-11, 11-14 and 14-18 years during 2007-08 as on 30-09-2007 (Provisional)

S.No.	States/UTs	Classes I-VI(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	102.83	101.63	102.25	81.54	75.14	78.62	57.65	41.95	50.34
2	Arunachal Pradesh	152.94	137.15	145.14	95.72	81.54	88.61	51.63	41.03	46.43
3	Assam	95.02	100.88	97.84	84.38	78.55	81.56	47.28	32.87	40.05
4	Bihar	115.01	78.48	97.26	40.08	31.80	36.35	21.43	11.58	16.87
5	Chhattisgarh	135.76	129.76	132.79	80.71	69.19	75.00	31.28	20.08	25.72
6	Goa	-	-	-	-	-	-	-	-	-
7	Gujarat	136.73	124.14	130.65	70.80	63.95	67.53	37.73	30.31	34.21
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	147.12	144.88	146.02	145.43	136.65	141.17	91.37	85.51	88.45
10	Jammu & Kashmir	108.34	98.85	103.75	62.58	45.14	54.32	24.19	21.12	22.75
11	Jharkhand	144.16	119.38	131.72	61.35	50.85	56.21	17.11	12.49	14.84
12	Karnataka	107.89	108.34	108.11	89.98	83.15	86.67	47.85	41.03	44.69
13	Kerala	125.19	122.82	124.03	105.42	103.22	104.36	57.30	64.75	60.95
14	Madhya Pradesh	170.46	164.17	167.37	94.64	78.01	86.46	32.22	18.37	25.50
15	Maharashtra	147.94	121.12	134.33	87.13	78.50	83.00	40.82	28.75	35.08
16	Manipur	160.04	146.90	153.61	78.30	70.31	74.44	33.02	29.53	31.33
17	Meghalaya	166.76	164.19	165.49	89.52	96.45	92.96	34.68	34.81	34.74
18	Mizoram	167.55	161.65	164.64	90.14	88.27	89.22	47.59	47.00	47.29
19	Nagaland	92.46	88.70	90.64	61.56	61.49	61.53	23.32	22.89	23.12
20	Orissa	129.84	122.28	126.18	66.21	52.18	59.41	25.25	19.44	22.44
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	115.12	104.52	109.99	92.10	60.70	77.36	42.41	20.71	32.15

S.No.	States/UTs	Classes I-V(6-11 years)			Classes VI-VIII(11-14 years)			Classes IX-XII(14-18 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	251.18	250.43	250.81	110.15	136.76	123.31	53.76	60.91	57.41
24	Tamil Nadu	186.79	162.42	175.07	73.61	68.26	71.05	57.02	56.06	56.57
25	Tripura	157.18	144.18	150.81	84.61	76.85	80.87	35.98	27.74	32.02
26	Uttar Pradesh	170.09	118.78	145.43	74.59	33.46	55.17	94.43	39.70	69.05
27	Uttarakhand	148.28	154.16	151.15	130.25	127.61	128.96	65.73	56.10	61.15
28	West Bengal	113.19	97.12	105.08	65.92	50.26	58.56	32.57	19.96	26.58
29	A&N Islands	96.42	98.66	97.45	74.28	74.96	74.61	50.57	59.28	54.75
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	155.44	154.48	154.97	97.96	67.68	83.55	47.20	26.25	36.87
32	Daman & Diu	128.46	126.53	127.52	123.88	115.33	119.84	53.58	39.42	46.72
33	Delhi	-	-	-	-	-	-	-	-	-
34	Lakshadweep	60.39	61.66	61.00	60.87	60.40	60.64	43.11	49.49	46.00
35	Puducherry	-	-	-	-	-	-	-	-	-
	INDIA	134.42	123.97	129.29	80.22	68.22	74.44	35.86	25.32	30.79

Source: "Abstracts of Statistics of School Education, 2007-08"

Statement 8: Dropout rates in Classes (I-V), (I-VIII) and (I-X) for the year 2007-08

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	19.1	18.5	18.8	47.7	49.8	48.7	62.3	64.0	63.1
2	Arunachal Pradesh	39.7	42.6	41.0	48.1	47.9	48.0	63.7	62.2	63.0
3	Assam	22.3	22.1	22.2	75.2	71.6	73.5	75.1	76.3	75.7
4	Bihar	44.6	49.7	46.9	63.6	57.2	70.7	78.3	81.5	79.5
5	Chhattisgarh *	30.7	32.8	31.7	-	-	-	-	-	-
6	Goa	0.0	0.0	0.0	-1.5	4.2	1.2	42.0	35.6	38.9
7	Gujarat	28.6	24.8	26.9	44.5	53.0	48.2	57.5	61.2	59.1
8	Haryana	0.0	0.0	0.0	4.5	8.8	6.5	34.0	39.2	36.4
9	Himachal Pradesh	1.6	4.4	2.9	0.0	0.0	0.0	26.1	34.2	30.2
10	Jammu & Kashmir	-4.4	-6.5	-5.3	40.9	40.0	40.5	63.6	64.5	64.0
11	Jharkhand *	12.7	5.5	9.4	-	-	-	-	-	-
12	Karnataka	9.1	8.3	8.7	33.1	34.8	33.9	49.9	48.8	49.4
13	Kerala	0.0	0.0	0.0	0.0	0.0	0.0	1.5	-2.6	-0.5
14	Madhya Pradesh	0.0	0.0	0.0	30.2	30.0	46.1	58.0	66.2	61.6
15	Maharashtra	17.7	20.2	18.9	28.3	32.8	30.5	43.4	49.2	46.2
16	Manipur	35.8	39.3	37.5	41.0	42.9	41.9	47.9	40.8	44.6
17	Meghalaya	37.2	35.5	36.4	62.5	58.3	60.4	76.8	75.5	76.1
18	Mizoram	46.5	44.8	45.7	61.7	59.3	60.6	73.2	69.5	71.4
19	Nagaland	36.8	39.2	38.0	46.8	46.4	46.6	74.6	73.4	74.0
20	Orissa	24.3	21.9	23.2	62.6	59.7	61.3	65.1	64.3	64.7
21	Punjab	-2.9	3.1	-0.1	25.6	26.5	26.0	50.0	50.0	50.0
22	Rajasthan	45.5	47.9	46.6	62.2	62.5	62.3	70.2	73.6	71.5

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	26.2	12.5	19.7	68.1	61.7	64.9	80.6	79.3	80.0
24	Tamil Nadu	8.1	8.9	8.5	9.5	8.7	9.1	38.9	36.5	37.7
25	Tripura	24.3	20.6	22.6	55.3	54.1	54.8	73.5	73.3	73.4
26	Uttar Pradesh	36.3	31.3	33.9	31.0	13.6	28.6	30.3	19.6	26.2
27	Uttarakhand *	21.8	17.6	19.8	-	-	-	-	-	-
28	West Bengal	36.5	35.2	35.9	65.0	62.7	63.9	71.4	74.4	72.8
29	A&N Islands	9.7	11.2	10.4	17.2	14.4	15.9	32.4	30.3	31.4
30	Chandigarh	0.0	0.0	0.0	0.0	0.0	0.0	35.7	41.5	38.5
31	D&N Haveli	13.1	24.1	18.5	24.5	46.7	34.9	52.7	62.1	57.0
32	Daman & Diu	14.1	19.2	16.5	11.5	17.7	14.3	31.8	29.5	30.7
33	Delhi	0.0	0.0	0.0	0.0	0.0	0.0	33.8	38.4	36.0
34	Lakshadweep	-3.5	9.2	2.6	0.0	0.0	0.0	26.3	35.7	30.7
35	Puducherry	0.0	0.0	0.0	0.0	0.0	0.0	5.2	-0.9	2.2
	INDIA	26.2	24.8	25.5	44.3	41.4	43.0	56.4	57.3	56.8

* Dropout rates are shown combined with the respective parent state.;

Zero indicates that there is no drop outs

Source: "Abstracts of Statistics of School Education, 2007-08"

Statement 9: Dropout rates in SC Students in Classes (I-V), (I-VIII) and (I-X) for the year 2007-08

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	21.4	20.2	20.8	51.4	54.2	52.8	68.1	70.1	69.1
2	Arunachal Pradesh	-	-	-	-	-	-	-	-	-
3	Assam	10.6	10.3	10.5	78.9	73.7	76.6	76.8	73.4	75.3
4	Bihar	47.2	44.0	46.0	70.9	69.8	70.5	85.6	87.1	86.1
5	Chhattisgarh *	42.0	40.6	41.4	-	-	-	-	-	-
6	Goa	0.0	0.0	0.0	31.7	29.4	30.6	71.0	60.9	66.3
7	Gujarat	46.4	47.6	46.9	42.8	57.2	49.6	60.8	70.6	65.4
8	Haryana	10.9	6.9	9.0	26.3	29.6	27.9	57.1	63.9	60.3
9	Himachal Pradesh	11.6	13.4	12.5	9.8	11.6	10.7	45.8	48.9	47.3
10	Jammu & Kashmir	5.1	9.1	7.0	12.0	24.0	17.7	49.8	51.8	50.7
11	Jharkhand *	5.7	-1.6	2.6	-	-	-	-	-	-
12	Karnataka	11.9	12.3	12.1	39.8	46.9	43.3	59.5	61.2	60.3
13	Kerala	0.0	0.0	0.0	0.0	0.0	0.0	12.7	5.8	9.3
14	Madhya Pradesh	6.8	-2.1	2.6	55.3	54.1	54.8	51.7	66.6	58.4
15	Maharashtra	12.7	14.3	13.5	28.9	33.8	31.3	44.5	51.2	47.7
16	Manipur	-	-	-	-	-	-	-	-	-
17	Meghalaya	-	-	-	-	-	-	-	-	-
18	Mizoram	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-
20	Orissa	29.9	26.3	28.2	71.9	68.7	70.5	74.7	73.3	74.1
21	Punjab	0.0	0.0	0.0	43.9	42.6	43.3	63.8	66.3	65.0
22	Rajasthan	49.8	52.7	51.1	62.0	69.8	65.4	69.1	79.2	73.3

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	55.0	40.8	48.5	70.3	64.6	67.6	85.4	81.8	83.8
24	Tamil Nadu	0.0	0.0	0.0	0.0	0.0	0.0	42.1	26.2	35.0
25	Tripura	0.0	0.0	0.0	44.4	42.3	43.4	67.7	68.9	68.3
26	Uttar Pradesh	52.4	51.4	52.1	59.3	42.6	52.7	74.0	72.9	73.6
27	Uttarakhand *	27.3	24.9	26.1	-	-	-	-	-	-
28	West Bengal	36.6	39.5	38.0	66.6	67.6	67.1	80.3	82.4	81.3
29	A&N Islands	-	-	-	-	-	-	-	-	-
30	Chandigarh	0.0	0.0	0.0	52.1	41.0	46.9	80.2	75.3	77.9
31	D&N Haveli	7.7	2.9	5.3	0.0	0.0	0.0	33.3	32.2	32.8
32	Daman & Diu	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
33	Delhi	33.4	41.2	37.2	37.6	32.6	35.2	57.0	65.1	61.4
34	Lakshadweep	-	-	-	-	-	-	-	-	-
35	Puducherry	0.0	0.0	0.0	0.0	0.0	0.0	9.6	5.7	7.6
	INDIA	33.7	29.5	31.9	53.9	51.0	52.6	67.8	68.6	68.1

* Dropout rates are shown combined with the respective parent state.

Source: "Abstracts of Statistics of School Education, 2007-08"

Statement-10: Dropout rates in ST Students in Classes (I-V), (I-VIII) and (I-X) for the year 2007-08

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	43.6	49.1	46.3	70.2	74.7	72.4	81.1	83.6	82.3
2	Arunachal Pradesh	45.1	42.9	44.1	51.1	50.0	50.6	66.1	64.9	65.6
3	Assam	14.0	16.3	15.1	78.7	71.0	75.5	81.5	78.6	80.3
4	Bihar	39.0	26.8	34.7	74.8	73.5	74.2	86.9	85.5	86.4
5	Chhattisgarh *	21.0	30.5	25.6	-	-	-	-	-	-
6	Goa	-	-	-	-	-	-	-	-	-
7	Gujarat	53.2	51.8	52.6	65.5	67.8	66.5	72.2	75.3	73.6
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	0.0	0.0	0.0	-27.2	-11.6	-19.4	24.9	34.4	29.6
10	Jammu & Kashmir	38.1	30.7	34.8	40.0	33.5	37.5	69.9	57.8	65.3
11	Jharkhand *	27.3	16.3	22.6	-	-	-	-	-	-
12	Karnataka	14.6	16.0	15.3	35.8	40.9	38.2	54.0	59.4	56.6
13	Kerala	0.4	5.6	3.0	0.0	0.0	0.0	42.8	34.7	38.9
14	Madhya Pradesh	0.0	0.0	0.0	52.9	50.3	51.8	70.4	76.8	73.2
15	Maharashtra	27.2	31.4	29.2	40.7	45.0	42.7	67.8	76.8	72.1
16	Manipur	63.8	69.9	66.7	62.6	65.4	63.9	67.6	73.6	70.6
17	Meghalaya	49.9	46.2	48.0	62.7	57.7	60.3	78.7	75.7	77.2
18	Mizoram	46.8	43.9	45.4	61.7	59.3	60.6	72.5	69.2	71.0
19	Nagaland	34.5	30.9	32.8	39.2	35.5	37.5	68.2	64.0	66.3
20	Orissa	38.4	39.9	39.1	82.7	83.4	83.0	85.5	83.6	84.8
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	47.5	53.6	50.4	61.3	68.3	64.3	63.8	73.4	67.6

S.No.	States/UTs	Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Sikkim	34.6	21.1	28.0	52.3	37.5	45.0	66.3	54.0	60.4
24	Tamil Nadu	0.0	0.0	0.0	27.4	15.0	22.2	97.3	73.0	86.3
25	Tripura	35.9	40.8	38.3	65.2	67.5	66.3	80.4	82.8	81.5
26	Uttar Pradesh	0.0	0.0	0.0	0.0	0.0	0.0	21.2	33.3	26.5
27	Uttarakhand*	11.7	8.7	10.2	-	-	-	-	-	-
28	West Bengal	45.1	48.5	46.8	80.5	75.0	78.4	87.9	84.2	86.7
29	A&N Islands	19.5	24.1	21.6	31.6	21.6	27.2	42.7	37.2	40.2
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	19.1	32.4	25.8	30.7	56.3	42.7	61.2	73.1	66.7
32	Daman & Diu	6.9	16.1	11.4	27.9	40.7	33.7	59.0	50.2	55.1
33	Delhi	-	-	-	-	-	-	-	-	-
34	Lakshadweep	-5.0	8.1	1.2	0.0	0.0	0.0	25.6	34.9	30.0
35	Puducherry	-	-	-	-	-	-	-	-	-
	INDIA	32.0	32.4	32.2	63.5	63.1	63.4	75.8	77.4	76.5

* Dropout rates are shown combined with the respective parent state.

Zero indicates that there is no drop outs

Source: "Abstracts of Statistics of School Education, 2007-08"

Statement-11: Number of Teachers in 2007-08 (Provisional) as on 30.9.07

S.No.	States/UTs	Primary Schools (Classes I-V)			Middle / Upper Primary Schools (Classes I-VIII)			Sec./Hr.Sec Schools (Classes IX-XII)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Andhra Pradesh	87704	79355	167059	62735	48214	110949	126984	75703	202687
2	Arunachal Pradesh	2940	1269	4209	3200	1740	4940	3508	1297	4805
3	Assam	76718	42206	118924	62326	18040	80366	58842	22040	80882
4	Bihar	93893	53000	146893	66110	35671	101781	36260	6462	42722
5	Chhattisgarh	55131	21394	76525	25435	10406	35841	20111	9399	29510
6	Goa	428	3503	3931	640	1725	2365	2043	2418	4461
7	Gujarat	26406	17074	43480	90263	105330	195593	56971	21674	78645
8	Haryana	15277	14847	30124	9873	8641	18514	45921	39991	85912
9	Himachal Pradesh	16676	14057	30733	20114	12740	32854	14097	7282	21379
10	Jammu & Kashmir	18822	13077	31899	29136	21096	50232	17898	11621	29519
11	Jharkhand	46759	17282	64041	49140	20003	69143	7824	4720	12544
12	Karnataka	25879	45998	71877	86318	101822	188140	63258	48944	112202
13	Kerala	10278	30699	40977	13920	32018	45938	30849	80237	111086
14	Madhya Pradesh	201421	90641	292062	111475	30920	142395	63734	39727	103461
15	Maharashtra	76237	115576	191813	114363	90180	204543	201955	93328	295283
16	Manipur	4712	2966	7678	5045	3520	8565	6853	4863	11716
17	Meghalaya	7557	6477	14034	5072	4335	9407	3096	2504	5600
18	Mizoram	3472	3336	6808	5459	3125	8584	3208	1489	4697
19	Nagaland	4995	2961	7956	3703	2101	5804	5194	3828	9022
20	Orissa	66050	41521	107571	29569	12026	41595	65288	20010	85298
21	Punjab	13427	22900	36327	6672	7398	14070	27498	36218	63716

S.No.	States/UTs	Primary Schools			Middle / Upper Primary Schools			Sec./Hr.Sec Schools		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
22	Rajasthan	85668	37901	123569	138939	60778	199717	109471	40586	150057
23	Sikkim	3171	3741	6912	1031	1012	2043	1398	1014	2412
24	TamilNadu	42371	120421	162792	27259	41248	68507	40273	49373	89646
25	Tripura	6196	1659	7855	6713	1763	8476	12045	5658	17703
26	Uttar Pradesh	190338	141314	331652	63179	24761	87940	155233	34007	189240
27	Uttarakhand	22420	26019	48439	12704	7279	19983	25052	10253	35305
28	West Bengal	108552	43459	152011	4612	1748	6360	98951	42944	141895
29	A&N Islands	390	617	1007	313	455	768	1340	1527	2867
30	Chandigarh	76	372	448	35	356	391	1038	4878	5916
31	D&N Haveli	254	186	440	425	616	1041	233	239	472
32	Daman & Diu	81	414	495	76	155	231	184	150	334
33	Delhi	6233	17093	23326	1572	7240	8812	20911	48210	69121
34	Lakshadweep	120	83	203	96	65	161	278	132	410
35	Puducherry	658	2485	3143	519	865	1384	2634	4252	6886
	INDIA	1321310	1035903	2357213	1058041	719392	1777433	1330433	776978	2107411

Source: "Abstracts of Statistics of School Education, 2007-08"

Annexure-10

348

Department of Higher Education Statement showing details of grants released to NGO's exceeding Rs. 1.00 Lakh during the year 2009-10(UP TO 31.12.2009)

(Amount in Rs.)

Sr. No	Grantee name	Sanction No	Amount
1	Adibasi Harijan Institute and National Social Action(AHINSA), Dhenkanal	9-44/2008-EHV	150000
2	BHARTIYA ADIM JATI SEVAK SANGH, NAGPUR	9-27/2007-EHV	125000
3	BRECHTIAN MIRROR,Ghaziabad	9-51/2006-EHV	250000
4	BRECHTIAN MIRROR,Ghaziabad	9-51/2008-EHV	250000
5	C.P. RAMASWAMI AIYAR FOUNDATION	9-63/2008-EHV	500000
6	CITIZENSHIP DEVELOPMENT SOCIETY, DELHI	9-16/2006-EHV	200000
7	DUNLOP WOMEN ASSOCIATION FOR SOCIAL ACTION, KOLKATA	9-22/2008-EHV	150000
8	Institute of Human Study Hyderabad	9-39/2008-EHV	198000
9	INSTITUTE OF PSYCHOLOGICAL & EDUCATIONAL RESEARCH, KOLKATA	9-23/2007-EHV	225000
10	K.J.SOMAIYA CENTRE FOR BUDDHIST STUDIES	9-40/2006-EHV	200000
11	Maa Durga Rural women's Udyog, Cuttack	9-17/2008-EHV	157500
12	PANCHAM,Delhi	9-11/2008-EHV	468000
13	PRIYADARSHANI GRAMIN & ADIASI SEVABHAVI SANSTHAN, AHMEDNAGAR	9-21/2006-EHV	100000
14	SAKET MAHILA KALYAN SAMITI, NAWABGANJ	9-61/2008-EHV	125000
15	SAMOOH THEATRE, JAMMU	9-73/2008-EHV	175000
16	SPIC MACAY	9-30/2008-EHV	750000
17	YOUTH FOR UNITY & VOLUNTARY ACTION,Nagpur	9-68/2006-EHV	200000
18	DAV College Management Committee	F.9-29/2008 EHV	317000
19	Shipra Suncity Ghaziabad	F.9-51/2008 EHV	250000
20	CDS Mayur Vihar	F.9-16/2006-EHV	200000
21	Sri Satyasai International Centre and School for	F.9-54/2008-EHV	500000
22	Solcio Service Art Group, Delhi	F.9-20/2008 EHV	350000
23	Yuvak Biradhari Mumbai	F.9-21/2008-EHV	250000
24	Raj Yoga Edu. & Research Found. Karnataka	F.9-61/2006-EHV	250000
25	Socio Service Art Group, Delhi	F.9-11/2009 EHV	350000
26	Centre for Edu. And Vol. Action, Chandigarh	9-4/2007-EHV	2000000
27	Akhil Bhartiya Mahila Udyog Kalyan & Shisksha Samiti, Delhi	F.9-15/2009-EHV	100000
28	Nandikar , Kolkata	F.9-31/2009-EHV	250000
29	Sri Arvindo Educational Society, New Delhi	F.9-39/2009-EHV	500000
30	Poetry Society, New Delhi	F.9-10/2009-EHV	250000
31	Anubrat Vishwa Bharti	F.9-78/2006-EHV	195520
32	Ahilya Devi Shikshan Prasark & Bahudeshiya	F.9-37/2009-EHV	100000
33	Nandikar , Kolkata	F.9-42/2008-EHV	254000
34	AAKASH Cuttack	F.9-21/2009-EHV	100000
35	Sewa Sanklap Samiti, M.P.	F.9-6/2006-EHV	100000
36	SC/STBWCDORA, Manipur	F.9-32/2009-EHV	144000
37	Yuvak Biradari, Mumbai	F.9-25/2009-EHV	250000

1	2	3	4
38	Mitra Mandali Tarun Samaj, Rajasthan	F.9-26/2008-EHV	250000
39	Kangloi Mine Theatre , Minipur	F.9-23/2008 EHV	197500
40	Nisarg Vidnyan Mondal, Nagpur	F.9-35/2009-EHV	100000
41	Indian Instt. Of Peace Res.& Action, Delhi	F.9-70/2006-EHV	250000
42	Padatik, Kolkata	F.9-5/2009-EHV	200000
43	Bengal Fine Art College, Kolkata	F.9-14/2009-EHV	250000
44	G.S. Bengal Association New Delhi	F.9-28/2007-EHV	500000
45	Lokchhanda Cultural Unit, West Bengal	F.9-18/2008-EHV	275000
46	G.S. Instt. Of H.S. , Hyderabad	F.9-39/2008-EHV	198000
47	Brechtian Mirror, Ghaziabad	F.9-38/2009-EHV	1025000
48	Rajayogi Edu. & Res. Foundation, Karnataka	F.9-70/2008-EHV	500000

Annexure-11

350

Department of School Education & Literacy Statement showing details of grants released to NGO's exceeding Rs. 1.00 Lakh during the year 2009-10(UP TO 31-12-2009)

(Amount in Rs.)

Sr. No	Grantee name	Sanction No	Amount
1	Andra Pradesh Mahila Samantha Society	7-6/2009-EE-7	13,600,000
2	Andra Pradesh Mahila Samantha Society	7-6/2009-EE-7	21,000,000
3	Assam Mahila Samata Society	7-3/2009-EE-7	10,000,000
4	Assam Mahila Samata Society	7-3/2009-EE-7	15,000,000
5	Bihar Mahila Samakhya Society	7-10/2009-EE-7	20,000,000
6	CHHATTISGARH MAHILA SAMAKHYA SOCIETY, RAIPUR	7-11/2009-EE-7	10,000,000
7	JAN SHIKSHAN SANSTHAN CHANDULI	10-1/2009-AE-4/NLM-4	656,605
8	JAN SHIKSHAN SANSTHAN GURGAON	15-1/2009-AE-5/AE-2	625,000
9	JAN SHIKSHAN SANSTHAN, SONBHADRA	10-1/2009-AE-4/NLM--4	625,000
10	JAN SHIKSHAN SANSTHAN, AHMEDABAD	21-1/2009-NLM-1	1,514,331
11	JAN SHIKSHAN SANSTHAN, AHMEDNAGAR	15-1/2009-AE-5/AE-2	625,000
12	JAN SHIKSHAN SANSTHAN, AHMEDNAGAR	10-1/2009-AE-4/NLM--4	625,000
13	JAN SHIKSHAN SANSTHAN, AIZWAL	24-1/2009-AE-1(Pt.I)	510,267
14	JAN SHIKSHAN SANSTHAN, AJMER	21-1/2009-NLM-1	491,792
15	JAN SHIKSHAN SANSTHAN, ALIGARH	10-1/2009-AE-4/NLM-4	624,405
16	JAN SHIKSHAN SANSTHAN, ALLAHABAD	10-1/2009-AE-4/NLM-4	625,000
17	JAN SHIKSHAN SANSTHAN, ALLAHABAD (DAWS)	10-1/2009-AE-4/NLM--4	625,000
18	Jan Shikshan Sansthan, Ananthapur	24-1/2009-AE-1	625,000
19	JAN SHIKSHAN SANSTHAN, ARWAL	5-1/2009-NLM-II	625,000
20	JAN SHIKSHAN SANSTHAN, AURANGABAD	5-1/2009-NLM-II	624,070
21	JAN SHIKSHAN SANSTHAN, AZAMGARH	10-1/2009-AE-4/NLM-4	625,000
22	JAN SHIKSHAN SANSTHAN, BAGALKOT	5-1/2009-NLM-II	499,614
23	JAN SHIKSHAN SANSTHAN, BAHRAICH	10-1/2009-AE-4/NLM-4	625,000
24	JAN SHIKSHAN SANSTHAN, BALANGIR	5-2/2009-NLM-3	625,000
25	Jan Shikshan Sansthan, Balasore	5-2/2009-NLM-3	614,387
26	JAN SHIKSHAN SANSTHAN, BANDA	10-1/2009-AE-4/NLM--4	425,947
27	JAN SHIKSHAN SANSTHAN, BANGLORE	5-1/2009-NLM-II	487,311
28	JAN SHIKSHAN SANSTHAN, BANKURA,WB	15-1/2009-AE-5/AE-2	609,680
29	JAN SHIKSHAN SANSTHAN, BARABANKI	10-1/2009-AE-4/NLM-4	212,668
30	Jan Shikshan Sansthan, Bareilly	10-1/2009-AE-4/NLM-4	281,262
31	JAN SHIKSHAN SANSTHAN, BASTI	10-1/2009-AE-4/NLM-4	623,798
32	JAN SHIKSHAN SANSTHAN, BEED	15-1/2009-AE-5/AE-2	625,000
33	JAN SHIKSHAN SANSTHAN, BHADOHI	10-1/2009-AE-4/NLM-4	625,000
34	JAN SHIKSHAN SANSTHAN, BHADRAK	5-2/2009-NLM-3	625,000
35	JAN SHIKSHAN SANSTHAN, BHARUCH	21-1/2009-NLM-1	625,000
36	JAN SHIKSHAN SANSTHAN, BHIND	5-2/2009-NLM-3	625,000
37	JAN SHIKSHAN SANSTHAN, BHOPAL	5-2/2009-NLM-3	625,000

Sr. No	Grantee name	Sanction No	Amount
38	JAN SHIKSHAN SANSTHAN, BHUBANESWAR	5-2/2009-NLM-3	625,000
39	JAN SHIKSHAN SANSTHAN, BIKANER	21-1/2009-NLM-1	353,127
40	JAN SHIKSHAN SANSTHAN, BULDANA	15-1/2009-AE-5/AE-2	537,641
41	Jan Shikshan Sansthan, Buxar, Bihar	5-1/2009-NLM-II	625,000
42	JAN SHIKSHAN SANSTHAN, CHANDIGARH	15-1/2009-AE-5/AE-2	750,000
43	JAN SHIKSHAN SANSTHAN, CHENNAI	5-2/2009-NLM-3	874,982
44	JAN SHIKSHAN SANSTHAN, CHITRAKOOT	10-1/2009-AE-4/NLM--4	546,252
45	JAN SHIKSHAN SANSTHAN, COIMBATORE	5-2/2009-NLM-3	750,000
46	JAN SHIKSHAN SANSTHAN, DAMOH	5-2/2009-NLM-3	554,939
47	JAN SHIKSHAN SANSTHAN, DATIA	5-2/2009-NLM-3	624,039
48	JAN SHIKSHAN SANSTHAN, DAVANGERE	5-1/2009-NLM-II	569,705
49	JAN SHIKSHAN SANSTHAN, DELHI	5-1/2009-NLM-II	536,204
50	JAN SHIKSHAN SANSTHAN, DEORIA	10-1/2009-AE-4/NLM-4	625,000
51	JAN SHIKSHAN SANSTHAN, DHANBAD	21-1/2009-NLM-1	588,950
52	JAN SHIKSHAN SANSTHAN, DHAR	5-2/2009-NLM-3	625,000
53	JAN SHIKSHAN SANSTHAN, DHARAVI	15-1/2009-AE-5/AE-2	875,000
54	JAN SHIKSHAN SANSTHAN, DHENKANAL	5-2/2009-NLM-3	465,000
55	JAN SHIKSHAN SANSTHAN, DHOLPUR	21-1/2009-NLM-1	621,640
56	JAN SHIKSHAN SANSTHAN, DHULE	15-1/2009-AE-5/AE-2	625,000
57	JAN SHIKSHAN SANSTHAN, ERNAKULAM	24-1/2009-AE-1	625,000
58	JAN SHIKSHAN SANSTHAN, ETAWAH	10-1/2009-AE-4/NLM.4	612,227
59	JAN SHIKSHAN SANSTHAN, FAIZABAD	10-1/2009-AE-4/NLM-4	625,000
60	JAN SHIKSHAN SANSTHAN, FATEHPUR	10-1/2009-AE-4/NLM--4	625,000
61	JAN SHIKSHAN SANSTHAN, GAYA	5-1/2009-NLM-II	625,000
62	JAN SHIKSHAN SANSTHAN, GHAZIABAD	10-1/2009-AE-4/NLM-4	625,000
63	JAN SHIKSHAN SANSTHAN, GOA	24-1/2009-AE-1	625,000
64	JAN SHIKSHAN SANSTHAN, GONDIA	15-1/2009-AE-5/AE-2	624,997
65	JAN SHIKSHAN SANSTHAN, GORAKHPUR	10-1/2009-AE-4/NLM-4	625,000
66	JAN SHIKSHAN SANSTHAN, GUNA	5-2/2009-NLM-3	606,930
67	JAN SHIKSHAN SANSTHAN, GUNTUR	24-1/2009-AE-1	750,000
68	JAN SHIKSHAN SANSTHAN, GWALIOR	5-2/2009-NLM-3	492,835
69	JAN SHIKSHAN SANSTHAN, HALDIA	15-1/2009-AE-5/AE-2	625,000
70	JAN SHIKSHAN SANSTHAN, HARDOI	10-1/2009-AE-4/NLM-4	621,951
71	JAN SHIKSHAN SANSTHAN, HAZARIBAGH	21-1/2009-NLM-1	625,000
72	Jan Shikshan Sansthan, Hazipur	5-1/2009-NLM-II	625,000
73	JAN SHIKSHAN SANSTHAN, HOSHANGABAD	5-2/2009-NLM-3	577,880
74	JAN SHIKSHAN SANSTHAN, HOWRAH	15-1/2009-AE-5/AE-2	625,000
75	JAN SHIKSHAN SANSTHAN, HYDERABAD	24-1/2009-AE-1	750,000
76	JAN SHIKSHAN SANSTHAN, HYDERABAD	24-1/2009-AE-1	452,300
77	JAN SHIKSHAN SANSTHAN, IDUKKI	24-1/2009-AE-1	625,000
78	Jan Shikshan Sansthan, Jajpur	5-2/2009-NLM-3	624,832
79	JAN SHIKSHAN SANSTHAN, JALGAON	15-1/2009-AE-5/AE-2	625,000
80	JAN SHIKSHAN SANSTHAN, JALPAIGURI	15-1/2009-AE-5/AE-2	625,000
81	JAN SHIKSHAN SANSTHAN, JAMMU	5-1/2009-NLM-II	750,000

Sr. No	Grantee name	Sanction No	Amount
82	JAN SHIKSHAN SANSTHAN, JAMSHEDPUR	21-1/2009-NLM-1	560,481
83	JAN SHIKSHAN SANSTHAN, JAUNPUR	10-1/2009-AE-4/NLM-4	625,000
84	JAN SHIKSHAN SANSTHAN, JHABUA	5-2/2009-NLM-3	625,000
85	JAN SHIKSHAN SANSTHAN, JODHPUR	21-1/2009-NLM-1	747,286
86	JAN SHIKSHAN SANSTHAN, JORHAT	22-2/2009-NLM-1	442,978
87	JAN SHIKSHAN SANSTHAN, KACHCHH	21-1/2009-NLM-1	584,452
88	JAN SHIKSHAN SANSTHAN, KALOL	21-1/2009-NLM-1	304,015
89	JAN SHIKSHAN SANSTHAN, KAMRUP	22-2/2009-NLM-1	624,921
90	JAN SHIKSHAN SANSTHAN, KANCHEEPURAM	5-2/2009-NLM-3	463,393
91	JAN SHIKSHAN SANSTHAN, Kannur	24-1/2009-AE-1	215,813
92	JAN SHIKSHAN SANSTHAN, KANPUR	10-1/2009-AE-4/NLM-4	750,000
93	JAN SHIKSHAN SANSTHAN, KARWAR	5-1/2009-NLM-II	625,000
94	JAN SHIKSHAN SANSTHAN, KATNI	5-2/2009-NLM-3	625,000
95	JAN SHIKSHAN SANSTHAN, KAUSHAMBI	10-1/2009-AE-4/NLM-4	625,000
96	JAN SHIKSHAN SANSTHAN, KORAPUT	5-2/2009-NLM-3	496,246
97	JAN SHIKSHAN SANSTHAN, KOTA	21-1/2009-NLM-1	746,614
98	JAN SHIKSHAN SANSTHAN, KOTTAYAM	24-1/2009-AE-1	613,529
99	Jan Shikshan Sansthan, Lakheempur Kheri	10-1/2009-AE-4/NLM-4	572,500
100	JAN SHIKSHAN SANSTHAN, LUCKNOW	10-1/2009-AE-4/NLM-4	625,000
101	JAN SHIKSHAN SANSTHAN, LUDHIANA	15-1/2009-AE-5/AE-2	512,321
102	Jan Shikshan Sansthan, Mahabub Nagar	24-1/2009-AE-1	195,122
103	JAN SHIKSHAN SANSTHAN, MALAPPURAM	24-1/2009-AE-1	625,000
104	JAN SHIKSHAN SANSTHAN, MANDLA	5-2/2009-NLM-3	625,000
105	JAN SHIKSHAN SANSTHAN, MAUNATHBHANJAN	10-1/2009-AE-4/NLM--4	617,217
106	JAN SHIKSHAN SANSTHAN, MEDINIPUR	15-1/2009-AE-5/AE-2	625,000
107	JAN SHIKSHAN SANSTHAN, MIRZAPUR	10-1/2009-AE-4/NLM-4	625,000
108	JAN SHIKSHAN SANSTHAN, MORENA	5-2/2009-NLM-3	625,000
109	JAN SHIKSHAN SANSTHAN, MYSORE	5-1/2009-NLM-II	750,000
110	JAN SHIKSHAN SANSTHAN, NALANDA	5-1/2009-NLM-II	625,000
111	JAN SHIKSHAN SANSTHAN, NANDURBAR	15-1/2009-AE-5/AE-2	613,437
112	JAN SHIKSHAN SANSTHAN, NANDURBAR	15-1/2009-AE-5/AE-2	499,909
113	JAN SHIKSHAN SANSTHAN, NARENDRAPUR	15-1/2009-AE-5/AE-2	750,000
114	JAN SHIKSHAN SANSTHAN, NASHIK	15-1/2009-AE-5/AE-2	625,000
115	Jan Shikshan Sansthan, North 24 Parganas	15-1/2009-AE-5/AE-2	625,000
116	JAN SHIKSHAN SANSTHAN, NUAPADA	5-2/2009-NLM-3	622,725
117	JAN SHIKSHAN SANSTHAN, ONGOLE	24-1/2009-AE-1	625,000
118	Jan Shikshan Sansthan, Palakkad, Kerala	24-1/2009-AE-1	289,727
119	JAN SHIKSHAN SANSTHAN, PANIPAT	15-1/2009-AE-5/AE-2	625,000
120	JAN SHIKSHAN SANSTHAN, PRATAPGARH	10-1/2009-AE-4/NLM-4	624,751
121	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	5-1/2009-NLM-II	625,000
122	JAN SHIKSHAN SANSTHAN, PUNE	15-1/2009-AE-5/AE-2	750,000
123	JAN SHIKSHAN SANSTHAN, PURULIA	15-1/2009-AE-5/AE-2	608,261
124	JAN SHIKSHAN SANSTHAN, RADHANPUR, (PATAN)	21-1/2009-NLM-1	623,000
125	JAN SHIKSHAN SANSTHAN, RAE BARELI	10-1/2009-AE-4/NLM--4	624,459

Sr. No	Grantee name	Sanction No	Amount
126	JAN SHIKSHAN SANSTHAN, RAICHUR	5-1/2009-NLM-II	346,444
127	JAN SHIKSHAN SANSTHAN, RAIGARH	15-1/2009-AE-5/AE-2	625,000
128	JAN SHIKSHAN SANSTHAN, RAISEN	5-2/2009-NLM-3	573,533
129	JAN SHIKSHAN SANSTHAN, RAJNANDGAON	21-1/2009-NLM-1	378,028
130	JAN SHIKSHAN SANSTHAN, RANCHI	21-1/2009-NLM-1	528,141
131	JAN SHIKSHAN SANSTHAN, REWA	5-2/2009-NLM-3	197,712
132	JAN SHIKSHAN SANSTHAN, ROHTAK	15-1/2009-AE-5/AE-2	625,000
133	JAN SHIKSHAN SANSTHAN, ROURKELA	5-2/2009-NLM-3	750,000
134	JAN SHIKSHAN SANSTHAN, ROURKELA	5-111/2003-NLM-3	1,759,527
135	Jan Shikshan Sansthan, Sabarkantha	21-1/2009-NLM-1	623,111
136	JAN SHIKSHAN SANSTHAN, SAMBALPUR	5-2/2009-NLM-3	624,979
137	JAN SHIKSHAN SANSTHAN, SATNA	5-2/2009-NLM-3	344,819
138	JAN SHIKSHAN SANSTHAN, SEHORE	5-2/2009-NLM-3	625,000
139	JAN SHIKSHAN SANSTHAN, SENAPATI	24-1/2009-AE-1(Pt.I)	625,000
140	JAN SHIKSHAN SANSTHAN, SHAJAPUR	5-2/2009-NLM-3	275,478
141	JAN SHIKSHAN SANSTHAN, SHIMOGA	5-1/2009-NLM-II	625,000
142	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	10-1/2009-AE-4/NLM-4	525,000
143	JAN SHIKSHAN SANSTHAN, SIDDARTHANAGAR	10-1/2009-AE-4/NLM--4	625,000
144	JAN SHIKSHAN SANSTHAN, SILCHAR	22-2/2009-NLM-1	625,000
145	JAN SHIKSHAN SANSTHAN, SINDHUDURG	15-1/2009-AE-5/AE-2	625,000
146	JAN SHIKSHAN SANSTHAN, SIRSA	15-1/2009-AE-5/AE-2	518,727
147	JAN SHIKSHAN SANSTHAN, SITAPUR	10-1/2009-AE-4/NLM4	625,000
148	JAN SHIKSHAN SANSTHAN, SIVAGANGA	5-2/2009-NLM-3	535,012
149	JAN SHIKSHAN SANSTHAN, SIVAKASI	5-2/2009-NLM-3	625,000
150	JAN SHIKSHAN SANSTHAN, SONEPUR (SARAN)	5-1/2009-NLM-II	625,000
151	JAN SHIKSHAN SANSTHAN, SURAT	21-1/2009-NLM-1	750,000
152	JAN SHIKSHAN SANSTHAN, TEHRI GARHWAL (RANICHAURI)	5-2/2009-NLM-3	625,000
153	JAN SHIKSHAN SANSTHAN, THIRUVANANTHAPURAM	24-1/2009-AE-1	625,000
154	JAN SHIKSHAN SANSTHAN, THIRUVARUR	5-2/2009-NLM-3	503,514
155	JAN SHIKSHAN SANSTHAN, THRISSUR	24-1/2009-AE-1	625,000
156	JAN SHIKSHAN SANSTHAN, TIRUCHIRAPALLI	5-2/2009-NLM-3	625,000
157	JAN SHIKSHAN SANSTHAN, TIRUPATI	24-1/2009-AE-1	625,000
158	JAN SHIKSHAN SANSTHAN, TUMKUR	5-1/2009-NLM-II	578,289
159	JAN SHIKSHAN SANSTHAN, UMARIA	5-2/2009-NLM-3	362,539
160	JAN SHIKSHAN SANSTHAN, UNNAO	10-1/2009-AE-4/NLM-4	625,000
161	JAN SHIKSHAN SANSTHAN, VADODARA	21-1/2009-NLM-1	750,000
162	JAN SHIKSHAN SANSTHAN, VARANASI	10-1/2009-AE-4/NLM-4	625,000
163	JAN SHIKSHAN SANSTHAN, VARANASI	10-1/2009-AE-4/NLM-4	339,085
164	JAN SHIKSHAN SANSTHAN, VIJAYAWADA	24-1/2009-AE-1	747,272
165	JAN SHIKSHAN SANSTHAN, VISAKHAPATNAM	24-1/2009-AE-1	750,000
166	JAN SHIKSHAN SANSTHAN, WASHIM	15-1/2009-AE-5/AE-2	625,000
167	JAN SHIKSHAN SANSTHAN, WORLI, MUMBAI	15-1/2009-AE-5/AE-2	875,000
168	JAN SHIKSHAN SANSTHAN, YAVATMAL	15-1/2009-AE-5/AE-2	625,000
169	Jan Shikshan Sansthan, Bilashpur	21-1/2009-NLM-1	379,351

Sr. No	Grantee name	Sanction No	Amount
170	JAN SHIKSHAN SANSTHAN, CHAMOLI	5-2/2009-NLM-3	363,678
171	JHARKHAND MAHILA SAMAKHYA SOCIETY	7-1/2009-EE-7	20,000,000
172	KERALA MAHILA SAMAKHYA SOCIETY, VAZHUTACADU, THIRUVANANTHAPURAM	7-9/2009-EE-7	7,500,000
173	Mahila Samakhya Gujarat	7-4/2009-EE-7	20,000,000
174	Mahila Samakhya Uttarakhand	7-2/2009-EE-7	15,000,000
175	Mahila Samakhya Uttarakhand	7-2/2009-EE-7	10,000,000
176	Mahila Samakhya, Karnataka	7-7/2009-EE-7	14,892,000
177	Mahila Samakhya, Karnataka	7-7/2009-EE-7	20,000,000
178	Mahila Samakhya, Uttar Pradesh	7-5/2009-EE-7	20,000,000
179	Mahila Samakhya, Uttar Pradesh	7-5/2009-EE-7	40,000,000
180	REGIONAL RESOURCE CENTRE FOR ADULT & CONTINUING EDN., CHANDIGARH	12-2/2009-NLM-4	1,000,000
181	RUPANTAR, RAIPUR	6-23/2005-EE-13	119,902
182	SRC FOR ADULT EDUCATION & CONTINUING EDUCATION, SPACE, HYDERABAD	12-2/2009-NLM-4	1,475,360
183	SRC, ASIAN DEVELOPMENT RESEARCH INSTITUTE (ADRI) RANCHI	12-2/2009-NLM-4	1,265,272
184	SRC, JAMIA MILIA ISLAMIA, N.DELHI	12-2/2009-NLM-4	1,000,000
185	SRC, MAHARASHTRA STATE INSTITUTE OF ADULT EDUCATION, AURANGABAD	12-2/2009-NLM-4	997,820
186	SRC, NORTH-EASTERN HILL UNIVERSITY, SHILLONG, EAST KHASI	12-12/2009-NLM-4	1,000,000
187	STATE RESOURCE CENTRE FOR ADULT & CONTINUING EDUCATION (SRC) BHOPAL	12-2/2009-NLM-4	1,000,000
188	STATE RESOURCE CENTRE FOR ADULT EDUCATION, AHMEDABAD	12-2/2009-NLM-4	1,000,000
189	STATE RESOURCE CENTRE FOR ADULT EDUCATION, DEHRADUN	12-2/2009-NLM-4	1,022,893
190	STATE RESOURCE CENTRE FOR ADULT EDUCATION, KOLKATA	12-2/2009-NLM-4	1,497,713
191	STATE RESOURCE CENTRE FOR ADULT EDUCATION, ORISSA	12-2/2009-NLM-4	1,000,000
192	STATE RESOURCE CENTRE, CHENNAI	12-2/2009-NLM-4	1,452,061
193	STATE RESOURCE CENTRE, DEEPAYATAN. BIHAR	12-2/2009-NLM-4	1,500,000
194	STATE RESOURCE CENTRE, JAIPUR	12-2/2009-NLM-4	580,714
195	STATE RESOURCE CENTRE, MYSORE	12-2/2009-NLM-4	1,500,000
196	STATE RESOURCE CENTRE, NANDAVANAM, THIRUVANTHAPURAM	12-2/2009-NLM-4	1,481,548
197	STATE RESOURCE CENTRE, PUNE	12-2/2009-NLM-4	1,500,000
198	STATE RESOURCE CENTRE, RAIPUR	12-2/2009-NLM-4	1,000,000
199	STATE RESOURCE CENTRE, SEARCH, ROHTAK	12-2/2009-NLM-4	728,980
200	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla	12-2/2009-NLM-4	850,000
201	JAN SHIKSHAN SANSTHAN, CALICUT	24-1/2009-AE-1	875,000
202	JAN SHIKSHAN SANSTHAN, PALGHAT	24-1/2009-AE-1	874,980
203	JAN SHIKSHAN SANSTHAN, ERNALULAM	24-1/2009-AE-1	875,000
204	JAN SHIKSHAN SANSTHAN, TRISSUR	24-1/2009-AE-1	875,000
205	JAN SHIKSHAN SANSTHAN, BETUL	5-2/2009-NLM-3	875,000
206	JAN SHIKSHAN SANSTHAN, LUCKNOW	10-1/2009-NLM-4	1,000,000
207	JAN SHIKSHAN SANSTHAN, BILASPUR	21-1/2009-NLM-1	875,000
208	JAN SHIKSHAN SANSTHAN, BIKANER	21-1/2009-NLM-1	763,639

Sr. No	Grantee name	Sanction No	Amount
209	JAN SHIKSHAN SANSTHAN, BANGALORE	5-1/2009-NLM-2	1,125,000
210	JAN SHIKSHAN SANSTHAN, MYSORE	5-1/2009-NLM-2	1,000,000
211	JAN SHIKSHAN SANSTHAN, KARWAR	5-1/2009-NLM-2	875,000
212	JAN SHIKSHAN SANSTHAN, BHARUCH	21-1/2009-NLM-2	875,000
213	JAN SHIKSHAN SANSTHAN, ELURU(AP)	24-1/2009-AE-1	846,918
214	JAN SHIKSHAN SANSTHAN, SINDHUDURG	15-1/2009-AE-5/AE-2	875,000
215	JAN SHIKSHAN SANSTHAN, MALLAPURAM	24-1/2009-AE-1	875,000
216	JAN SHIKSHAN SANSTHAN, PAPUN PORE	24-1/2009-AE-1	1,496,559
217	JAN SHIKSHAN SANSTHAN, KOLLAM	24-1/2009-AE-1	875,000
218	JAN SHIKSHAN SANSTHAN, KANNUR	24-1/2009-AE-1	875,000
219	JAN SHIKSHAN SANSTHAN, KAMRUP	22-2/2009-NLM-1	772,136
220	JAN SHIKSHAN SANSTHAN, SILCHAR	22-2/2009-NLM-1	868,152
221	JAN SHIKSHAN SANSTHAN, KOTTAYAM	24-1/2009-AE-1	875,000
222	JAN SHIKSHAN SANSTHAN, IDDUKKI	24-1/2009-AE-1	875,000
223	JAN SHIKSHAN SANSTHAN, FATEHPUR	10-1/2009-NLM-4	875,000
224	JAN SHIKSHAN SANSTHAN, GHAZIABAD	10-1/2009-NLM-4	875,000
225	JAN SHIKSHAN SANSTHAN, VARANASI	10-1/2009-NKLM-4	875,000
226	JAN SHIKSHAN SANSTHAN, JALAUN	10-1/2009-NLM-4	875,000
227	JAN SHIKSHAN SANSTHAN, SAHAJAHANPUR	10-1/2009-NLM-4	875,000
228	JAN SHIKSHAN SANSTHAN, CHITRKOOT	10-1/2009-NML-4	875,000
229	JAN SHIKSHAN SANSTHAN, THIRUPURAM	24-1/2009-AE-1	1,125,000
230	JAN SHIKSHAN SANSTHAN, JORAHAT	22-2/2009-NLM-1	875,000
231	JAN SHIKSHAN SANSTHAN, BOKARO	21-1/2009-NLM-1	854,851
232	JAN SHIKSHAN SANSTHAN, BHADOHI	10-1/2009-NLM-4	875,000
233	JAN SHIKSHAN SANSTHAN, RAIPUR	21-1/2009-AE-1	495,063
234	JAN SHIKSHAN SANSTHAN, MEHSANA	21-1/2009-NLM-1	875,000
235	JAN SHIKSHAN SANSTHAN, BARABANKI	10-1/2009-NLM-4	875,000
236	JAN SHIKSHAN SANSTHAN, RAICHUR	5-1/2009-NLM-2	875,000
237	JAN SHIKSHAN SANSTHAN, WARANGAL	24-1/2009-AE-1	1,557,333
238	JAN SHIKSHAN SANSTHAN, COIMBATORE	5-2/2009-AE-1	1,000,000
239	JAN SHIKSHAN SANSTHAN, SHIVAKASI	5-2/2009-NLM-3	875,000
240	ASSAM MAHILA SAMTA SOCIETY, DISPUR	7-3/2009-EE-7	15,000,000
241	MAHILA SAMAKHYA, DEHRADUN	7-2/2009-EE-7	20,000,000
242	DOOR STEP SCHOOL, MUMBAI	6-23/2009-EE-13	698,597
243	JAN SHIKSHAN SANSTHAN, BILASPUR	21-1/2009-NLM-1	379,351
244	JAN SHIKSHAN SANSTHAN, HARDOI	10-1/2009-AE-4	621,951
245	JAN SHIKSHAN SANSTHAN, MEHSANA	21-1/2009-NLM-1	304,015
246	JAN SHIKSHAN SANSTHAN, FATEHPUR	10-1/2009AE-4	625,000
247	JAN SHIKSHAN SANSTHAN, BHADOHI	10-1/2009-AE-4	625,000
248	JAN SHIKSHAN SANSTHAN, BANDA	10-1/2009-AE-4	425,947
249	JAN SHIKSHAN SANSTHAN, MYSORE	5-1/2009-NLM-2	750,000
250	JAN SHIKSHAN SANSTHAN, FAIZABAD	10-1/2009-AE-4	625,000
251	JAN SHIKSHAN SANSTHAN, CHANDOLI	10-1/2009-AE-4	565,505
252	JAN SHIKSHAN SANSTHAN, AGRA	10-1/2009-AE-4	610,253

Sr. No	Grantee name	Sanction No	Amount
253	JAN SHIKSHAN SANSTHAN, MALLAPURAM	24-1/2009-AE-1	625,000
254	JAN SHIKSHAN SANSTHAN, AIZWAL	24-1/2009-AE-1	510,267
255	JAN SHIKSHAN SANSTHAN, DAVANGERE	5-1/2009-NLM-2	569,705
256	JAN SHIKSHAN SANSTHAN, NALANDA	5-1/2009-NLM-2	625,000
257	JAN SHIKSHAN SANSTHAN, KANNUR	24-1/2009-AE-1	215,813
258	JAN SHIKSHAN SANSTHAN, KORAPUT	5-2/2009-NLM-3	496,246
259	JAN SHIKSHAN SANSTHAN, BHUBANESWAR	5-2/2009-NLM-3	625,000
260	JAN SHIKSHAN SANSTHAN, SIDDARTHANAGAR	10-1/2009-AE-4	625,000
261	JAN SHIKSHAN SANSTHAN, LUCKNOW	10-1/2009-AE-4	737,488
262	JAN SHIKSHAN SANSTHAN, RAIBAREILLY	10-1/2009-AE-4	624,459
263	JAN SHIKSHAN SANSTHAN, MAUNATHBHANJAN	10-1/2009-AE-4	617,217
264	JAN SHIKSHAN SANSTHAN, TRISSUR	24-1/2009-AE-1	625,000
265	JAN SHIKSHAN SANSTHAN, GUNTUR	24-1/2009-AE-1	750,000
266	JAN SHIKSHAN SANSTHAN, SHIVAGANGA	5-1/2009-NLM2	625,000
267	SRC, JAMIA MILIA ISLAMIA, N.DELHI	12-2/2009-NLM-4	1,000,000
268	SRC, GUWAHATI	12-2/2009-NLM-4	976,107
269	SRC, SHIILLONG	12-12/2009-NLM-4	1,000,000
270	SRC, KOLKATA	12-2/2009-NLM-4	1,497,713
271	SRC, CHANDIGARH	12-2/2009-NLM-4	1,000,000
272	SRC, THIRUVANATHPURAM	12-2/2009-NLM-4	1,481,548
273	SRC, BHUBANESHWAR	12-2/2009-NLM-4	1,000,000
274	SRC, AHMEDABAD	12-2/2009-NLM-4	1,000,000
275	MAHILA SAMAKHYA, UTTAKHAND	7-2/2009-EE-7	10,000,000
276	MAHILA SAMAKHYA, GUJRAT	7-4/2009-EE-7	20,000,000
277	MAHILA SAMAKHYA, LUCKNOW	7-5/2009-EE-7	40,000,000
278	JAHARKHAND MAHILA SAMAKHYA SOCIETY	7-1/2009-EE-7	20,000,000
279	SURYA APARTMENT, RAIPUR	6-23/2005-EE-13	119,902
280	Jan Shikshan Sansthan, Ahmedabad	21-1/09-NLM.1	15,14,331
281	Jan Shikshan Sansthan, Calicut	24-1/09-AE.1	6,25,000
282	Jan Shikshan Sansthan, Idukki	24-1/09-AE.1	6,25,000
283	Jan Shikshan Sansthan, Imphal	24-1/09-AE.1	3,67,880
284	State Resource Centre, Rohtak	12-2/09-NLM.4	7,28,980
285	Jan Shikshan Sansthan, Arwal, Bihar	5-1/09-NLM.II	6,25,000
286	Jan Shikshan Sansthan, Kurichy, Kottayam	24-1/09-AE.1	6,13,529
287	Jan Shikshan Sansthan, Dimapur	24-1/09-AE.1	5,34,320
288	Jan Shikshan Sansthan, Pilibhit	10-1/09-AE.4	6,25,000
289	Jan Shikshan Sansthan, Chitrakoot	10-1/09-AE.4	5,46,252
290	Jan Shikshan Sansthan, Shrawasti, U.P.	10-1/09-AE.4	5,25,000
291	Jan Shikshan Sansthan, Shajapur, M.P.	5-2/09-NLM.3	2,75,478
292	Jan Shikshan Sansthan, Jalaun, U.P.	10-1/09-AE.4	3,30,753
293	Jan Shikshan Sansthan, Surat	21-1/09-NLM.1	7,50,000
294	Jan Shikshan Sansthan, Tehri Garhwal	5-2/09-NLM.3	6,25,000
295	Jan Shikshan Sansthan, Sonebhadra, U.P.	10-1/09-AE.4	6,25,000
296	Jan Shikshan Sansthan, Manipur	24-1/09-AE.1	6,25,000

Sr. No	Grantee name	Sanction No	Amount
297	Jan Shikshan Sansthan, Aurangabad, Bihar	5-1/09-NLM.II	8,75,000
298	Jan Shikshan Sansthan, Gaya, Bihar	5-1/09-NLM.II	8,75,000
299	Jan Shikshan Sansthan, Sareu	5-1/09-NLM.II	8,75,000
300	Jan Shikshan Sansthan, Raisen, M.P.	5-2/09-NLM.3	8,75,000
301	Jan Shikshan Sansthan, Katni, M.P.	5-2/09-NLM.3	8,75,000
302	Jan Shikshan Sansthan, Indore, M.P.	5-2/09-NLM.3	10,00,000
303	Jan Shikshan Sansthan, Sehore, M.P.	5-2/09-NLM.3	8,75,000
304	Jan Shikshan Sansthan, Chamoli Uttarkhand	5-2/09-NLM.3	8,75,000
305	Jan Shikshan Sansthan, Puri, Orissa	5-2/09-NLM.3	6,25,000
306	Jan Shikshan Sansthan, Vaishali, Bihar	5-1/09-NLM.II	8,75,000
307	Jan Shikshan Sansthan, Keonjhar, Orissa	5-2/09-NLM.3	6,25,000
308	Jan Shikshan Sansthan, Gurgaon	15-1/09-AE.5/AE.2	8,75,000
309	Jan Shikshan Sansthan, Rohtak, Haryana	15-1/09-AE.5/AE.2	8,75,000
310	Jan Shikshan Sansthan, Sonapat, Haryana	15-1/09-AE.5/AE.2	8,75,000
311	Jan Shikshan Sansthan, Medinipur	15-1/09-AE.5/AE.2	8,75,000
312	Jan Shikshan Sansthan, West Delhi	15-1/09-NLM.II	8,75,000
313	Jan Shikshan Sansthan, Aligarh, U.P.	10-1/09-NLM.IV	8,75,000
314	Jan Shikshan Sansthan, Narsinghpur, M.P.	5-2/09-NLM.3	8,75,000
315	Jan Shikshan Sansthan, Faizabad, U.P.	10-1/09-NLM.IV	8,75,000
316	Jan Shikshan Sansthan, Farrukhabad, U.P.	10-1/09-AE.IV	6,25,000
317	Jan Shikshan Sansthan, Patliputra, Patna	5-1/09-NLM.II	6,16,796
318	Jan Shikshan Sansthan, Jahangirpuri, Delhi	5-1/09-NLM.II	8,75,000
319	SRC, Deepayatan, Patna	21-1/09-AE.6/ NLM.4	11,88,111
320	Jan Shikshan Sansthan, Bhadrak, Orissa	5-2/09-NLM.3	8,75,000
321	Jan Shikshan Sansthan, Balangir, Orissa	5-2/09-NLM.3	8,75,000
322	Jan Shikshan Sansthan, Nuapada, Orissa	5-2/09-NLM.3	8,75,000
323	Jan Shikshan Sansthan, Dhenkanal, Orissa	5-2/09-NLM.3	8,75,000
324	Jan Shikshan Sansthan, M.P.	5-2/09-NLM.3	8,75,000
325	Jan Shikshan Sansthan, Jhabua	5-2/09-NLM.3	8,75,000
326	Jan Shikshan Sansthan, Morena, M.P.	5-2/09-NLM.3	8,75,000
327	Jan Shikshan Sansthan, Datia, M.P.	5-2/09-NLM.3	8,75,000
328	Jan Shikshan Sansthan, Shajapur, M.P.	5-2/09-NLM.3	8,75,000
329	Jan Shikshan Sansthan, Dhule,	15-1/09-AE.5/AE.2	8,75,000
330	Jan Shikshan Sansthan, Angul	5-2/09-NLM.3	8,75,000
331	Jan Shikshan Sansthan, Bhubaneswar	5-2/09-NLM.3	8,75,000
332	Jan Shikshan Sansthan, Umeria, M.P.	5-2/09-NLM.3	8,75,000
333	Jan Shikshan Sansthan, Bhind, M.P.	15-1/09-AE.5	8,75,000
334	Jan Shikshan Sansthan, Panipat	5-2/09-NLM.3	8,75,000
335	Jan Shikshan Sansthan, Sambalpur, Orissa	5-2/09-NLM.3	8,75,000
336	Jan Shikshan Sansthan, Trichrapalli	5-2/09-NLM.3	8,75,000
337	Jan Shikshan Sansthan, Keonjhar, Orissa	5-2/09-NLM.3	8,75,000
338	Jan Shikshan Sansthan, Bhopal	5-2/09-NLM.3	8,75,000
339	Jan Shikshan Sansthan, Amethi, U.P.	10-1/09-NLM.4	8,75,000
340	Jan Shikshan Sansthan, Sitapur	10-1/09-NLM.4	8,75,000

Sr. No	Grantee name	Sanction No	Amount
341	Jan Shikshan Sansthan, Budhnagar, Noida	10-1/09-NLM.4	289,098
342	Jan Shikshan Sansthan, Allahabad, U.P.	5-1/09-NLM.II	8,75,000
343	Jan Shikshan Sansthan, Davangree, Karnataka	5-2/09-NLM.3	8,75,000
344	Jan Shikshan Sansthan, Mandla, M.P.	24.1.09-AE-1	8,75,000
345	Jan Shikshan Sansthan, Kollam, Kerala.	5-2/09-NLM-3	6,25,000
346	Jan Shikshan Sansthan, Betul, M.P.	10-1/09-NLM-IV	6,25,000
347	Jan Shikshan Sansthan, Agra, U.P.	10-1/09-NLM-IV	8,75,000
348	Jan Shikshan Sansthan, Bareilly, U.P.	12-2/09-NLM-4	8,75,000
349	SRC, ADRI, Patna	12-2/09-NLM-4	35,00,000
350	SRC, Hyderabad	12-2/09-NLM-4	35,00,000
351	SRC, ADRI, Ranchi	12-2/09-NLM-4	35,00,000
352	SRC, Jaipur	5-1/09-NLM.II	35,00,000
353	Jan Shikshan Sansthan, Bagalkot	5-2/09-NLM.3	8,75,000
354	Jan Shikshan Sansthan, Jajpur, Orissa	12-2/09-NLM.4	8,75,000
355	SRC, Dehradun	15-1/09-AE.5/AE.2	3,500,000
356	Jan Shikshan Sansthan, Mohali	15-1/09-AE.5/AE.2	8,75,000
357	Jan Shikshan Sansthan, Buldana	15-1/09-AE.5/AE.2	8,75,000
358	Jan Shikshan Sansthan, Sirsa	5-2/09-NLM.3	8,75,000
359	Jan Shikshan Sansthan, Nainital	12-2/09-NLM.4	3,64,348
360	SRC, Indore	15-1/09-AE.5/AE.2	35,00,000
361	Jan Shikshan Sansthan, Gondia, Maharashtra	10-1/09-NLM.4	8,75,000
362	Jan Shikshan Sansthan, Siddharthnagar, U.P.	10-1/09-NLM.4	8,75,000
363	Jan Shikshan Sansthan, Gorakhpur, U.P.	10-1/09-NLM.4	8,75,000
364	Jan Shikshan Sansthan, Jaunpur, U.P.	10-1/09-NLM.4	8,75,000
365	Jan Shikshan Sansthan, Varanasi, U.P.	10-1/09-NLM.4	8,75,000
366	Jan Shikshan Sansthan, Pilibhit, U.P.	5-2/09-NLM.3	8,75,000
367	Jan Shikshan Sansthan, Haripur	5-2/09-NLM.3	8,75,000
368	Jan Shikshan Sansthan, Jagatsinghpur, Orissa	5-2/09-NLM.3	8,75,000
369	Jan Shikshan Sansthan, Rourkela, Orissa	5-1/09-NLM.II	10,00,000
370	Jan Shikshan Sansthan, Jammu	5-2/09-NLM.3	10,00,000
371	SRC, Patna, Bihar	5-2/09-NLM.3	35,00,000
372	Jan Shikshan Sansthan, Kancheepuram	5-1/09-NLM.II	8,75,000
373	Jan Shikshan Sansthan, Shimoga, Karnataka	5-2/09-NLM.3	8,75,000
374	Jan Shikshan Sansthan, Namakkal	5-2/09-NLM.3	8,75,000
375	Jan Shikshan Sansthan, Haridwar	5-2/09-NLM.3	8,75,000
376	Jan Shikshan Sansthan, Madurai	5-2/09-NLM.3	10,00,000
377	Jan Shikshan Sansthan, Bageswar, Uttarakhand	5-1/09-NLM.II	8,75,000
378	Jan Shikshan Sansthan, Adri, Patna	5-1/09-NLM.II	8,75,000
379	Jan Shikshan Sansthan, Arwal Sipah	10-1/09-NLM.IV	8,75,000
380	Jan Shikshan Sansthan, Azamgarh, U.P.	10-1/09-NLM.IV	8,75,000
381	Jan Shikshan Sansthan, Unnao, U.P.	10-1/09-NLM.IV	8,75,000
382	Jan Shikshan Sansthan, Pratappgarh, U.P.	5-2/09-NLM.3	8,75,000
383	Jan Shikshan Sansthan, Cuttack	5-2/09-NLM.3	10,00,000
384	Jan Shikshan Sansthan, Dewas, M.P.	15-1/09-AE.5/AE.2	6,15,397

Sr. No	Grantee name	Sanction No	Amount
385	Jan Shikshan Sansthan, Ludhiana	5-2/09-NLM.3	8,75,000
386	Jan Shikshan Sansthan, Bauseri, M.P.	5-2/09-NLM.3	8,75,000
387	Jan Shikshan Sansthan, Rewa, M.P.	5-2/09-NLM.3	8,75,000
388	Jan Shikshan Sansthan, Damoh, M.P.	5-2/09-NLM.3	8,75,000
389	Jan Shikshan Sansthan, Chennai	5-2/09-NLM.3	11,25,000
390	Jan Shikshan Sansthan, Triuvarur	5-2/09-NLM.3	8,75,000
391	Jan Shikshan Sansthan, Bhaujan, U.P.	5-1/09-NLM.II	8,75,000
392	Jan Shikshan Sansthan, Nalanda, Bihar	15-1/09-AE.5/AE.2	8,75,000
393	Jan Shikshan Sansthan, Ahmednagar	10-1/09-AE.4	8,75,000
394	Jan Shikshan Sansthan, Banda, U.P.	10-1/09-NLM.4	8,75,000
395	Jan Shikshan Sansthan, Hardoi, U.P.	15-1/09-AE.5/AE.2	8,75,000
396	Jan Shikshan Sansthan, Nashik	15-1/09-AE.5/AE.2	8,75,000
397	Jan Shikshan Sansthan, Nandurbar	15-1/09-AE.5/AE.2	8,75,000
398	Jan Shikshan Sansthan, Dharavi	10-1/09-NLM.4	11,25,000
399	Jan Shikshan Sansthan, Etawah, U.P.	10-1/09-NLM.4	8,75,000
400	Jan Shikshan Sansthan, Basti, U.P.	10-1/09-NLM.4	8,75,000
401	Jan Shikshan Sansthan, Kaushambi, U.P.	10-1/09-NLM.4	8,75,000
402	Jan Shikshan Sansthan, Sultanpur, U.P.	10-1/09-NLM.4	8,75,000
403	Jan Shikshan Sansthan, Lucknow, U.P.	15-1/09AE.5/AE.2	8,75,000
404	Jan Shikshan Sansthan, Jalpaiguri	10-1/09-NLM.4	8,75,000
405	Jan Shikshan Sansthan, Raebareli, U.P.	12-2/09-NLM.4	8,75,000
406	SRC, Guwahati	12-2/09-NLM.4	25,00,000
407	SRC, Chennai	12-2/09-NLM.4	35,00,000
408	SRC, Mysore	12-2/09-NLM.4	35,00,000
409	SRC, Bhubaneswar	12-2/09-NLM.4	25,00,000
410	SRC, Bhopal	12-2/09-NLM.4	25,00,000
411	SRC, Chandigarh	24-1/09-AE.1	25,00,000
412	Jan Shikshan Sansthan, Thoubal, Manipur	5-2/09-NLM.3	8,75,000
413	Jan Shikshan Sansthan, Guna, M.P.	10-1/09-NLM.4	8,75,000
414	Jan Shikshan Sansthan, Gonda, U.P.	5-2/09-NLM.3	8,75,000
415	Jan Shikshan Sansthan, Almora, Uttarakhand	5-2/09-NLM.3	8,75,000
416	Jan Shikshan Sansthan, Hoshangabad	5-1/09-NLM.II	8,75,000
417	Jan Shikshan Sansthan, Tumkur	5-2/09-NLM.3	8,75,000
418	Jan Shikshan Sansthan, Dewas	10-1/09-NLM.4	8,75,000
419	Jan Shikshan Sansthan, Shrawasti, U.P.	10-1/09-NLM.4	8,75,000
420	Jan Shikshan Sansthan, Ambedkar Nagar, U.P.	15-1/09-AE.5/AE.2	8,75,000
421	Jan Shikshan Sansthan, Howrah	5-1/09-NLM.II	8,75,000
422	Jan Shikshan Sansthan, Kupwara, J&K	15-1/09-AE.5	8,75,000
423	Jan Shikshan Sansthan, Worli	24-1/09-AE.1	11,25,000
424	Jan Shikshan Sansthan, Senapati, Manipur	12-2/09-NLM.4	8,75,000
425	SRC, Lucknow	12-2/09-NLM.4	32,84,035
426	SRC, Ahmedabad	12-2/09-NLM.4	25,00,000
427	SRC, Pune	12-2/09-NLM.4	35,00,000
428	SRC,Thiruanantapuram	12-2/09-NLM.4	35,00,000

Sr. No	Grantee name	Sanction No	Amount
429	SRC, Aurangabad	12-2/09-NLM.4	25,00,000
430	SRC, Shillong	12-2/09-NLM.4	25,00,000
431	SRC, New Delhi	12-2/09-NLM.4	25,00,000
432	SRC, Kolkata	12-2/09-NLM.4	35,00,000
433	SRC, Raipur	12-2/09-NLM.4	25,00,000
434	Jan Shikshan Sansthan, Chandigarh	15-1/09AE.5/AE.2	10,00,000
435	Jan Shikshan Sansthan, Bahaich, U.P.	10-1/09-NLM.4	8,75,000
436	Jan Shikshan Sansthan, Puri, Orissa	5-2/09-NLM.3	8,75,000
437	Jan Shikshan Sansthan, Mirzapur, U.P.	10-1/09-NLM.4	8,75,000
438	Jan Shikshan Sansthan, Kanpur	10-1/09-NLM.4	10,00,000
439	Jan Shikshan Sansthan, Satna, M.P.	5-2/09-NLM.3	8,75,000
440	Jan Shikshan Sansthan, Ajmer	21-1/09-NLM.1	11,66,902
441	Jan Shikshan Sansthan, Koraput	5-2/09-NLM.3	8,75,000
442	Jan Shikshan Sansthan, Kota	21-1/09-NLM.1	10,00,000
443	Jan Shikshan Sansthan, Gwalior	5-2/09-NLM.3	8,75,000
444	Jan Shikshan Sansthan, Pipli, M.P.	5-2/09-NLM.3	8,75,000
445	Jan Shikshan Sansthan, Buxor, Bihar	5-1/09-NLM.II	8,75,000
446	Jan Shikshan Sansthan, Jodhpur	21-1/09-NLM.1	9,68,953
447	Jan Shikshan Sansthan, Hazaribagh	21-1/09-NLM.1	8,36,050
448	Jan Shikshan Sansthan, Chandoli, U.P.	10-1/09-NLM.4	8,75,000
449	Jan Shikshan Sansthan, Deoria, U.P.	10-1/09-NLM.4	8,75,000
450	Jan Shikshan Sansthan, Vadodara	21-1/09-NLM.1	8,58,110
451	Jan Shikshan Sansthan, Raigad	15-1/09AE.5/AE.2	8,75,000
452	Jan Shikshan Sansthan, Agartala	24-1/09-AE.1	10,19,150
453	Jan Shikshan Sansthan, Guntur	24-1/09-AE.1	10,00,000
454	Jan Shikshan Sansthan, Hyderabad	24-1/09-AE.1	11,25,000
455	Jan Shikshan Sansthan, Sonebhadra	10-1/09-NLM.4	8,75,000
456	Jan Shikshan Sansthan, Allahabad	10-1/09-NLM.4	8,75,000
457	Jan Shikshan Sansthan, Pune	15-1/09.AE.5/AE.2	10,00,000
458	Jan Shikshan Sansthan, Purulia	15-1/09.AE.5/AE.2	8,75,000
459	Jan Shikshan Sansthan, Haldia	15-1/09.AE.5/AE.2	8,75,000
460	Jan Shikshan Sansthan, Narendrapur	15-1/09.AE.5/AE.2	10,00,000
461	Jan Shikshan Sansthan, Yavatmal	15-1/09.AE.5/AE.2	8,75,000
462	Jan Shikshan Sansthan, Imphal	24-1/09-AE.1	8,75,000
463	Jan Shikshan Sansthan, Washim	15-1/09.AE.5/AE.2	8,75,000
464	Jan Shikshan Sansthan, Hyderabad	24-1/09-AE.1	10,00,000
465	Jan Shikshan Sansthan, Sivaganga	5-2/09-NLM.3	8,75,000
466	Jan Shikshan Sansthan, Bhimtal	5-2/09-NLM.3	8,75,000
467	Jan Shikshan Sansthan, Dimapur	24-1/09-AE.1	8,75,000
468	Jan Shikshan Sansthan, Beed	15-1/09.AE.5/AE.2	8,75,000
469	Jan Shikshan Sansthan, Jalgaon	15-1/09.AE.5/AE.2	8,75,000
470	Jan Shikshan Sansthan, Bankurd	15-1/09.AE.5/AE.2	8,75,000
471	Jan Shikshan Sansthan, Aizwal	24-1/09-AE.1	8,75,000
472	Jan Shikshan Sansthan, Tehri Garhwal	5-2/09-NLM.3	8,75,000

Sr. No	Grantee name	Sanction No	Amount
473	Jan Shikshan Sansthan, Farrukhabad	10-1/09-NLM.4	8,75,000
474	Jan Shikshan Sansthan, Noaida	10-1/09-NLM.4	8,75,000
475	Jan Shikshan Sansthan, Dhanbad	21-1/09-NLM.1	6,30,508
476	Jan Shikshan Sansthan, Surat	21-1/09-NLM.1	9,84,162
477	Jan Shikshan Sansthan, Kachchh	21-1/09-NLM.1	8,36,697
478	Jan Shikshan Sansthan, Ranchi	21-1/09-NLM.1	8,66,084
479	Jan Shikshan Sansthan, Parvari	24-1/09-AE.1	8,75,000
480	Jan Shikshan Sansthan, Mahabub Nagar	24-1/09-AE.1	8,75,000
481	Jan Shikshan Sansthan, Ongole	24-1/09-AE.1	8,75,000
482	Jan Shikshan Sansthan, Vishakhapattanam	24-1/09-AE.1	8,75,000
483	Jan Shikshan Sansthan, Tirupati	24-1/09-AE.1	8,75,000
484	Jan Shikshan Sansthan, Vijaywada	24-1/09-AE.1	10,00,000
485	Jan Shikshan Sansthan, Sidhi	5-2/09-NLM.3	8,75,000
486	Jan Shikshan Sansthan, Ratlam	5-2/09-NLM.3	8,75,000
487	Jan Shikshan Sansthan, Ananthapur	24-1/09-AE.1	8,75,000
488	Jan Shikshan Sansthan, Rajnandgaon	21-1/09-AE.1	8,75,000
489	Jan Shikshan Sansthan, Ujjain	5-2/09-NLM.3	8,75,000
490	Jan Shikshan Sansthan, Patan	21-1/09-AE.1	8,75,000
491	Jan Shikshan Sansthan, Sabarkantha	21-1/09-AE.1	8,75,000
492	Jan Shikshan Sansthan, Maruti Kheeri	10-1/09-AE.1	8,75,000
493	Jan Shikshan Sansthan, Jamshedpur	21-1/09-AE.1	9,46,556

Annexure-12

362

Statement of grants amounting to Rs.1.00 lakh and above sanctioned by Central Hindi Directorate to various VHOs during the financial year 2009-10

S. No	State-wise Name, Address & Tel. No. of Organization	Amount of Grant Sanctioned
ANDHRA PRADESH		
1.	Dakshin Bharat Hindi Prachar Sabha (Andhra) Khartabad Post Box No.23 Hyderabad	47,87,070/-
2.	Hindi Prachar Sabha, 5-8-5 Hindi Bhawan, L.N.Gupt Road Namapallay Station Road, Hyderabad	3,45,150/-
3.	Andhra Pradesh Hindi Prachar Sabha, Shri Ram Hindi Bhawan, L.N.Gupt Road, Namapalli Station Road, Hyderabad-500001	10,46,250/-
ORISSA		
1.	Utkal Prantiya Rashtrabhasha Prachar Sabha, Rashtrabhasha Road, Cuttack-1	3,30,315/-
2.	Hindi Shiksha Samiti, Shanker Pur, Arounoday Market, Cuttack-1	1,12,425/-
3.	Orissa Rashtrabhasha Parishad, Jagannath Dham Puri-782001 Orissa	4,47,300/-
JHARKHAND		
1.	Hindi Vidyapeeth, Deoghar, Jharkhand-814112	4,51,238/-
KERALA		
1.	Kerala Hindi Prachar Sabha, Thiruvananthapuram, Trivandrum	18,09,600/-
2.	Dakshin Bharat Hindi Prachar Sabha, Chittoor Road, Ernakulam, Kochi-682016	23,49,675/-
3.	Hindi Vidyapeeth (Kerala), Manja Likulam Road, Thiruvananthapuram, Kerala	1,97,370/-
4.	Gandhi Smarak Gram Seva Kendrum, P.O:-S.L.Puram, Alpuzha, Kerala	1,73,250/-
5.	Hindi Vidyapeeth, Cannur, Distt.Payanur P.O. cannur Kerala	1,21,616/-
LAKSHADWEEP		
1.	Dakshin Bharat Hindi Prachar Sabha, Kerala (Lakshdweep Branch) Chittoor Road, Ernakulam, Cochin-682016 Kerala	1,36,500/-
TAMILNADU		
1.	Dakshin Bharat Hindi Prachar Sabha, (Uecha Shiksha aur Shodh sansthan), Thanikachalam Road, T. Nagar, Chennai-600017 Tamilnadu	39,10,360/-
2.	Dakshin Bharat Hindi Prachar Sabha (City Scheme) Thanikachalam Road, T. Nagar, Chennai-600017 Tamilnadu	21,14,550/-
3.	Dakshin Bharat Hindi Prachar Sabha, (National Research Library) Thanikachalam Road, T. Nagar, Chennai-600017 Tamilnadu	1,91,100/-
4.	Punjab Association, No-46, V.M. Street, Royapeetah Chennai-600014	1,53,600/-

S. No	State-wise Name, Address & Tel. No. of Organization	Amount of Grant Sanctioned
5.	Dakshin Bharat Hindi Prachar Sabha , Old No. 35 B, New No.73 Tennur High Road, Thiruchirapalli	48,55,650/-
6.	Dakshin Bharat Hindi Prachar Sabha, Coonoor Road, Ooty -643001	3,78,900/-
PONDICHERRY		
1.	Dakshin Bharat Hindi Prachar Sabha, Pondicherry Branch	1,74,000/-
KARNATAKA		
1.	Mysore Hindi Prachar Parishad, West Cord Road, Rajaji Nagar, Bangalore-560004, Karnataka	32,77,762/-
2.	Karnataka Hindi Prachar Samiti, Jai Nagar, Bangalore-560011Karnataka	23,93,025/-
3.	Karnataka Mahila Hindi Seva Samiti, 178, 4th Main Road, Chamarajpet, Bangalore-560018	24,23,700/-
4.	Sri Jayabharti Hindi Vidyalaya, No-17 Kokila Nilaya, 3rd Cross , Bimajyothi Lic Colony, Basaveshware nagar, Bangalore-560079	1,42,875/-
5.	Adarsh Hindi Vidyalaya, 43/1- A, First Block, Thyagararaja Nagar,Bangalore-560028 Karnataka	1,26,300/-
6.	Hindi Vidyapeeth, Behind Gujrat Bhawan, Despande Nagar, Hubli-580028, Karnataka	1,48,470/-
7.	Janta Shikshan Samiti, Vithoba Gali (Durgaduble), Hubli-580020 Karnataka	1,03,290/-
8.	Geetha Education Society, Mission Compound, P.B.Road, Hubli-580029 Karnataka	1,17,150/-
9.	Dakshin Bharat Hindi Prachar Sabha, (Karnataka), P.O No.42, Dharwar-580001 Karnataka	58,78,800/-
10.	Hindi Shaikshnik Seva Samiti, C/o 75/10, Shastri Nagar, Behind Sanik School , Bijapur-580102 Karnataka	1,89,120/-
11.	Hindi Prachar Sangh, Mudhol-587313, District- Bijapur, Karnataka	2,86,275/-
12.	District Hindi Premi Mandal, Bellary -583101, Karnataka	1,28,100/-
13.	Manas Shaikshnik Sanstha, 24, Park Road, S.S. Puram Tumkur-572102 Karnataka	1,32,150/-
14.	Mumbai Hindi Vidyapeeth, (North East Karnataka Branch) 306/307, Udhyog Mandir No.1 Dharamveer Sambhaji Raje Marg, Mahim (West), Mumbai-400016	1,60,350/-
15.	Bharti Hindi Vidyalaya, I.D.K, 54/B, V.I.S.L, Main Hospital Road, New Town, Bhadrawati	81,570/-
16.	Karnataka Hindi Sabha P.E.S.Engg. College Road, Opp. Zila Panchyath Office, Mandya-571401	1,07,025/-
17.	Karnataka Hindi Prachar Samiti, Seldom Road, Jagat Gulbarga -585105, Karnataka	1,08,225/-
18.	Belgaon Vibhagiya Hindi Shikshan Samiti, Super market, Block No.-2, Illrd Floor, Stall No.4, Janta Bazar, Hubli -20, karnataka	1,30,320/-

S. No	State-wise Name, Address & Tel. No. of Organization	Amount of Grant Sanctioned
DELHI		
1.	Akhil Bhartiya Hindi Sanstha Sangh,Community Centre, (MCD), 10788-89, Jhandewalan, Nabi Kareem, New Delhi-110055	18,81,000/- 2,00,000/-
2.	Bharatiya Anuvad Parishad, 24, School Lane, Basement Bangali Market, New Delhi-110001	3,75,000/-
3.	Nagari Lipi Parishad, 19, Gandhi Smarak Nidhi, Rajghat, New Delhi-110002	4,09,950/-
4.	New Delhi Evening Insitute of Hindi, Bhartiya Vidya Bhawan, Kasturba Gandhi Marg, New Delhi-110003	1,00,500/-
5.	Kendriya Sachivalaya Hindi Parishad,Xy-68, Sarojini Nagar, New Delhi	5,42,000/-
UTTAR PRADESH		
1.	Hindi Sahitya Sammelan, Prayag 12, Sammelan Marg, Allahabad-211003	5,96,250/-
RAJASTHAN		
1.	Hindi Prachar Prasar Sansthan, 4530, Surajpol Bazar, Jaipur-302003	1,10,175/-
MANIPUR		
1.	Wangkhei Rashtrabhasha Mahavidyalaya, Wangkhei , Thangapat Mapal, Imphal, Manipur-795001	1,15,320/-
2.	Manipur Rashtrabhasha Prachar Samiti, Dist. Imphal West, Manipur-795001,	3,83,400/-
3.	Manipur Hindi Prachar Sabha, Akampat, Dist. Imphal East,Manipur-795001	1,55,220/-
4.	Manipur Hindi Parishad, Assembly Road, Imphal, Manipur-795001l	3,87,420/-
MEGHALAYA		
1.	Meghalaya Rashtrabhasha Prachar Samiti, New Kanchan Traces, Laban, Shillong, Meghalaya-793004	6,39,150/-
NAGALAND		
1.	Nagaland Bhasha Parishad, Kohima, Nagaland-797001	1,17,000/-
GOA		
1.	Mumbai Hindi Vidyapeeth (Goa Branch) 306/307, Udyog Manidr No-1, Dharamvear Shambhaji Raje Marg, Mahim, (West), Mumbai-400016	1,91,700/-
2.	Dakshin Bharat Hindi Prachar Sabha (Goa Branch) P.B. No.42, D.C.Compound , Dharwar-580001 Karnataka	4,25,250/-
GUJARAT		
1.	Gujarat Vidyapeeth, Ashram Road, Ahmedabad-380014	3,76,800/-
2.	Gujarat Prantiya Rashtrabhasha Prachar Samiti,Rashtrabhasha Hindi Bhawan, opposite Nagari House, Allice Bridge, Ahmedbad-380006	1,41,750/-
3.	Mumbai Hindi Vidyapeeth, (Gujarat Branch) Mandir No-1, Dharamveer Sambhaji Raje Marg, Mahim (West) Mumbai-4000016	2,16,900/-

S. No	State-wise Name, Address & Tel. No. of Organization	Amount of Grant Sanctioned
MAHARASHTRA		
1.	Mumbai Hindi Vidyapeeth, 306/307, Udhyog Mandir No.1 Dharamveer Sambhaji Raje Marg, Mahim (West) Mumbai-400016	28,00,350/-
2.	Mumbai Prantiya Rashtrabhasha Prachar Mabha, Vithal Sadan, IInd Floor, Congress House, V.P. Road, Mumbai-400004	6,21,150/-
3.	Mumbai Hindi Sabha, Lakshmi Bhawan, Ranade Road, Near Kohinoor Cinema, Dadar, Mumbai-400004	5,42,670/-
4.	Rashtrabhasha Prachar Samiti, Hindi Nagar, Wardha-442003	7,99,770/-
5.	Maharashtra Rashtrabhasha Sabha, Rashtrabhasha Bhawan, 387, Narayanpeth, Pune, Maharashtra-411030	8,24,925/-
6.	Vidarbha Rashtrabhasha Prachar Samiti, Abhyankar Smarak Trust, Dhantali, Nagpur-440012	1,63,875/-
7.	Maharashtra Hindi Prachar Sabha, M.K. Agarwal, Hindi Bhawan Shahaganj, Aurangabad-431001	4,23,000/-
8.	Hindustani Prachar Sabha, Mahatma Gandhi Memorial Building, Jugilal Podar Road, 7, Netaji Subash Marg, Near Charni Road Station (West) Mumbai-400002	1,21,800/-
9.	Maharashtra Rashtrabhasha Prachar Samiti, 1439, Friday peth Hindi Bhawan, Near Sanipark, Post Box No.558, Pune-411002 Maharashtra	1,52,250
10.	Rashtrabhasha Vikas Parishad, 5121, Leela sadan, Apartment Forth Floor, Block No.11 Sadashiv peth, Pune-30	1,41,900/-
11.	Akhil Bhartiya Rashtrabhasha Vikas Samiti, Disha, C-1/2, Building No-102-A, Second Floor, Shete Estate, Dadar (East) Mumbai-400014	1,41,900/-
ASSAM		
1.	Assam Rajya Rashtrabhasha Prachar Samiti, Hindi Bhawan, Nehru Park, Jorhat, Assam-785001	25,20,990/-
2.	Assam Rashtrabhasha Prachar Samiti, Rashtrabhasha Bhawan, Rupnagar, Guwahati, Assam-781132	31,21,050/-
3.	Uttar Poorvanchal Rashtrabhasha Prachar Samiti, North Lakhimpur, P.O. Lakhimpur, Assam-781302	5,54,790/-

Annexure-13

366

Number of organizations (state-wise) received grant more than 1.00 lakh from Rashtriya Sanskrit Sansthan during the financial year 2009-10

S. No.	Name of the State	Total number of Organizations
1.	Orissa	10
2.	Manipur	04
3.	A.P.	16
4.	Assam	01
5.	Bihar	23
6.	Chattisgarh	01
7.	Delhi	09
8.	Gujrat	04
9.	Haryana	25
10.	Himachal	02
11.	J & K	02
12.	Jharkhand	02
13.	Karnatak	22
14.	Kerala	21
15.	M.P.	19
16.	Maharashtra	08
17.	Pondicherry	01
18.	Punjab	07
19.	Rajasthan	24
20.	Sikkim	10
21.	Tamil Nadu	15
22.	U.P.	95
23.	West Bengal	09
24.	Uttarakhand	39
	Total	369

All organizations have submitted Utilization Certificate.

Annexure-14

367

Statement of grant of Rs.1.00 lakhs and above approved/released to NGOs during the financial year 2009-10 (up to December, 2009) by MSRVVP

S. No. (1)	Name & Address of NGO (2)	Grant (3)
01.	Veda Parishat Pattabhipuram Guntur(A.P.)	2,11,000/-
02.	Sarvaraya Educational Trust, Kakinada(A.P.)	2,06,000/-
03.	Vedvedanta Gurukula Mahavidyalaya, Madipadu, Guntur	5,68,000/-
04.	Bhartiya Chaturdham Veda Bhawan Nyas, Dwarka(Guj.)	6,72,000/-
05.	Sri Shardapeetha Vidyasabha, Dwarka(Guj.)	5,33,000/-
06.	Vidyaranya Vidyapeeth Trust Committee, Hospet(Karnataka)	3,59,000/-
07.	Sri Manik Prabhu Veda Pathashala, Maniknagar, Dist. Bidar(Karnataka)	13,84,000/-
08.	Kamkoti Yajurveda Pathahala Brahmaswam Madhom, Trussur(Kerala)	1,94,000/-
09.	Tanthra Vidyapeetham, Alwaye(Kerala)	3,62,000/-
10.	The Veda Rakshna Samithi, Palghat(Kerala)	5,15,000/-
11.	Shri Sant Gyaneshwar Veda Vidya Pratishthan, Aurangabad(Maharashtra)	1,84,000/-
12.	Vedacharya Ghaisas Guruji Vedapathashala, Pune(Mah.)	2,32,000/-
13.	Sachchidanand Veda Swadhyaya Pratishthan Dist. Parbhani(Maharashtra)	10,13,000/-
14.	Sri Swami Akhandanand Vedavedanga Sanskrit Mahavidyalaya, Nasik(Mah.)	4,69,000/-
15.	Acharya Vachaspati Shukla Sanskrit Vedaviyalaya, Guna(M.P.)	7,07,000/-
16.	Gangadhar Veda Vidya Mandir, Ujjain(M.P.)	3,40,000/-
17.	Nabhimandal Veda Vidya Parmarthik Nyas, Ujjain(M.P.)	9,86,000/-
18.	Bhartiya Chaturdham Veda Bhawan Nyas, Puri(Orissa)	3,04,000/-
19.	Sri Garudadhwaaja Vasudeva Yagnavalkya Veda Pathashala Puri(Orissa)	8,94,000/-
20.	Shri Naitik Punaruthan Samiti Cuttack(Orissa)	1,53,000/-
21.	Sri Ramanadacharya Kanva Veda Pathashala, Puri(Orissa)	3,45,000/-
22.	Veda Pathashala, Brahmpur, Gunjam(Orissa)	8,59,000/-
23.	Gurukula Vedapathashala, Puri(Orissa)	2,81,000/-
24.	Sri Balram Veda Pathashala, Sri babaji Ki Kui, Jaipur	4,57,000/-
25.	Sri Jankinath Veda Vidyalaya, Rewasa, Sikar	5,75,000/-
26.	Shri Munikul Bhramcharya Ashram Veda Sansthan, Barundani, Bhilwara	15,75,000/-
27.	Shri Veer Hanuman Rishkul Vedavidyalaya, Jaipur	3,88,000/-
28.	Sri Mahadeva Shishu Gunjan Veda Sansthan, Begu(Raj.)	7,01,000/-
29.	Tripura Rajya Veda Vidya Prasaran Samiti, Agartala (Tripura)	3,14,000/-
30.	The Raja Veda Kavya Pathashala, Kumbakonam	23,91,000/-
31.	Shri Shiva Ram Trust, Chennai	4,12,000/-
32.	Kalavai Guruparampara Veda Vidya Trust, Chennai	3,69,000/-

S. No. (1)	Name & Address of NGO (2)	Grant (3)
33.	Sri Shukla Yajurveda Dharma Shastra Pathashala, Kanchipuram	4,29,000/-
34.	Sri Abhinava Vidyatheertha Bharti Veda Pathashala, Rajapalayam(T.N.)	4,12,000/-
35.	Acharya Ramesh Guruji Veda Pathashala, Karanwas, Buland Shahar(U.P.)	7,11,000/-
36.	Bhartiya Chaturdham Veda Bhawan Nyas, Prayag(U.P.)	5,34,000/-
37.	Swami Narottamanand Giri Veda Vidyalaya, Jhusi, Allahabad	5,87,000/-
38.	Shri Patabhiram Shasri Veda Mimansa Anusandhan Kendra, Varanasi	21,09,000/-
39.	Shri Dudheshwar Veda Vidyapitha, Ghaziabad(U.P.)	3,37,000/-
40.	Shri Jayendra Saraswati Veda Pathshala, Chitrakoot(U.P.)	8,99,000/-
41.	Jagatguru Sankaracharya Swami Swarupanand Saraswati Nyas, Varanasi	16,29,000/-
42.	Acharya Shri Rameshguru Veda Pathashala, Vrandavan	5,25,000/-
43.	Sri Sitaramdas Omkarnath Sanskrita Shiksha Samsad, Kolkata	9,28,000/-
44.	Sati Deb Vasha Siksha Niketan, Vishwakalyan Foundation, Navdeep(W.B.)	3,28,000/-
45.	Sri Sankara Gurukula Veda Pathashala, Hyderabad(A.P.)	7,75,000/-
46.	Sri Veda Sanskrit Gurukula Pathashala, Srirangapattam (Karnataka)	2,82,000/-
47.	Acharya Gopal Chandra Mishra Vedic Unnayan Vedic Sansthan, Varanasi	7,83,000/-
48.	Asom Veda Vidyalaya, Guwahati	1,46,000/-
49.	Sitaram Vedic Mahavidyalaya, Kolkata	4,48,000/-
50.	Veda Shastra Vidya Trust, Palakkad (Kerala)	4,00,000/-
51.	Guru Shikhar Veda Vidyalaya, Maunt Abu (Rajasthan)	8,24,000/-
52.	Lingraj Vedic Shiksha Anusthan Veda Pathashala, Bhuwaneshwar(Orissa)	2,51,000/-

**DETAILS OF GRANTS RELEASED TO NGOs UNDER THE SCHEME OF
ASSISTANCE FOR STRENGTHENING EDUCATION IN
HUMAN VALUES (STATE-WISE)-2009-2010 (Up to 4.2.2010)**

S.No.	Details of NGO	Objectives	Amount (in Rupees)
ANDHRA PRADESH			
1.	Indian Institute of Human Study 2-2-4/1, O.U. Road Hyderabad- 44	Conducting six workshops for training of teachers	5,76,000
2.	Young Envoys International, Hyderabad	For organizing "Bapu Darshan", the Mobile Exhibition	75,000
ASSAM			
3.	Socio-Economic Development Organisation, Rajgarh Road, 5th Bye Lane-4, Guwahati-3, Assam	For conducting 2 days teachers training in Higher Secondary Schools and Primary & Middle Schools of Tinsukia	95,000
CHATTISGARH			
4.	Kesarwani Sikchha Samiti, At. Ramanujanj, Dist.- Surguja, Chhattisgarh	For conducting Awareness Camps, honorarium to resource persons, meeting arrangement & transportation, revival of story telling in 50 villages.	50,000
5.	Chaya Deep Samiti, Surguja, Chhattisgarh	For conducting College activities (Song, Quiz, Speech, Essay & Drama etc.)	50,000
CHANDIGARH			
6.	Centre for Education & Voluntary Action, Room No. 3 & 4, IInd Floor, Karuna Sadan, Sector - 11B, Chandigarh - 160011	For conducting 5 Children's Community Theatre Workshops	2,00,000
DELHI			
7.	D.A.V. College Managing Committee, Arya Samaj Mandir, R.K.Puram New Delhi	For conducting Teacher Training Programmes	3,17,000
8.	SPIC-MACAY, 41/42, Lucknow Road, Delhi-110054	For conducting 10 workshops for teachers	7,50,000
9.	Sri Satya Sai International Central and School, Lodhi Road, New Delhi	For conducting 5 days Orientation Programmes for the principals of Kendriya Vidyalayas & Navodaya Vidyalayas	7,50,000

S.No.	Details of NGO	Objectives	Amount (in Rupees)
10.	Citizenship Development Society, 4, OCF, Pocket-B, Institutional Area, (Behind Neelam Mata Mandir), Mayur Vihar, Phase-II, Delhi- 110091	For organizing 2 Regional Seminar-cumworkshop on Value Education	2,00,000
11.	Pancham, Mayur Vihar Phase-III, Delhi -96	For organizing 9 workshops to be conducted for boys & girls of theatre in education of 30 days.	4,68,000
12.	Socio-Service Art Group, P-31, West Patel Nagar, New Delhi- 110008	For organizing 2 workshops of 30 days for performing drama & games with school children in Kashmir	10,50,000
13.	Ramakrishna Mission, Ramakrishna Marg, New Delhi-110055	For conducting 2 projects for training of students & teachers	5,41,000
14.	Akhil Bhartiya Mahila Udyog Kalyan & Shiksha Samiti, Utthan Bhawan, B - 290, New Ashok Nagar, Opp. Eastend Apartment, New Delhi - 110096	For conducting lectures, debates, essay writing competitions & corner play in schools.	1,00,000
15.	Poetry Society (India), L-67A, Malviya Nagar, New Delhi -110017	For conducting All India Poetry Competition among school children in the states of J&K, Maharashtra & Orissa	2,50,000
16.	Sri Aurobindo Education Society, Sri Aurobindo Marg, New Delhi-110016.	For conducting Value Education Camps for in-service teachers & teachers under training.	5,00,000
17.	The Institute of Peace Research and Action, 81 Gagan Vihar, Delhi-110051	For conducting 5 Projects on cultural renewal of Kashmiri students	2,50,000
18.	Bengal Association, Banga Bhawan, Hailey road, New Delhi	For organizing National Chorus Competition	5,00,000
19.	Hamdard Education Society, New Delhi	For conducting 3 programmes of 10 days duration for 50 teachers	4,00,000
JAMMU & KASHMIR			
20.	Samooch Theatre, Kushvinder Lane, Talab Tillo, Jammu	Theatre in education workshops in rural, urban and slum schools of Jammu & Kashmir for the children	1,75,000
KARNATAKA			
21.	Sneha Shiksha Samstha, Gandhi Nagar, Karnataka	For conducting workshops on value education	50,000
22.	Rajyoga Education & Research Foundation, Taponen Distt.-Karwar, Yellapur, Karnataka	For training of 225 High School teachers & 335 High School students.	7,50,000

S.No.	Details of NGO	Objectives	Amount (in Rupees)
KERALA			
23.	Darshan Cultural Society, Sastri Road, Kottayam, Kerala	For conducting classroom activities & organizing essay competition, debate, workshop, seminars & film shows	1,00,000
MADHYA PRADESH			
24.	Sewa Sankalp Samiti, Sehore, M.P.	For conducting Bal Rang Manch & community service activities	1,50,000
25.	Divya Jyoti Shiksha Samiti, M.P.	For inviting local craftsmen and artists for demonstrating their skill for Children of Bal Kavi Sammelan.	50,000
26.	Shrashti Manav, Utthar Samiti, Tikamgarh, M.P.	For organizing Bal Kavi Sammelan.	25,000
27.	Ankur Pragatisheel Mahila Kendra, Shajapur, M.P.	For organizing 2 workshops of one day teacher training and setting up of 20 museum corners in 20 schools.	3,35,000
28.	Nav Chetna Shiksha Samiti, Jabalpur, M.P.	For demonstration of skills by trained craftsmen for school children	75,000
MANIPUR			
29.	The SC/ST Backward Women and Child Development Organization, Thoubal Dist. Manipur	For conducting Awareness Generation & Training Programme	1,44,000
30.	Kanglei Mime Theatre Repertory, Moirangkhom Makha, Yumnam Leikai Imphal -795001, Manipur	For conducting mime theatre workshopcum-play production	1,97,500
MAHARASHTRA			
31.	Youth for Unity and Voluntary Action (YUVA), Nagpur, Maharashtra	For conducting workshops on Indian Culture & History, legal & moral duties and transforming Human & Cultural Values	2,00,000
32.	K. J. Somaiya Centre of Buddhist Studies, Somaiya Vidya Vihar Campus, II Floor, Management building Vidyanagar, Vidyavihar,	For conducting publication of research work on relevance of the teaching of Buddha. Mumbai-400077	2,00,000
33.	Bharatiya Adimjati Sevak Sangh, Vidarbha (Nagpur), Malviya Nagar, Khmala -440025. (Maharashtra).	For conducting 15 seminars & 5 camps in schools	1,25,000
34.	Shri Sarfojiraje Bhosale Bharatnatayam Training and Research Centre, Mumbai, Maharashtra	For conducting 2 workshops of Classical dance, folk dance & music	50,000

S.No.	Details of NGO	Objectives	Amount (in Rupees)
35.	Priyadarshani Gramin & Adivasi Sevabhavi Sanstha, 1st Floor, Deepraj Complex, New Nagar Road, Sangamner, Dist.-Ahmednagar,	For conducting special programmes for students & teachers - workshop.	1,00,000
36.	Ahilyadevi Shikshan Prasarak & Bahudeshiya Mandal, Washim, Maharashtra	For conducting training of teachers for educating the children organizing seminars & workshops etc	1,00,000
37.	Nisarg Vidnyan Mandal, Manewada Road, Nagpur, Maharashtra	For conducting training of teachers for educating children, organizing seminars, workshops & symposiums involving teachers & students	1,00,000
38.	Yuvak Biradari, (Bharat) Hazarimal Somani Marg, Near Capitol Cinema, Mumbai- 400001.	For conducting 16 workshops on "Ek Sur Ek Tal".	5,00,000
39.	Sanskriti Samvardhan Mandal, Distt. Nanded, Maharashtra	For propagation of human values through films, books and tales by teachers.	1,00,000
ORISSA			
40.	Maa Durga Rural Women's Udyog , Rajendra Nagar, PO Madhupatna, Cuttack, Orissa.	For Teacher Training workshops in schools for competitions of students.	1,57,500
41.	Adibasi Harijan Institute and National Social Action (AHINSA), Kokeida, PO Raitala, Via Gondapatna, Distt. Dhenkanal-759 016 (Orissa)	For conducting workshops in 15 schools	1,50,000
42.	AAKASH, Cuttack, Orissa	For conducting theatre/drama on Human Values by school students & for organizing meeting/workshop for parents.	1,00,000
43.	Better Institute for Rural Development & Action (BIRDA), Orissa	For developing teaching/ learning audiovisual aids	1,00,000
44.	Dunlop Women Association For Social Action, Orissa	For Interactive Workshop on factors influencing education process & training of students.	1,50,000
45.	Anchalika Bikash Parishada, Distt. Balasore, Orissa	For training of students	37,500
46.	Action for Women Helpage & Awareness (AWHAN), Orissa	For organizing Inter School students meet, 2 camps & 20 seminars	50,000
47.	Basti Area Development Council, Distt. Balasore, Orissa	For organizing 2 days workshops in 25 schools.	1,25,000

S.No.	Details of NGO	Objectives	Amount (in Rupees)
PUDUCHERRY			
48.	Sri Aurobindo Centre for Advance Research (SACAR), Puducherry	For organizing workshops for students	3,45,000
RAJASTHAN			
49.	Anuvrat Vishwa Bharati, Vishwa Shanti Nilayan, Post Box-28 Rajsamand, Rajasthan -313326	For conducting Children competitions, teacher training & Balodyas Clubs	1,95,520
50.	Mitra Mandali Tarun Samaj Samiti, Bharatpur, Dahi Wali Gali, Bharatpur Rajasthan	For conducting seminars on Cultural Awareness	6,00,000
TAMILNADU			
51.	C. P. Ramaswami Aiyar Foundation (CPRAF), The Grove, 1 Eldams Road, Alwarpet, Chennai - 600 018	For conducting 15 workshops for teachers	5,00,000
UTTAR PRADESH			
52.	Pragati Pathgamini, D - 1, Sahu Coloney, Sitapur Road, Lucknow - 226020, Uttar Pradesh	For conducting 35 workshops for School Art & Craft Teachers	16,100
53.	Brechtian Mirror, 20/18, Gulmohar Road, Shipra Suncity, Indirapuram, Ghaziabad, U.P.	For conducting activities in 10 schools in the form of theatre drama in Shimla district	8,75,0 00
54.	Saket Mahila mandal Kalyan Samiti, Moh, Muthiganj, Nawabganj, Dist. Gonda (UP)	For conducting 50 workshops for school children	1,25,000
55.	Dr. Ambedkar Gramodyog Seva Sangathan, Nekpur, Budaun Road, Bareilly, U.P.	For conducting education tour for school students.	75,000
56.	Rang Yatra, Gandhi Nagar, Lucknow	for organizing theatre in education training programme in 7 schools	3,25,000
57.	Ghungru Prashikshan Sansthan, Allahabad, U.P	For conducting Bal Sangeet Theatre - Chalo-Chalo School Chalo.	2,55,000
WEST BENGAL			
58.	Dunlop Women Association For Social Action 156A/58A, B. T. Road, Gitanjali, Flat-I, Kolkata - 700035.	For conducting 6 teachers training programmes	3,00,000
59.	Charabedia Rural Economic & Area Development Society (CREADS), 131, Dr. A. K. Pal Road, Behala, Kolkata-700034, West Bengal	For conducting 6 workshops for 12 teachers and 300 students	1,50,000

S.No.	Details of NGO	Objectives	Amount (in Rupees)
60.	60. Institute of Psychological & Educational Research (IPER), IPER Development Centre, P-39/1, Prince Anwar Shah Road, CIT Scheme 114A, Kolkata- 700045.	For training to school teachers on value education	2,25,000
61.	Bengal Fine Arts College. P. O. Chandpara Bazar, Uttar Chabbish Parganas, West Bengal-743245	For conducting creative workshops	2,50,000
62.	Nandikar, 47/1, Shyam Bazar Street, Calcutta - 700004	For organizing Short Workshops for students with teachers	5,00,000
63.	PADATIK, Dance Centre 6/7 A.J.C.Bose Road, Kolkata	For conducting Theatre Workshops for classes VI, VII, IX, X & XII	2,00,000
64.	Renaissance, 8B, Nalin Sarkar Street, Hatibagan, Kolkata - 700004	For conducting training programme, sustained programme & production performance	75,000
65.	Shohan, 7A, Telipara Lane, Kolkata - 700004	For organizing training of 200 students - taking 50 students each from 4 selected schools.	1,00,000
66.	Lok Chhanda Cultural Unit, Rabindra Nagar, Midnapure, West Bengal	For organizing classical & folk programmes in 12 secondary schools & 2 cultural dance festivals	2,75,000
67.	Sudrak, P-229, Block-A Bangur Avenue, Kolkata-700055.	For conducting Zonal meets activity in different districts of West Bengal	2,50,000
68.	Indian Mime Theatre, Sea Lane, Kolkata	For organizing training in performing allied art in schools based on culture, children theatre and cultural festivals etc.	2,00,000
69.	SNEH, Kolkata	For organizing Personality Development Programme	1,00,000

**Summary of important Audit Observations made by the C&AG
Ministry of Human Resource Development
Department of Higher Education**

Persistent unspent provision

A significant portion of the budget provisions made for under mentioned schemes remained unutilized during the years 2005-08 defeated the purpose for which these schemes were implemented by the Government for the welfare of the public :

(Rupees in crore)

Name of scheme	Budget provision	Actual expenditure	Unspent provision
Vocationalisation of Education	47.00	12.87	34.13
Indian Institute of Information Technology	44.00	25.00	19.00
Sant Longowal Institute of Engg. and Technology.	66.20	32.75	33.45
Grants for Quality Improvement Programme Community Polytechnics.	70.70	23.18	47.52

Surrender of unspent provision

Consequent to the 93rd Amendment to the Constitution, Article 15(5) was inserted and Central Education Institutions (Reservation in Admission) Act 2006 came into force. For implementation of the policy of reservation, an Oversight Committee was constituted along with five specialists groups. On the recommendation of the committee, Rs.3200 crore was allocated by the Ministry during 2007-08. However, the entire allocation of Rs.3200 crore remained unspent due to non-approval of financial estimates by the Oversight Committee out of which Rs.2518.02 crore was surrendered on 31 March, 2008 and the balance amount was re-appropriated to other heads.

(Para 9.21 of AR No.CA 13 for the year 2007-08)

Rush of Expenditure

Under various heads, disbursement ranging from 55 per cent to 100 per cent were made in the last quarter and 26 to 100 per cent in March during the years 2005-08 against the prescribed limit of 33 and 15 per cent.

(Para 9.22 of AR No.CA 13 for the year 2007-08)

Utilisation Certificate

There were 2608 outstanding utilization certificates involving Rs.1121.93 lakh in respect of grants-in-aid released by the Department of Higher Education up to 2006-07 due by March, 2008.

(Para 9.25 of AR No.CA 13 for the year 2007-08)

Sant Longowal Institute of Engineering and Technology

The Institute did not make any assessment of the requirement of the local population in order to identify and prescribe new courses of studies and training in the fields of engineering and technology during the last five years.

The Institute prepared its budget estimates by incorporating its establishment expenditure on the basis of sanctioned strength instead of actual strength and without exhibiting its entire receipts under internal resource generation.

No periodic assessment of academic programmes was conducted by the Institute. Besides, continuation of a degree programme despite its very low demand not only reflected disregard of the requirements of the local population but also resulted in potential loss of internal resources of Rs.1.41 crore.

The percentage of unsuccessful/dropout students increased from 32 in 2003-04 to 54 in 2007-08 in respect of certificate courses and from 24 in 2003-04 to 42 in 2007-08 in respect of degree courses.

With the provision of reservation for vertical mobility to diploma and degree courses without considering the students industrial experience, the purpose of conducting the certificate and diploma courses appeared to be the providing of a soft entry into the degree courses of the Institute. Consequently, the mandate of the Institute regarding multi-point entry and multi-point exit could not be achieved.

Out of 10 diploma courses, nine degree courses and four M.Tech Programme, only two degree courses of the Insitute had been accredited by National board of Accreditation as of date.

<p>Jawaharlal Nehru University</p>	<p>The Institute did not adhere to All India Council for Technical Education (AICTE) guidelines resulting in enrolment of students over and above its intake capacity.</p> <p>The Institute could not ensure proper utilization of the grants received for upgradation and modernization of its laboratories and research projects.</p> <p>45-50%, 19-40% and 10-17% of the sanctioned posts of Professors, Assistant Professors and Lecturers respectively, were lying vacant during the last five years.</p> <p>The Internal control system of the Institute was deficient. Meetings of the Board were not being held regularly and no internal audit cell had been established even after a lapse of more than 17 years.</p> <p>(Report No.CA 15 of 2008-09)</p> <p>Jawaharlal Nehru University suffered a loss of Rs.1.32 crore during 2004-05 to 2007-08 due to under-recovery of water charges from its staff.</p> <p>(Report No.CA 15 of 2008-09)</p>
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Department of School Education and Literacy

<p>Inadequate monitoring leading to retention of unspent grant.</p>	<p>The Ministry of Human Resource Development did not monitor the utilization of the grants released to the Government of Bihar for establishing District Institutes of Education and Training College of Teacher Education. This led to irregular retention of Rs. 8.73 crore for 5 to 14 years by the Government of Bihar.</p> <p>(Report No. CA 14 OF 2008-09)</p>
<p>Unfruitful expenditure on creation of National Support Group.</p>	<p>The Ministry bypassed the Ministry of Finance on creation of posts, by employing personnel under the National Support Group (NSG) through Educational Consultants India Limited for supervision, monitoring and evaluation of the Mid-day Meal Scheme. In addition, the NSG was not operationalised and the personnel employed remained attached with the Ministry rendering the entire expenditure of Rs. 82.82 lakh incurred under the project unfruitful.</p> <p>(Report No. CA 14 OF 2008-09)</p>

LIST OF INSTITUTIONS DECLARED AS DEEMED-TO-BE-UNIVERSITIES UNDER SECTION 3 OF THE UGC ACT, 1956

S.No.	Name of Institutions
ANDHRA PRADESH	
1.	Gandhi Institute of Technology and Management (GITAM) Gandhi Nagar Campus, Rushikonda, Visakhapatnam-530 045 (A.P.)
2.	International Institute of Information Technology Survey No. 25, Gachibowli, Ranga Reddy District, Hyderabad-500 032, Andhra Pradesh
3.	Rashtriya Sanskrit Vidyapeeth Tirupati-517 507(A.P.)
4.	Sri Sathya Sai Institute of Higher Learning Prasanthinilayam-515 134, District-Ananthpur (A.P.)
5.	ICFAI Foundation for Higher Education Hyderabad (A.P.)
6.	Vignan's Foundation of Science, Technology & Research Vallmudi, Guntur Distt (A.P.)
7.	Koneru Lakshmaiah Education Foundation Kunchanapalli Post, Vaddswaram Guntur District, Andhra Pradesh
8.	North Eastern Regional Institute of Science & Technology, Itanagar.
9.	Bihar Yoga Bharati, Munger.
10.	Nava Nalanda Mahavihara, Nalanda.
ARUNACHAL PRADESH	
8.	North Eastern Regional Institute of Science & Technology Nirjuli, Itanagar, Dist - Papum Pare- 791 109 Arunachal Pradesh
BIHAR	
9.	Bihar Yoga Bharati Ganga Darshan, Fort, Munger-811 201 Bihar
10.	Nava Nalanda Mahavihara Nalanda - 803 111 (Bihar)
CHANDIGARH	
11.	Punjab Engineering College Sector -12-160 012 Chandigarh
DELHI	
12.	Indian Agricultural Research Institute Pusa Institute, Pusa-110 012 New Delhi

S.No.	Name of Institutions
13.	Indian Institute of Foreign Trade B-21, Qutub Institutional Area-110 016 New Delhi
14.	Indian Law Institute Bhagwandas Road-110 001 New Delhi
15.	Jamia Hamdard Hamdard Nagar-110 062 New Delhi
16.	National Museum Institute of History of Art, Conservation and Musicology, National Museum Janpath-110 011
17.	National School of Drama, Bahawalpur House 1 Bhagwandas Road-110 001 New Delhi
18.	National University of Educational Planning & Administration 17-B, Sri Aurbindo Marg-110 016. New Delhi
19.	Rashtriya Sanskrit Sansthana 56, 57, Institutional Area, Janakpuri-110 058. New Delhi
20.	School of Planning & Architecture Indraprashtha Estate, Block-B-110 002, New Delhi
21.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapith Qutub Institutional Area-110 016 New Delhi
22.	TERI School of Advanced Studies Darbari Seth Block, Habitat Place, Lodhi Road-110 003. New Delhi
23.	Institute of Liver and Biliary Sciences(ILBS) D1,Vasant Kunj, New Delhi - 110070 . New Delhi
GUJRAT	
24.	Gujarat Vidyapith PO Navjivan, Ashram Road, Ahmedabad-380 014 Gujarat
25.	Sumandeep Vidyapeeth Village - Piparia, Taluka Vaghodia, District - Vadodara Gujarat
HARYANA	
26.	Maharishi Markandeshwar University Mullana, Ambala Haryana
27.	National Brain Research Centre S.C.O. 5, 6, 7, Sector 15 (2), NH 8, Gurgaon -122 050. Haryana
28.	National Dairy Research Institute Karnal-132 001 Haryana
29.	Manav Rachna International University Faridabad Haryana
30.	Lingaya's University Nachauli, Old Faridabad, Jasana Road, Faridabad,Haryana

S.No.	Name of Institutions
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JHARKHAND	
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| 31. | Birla Institute of Technology
Mesra, Ranchi-835 215 Jharkhand 28.08.1986 |
| 32. | Indian School of Mines
Dhanbad-826 004 Jharkhand |

KARNATAKA	
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| 33. | B.L.D.E. University
Bijapur Karnataka |
| 34. | Indian Institute of Science
Bangalore-560 012 Karnataka |
| 35. | International Institute of Information Technology
26/c, Opp. Infosys (Gate - 1), Electronic City, Hosur Road, Bangalore-560 100 Karnataka |
| 36. | Jagadguru Sri Shivarathreeswara University
Jagadguru Dr. Sri Shivarathri Rajendra Circle, Ramanuja Road, Mysore-570 004 Karnataka |
| 37. | Jawaharlal Nehru Centre for Advanced Scientific Research
Jakkur Campus, Jakkur, Bangalore-560 064 Karnataka |
| 38. | K.L.E. Academy of Higher Education and Research
J.N.Medical College Campus, Belgaum (Karnataka) |
| 39. | Manipal Academy of Higher Education
Madhav Nagar, Udupi, , Manipal-576 104 Karnataka |
| 40. | National Institute of Mental Health & Neuro Sciences
Post Box No. 2900, Hosur Road, Bangalore-560 029 Karnataka |
| 41. | NITTE University
Mangalore 575 003 Karnataka |
| 42. | Sri Devraj Urs Academy of Higher Education and Research
B. H. Road, Tamaka, Kolar-563 101 Karnataka |
| 43. | Sri Siddhartha Academy of Higher Education
Tumkur district-572 102 Karnataka |
| 44. | Swami Vivekananda Yoga Anusandhana Samsthana
No. 9, Appajappa Agrahara, Chamarajpet, Bangalore-560 018 Karnataka |
| 45. | Yenepoya University
Mangalore Karnataka |
| 46. | Christ Universitys
Hosur Road, Bangalore-560 029 Karnataka |
| 47. | Jain University
V.V. Puram, Bangalore Karnataka |

S.No.	Name of Institutions
KERALA	
48.	Kerala Kalamandalam Vallathol Nagar, Cheruthuruthy - 679 531, via Thrissur Kerala
49.	Indian Institute of Space Science and Technology Thiruvananthapuram - 695 022 Kerala
MADHYA PRADESH	
50.	Indian Institute of Information Technology and Management Gola Ka Mandir, Gwalior-474 005 M.P.
51.	Lakshmibai National Institute of Physical Education Shakti Nagar, Gwalior-474 002 M.P.
52.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing(PDPM-IIITDM) IT Bhawan, Government Engineering College, Jabalpur Madhya Pradesh.
MAHARASHTRA	
53.	Bharati Vidyapeeth Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg, Pune-411 030 Maharashtra
54.	Central Institute of Fisheries Education Fisheries University Road, 7 Bungalows, Andheri West, Mumbai-400 061 Maharashtra
55.	D.Y. Patil Educational Society Line Bazar, Kasaba, Bavada, Kolhapur-416 006 (Maharashtra)
56.	Datta Meghe Institute of Medical Sciences Atrey Layout, Pratap Nagar, Nagpur-440 022 (Maharashtra)
57.	Deccan College Postgraduate & Research Institute Pune-411 006 Maharashtra
58.	Dr. D.Y. Patil Vidyapeeth Sant Tukaram Nagar, Pimpri, Pune-411 018 Maharashtra
59.	Gokhale Institute of Politics & Economics BMC College Road, Deccan Gymkhana, Pune-411 004 Maharashtra
60.	Homi Bhabha National Institute Regd. Office: Knowledge Management Group, Bhabha Atomic Research Centre, Central Complex, Mumbai-400085 Maharashtra
61.	Indira Gandhi Institute of Development Research General Vaidya Marg, Santosh Nagar, Goregaon East, Mumbai-400 065 Maharashtra
62.	Institute of Armament Technology Girinagar, Pune-411 025 Maharashtra
63.	International Institute for Population Sciences Govandi Station Road, Deonar, Mumbai-400 088 Maharashtra
64.	Krishna Institute of Medical Sciences Malka Pur, Karad, Distt. Satara-415 (M.S)

S.No.	Name of Institutions
65.	MGM Institute of Health Sciences MGM Campus, Sector-18, Kamothe, Navi Mumbai-410 209 (M.S.)
66.	Narsee Monjee Institute of Management Studies VL Mehta Road, Vile Parle West, Mumbai-400 056 Maharashtra
67.	Padmashree Dr. D.Y. Patl Vidyapeeth Vidya Nagar, Sector 7, Nerul, Navi Mumbai-400 706 Maharashtra
68.	Pravara Institute of Medical Sciences P.O.-Loni BK-413 736, District Ahmednagar Maharashtra
69.	SYMBIOSIS International University Senapati Bapat Road, Pune-411 004 Maharashtra
70.	Tata Institute of Fundamental Research Homi Bhabha Road, Mumbai-400 005 Maharashtra
71.	Tata Institute of Social Sciences VN Purav Marg, Deonar, Mumbai-400 088 Maharashtra
72.	Tilak Maharashtra Vidyapeeth Vidyapeeth Bhawan, Gultekedi, Pune-411 037 Maharashtra
73.	Institute of Chemical Technology Matunga, Mumbai Maharashtra
ORISSA	
74.	Kalinga Insitute of Industrial Technology AT/PO KIIT Patia, Khurda, Bhubaneswar-751 024 Orissa
75.	Shiksha 'O' Anusandhan, 224, Dharmavihar Khandagiri, Bhubaneswar- 751 030 Orissa
PUNJAB	
76.	Sant Longowal Institute of Engineering and Technology (SLIET) Longowal, District Sangrur 148 106 Punjab
77.	Thapar Institute of Engineering & Technology Thapar Technology Campus, Bhadson Road, Patiala-147 004 Punjab
PONDICHERRY	
78.	Sri Balaji Vidyapeeth Mahatama Gandhi Medical College Campus Pondy-Cuddalore Main Road Pillaiyarkuppam - 607 402 Pondicherry
RAJASTHAN	
79.	Banasthali Vidyapith Banasthali-304 022 Rajasthan
80.	Birla Institute of Technology & Science Pilani-333 031 Rajasthan
81.	Institute of Advanced Studies in Education Gandhi Vidya Mandir, Sardarshahr - 331 401, Distt. Churu Rajasthan

S.No.	Name of Institutions
82.	Jain Vishva Bharati Institute Box No. 6, Ladnun, Nagaur -341 306 Rajasthan
83.	Janardan Rai Nagar Rajasthan Vidyapeeth Udaipur-331 401 Rajasthan
84.	LNM Institute of Information Technology Gram-Rupa ki Nagal, Post-Sumel, Via Kanota, Dist.-Jaipur-303 012 (Rajasthan)
85.	I.I.S. University Gurukul Marg, Mansarovar Jaipur, (Rajasthan)
86.	Mody Institute of Technology & Science Laxmangarg, District Sikar Rajasthan
TAMILNADU	
87.	Academy of Maritime Education and Training 5107, H2, 2nd Avenue, 1st Floor, Anna Nagar, Chennai-600 0 40 Tamilnadu
88.	Amrita Vishwa Vidyapeetham Ettimadai Post, Coimbatore-641 105 Tamilnadu
89.	Avinashilingam Institute for Home Science & Higher Education for Women Bharathi Park Road, Coimbatore-641 043 Tamilnadu
90.	Bharath Institute of Higher Education & Research 173, Agharam Road, Selaiyur, Chennai-600 073 Tamilnadu
91.	Chennai Mathematical Institute Plot H1, SIPCOT IT Park, Padur Post, Siruseri- 603 103, Chennai (Tamilnadu)
92.	Gandhigram Rural Institute Gandhigram, Dindigul -624 302 Tamilnadu
93.	Hindustan Institute of Technology and Science (HITS) Padur, Old Mahabalipuram Road, Kelamballam, Kancheepuram District. (Tamilnadu)
94.	Kalasalingam Academy of Research and Higher Education Anand Nagar, Krishnankoil, Virudhunagar-626 190 , via Srivilliputhur Tamilnadu.
95.	Karunya Institute of Technology and Sciences Karunya Nagar, Coimbatore-641 114 (Tamil Nadu).
96.	M.G.R. Educational and Research Institute Periyar EVR Salai (NH 4 Highway), Maduravoyal, Chennai-600 095 Tamilnadu.
97.	Meenakshi Academy of Higher Education and Research No. 12, Vembuli Amman Koil Street, West K.K. Nagar, Chennai-600 078 Tamilnadu.
98.	Periyar Maniammai Institute of Science & Technology (PMIST) Priyar Nagar, Vallam, Thanjavur -613 403 Tamil Nadu
99.	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST) Yagappa Chavadi, Thanjavur-614 904 Tamilnadu

S.No.	Name of Institutions
100.	S.R.M Institute of Science and Technology 2, Veerasamy Street, West Mambalam, Chennai-600 033 Tamilnadu
101.	Sathyabama Institute of Science and Technology Jappiaar Nagar, Old Mamallapuram Road, Chennai-600119 (T.N)
102.	Saveetha Institute of Medical and Technical Sciences Post Box No. 6 No. 162, Poonamalle High Road, Velappanchavadi, Chennai-600 077 (Tamil Nadu)
103.	Shanmugha Arts, Science, Technology & Research Academy (SASTRA) Tirumalai Samudram, Thanjavur-613 402 Tamilnadu.
104.	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya Sri Jayendra Saraswathi Street, Enathur, Kancheepuram-631 561 Tamilnadu.
105.	Sri Ramachandra Medical College and Research Institute 1, Ramachandra Nagar, Chennai-600 116. Tamilnadu
106.	St. Peter's Institute of Higher Education and Research Chennai Tamilnadu.
107.	Vel's Institute of Science, Technology & Advanced Studies (VISTAS) Pallavaram, Chennai, Tamilnadu
108.	Vellore Institute of Technology Vellore-632 014 (Tamilnadu).
109.	Vinayaka Mission's Research Foundation Sankari Mani Road, NH 47, Ariyanoor, Salem-636 308 Tamilnadu.
110.	Karpagam Academy of Higher Education Pollachi Main Road, Coimbatore Tamilnadu.
111.	Chettinad Academy of Research & Education (CARE) Padur, Kelambakkam, Kancheepuram Distt. Tamilnadu.
112.	Noorul Islam Center for Higher Education Kumaracoil, Thuckalay, Distt. Kanyakumari - 629 175 Tamilnadu.
113.	Rajiv Gandhi National Institute of Youth Development Sriperumbudur - 602 105 Tamilnadu.
114.	Vel Tech Rangrajan Dr. Sagunthala R&D Institute of Science & Technology Chennai, Tamilnadu.
115.	B.S. Abdul Rahman Institute of Science & Technology Vandalur, Kanchipuram Distt., Chennai Tamilnadu.
UTTAR PRADESH	
116.	Allahabad Agricultural Institute P.O. Agricultural Institute, Allahabad-211 007 Uttar Pradesh.
117.	Bhatkhande Music Institute 1 Kaiser Bagh, Lucknow Uttar Pradesh.
118.	Central Institute of Higher Tibetan Studies Sarnath, Varanasi-221 007 Uttar Pradesh

S.No.	Name of Institutions
119.	Dayalbagh Educational Institute Dayalbagh, Agra-282 005 Uttar Pradesh.
120.	Indian Institute of Information Technology Devghat, Jhalwa, Allahabad-211 012 Uttar Pradesh.
121.	Indian Veterinary Research Institute Izatnagar-243 122 Uttar Pradesh.
122.	Jaypee Institute of Information Technology A-10, Sector-62, Noida-201 307 Uttar Pradesh.
123.	Shobit Institute of Engineering & Technology Dulhera Marg, Roorkee Road, Meerut-250 010 Uttar Pradesh.
124.	Nehru Gram Bharati Kotwa Jamunipur, Dubwali, Dt. Allahabad Uttar Pradesh.
125.	Santosh University Santosh Nagar, Ghaziabad Uttar Pradesh.
UTTRAKHAND	
126.	Forest Research Institute P.O. New Forest, Dehradun-248 006 Uttarakhand.
127.	Gurukul Kangri Vishwavidyalaya Haridwar-249 404 Uttarakhand.
128.	HIHT University Swami Rama Nagar, Jolly Grant, P.O. Doiwala, Dehradun Uttarakhand
129.	Graphic Era University Dehradun, Uttarakhand
WEST BENGAL	
130.	Ramakrishna Mission Vivekananda Educational and Research Institute P.O. Belur Math, Distt Howrah-711 202 West Bengal

AUTONOMOUS ORGANISATIONS OF DEPARTMENT OF HIGHER EDUCATION

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
1. Universities & Higher Education	1. Apex Level Bodies [5]	1	University Grants Commission, Bahadur Shah Zafar Marg, New Delhi - 110002. Website : http://www.ugc.ac.in/	Dr. Sukhdeo Thorat Chairman TEL: 91-11-23239628/ 23221313 FAX: 91-11-23231797
		2	Indian Council of Historical Research (ICHR), 35 - Ferozeshah Road, NEW DELHI - 110001. Website : www.ichrindia.org	Prof. Sabyasachi Bhattacharya, Chairman, Tel: 91-11-23386033 (O) 91-495-0370328 (R) Fax: 91-11-23383421 Email: chairmanichr@gmail.com
		3	Indian Council of Social Science Research (ICSSR), Post Box No. 10528, Aruna Asaf Ali Marg, New Delhi - 110067. Website : www.icssr.org	Prof. Javeed Alam Chairman TEL: 91-11-26741679 (O) FAX: 91-11-26162516 EPBX No: 26741849-51 Email: chairman@icssr.org
		4	Indian Council of Philosophical Research (ICPR), 36, Tughlakabad Institutional Area, Near Batra Hospital, Tughlakabad, NEW DELHI - 110062. Website : http://www.icpr.nic.in/	Prof. K. Ramakrishna Rao Chairman TEL: 91-11-29964758 TELFAX: 29964750 FAX: 91-11-29964755 E-mail : icpr@del2.vsnl.net.in
		5	National Council of Rural Institutes. 5-10-174, Shakar Bhawan, Fateh Maidan Road, Hyderabad - 500 004. Website: www.ncri.in	Dr. S.V. Prabhat Chairman, Te. : 91-40-3212813/ 23212120 Fax : 91-40-23212114
	2. Central Universities [39]	6	University of Delhi, DELHI-110 007. Website http://www.du.ac.in/	Prof. Deepak Pental Vice-Chancellor TEL: 91-11-27667011/7190 FAX: 91-11-27667049/27666350 Email: vcdu@vsnl.com
		7	Jawaharlal Nehru University, New Mehrauli Road, NEW DELHI-110067. Website - http://www.jnu.ac.in/	Prof. B.B. Bhattacharya Vice-Chancellor TEL: 91-11-26741500 FAX: 91-11-26742641 Email: vcoffice@juniv.ernet.in
		8	Aligarh Muslim University, ALIGARH-202 002 Website : www.amu.ac.in	Prof. P.K. Abdul Aziz Vice-Chancellor TEL: 91-571-2700994 FAX: 91-571-2700528/ 2401815
		9	Banaras Hindu University, Varanasi Varanasi - 221005 Website : www.bhu.ac.in	Prof. D.P. Singh Vice-Chancellor TEL: 91-542-2307220/2368938 FAX: 0542-2369951 Email: vcbhu@sify.com

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		10	Pondicherry University, PUDUCHERRY-605014. Website : http://www.pondiuni.edu.in	Prof. J.A.K.Tareen Vice-Chancellor TEL: 91-413-2655175/2656454 FAX: 91-413-2655265 Email: vc@pondyuni.edu.in
		11	University of Hyderabad, HYDERABAD-500134 Website : http://www.uohyd.ernet.in/	Dr. Seyed E. Hasnain Vice-Chancellor TEL: 91-40-23010121 FAX: 91-40-23010145/ 23011090 vc@uohyd.ernet.in
		12	North Eastern Hill University, Lower Lachumere, SHILLONG-793022. Website: www.nehu.ac.in/	Prof. Pramod Tandon Vice-Chancellor TEL: 91-364-2721003/ 2721004 FAX: 91-364-2550076/2551153
		13	Indira Gandhi National Open University (IGNOU), IGNOU Complex, Maidan Garhi, NEW DELHI-110068.	Prof. V.N. Rajsekharan Pillai, Vice-Chancellor TEL: 91-11-29532707/ 29532484 FAX: 91-11- 29535933 Website : http://www.ignou.ac.in/
		14	Assam University, SILCHAR-788011 Website : www.assamuniversity.nic.in	Prof. Tapodhir Bhattacharya Vice-Chancellor TEL: 91-3842-270801 FAX:91-3842-270802/06 Email: auvc@sancharnet.in
		15	Tezpur University, NAPPAM, Dist. Sonitpur, Tezpur-784 025 Assam Website: www.tezu.ernet.in	Prof. Mihir K. Chaudhuri Vice-Chancellor TEL: 91-3712-267003,267115 FAX:91-3712-267006/215301 Email: mkc@tezu.ernet.in
		16	Visva Bharati Shanti Niketan - 731235 West Bengal Website : www.visva-bharati.ac.in/ Index.htm	Prof. Rajat Kanta Roy Vice-Chancellor TEL: 91-3463-262451 FAX:91-3463-262672
		17	Nagaland University, Kohima-797001 Nagaland Website: http://www.nagauniv.org.in	Prof. K. Kannan Vice-Chancellor TEL: 91-370-2290488 FAX: 91-370-2290246
		18	Jamia Millia Islamia, Jamia Nagar, New Delhi - 110023 Website : www.jmi.nic.in	Prof. Mushirul Hasan Vice-Chancellor TEL: 91-11-26984650/ 269826153 FAX: 91-11-26980229/ 26821232 E- Mail : vc@jmi.ernet.in
		19	Babasaheb Bhimrao Ambedkar University, Vidya Vihar, Rae Bareilly Road, Lucknow - 226025.	Prof. B. Hanumaih Acting Vice-Chancellor TEL: 91-522-240820 FAX: 91-522-2440821 Website: www.bbauindia.org

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		20	Manipur University Canchipur Imphal - 795003 Website: manipuruniv.ac.in	Prof. Amuba Singh Vice-Chancellor TEL : 91-385-2435143-45 TELFAX: 91-385-2435145 FAX:389-2330644,42
		21	Mizoram University P.B.No.190, Aizawl - 796012. Mizoram Website : www.mzu.edu.in	Prof. A.N. Rai TEL.: 91-389-2330650 FAX : 91-389-2330650,51
		22.	University of Allahabad Allahabad-211002, U.P Website : http://www.allduniv.ac.in	Prof. R.G. Harshe Vice-Chancellor TEL : 91-532-2461157 FAX: 91-532-2451157/ 2461089
		23	Rajiv Gandhi University Itanagar- 791112, Arunachal Pradesh Website :www.rgu.ac.in	Prof. K.C. Belliappa Vice-Chancellor Tel. 0360- 2277568 (0) FAX – 0360-2277889
		24	Sikkim University C/o Youth Hostel, 6th Mile, Tadong Gangtok – 737102, Sikkim Website :sikkimuniversity	Prof. M.P. Lama, Vice-Chancellor Tel : 03592-251462-63, 251436 FAX:03592-204343
		25	Tripura University Suryamaninagar Agartala -799130, Tripura http://www.tripurauniversity.in	Prof. A. Saha, Vice-Chancellor Tel : 0381-237 4801,4803 (0) Email:arunodaysaha@rediffmail.com
		26	Indira Gandhi National Tribal University, Amarkantak Madhya Pradesh	Prof. C D Singh Vice Chancellor
		27	Central University of Bihar Camp Office: BIT Campus, P.O.-B.V.College, Patna - 800 014.	Prof. Janak Pandey Vice Chancellor M.No.91-9473400099 mail: vc@cub.ac.in Website: www.cub.ac.in
		28	Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhatisgarh	Prof Lakshman Chaturvedi, Vice Chancellor Phone: 260283,260353
		29	Central University of Gujarat website: www.cuguj.org	Prof. R.K. Kale Vice Chancellor MNo.09818062333
		30	Central University of Haryana Sector 4, Mehroli Road, Gurgaon. Website: www.cuharyana.org/	Prof. Mool Chand Sharma Vice Chancellor TEL: 011-26152255

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		31	Central Univ. of Himachal Pradesh	
		32	Central University of J & K	Prof. Abdul Wahid Vice Chancellor TELE FAX: 0194-2421523
		33	Central University of Jharkhand Website: cuj.org.in	Prof. D.T. Khathing Vice Chancellor
		34	Central University of Karnataka Website: www.cuk.ac.in/	Prof. A.M. Pathan Vice Chancellor TEL: 08472-272057 M.No.09481000111
		35	Central University of Kerala	Prof. Jancy George Vice Chancellor TEL: 0471-2592899 FAX: 0471-2593592
		36	Doctor Harisingh Gaur Vishwa Vidyalyaya, Sagar - 470 003, Madhya Pradesh Website: sagaruniversity.nic.in/	Prof. N.S. Gajbhiye Vice Chancellor EPBX: 91-7582-264796, 223843 FAX-07582-264163
		37	Central University of Orissa Website: www.cuorissa.org	Prof. Surabhi Banerjee Vice Chancellor TEL: 033-24642047 FAX: 033-28702055
		38	Central University of Punjab Website: www.centralunipunjab.com/	Prof. Jai Rup Singh Vice Chancellor M.No. 09876955155
		39	Central University of Rajasthan Website: www.curaj.ac.in/	Prof. M.M. Salunkhe Vice Chancellor M.No: 09822069521 FAX:0231-2691533
		40	Central University of Tamil Nadu	Prof. B.P. Sanjay Vice Chancellor TEL: 04366-240240
		41	Hemvati Nandan Bahuguna Garhwal University Website: garhwaluniversity.org	Prof. S.K. Singh Vice Chancellor TEL:01346-252167 FAX:01346-252174
	3. Others [2]	42	Indian Institute of Advanced Studies (IIAS), Rashtrapati Nivas, Shimla – 171 005. Website : http://www.iias.org/	Dr. Bhalchandra Mungekar Chairman, Te. : 91-0177-23096767 Fax: 91-0177-23096622 E-Mail: mailto:b.mungekar@yojna.nic.in
		43	National Commission for Minority Educational Institutions, 1st Floor, Jeevan Tara Building, 5, Sansad Marg, Patel Chowk, New Delhi – 110 001 Website : http://ncmei.gov.in	Justice M.S. A. Siddique, Chairman, Mr. R. Ranganath Secretary Tel: 91-11-23367759 Fax: 91-11-23343766

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
2. Technical Education	1. Apex level Bodies [2]	44	All India Council of Technical Education (AICTE), 7th Floor, Chanderlok Building, Janpath, New Delhi - 110 001. Website : http://www.aicte-india.org	Prof. S.S. Mantha Chairman (Acting) TEL: 91-11-23724195/97 FAX: 91-11-23724196 Email : chairman@aicte.ernet.in Dr. Dinesh. K. Paliwal, Member Secretary TEL: 91-11-23724191 FAX: 91-11-23724193 Email : knasa2k7@aicte.ernet.in
		45	Council of Architecture, India Habitat Centre, Core-6-A, 1st Floor, Lodhi Road, New Delhi - 110 003. Website: www.coa.gov.in/	Dr. P.R. Mehta President TEL: 91-11-24648415 FAX: 91-11-24647746 E-Mail : coa@ndf.vsnl.net.in
	2. IITs [13]	46	Indian Institute of Technology (IIT), Hauz Khas, NEW DELHI - 110016 Website : http://www.iitd.ernet.in/	Prof.Surendra Prasad Director. Tel. : 91-11-26591701 FAX: 91-11-26582659 Email: director@admn.iitd.ac.in
		47	Indian Institute of Technology (IIT), P.O. IIT, KANPUR - 208076.	Prof. S.G. Dhande Director TEL: 91-512-2590763, 2597258 Website : http://www.iitk.ac.in/ FAX:91-512-2590260 , 2597790 E-mail: director@iitk.ac.in , gd@iitk.ac.in
		48	Indian Institute of Technology (IIT), Powai, MUMBAI - 400076.	Prof. Devang Khakhar Director TEL: 91-022-25783645 Website : www.iitb.ac.in FAX: 91-022-25723546 E-mail : director@iitb.ac.in amisra@iitb.ac.in
		49	Indian Institute of Technology (IIT), P.O. KHARAGPUR - 721302. Website : www.iitkgp.ac.in	Prof. Damodar Acharya Director TEL: 91-03222-255386, 282002 FAX: 91-03222-282000 FAX (General) : 91-3222- 255303 E-mail : director@iitkgp.ernet.in
		50	Indian Institute of Technology (IIT), P.O. IIT, CHENNAI-600036. Website : http://www.iitm.ac.in/	Prof. M.S. Ananth Director TEL: 91-044-22570694, 22578001 FAX: 91-044-22578003 E-mail : director@iitm.ac.in ananth@iitm.ac.in
	51	Indian Institute of Technology (IIT), North Guwahati, GUWAHATI - 781039. Website : http://www.iitg.ernet.in/	Prof. Gautam Barua Director TEL: 91-361-2690401 FAX: 91-361-2692321, 2690762 E-mail: gb@iitg.ernet.in	

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		52	Indian Institute of Technology (IIT), ROORKEE - 247667 Website : www.iitr.ernet.in	Prof. S. C. Saxena Director TEL: 91-01332-272742, 285500 FAX: 91-01332-273560, 282815 Email: director@iitr.ernet.in
		53	Indian Institute of Technology (IIT), Rajasthan (Mentored by IIT, Kanpur) Temporarily at : IIT, Kanpur Website: www.iitk.ac.in/iitj/	Prof. Prem Kumar Kalra Director TEL: 91-0512-2597220, 2590763 FAX:91-0512-259051260
		54	Indian Institute of Technology (IIT), Gandhi Nagar (Mentored by IIT, Bombay) Temporarily at : Vishwakarma Govt. Engineering College, Chandkheda, Ahmedabad. Website: www.iitgn.ac.in/	Prof. Sudhir Kumar Jain, Director TEL: 91-22-25723488, 25767001
		55	Indian Institute of Technology (IIT), Patna (Mentored by IIT, Guwahati) Temporarily at : Navin Govt. Polytechnic, Patliputra Colony, Patna 800013 Website: www.iitp.ac.in/	Prof. Anil. K. Bhowmick, Director TEL:91-361-2690401
		56	Indian Institute of Technology (IIT), Hyderabad (Mentored by IIT, Madras) Temporarily at : Ordinance Factory, Medak Website: www.iith.ac.in/	Prof. U.B. Desai Director TEL: 91-44-22570694. 22578001
		57	Indian Institute of Technology (IIT), Ropar (Mentored by IIT, Delhi) Temporarily at : IIT Delhi Website: http://www.iitd.ac.in/iitrpr	Prof. M.K. Surappa Director TEL: 91-011-26591701
		58	Indian Institute of Technology (IIT), Bhubaneshwar (Mentored by IIT, Kharagpur) Temporarily at : IIT, Kharagpur Website: www.iitbbs.ac.in	Prof. Madusudan Chakraborty Director TEL: 91-3222-28200, 255386
	3. IIMs [7]	59	Indian Institute of Management, Vastrapur, Ahmedabad - 380 015. Website : http://www.iimahd.ernet.in/	Prof. Samir Kumar Barua Director TEL: 91-79-26308357, 26324848 FAX: 91-79-26306896, 26308345 E-mail : director@iimahd.ernet.in
		60	Indian Institute of Management, Bannerghatta Road, Bangalore - 560 076. Website : http://www.iimb.ernet.in/	Prof. Pankaj Chandra Director TEL: 91-80-26583901, 26582450 Fax: 91-80-265 84050 E-mail : apte@iimbe.rnet.in

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		61	Indian Institute of Management, Joka, Diamond Harbour Road, Kolkata – 700 104 Website : http://www.iimcal.ac.in/	Dr. Shekhar Chaudhuri Director TEL: 91-33-24678310, 24678300-04 FAX: 91-33-24678307, 24677851 E-mail : director@iimcal.ac.in
		62	Indian Institute of Management Kozhikode, Kunnamangalam P.O., Kozhikode - 673 571, Kerala . Website : http://www.iimk.ac.in/	Prof. Debashis Chatterjee Director, TEL: 91-495-2803003(D) 2803001-3009 FAX: 91-495-2803010, 2803011 E-mail : director@iimk.ac.in
		63	Indian Institute of Management, Indore, Pigdamber, Rau, Madhya Pradesh – 453 331 Website : www.iimdr.ac.in	Prof. N. Ravichandran Director TEL: 91-731-4228400 FAX: 91-731-4228502, 4228800 E-mail : director@iimdr.ac.in
		64	Indian Institute of Management, Prabandh Nagar, Off. Sitapur Road, Lucknow - 226 013.	Dr. Devi Singh Director Website : http://www.iiml.ac.in/ TEL: 91-522-2734001, 2734002 FAX: 91-522-2734005, 2734025, 2734026 E-mail : dsingh@iiml.ac.in
		65	Rajiv Gandhi Indian Institute of Management, Mayurbhanj Complex Shillong Website: www.iimshillong.in/	Dr. Ashoke K. Dutta Director TEL: 91-364-2534526 FAX: 91-364-2230041
	4. NITs [20]	66	National Institute of Technology, CALICUT - 673601. Website : www.nitc.ac.in	Dr. G.R.C. Reddy Director TEL: 91-495-2286100, 2287201 FAX: 91-495-2287250 E-Mail : nitc@nitc.ac.in
		67	S.V. National Institute of Technology, SURAT - 395607, (GUJARAT). Website : http://www.svnit.ac.in/	Dr. P.D. Porey Director TEL: 91-261-2227334, 2201505 FAX: 91-261-2227334 E-Mail : director@svnit.ac.in
		68	National Institute of Technology, Hazaratbal, SRINAGAR - 190006, J&K. Website : www.nitsri.net	Prof. M.S. Mubashshir Director (In-Charge) TEL: 91-194-2422032 Fax: 91-194-2420475 E-Mail :
		69	Motilal Nehru National Institute of Technology, ALLAHABAD - 211004, (UP). Website : www.mnnit.ac.in	Professor A.B. Samaddar Director TEL: 91-532-2445100, 2271101 FAX: 91-532-2445101, 2445077 E-Mail : director@mnnit.ac.in
		70	National Institute of Technology, DURGAPUR - 713209, (WEST BENGAL).	Dr. Swapan Bhattacharya Director TEL: 91-343-2546397

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
				Website : www.nitdgp.ac.in FAX: 91-343-2546753, 2547375 E-Mail :director@recdgp.nic.in
		71	National Institute of Technology JAMSHEDPUR-831014, (JHARKHAND). Website : www.nitjsr.ac.in	Prof. Rajnish Shrivastava Director TEL: 91-657-2373375 FAX: 91-657-2382246, 2407642 E-mail : director_nitjsr@indiatimes.com
		72	Visvesvaraya National Institute of Technology NAGPUR - 440001. Website : www.vnitnagpur.ac.in	Prof. S.S. Gokhale Director TEL: 91-712-2223969 FAX: 91-712-2223969, 2224599 Email : prin@vrce.ernet.net.in
		73	National Institute of Technology, Srinivasanagar, SURTHAKAL - 575 025. Website : www.nitk.ac.in	Dr. Sandeep Sancheti Director TEL :91-824-2474034, FAX: 91-824-2476090 E-Mail : shivkumar@nitk.ac.in
		74	National Institute of Technology, WARANGAL - 506004, (AP) Website : http://www.nitw.ac.in/	Prof. Y.V. Rao Director TEL: 91-870-2459216 FAX: 91-870-2459547, 2459119 E-Mail : pri@recw.ernet.in yvro@recw.ernet.in
		75	Malaviya National Institute of Technology, JAIPUR - 302017. (Rajasthan) Website : www.mnit.ac.in	Prof. R.P.Dahiya, Director E-Mail :sca@recjai.ac.in TEL: 91-141-2702954. 2702955 FAX: 91-141-2702107
		76	National Institute of Technology, ROURKELA - 769008, (ORISSA). Website : http://www.nitrkl.ac.in/	Prof. Sunil Kumar Sarangi Director TEL: 91-661-2472050 FAX: 91-661-2472926, 2462999 Email :principal@rec.ori.nic.in
		77	Maulana Azad National Institute of Technology, BHOPAL - 462007. Website : www.manit.ac.in	Dr. K. S. Pandey Director TEL: 91-755-267900 FAX: 91-755-2670562, 2670602, 2671175
		78	National Institute of Technology, Tiruchirapalli- 620 015, (TAMIL NADU). Website: www.nitt.edu	Dr. M.Chidambaram Director TEL: 91-431-2500370 FAX: 91-431-2500144 E-mail : chidam@nitt.edu
		79	National Institute of Technology, Kurukshetra - 132119, (HARYANA). Website: http://www.nitkkr.ac.in/	Dr. M. N. Bandyopadhyay Director TEL: 91-1744-238083, 238044, FAX: 91-1744-238050 E-mail : mbandyopadhyay@yahoo.com

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		80	National Institute of Technology, Silchar - 788010, (ASSAM) Website : www.nits.ac.in	Prof. Probir Kumar Bose Director (I/C) TEL: 91-3842-233179, FAX: 91-3842-233797 E-mail:director@nits.ac.in pkbanik@rediffmail.com
		81	National Institute of Technology, Hamirpur - 177001 , (HIMACHAL PRADESH). Website: www.nitham.ac.in	Dr. I.K. Bhatt, Director TEL: 91-1972-222308 FAX: 91-1972-223834, 222584 E-mail : director@nitham.ac.in
		82	National Institute of Technology, Patna - 800 005, BIHAR. Website: http://www.nitp.ac.in/	Dr. U.C. Ray Director TEL: 0612-2670631 FAX:0612-2670631 E-mail : director@nitp.ac.in
		83	Dr. B.R. Ambedkar National Institute of Technology, G.T. Road, Bye Pass, Jalandhar - 144 011, PUNJAB. Website: www.nitj.ac.in	Dr Moin Uddin Director TEL: 91-181-2690802 FAX: 91-181-2690320, 2690932, 299166
		84	National Institute of Technology Raipur, Chhattisgarh Website: www.nitr.ac.in	Dr.(Mrs.) Shashi Krishna Pandey Director Tel: 91-771-2254200, 2223969 FAX : 91-771-2254600
		85	National Institute of Technology Agartala, Tripura Website: www.tec.nic.in	Prof. Probir Kumar Bose Director Tel : 91-381-2346630, 2346360, FAX : 91-381-2346630
	5. IIITs [4]	86	ABV -Indian Institute of Information Technology and Management, (ABV-IIITM), Morena Link Road Gwalior - 474 003. Website : http://www.iiitm.ac.in/	Prof. S. G. Desmukh Director TEL: 91-751-2449704, 2449705 FAX: 91-751-2460313, 2461771
		87	Indian Institute of Information Tehnology (IIIT) Deoghat, Jhalwa, Allahabad - 211 002	Dr.M.D.Tiwari Director Tel.91-532-2431684, 2552380 Fax91-532-2430006, 2461389 Website : www.iiita.ac.in E-Mail: mailto:mdt@iiita.ac.in
		88	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), IT Bhavan, Jabalpur Engg. Campus, Ranjhi, Jabalpur - 482 011, Madhya Pradesh Website : www.iiitdm.in	Dr. Aparajita Ojha Acting Director Tel : 91-761-262273 FAX :91-761-2632524 E-mail : director@iiitdm.in

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
	6. IISc. Bangalore [1] & IISERs [5]	89	Indian Institute of Information Tehnology, Design & Manufacturing (IIITDM), Kancheepuram, Temporarily at : Indian Institute of Technology (IIT), Chennai -600036 Website : www.iiitdm.iitm.ac.in	Prof. M. S. Ananth Acting Director TEL: 91-44-2351694 FAX: 91-44-2350466 E-mail : nataraj@shiva.iitm.ernet.in
		90	Indian Institute of Science, BANGALORE - 560012. Website : http://www.iisc.ernet.in/	Prof. P. Balaram Director TEL: 91-80-23942222, 23600690 FAX: 91-80-23600936 E-Mail : dir@admin.iisc.ernet.in
		91	Indian Institute of Science Education & Research (IISER), Pune, Temporarily at : National Chemical Laboratory, Dr. Homi Bhabha Road, Pune - 411008. Website : www.iiserpune.ac.in	Dr. K.N.Ganesh Director, TEL: 91-20-25902790, 25893238 FAX:91-20-25902660
		92	Indian Institute of Science Education & Research (IISER), Kolkata, Temporarily at : IIT Kharagpur Kolkata Campus, HC Block, Sector-III, Kolkata - 700106. Website : http://www.iiserkol.ac.in/	Prof. Sushanta Dattagupta Director TEL: 91-33-23379793 FAX:91-33-23348091
		93.	Indian Institute of Science Education & Research (IISER), Mohali, Temporarily at : MGSIPA Complex, Sector-26, Chandigarh -160019. Website: www.iisermohali.ac.in	Prof. N Sathyamurthy Director TEL: 91-172-2790188 FAX:91-172-2790188
		94.	Indian Institute of Science Education & Research (IISER), Bhopal Temporarily at: ITI (Gas Rahat) Building Govindpura, Bhopal 462 023 Website: http://www.iiserbhupal.ac.in/	Prof. Vinod K. Singh Director TEL: 91-755-2601087 Email: vindoks@iitk.ac.in
		95.	Indian Institute of Science Education & Research (IISER), Thiruvananthapuram Temporarily at: CET Campus, Thiruvananthapuram - 695016 Website: http://iisertvm.ac.in/	Prof. E.D. Jemmis Director TEL: 91-471-2112836 FAX: 91-471-2597442 Email: iisertvm@gmail.com
	7. NITTTRs [4]	96.	National Institute of Technical Teachers' Training & Research Block FC, Sector - III, Salt Lake, Bidhan Nagar, Kolkata - 700 091. Website: www.nitttrkol.ac.in	Dr. S.K. Bhattacharya Director (I/C) TEL: 91-33-23370037, 23374125 FAX: 91-33-23376331

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
		97.	National Institute of Technical Teachers' Training & Research, Southern Region, Taramani PO, Chennai- 600 113. Website : www.nitttrc.ac.in	Dr. S. Mohan Director (I/C) TEL: 91-44-22542334, 22541126 FAX: 91-44-2541126
		98.	National Institute of Technical Teachers' Training & Research, Shamla Hills, Bhopal - 462 002. Website : www.tttibhopal.com	Dr. V.K. Agrawal Director (I/C) TEL: 91-755-2661216 FAX: 91-755-2661996, 2220173 E-Mail : ttti@vsnl.com tttiwr@bom6.vsnl.net.in
		99.	National Institute of Technical Teachers' Training & Research, Sector 26, Chandigarh- 160 019. Website: www.nitttrchd.ac.in	Dr. Parizat De Director (I/C) TEL: 91-172-2792369, 2791349 FAX: 91-172-2791366, 2793893
	8. Boards of Apprenticeship Training [4]	100.	Board of Apprenticeship Training, Western Region, New Admn. Building, 2nd Floor, ATI Campus, Sion-Trombay Road, Sion, MUMBAI - 400 022. Web: www.apprentice-engineer.com	Shri P.N. Jumle Director TEL: 91-22-2403891, 24053682 FAX: 91-22-24055923
		101.	Board of Practical Training (BOPT), Eastern Region, Block EA, Sector I (OPP. Labony Estate) PO Salt Lake City, Kolkata - 700 064. Web: www.bopter.gov.in/html/ImpAuth.htm	Mr. S. Meenakshi Sundaram Director TEL: 91-33-23370750, 23370751 FAX: 91-33-23216814
		102.	Board of Apprenticeship Training (BOAT), Plot No.16, Block-1-A, Lakhanpur, GT Road, Kanpur - 208024. Website www.batnorth.nic.in	Mr. R.K.Tandon Director TEL: 91-512-2851310 (Dir.) EPBX :2584056 , 2584057 FAX: 91-512-2581504, 2584052(NTMIS)
		103.	Board of Apprenticeship Training, (BOAT) CIT Campus, Taramani, Chennai - 600 113. Website:www.boatsr.tn.nic.in	Dr. A. Ayyakkannu Director TEL: 91-44-22541359 FAX: 91-44-22541563
	9.Others [7]	104.	Indian School of Mines University, Dhanbad - 826004, BIHAR. Website : http://www.ismdhanbad.ac.in/	Prof. T. Kumar Director TEL: 91-326-202381,202486 FAX: 91-326-203042,202380
		105.	National Institute of Foundry and Forge Technology (NIFFT), P.O. Hatia, Ranchi - 834003, Jharkhand. Website : www.nifft.ernet.in	Dr. T. Kumar Director TEL: 91-651-2290859 FAX: 91-651-2290860, 2291247 E-Mail : rch-nifft@sancharnet.in

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
3.Languages	1. Sanskrit & Vedic Institutions [4]	106.	National Institute of Industrial Engineering, Vihar Lake, PO- NITIE, MUMBAI - 400 087. Website : http://www.nitie.edu/	Dr. S.D. Awale Director TEL: 91-22-28573371, FAX: 91-22-28573251 E-Mail : info@nitie.edu
		107.	School of Planning & Architecture, I.P. Estate, New Delhi - 110 002. Website : www.spa.ac.in	Prof. Ranjit Mitra Director TEL: 91-11-23702395 FAX: 91-11-23702381, 23702383 E-Mail : root@spa.ernet.in
		108.	School of Planning & Architecture, Bhopal. Temporary at NIT Campus, Bhopal. Website: www.spabhopal.ac.in/	Dr. V.K. Singh Director (AC) TEL: 0755-4092392 FAX: 91-755-2670602
		109.	School of Planning & Architecture, Vijayawada. (Mentored by SPA, New Delhi)	Prof. Ranjit Mitra Director (AC) TEL: 91-11-23702395 FAX: 91-11-23702383
		110.	Sant Longowal Institute of Engineering & Technology (SLIET), Village Longowal, Distt: Sangrur Punjab 148106 Website: http://www.sliet.ac.in/	Dr. V. Sahini Director (In-Charge) TEL: 91-1672-280057 FAX: 91-1672-284600
		111.	North Eastern Regional Institute of Science & Technology (NERIST), Nirjuli - 79110 (Itanagar), Arunachal Pradesh. Website: www.nerist.ac.in	Dr. Joram Begi Director (In-Charge) TEL: 91-360-2257584 FAX: 91-360-2244307, 2257872
		112.	Rashtriya Sanskrit Sansthan, 56-57, Institutional Area, Pankha Road, Janak Puri, NEW DELHI. Website: http://www.sanskrit.nic.in/	Prof. Radha Vallabh Tripathi Vice-Chancellor TEL: 91-11-28524993, 28524995, 28521994 FAX: 91-11-28521258, 28524387
		113.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, Katwaria Sarai, Near Qutub Hotel, New Mehrauli Road, NEW DELHI-110067. Website: www.slbsrsv.ac.in/home.asp	Dr. Vachaspati Upadhyaya Vice-Chancellor TEL: 91-11-26851253 FAX: 91-11-26851253
		114.	Rashtriya Sanskrit Vidyapeetha, TIRUPATI, (A.P.). Website: www.rsvidyapeetha.ac.in	Prof. Hare Krishna Satpathy Vice-Chancellor TEL:91-8574-27937 FAX: 91-8574-27937
		115.	Maharshi Sandeepani Rashtriya Veda Vidya Pratishthan Ujjayini Development Authority, Administrative Building, Bharatpur, Ujjain - 456010. Website: msrwp.nic.in/	Shri Shrikishore Mishra Secretary TEL: 91-734-2511530, 2510078 FAX: 91-734-2511530

Sector	Type of Autonomous Organisation	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
	2. Institutions related to Hindi and other Indian Languages [3]	116.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, AGRA - 282005. Website : www.hindisansthan.org	Prof. Ramvir Singh, Acting Director TEL: 91-562-2530159, 2530086 FAX: 91-562-2530684
		117.	National Council for Promotion of Urdu Language, West Block No.I, R.K. Puram, New Delhi - 110 066. Website www.urducouncil.nic.in	Dr. Hamidullah Bhatt Director TEL: 91-11-26180104 FAX: 91-11-26180104
		118.	National Council for Promotion of Sindhi Language, 5th Floor, Darpan Building, R.C.Dutt Road, Alkapuri, Vadodra - 390005. Website : http://www.ncpsl.org/	Shri R.P. Sisodia Director TEL: 91-265-2342246 FAX: 91-265-2357331
		119	Central Institute of Classical Tamil (CICT), Chennai Palaru Illam #6, Kamarajar Salai Chepauk, Chennai 600 005 Website: http://www.cict.in	Dr. S. Mohan TEL: 91 - 44- 2844 8841 Fax: 91 - 44- 2844 8888
	3. Central Universities (3)	120.	Maulana Azad National Urdu University Gachibowli Hyderabad-500032. Website : www.manuu.ac.in	Prof. K.R. Iqbal Ahmed Vice-Chancellor (Officiating) TEL: 91-40-23006601 FAX: 91-40-23006603/ 23006612/13/14/15 Email: secretarytovc@manuu.ac.in
		121.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Vardha ,(Maharashtra) P.B.No.16, Panchitteeta, Arvi Road, Umri. Wardha - 442 001 Website:http://www.hindivishwa.nic.in/	Shri. Vibhuti Narain Rai, IPS Vice-Chancellor TEL: 91-7152-230907 FAX: 91-7152-230903
		122	The English and Foreign Languages University, O.U. Campus, Hyderabad - 500 007 Website : http://www.efluniversity.ac.in/	Prof. Abhai Maurya, Vice-Chancellor Tel: 040-27098141 Fax: 040-27098402
	4. Planning	123.	National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, NIE Camp, NEW DELHI - 110016. Website: http://www.nuepa.org/	Prof. R. Govinda Vice Chancellor (in charge) TEL: 91-11-26515472 FAX: 91-11-26853041
		124.	Bharat Shiksha Kosh, Department of Higher Education, Ministry of HRD, Room No.519-C Wing, Shastri Bhavan, New Delhi 110001.	Secretary (HE) - Chairman Board of Governors, Additional Secretary - Member Secretary

Sector	Type of Autonomous	S.N.	Name of the Organisation	Head of the Organisation (Tel/Fax No./E-mail)
	5. UNESCO		125. Auroville Foundation, Bharat Nivas, P.O. Auroville, Distt. Villupuram, AUROVILLE - 605101, Tamil Nadu. Website: www.auroville.org	Dr. Karan Singh Chairman Shri M. Ramaswamy, IAS Secretary TEL: 91-413-2622 222, 2622 414 FAX: 91-413-2623 496 E-mail : avfoundation@auroville.org
	6. Book Promotion		126. National Book Trust of India, NBT, Nehru Bhawan 5 Institutional Area Phase-II, Vasant Kunj New Delhi - 110070 Website: www.nbtindia.org.in	Prof. Bipin Chandra Chairman TEL: 91-11-26121880 FAX: 91-11-24526169
ATTACHED OFFICES OF THE DEPARTMENT OF HIGHER EDUCATION				
Languages		1.	Central Institute of Indian Languages, Manasagangotri, Mysore - 570 006 Website : www.ciil.org	Director, TEL: 91 821 2515820 FAX: 91 821 2515032 E-mail: bhasha@sancharnet.in or udaya@ciil.stpmv.soft.net
		2.	Central Hindi Directorate, R.K.Puram, New Delhi. Website : www.hindinideshalaya.nic.in	Prof. K. Bijay Kumar Director, Tel. 91-11-26100758 Fax 91-11-26100758
		3.	Commission for Scientific and Technical Terminology, R.K.Puram, New Delhi. Website : www.cstt.nic.in	Prof. K. Bijay Kumar Chairman Tel: 91-11-26102882 Fax: 91-11-26102854
PUBLIC SECTOR UNDERTAKING OF THE DEPARTMENT OF HIGHER EDUCATION				
Public Sector Undertaking		1.	Educational Consultants of India Limited (EdCIL) Plot No. 18A, Sector - 16A, NOIDA - 201301, (UP). Website - www.edcilindia.co.in	Mrs. Anju Banerjee Chairperson and Managing Director TEL: 91-120-2515366 FAX: 91-120-2512010, 2515372 Email : root@edcil.co.in

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF THE PERSONS WITH DISABILITIES IN SERVICES (AS ON 1.1.2010)

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

Group	Number of Employees				
	Total	In identified posts	VH	HH	OH
Group A	182	-	-	-	-
Group B	576	-	-	-	4
Group C	337	-	2	-	2
Group D	308	24	1	-	7
Total	1403	24	3	-	13

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 locomotor disability or cerebral palsy)

Annexure-20

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs AS ON FIRST JANUARY, 2010 AND NUMBER OF APPOINTMENTS MADE DURING THE YEAR 2009 MINISTRY OF HUMAN RESOURCE DEVELOPMENT

Groups	Representation of SCs/STs/OBCs (As on 1.1.2010)			Number of appointments during the calendar year									
	Total number of Employee	SCs	STs	OBCs	By Direct Recruitment		By Promotion		By Other Methods				
					Total	SCs	STs	Total	SCs	STs	Total	SCs	STs
Group A	182	31	10	4	-	-	-	3	-	-	-	-	-
Group B	576	84	33	26	5	1	-	-	-	-	-	-	-
Group C	337	66	13	29	-	-	-	23	4	-	-	-	-
Group D (Excl. Sweepers)	286	78	29	19	2	-	-	1	1	-	-	-	-
Group D (Sweepers)	22	15	-	-	1	1	-	-	-	-	-	-	-
Total	1403	274	85	78	8	2	-	27	5	-	-	-	-

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs IN VARIOUS GROUP 'A' SERVICES AS ON FIRST JANUARY 2010 AND NUMBER OF APPOINTMENTS MADE IN THE SERVICE IN VARIOUS GRADES IN THE YEAR 2009

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

Groups	Representation of SCs/STs/OBCs (As on 1.1.2010)			Number of appointments during the calendar year									
	Total number of Employee	SCs	STs	OBCs	By Direct Recruitment		By Promotion		By Other Methods				
					Total	SCs	STs	Total	SCs	STs	Total	SCs	STs
PB-3: Rs. 5400	24	9	1	2	-	-	-	3	-	-	-	-	-
PB-3: Rs. 6600	65	10	5	-	-	-	-	-	-	-	-	-	-
PB-3: Rs. 7600	27	4	-	1	-	-	-	-	-	-	-	-	-
PB-4: Rs. 8700	25	-	1	-	-	-	-	-	-	-	-	-	-
PB-4: Rs. 8900	22	7	1	1	-	-	-	-	-	-	-	-	-
PB-4: Rs. 10000	15	1	1	-	-	-	-	-	-	-	-	-	-
HAG + Above	4	-	1	-	-	-	-	-	-	-	-	-	-
Total	182	31	10	4	-	-	-	3	-	-	-	-	-

Annexure-21

ANNUAL STATEMENT SHOWING THE NUMBER OF PERSONS WITH DISABILITIES APPOINTED DURING THE CALENDER YEAR 2009

Groups	DIRECT RECRUITMENT				PROMOTION										
	No. of vacancies reserved				No. of Appointments Made				No. of vacancies reserved				No. of Appointments Made		
	VH	HH	OH	Total	VH	HH	OH	TOTAL	VH	HH	OH	TOTAL	VH	HH	OH
Group A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Group B	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Group C	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Group D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



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