Chapter 10

International Cooperation and UNESCO

INTERNATIONAL COOPERATION AND UNESCO

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO (INCCU)

Ministry of Human Resource Development is the Nodal Ministry for cooperation with the activities of United Nations Educational, Scientific and Cultural Organization (UNESCO). Indian National Commission for Cooperation with UNESCO (INCCU) consists of five Sub-Commissions in the fields of Education, Culture, Communication, Social Sciences and Natural Sciences. Hon'ble Minister of Human Resource Development is the President of the Commission and Secretary (Higher Education) is its ex-officio Secretary General.

MAJOR ACTIVITIES RELATED TO UNESCO

1. The Permanent Delegation of India to UNESCO (PDI), Paris promotes Indian interests and advances Indian positions within UNESCO. The Permanent Delegation to UNESCO coordinates the participation and policy positions of the Ministries and other stakeholders to ensure a consistent approach within this multilateral organization and other UN specialized agencies.

2. The major Governing bodies of UNESCO are the General Conference, which is held once in two years, and the **Executive Board** of UNESCO, which is held twice a year. This year, the last meetings of the Executive Board were held from 2-15 April, 2014 and 15 – 30 October, 2014 respectively. The meetings were attended by Dr. Karan Singh, India's representative to UNESCO. Dr. Karan Singh made invaluable interventions on contemporaneous issues like the situation in Ukraine, while counseling the Executive Board on the need to ensure that Education and Culture find their due place in the Post-2015 Developmental agenda and also brought to the fore the need of providing the conditions necessary for less advantaged or those with disabilities to enjoy universal human rights and fundamental freedoms.

3. Within UNESCO, India has proved itself to be a voice of reason that brings a balanced perspective from the Developing world to the discussions while serving on the various advisory and consultative bodies of UNESCO, including several Intergovernmental Commissions and programmes in the various sectors. Presently, India is on the following **9 UNESCO Committees/bodies**, which is unprecedented:

    •   Executive Board

    •   World Heritage Committee

    •   International Bioethics Committee (IBC)

    •   Intergovernmental Bioethics Committee (IGBC)

    •   Intergovernmental Oceanographic Commission (IOC)

    •   Council of the UNESCO International Bureau of Education (IBE) (Geneva, Switzerland)

    •   EFA Steering Committee

    •   Intergovernmental Committee for the safeguarding of the Intangible Cultural Heritage

    •   Chair of the UNESCO Commonwealth Group.

4. A notable recent addition to the above list is India's election to the Intergovernmental Committee for the safeguarding of the Intangible Cultural Heritage for a four-year term from 2014-2018 at elections held at UNESCO in Paris on 4th June, 2014. We recorded the highest votes (135/142) among the ten countries which contested the elections. Additionally, and as a further addition to India's cap, India has been nominated as Vice-Chair to the committee for the year 2014-15.

5. In June 2014, India was also elected unanimously as Chair of the UNESCO Commonwealth Group. Permanent Representative of India has helmed several meetings of the group this year, as it seeks to forge a consensus on key issues on the menu at

UNESCO, as also to exchange idea, information and best practices on all such activities at UNESCO.

6. **DG's visit to India:** UNESCO Director-General, Irina Bokova, had an official visit to India from 23 to 26 November, 2014 to attend the Conference entitled "From Exclusion to Empowerment: role of Information and Communication Technologies (ICTs) for Persons with Disabilities", organized by UNESCO in cooperation with the Indian Government as well as international, national and regional partners. While in India, the Director-General had bilateral meetings with the External Affairs Minister, the Minister for Human Resource Development, the Minister of State for Culture, Tourism and Civil Aviation, the Minister of Urban Development and the Minister of Science & Technology & Earth Sciences.

7. DG UNESCO also delivered a lecture at the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), on "Diverse societies, inclusive democracies: New skills for a sustainable world" to an audience composed of school children from a range of schools in the city, university students, academic and research institutions, dignitaries from the government and non-government organizations and international diplomatic missions.

8. **Commemoration of the Relocation of Sri Aurobindo's statue:** A function to commemorate the relocation of the statue of Sri Aurobindo was held at UNESCO Paris on 21st October, 2014, coinciding with the 195th session of the Executive Board. The well attended and high profile commemorative event hosted by the Permanent Delegation of India to UNESCO was marked by the presence of Director General, UNESCO; the President of the General Conference of UNESCO and the President of the Executive Board of UNESCO. Our Representative to the Executive Board, Dr. Karan Singh whose visit coincided with the opening Plenary of the Executive Board, addressed this distinguished audience on this occasion. Others included the 58 member countries of the Executive Board, including P-5

Ambassadors, senior officials from the Secretariat, Indians at the Secretariat and media. It may be noted that in July 2014, through vigorous follow through with DG UNESCO, the statue of Sri Aurobindo was successfully placed in the prestigious Japanese Garden of the main UNESCO building at Place Fontenoy.

9. **Post-2015 Development Agenda**: PDI has engaged deeply and constructively on the ongoing consultations at UNESCO to shape the **Post-2015 Development Agenda**, which will succeed the Millennium Development Goals and will serve as a framework for global development efforts after 2015. UNESCO is promoting the areas of its mandate viz., education, the sciences, culture, and communication and information in the Post-2015 Development Agenda with an aim of preserving its role in these areas in the future. We draw satisfaction from the prominence given to Gender-Equality, Africa, Education, Science, Culture and Information in the current consultations on the Post-2015 Development Agenda, as reflected in the Outcome Document of the UN Open Working Group (OWG) on Sustainable Development Goals (SDGs). The Outcome Document will form a basis for the United Nations development agenda beyond 2015.

Education Sub Commission

10. In the field of education, India's leading role at the the 2014 Global EFA Meeting (GEM) held in Muscat, Oman from 12-14 May, 2014 was widely appreciated by all, especially the developing countries and civil society. The discussions at the meeting were focused on the actions required during the last part of the road towards 2015 and the post-2015 education agenda, EFA related strategies and joint actions for addressing education challenges in the years to come. The GEM led to the Muscat Education for All Agreement, where global goals and targets for the Post 2015 education agenda were adopted. This represented a first important step in a process that will culminate at the World Education Forum at Incheon, Republic of Korea in May 2015 and at the United Nation General Assembly in New York in September 2015.

11. **E-9**: As the outgoing Chair of E-9, India lobbied with E-9 member States to successfully argue against the replacement of E-9 with a new mechanism of cooperation. The **Indian proposal to set up an E-9 School in New Delhi** to serve as a focal point for student and faculty exchange is one of the ways in which India has managed to reinvigorate E-9.

12. **BRICS:** India worked closely with other member states at UNESCO for securing a strong commitment to education by BRICS leaders at their summit this week in Fortaleza, Brazil in July, 2014. In the Fortaleza Declaration, issued on 15 July, BRICS leaders highlighted the "strategic importance of education for sustainable development and inclusive economic growth". They affirmed their commitment to accelerate progress towards the Education for All (EFA) goals and stated clearly the importance of positioning education centrally in the post-2015 development agenda. BRICS leaders pledged to strengthen intra-BRICS cooperation in education and to cooperate with relevant international organization in this endeavor. They singled out collaboration on statistical indicators and on the mutual recognition of higher education degrees and diplomas as special areas for attention.

13. As a member of the EFA Steering Committee, India participated actively in the discourse on **the Post 2015 Education Agenda**. This debate was carried forward in the 195th session of the Executive Board in October 2014, in keeping with the UNESCO General Conference mandate in 2013 which committed itself to promote an overarching goal for education "based upon key principles of access, equity, quality, in the perspective of lifelong learning" as part of the future global development agenda.

14. This year also saw the first meeting of the Governing Board of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development in Delhi - UNESCO's specialized Education Institute in India, and the first in the Asia-Pacific region. This is the first category –I institute of UNESCO established in Asia which is generously financed by Government of India. The Institute has started functioning at New Delhi since 2012. The Institute puts India into the category of select countries with a Category-I Institute of UNESCO.

Culture Sub Commission

15. As a member of the World Heritage Committee, India played a leading role in the 38th Session of the World Heritage Committee held in Doha (Qatar) from 15-25 June, 2014. During the Meeting, India's two sites 'Rani-ki-Vav' and 'The Great Himalayan National Park Conservation Area' were inscribed on the prestigious World Heritage List. With these inscriptions, India has a tally of 32 sites inscribed on the World Heritage List and ranks fifth overall in terms of number of sites inscribed. Another important milestone during the Meeting of the World Heritage Committee was India's nomination as Vice-Chair of the Committee for the years 2014-15. In an important initiative, India also launched its ambitious 'Mausam: Maritime Routes and Cultural Landscapes" Project during the Doha Meeting of the World Heritage Committee.

16. In yet another significant development, India was elected with a record number of votes as Member of the Inter-Governmental Committee for the Safeguarding of the Intangible Cultural Heritage, the elections for which were held during the 5th Session of the General Assembly of the States Parties to the Conventions for the Safeguarding of the Intangible Cultural Heritage which took place from 2-4 June, 2014 at UNESCO Headquarters, Paris. Subsequently, the Indian Delegation actively participated in the 9th Session of the Inter-Governmental Committee for the Safeguarding of the Intangible Cultural Heritage held in Paris from 24-28 November, 2014. During this Meeting, India's nomination 'Traditional brass and copper craft of utensil making among the Thatheras of Jandiala Guru, Punjab, India' was inscribed on the Representative List of the Intangible Cultural Heritage of Humanity. India now has 11 elements inscribed on this List and ranks eighth overall in terms of number of elements inscribed on this List. Importantly enough, India was elected as Vice Chair of the Inter-Governmental Committee for the Safeguarding of the Intangible Cultural Heritage also.

17. The first Extraordinary Session of the General Assembly of the States Parties to the World Heritage Convention was held in Paris from 13-14 November, 2014. The Extraordinary Session dealt with the vexed issue of geographical distribution of seats on the World Heritage Committee and decided to have geographical distributions of seats based on regional groups of UNESCO as well as to have five free seats for open election. The outcome was to the satisfaction of most delegations at UNESCO.

18. The second session of the Subsidiary Committee of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property was held from 30 June to 2 July 2014 at UNESCO Headquarters, Paris. During the Meeting, the Committee adopted draft Operational Guidelines for the Implementation of the Convention.

19. 19th 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 was held in Paris from 1-2 October, 2014.

Communications & Natural Sciences Sub Commissions

20. An international conference, "From Exclusion to Empowerment: role of Information and Communication Technologies (ICTs) for Persons with Disabilities", was organized in Delhi from 24 to 26 November, 2014 by UNESCO in cooperation with the Indian Government as well as international, national and regional partners. UNESCO Director-General, UNESCO, Ms.Irina Bokova, also attended the Conference. Hon'ble Minister of Human Resource Development, Hon'ble Minister of Social Justice and Empowerment and Hon'ble Minister of Communication and Information Technology along with Director General inaugurated the conference. The Conference brought together over 500 participants from around the world including high level government representatives, policy and decision makers, international organization representatives and civil society. It promoted human rights and fundamental freedoms of persons with disabilities and encouraged all stakeholders to take concrete measures for the empowerment of persons with disabilities through the use of ICTs.

21. International Hydrological Programme **(**IHP)**:** The 21st session of the Intergovernmental Council of the IHP was held at UNESCO Headquarters in Paris from 18 to 20 June 2014. Delegates from the thirty-six Member States that are members of the IHP Intergovernmental Council attended the session. India participated as an observer and PDI was joined by Dr. Vijay Kumar from the Ministry of Earth Sciences to represent India. The revised proposal for the launching of World's Large Rivers Initiative (WLRI), first proposed at the 20th session of the Intergovernmental Council of IHP in 2012 by the Austrian Delegation, was discussed as well. India supported the proposal and is now awaiting the IHP's 23rd session, when the IHP's Intergovernmental Council shall review the performance of this initiative and consider its integration in IHP's workplan, beyond the 23rd session.

22. Intergovernmental Oceanographic Commission **(IOC):** India also participated at the 47th Executive Council Of IOC that took place on July 1-4 2014 at UNESCO, Paris. India's contribution to the 47th EC can be gauged by its participation at the sessional open-ended committees and three working groups, namely, Financial Committee; Resolutions Committee; sessional working group on "The Future of IOC; sessional working group on "the IOC participation to the 2nd International Indian Ocean Expedition" with Prof. Yutaka Michida (Japan) and Dr Sateesh C. Shenoi (India) as co-chairs; sessional working group on "the preparation of a Draft Strategic Plan for Capacity Development". The EC had an extensive agenda and India made valuable contributions to the debates including the consultation process for the establishment of a short list of applicants for the appointment of the Executive Secretary (ES) and IOC participation in the Second International Indian Ocean Expedition 50th Anniversary Initiative (IIOE-2).

23. India also hosted the Regional Workshop on Standard Operating Procedures for Tsunami Warning and Emergency Response for Northern

and Western Indian Ocean Countries from 23-27 June 2014, at INCOIS, Hyderabad.

24. International Bioethics Committee and Intergovernmental Bioethics Committee (IBC & IGBC): The 21st Ordinary Session of UNESCO's (IBC) took place from 8-12 September 2014 at UNESCO, Paris. It included the Joint Session of the International Bioethics Committee and the (IGBC). Prof. Sharat Chandra from the Indian Institute of Science, Bangalore attended in his capacity as an independent expert. The focus of these meetings were the elaboration of the principle of the sharing of benefits, as set out in Article 15 of the Universal Declaration on Bioethics and Human Rights (2005), and an update of the IBC's reflection on the human genome and human rights and PDI put forward the Indian position on these issues. The meetings also saw a discussion on the **EBOLA** crisis and PDI enumerated India's efforts in this regard.

25. Regional Centre for Biotechnology (RCB) – a UNESCO Category-II Regional Centre, an institution of education, training and research is established by the Department of Biotechnology, Government of India. The Centre will also start a few regional programmes shortly and is already having regional collaboration on cutting edge biotechnological research and training in different areas. Renewal of MoU for the centre has been approved and would be signed with UNESCO on 13th February, 2015.

Auroville Foundation

'Auroville' was founded by the 'Mother', the spiritual collaborator of Sri Aurobindo on the 28th of February,1968 as an international cultural township on the outskirts of Puducherry, in the Villupuram District of Tamil Nadu where 2166 people from 46 nations, including India, live together as one community and engage themselves in cultural, educational, scientific and other pursuits aimed at Human Unity. UNESCO had endorsed the project of Auroville through four resolutions, in 1966, 1968, 1970, 1983. 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.

According to the provisions of the Auroville Foundation Act, Government of India provides partial funding in the form of grants to the Foundation for meeting its expenditure on the establishment, maintenance and development of Auroville under Plan & Non Plan. Under Plan, an amount of Rs. 258.32 lakhs and under Non-Plan an amount of Rs.130.00 lakhs have been released to Auroville Fondation during 2014-2015 (till date).

INTERNATIONAL COOPERATION

India has entered into Educational Exchange Programmes (EEPs)/Memorandum of Understandings (MoUs) or through Joint Statements with 51 countries viz Mongolia, Armenia, Tanzania, Guyana, Israel, Australia, Myanmar, Hungary, Syria, Uzbekistan, New Zealand, Thailand, Sri Lanka, Mexico, Brazil, Afghanistan, Croatia, Ecuador, Rwanda, Saudi Arabia, China, Portugal, France, Ethiopia, Vietnam, Oman, South Africa, Norway, Chile, Kuwait, Botswana, Malaysia, Turkmenistan, Canada, Indonesia, Mozambique, Russia, Trinidad & Tobago, Mauritius, Yemen, Qatar, Tajikistan, Burundi, Belarus, Republic of Korea, Germany, Estonia U.S.A., United Kingdom, Czech Republic and Peru.

The EEPs/ MOUs envisage cooperation through several initiatives like:-

➢ Exchange of scholars/ students/ researchers;

➢ Sharing of information/ publications;

➢ Organizing joint seminars/ workshops/ conferences etc.;

➢ Working towards mutual recognition of qualifications; and

➢ Developing institutional linkages

India also has educational cooperation activities with different international organizations and multi-lateral bodies like UNESCO, Commonwealth of Learning, E-9. BRICS, SAARC, India-Brazil-South Africa (IBSA), East Asia Summit (EAS), Association of South-East Asian Nations (ASEAN), Indian Ocean Rim-Association for Regional Cooperation (IOR-ARC), Organization for Economic Co-operation and Development (OECD), European Union (EU) etc.

MAJOR ACTIVITIES DURING 2014-15

1. SAARC Education Ministers Meeting

The **Second meeting of the SAARC Ministers of Education/Higher Education** was hosted by India in New Delhi on October 30-31, 2014. The meeting, chaired by Smt. Smriti Zubin Irani, Hon'ble Minister of Human Resource Development, was attended by Ministers from Seven SAARC member countries and senior officials from all the eight member countries. A **New Delhi Declaration on Education** was adopted at the end of the meeting. The Ministers re-affirmed their commitment to inclusive learning and gender equitable quality education and further emphasized the need for expanding opportunities for skill development revitalizing higher education system in the SAARC Member States.

Smt. Smriti Zubin Irani, Hon'ble HRM chairing the 2nd Meeting of SAARC Ministers of Education/Higher Education in New Delhi on Oct. 31, 2014

2. India-UK Education Forum

The sixth **India-UK Education Forum** took place in New Delhi on 13th November 2014. Smt Smriti Zubin Irani, Minister of Human Resource Development, Government of India, and Mr Greg Clark, Minister for Universities, Science and Cities of the United Kingdom co-chaired the meeting. A **Joint Statement** was also signed by the Hon'ble Ministers highlighting the educational cooperation between India and the United Kingdom and the future areas of collaboration. The areas of leadership development; research, innovation, technology and knowledge transfer; Skill Development and Entrepreneurship; enhancing people to people links and mobility; quality improvement in education; use of ICT in education; development of MOOCs and e-Library and launch of UKIERI-III have been highlighted in the Joint Statement.

Smt. Smriti Zubin Irani, Hon'ble HRM with Rt. Hon. Greg Clark, Minister of Universities, Science and Cities, UK during India-UK Education Forum on 13th November 2014 in New Delhi.

3. India-US Higher Education Dialogue

The **3rd India-US Higher Education Dialogue** was convened at New Delhi on 17th November, 2014. It was co-chaired by Mr. Satya N. Mohanty, Secretary (Higher Education), Ministry of Human Resource Development from Indian side and Mr. Richard Stengel, U.S. Under Secretary of States for Public Diplomacy and Public Affairs from the US side. Community Colleges, GIAN, New IIT and Use of ICT and MOOCs were taken up for cooperation in the Dialogue. A meeting of the Joint task Force on Communitry Colleges and Skill development was also convened on 17th November, 2014.

Shri Satya N Mohanty, Secretary, Higher Education with H.E. Mr. Richard Stengel, U.S. Under Secretary of State for Public Affairs and Public Diplomacy during the India-U.S. Higher Education Dialogue held in New Delhi on November 17, 2014

4. Bilateral Meetings

Hon'ble Minister of Human Resource Development, Smt. Smriti Zubin Irani, held bilateral meetings with visiting dignitaries like Mr. Hakuban Shimomura, Minister of Education, Culture, Sports, Science & Technology, Government of Japan and Mr. K. Shanmugam, Minister for Foreign Affairs and Law, Republic of Singapore. Bilateral meetings were also held with Minister of Education, Bangladesh and with U.K. Minister of Universities, Science and Cities. Several Heads of Missions in New Delhi also paid courtesy call on the Minister and discussed measures for improving bilateral educational relations with respective countries. Director General also visited India on the invitation of Hon'ble Minister of Human Resource Development and a bilateral meeting was also held at New Delhi for strengthening the cooperation with UNESCO.

5. Joint Working Group Meeting between India and Germany

The **India-Germany Joint Working Group** meeting on cooperation in higher education was held on 18th November 2014 in New Delhi. The meeting was co-Chaired by Additional Secretary (TE), MHRD and Deputy Director General, BMBF (German Ministry of Education & Science). The issues like Joint Research Projects, Cooperation for IITs (existing and new), cooperation with IISERs, Establishment of an International Centre for Humanities and Social Sciences and institutional cooperation activities were discussed in the JWG.

6. Joint Research Projects

Eight new proposals have been approved in the third round under the ongoing 21st Century Knowledge Initiative between **India and the U.S.A.** for institutional partnerships between institutions of higher education in both countries, through faculty exchanges and research and innovation collaboration in the priority areas of food security, climate change, sustainable health and public health. Each side has committed $5 million for the initiative, which will grant awards of up to $250,000 to selected projects.

India-Israel Joint Research Projects **initiative** has been launched with contribution of USD 2.5 million from Indian side and matching share from Israel side. 21 Joint Research Projects between the Institutions from India and Israel were announced for the first year.

Another Joint Research Project Initiative is being taken up between **India and Norway**. Invitations for Joint Research Projects between the Institutions from India and Norway were invited. The first batch of 13 projects was announced during the visit of Hon'ble President of India in October, 2014.

Smt. Smriti Zubin Irani, Hon'ble HRM with Mr. Hakuban Shimomura, Minister of Education, Culture, Sports, Science & Technology, Japan during a bilateral meeting in New Delhi.

7. Cooperation with Neighbouring Countries

Nepal: During the Indo-Nepal Joint Commission Meeting held on 26th July, 2014, India announced a programme entitled "Bharat-Nepal Shiksha Maitri Karyakram" for the students from Nepal. The Programme is a 4-6 week attachment programme for undergraduate students from Nepal. It aims at promoting awareness on different facets of life in India and the progress made by the country in various fields. Entire cost of the programme is borne by the Government of India. The first batch of Nepalese students participated in the programme convened at Calcutta University during November, 2014.

Bhutan: During the recent visit of Hon'ble Prime Minister of India to Bhutan, it was proposed that Government of India would provide assistance for the establishment of the digital section/ E-library in the National Library of Bhutan and in all 20 districts of Bhutan.

Bangladesh: Approval for construction of Bangladesh Bhawan at Vishwa Bharati University, Santiniketan was granted and was announced during the visit of Smt. Sushma Swaraj, Hon'ble External Affairs Minister to Bangladesh.

8. Education Fair

Smt. Smriti Zubin Irani, Hon'ble HRM inaugurating the EU Higher Education Fair in New Dlehi on November 30, 2014.

Hon'ble Minister of Human Resource Development, Smt. Smriti Zubin Irani, inaugurated the **European Union Higher Education Fair** held at New Delhi. On 30th November, 2014. Several top Universities form the European countries participated in the event, showcasing opportunities for higher education.

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Chapter 11

Education of Scheduled Castes/Scheduled Tribes and Minorities

EDUCATION OF SCHEDULED CASTES/SCHEDULED TRIBES AND MINORITIES

Educational development plays a vital role for the socio-economic betterment of the weaker sections of the society which includes Scheduled Castes, Scheduled Tribes and Persons with Disabilities. The Government of India has taken several measures to promote the interests of the weaker sections of the society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

National Policy on Education

The National Policy on Education (NPE), 1986 (modified in 1992) gives great emphasis on the removal of disparity among different social classes. It also talks about equality of educational opportunities to those who have been denied equality so far. Along with mentioning the areas that need attention the National Policy also lays down the guidelines for what should be done so as to reduce the disparity and increase equality. To increase the educational opportunities for the SCs and the STs and other weaker sections of the society, the NPE has also suggested student support measures such as scholarships, remedial classes, hostel facilities and other forms of formal and non formal programs of technical education. Scheduled Caste

Sub Plan and Tribal Sub Plan (SCSP & TSP)

The Ministry of HRD, as per the advice of National Monitoring Committee had issued guidelines for implementation of SCSP/TSP. As per these guidelines, for the Department of Higher Education the earmarking of funds is 15-16.2% and 7.50% for SCSP and TSP respectively and for Department of School Education and Literacy earmarking of funds is more than 16.2% and 10.70% for SCSP and TSP respectively.

The Salient features of the SCSP and TSP Guidelines are as under:

(i) Allocation of funds: The details of fund earmarked for 2014-15 under SCSP and TSP for Department of Higher Education and Department of School Education are shown in the tables given below: (i)Beneficiary Focus: Under SCSP/TSP only those Schemes /components of programs should be included which ensure direct benefits to individuals of families belonging to Scheduled Castes and Scheduled Tribes.

(ii) Scaling Up: For benefiting more than the respective proportion (percentage) of SCs and STs population, additional number of beneficiaries should be covered.

(iii) New Schemes: In case of the project/schemes which are of general nature and the expenditure is non- divisible on SCs and STs, in such case new schemes to meet the need of SC and ST students should be developed to be bridge the gap between them and others.

(iv) The Existing NMC under the Chairmanship of the Hon'ble Minister of Human Resource Development will oversee the implementation of SCSP and TSP and this committee will be assisted by its Standing Committee.

Funds Earmarked under SCSP and TSP (BE-2014-15)

(Rs. in crores)

Department	SC	ST
School Education and Literacy	10183.34 (19.65%)	5666.22 (10.93%)
Higher Education	2534.40 (15.00%)	1268.10 (7.50%)

SCHOOL EDUCATION

Literacy rate at the national level has increased from 64.9%(Census 2001) to 73% (Census 2011). While the literacy rate at the national level has improved 10 percentage points; the literacy rate for SC and ST communities has increased by 12 percentage points. At the national level, the enrollment share of SC children (20.24%) is more than their share in the population (16.60%) as per census 2011 and an increasing trend can be seen over the years. The enrollment share of ST children (10.85%) at national level is more than their share in the population (8.60%) as per census 2011 and an increasing trend can be seen over the years.

Enrolment and Fold increase of SC Students at School Level

Source: Statistics of School Education, MHRD

Enrolment and Fold increase of ST Students at School Level
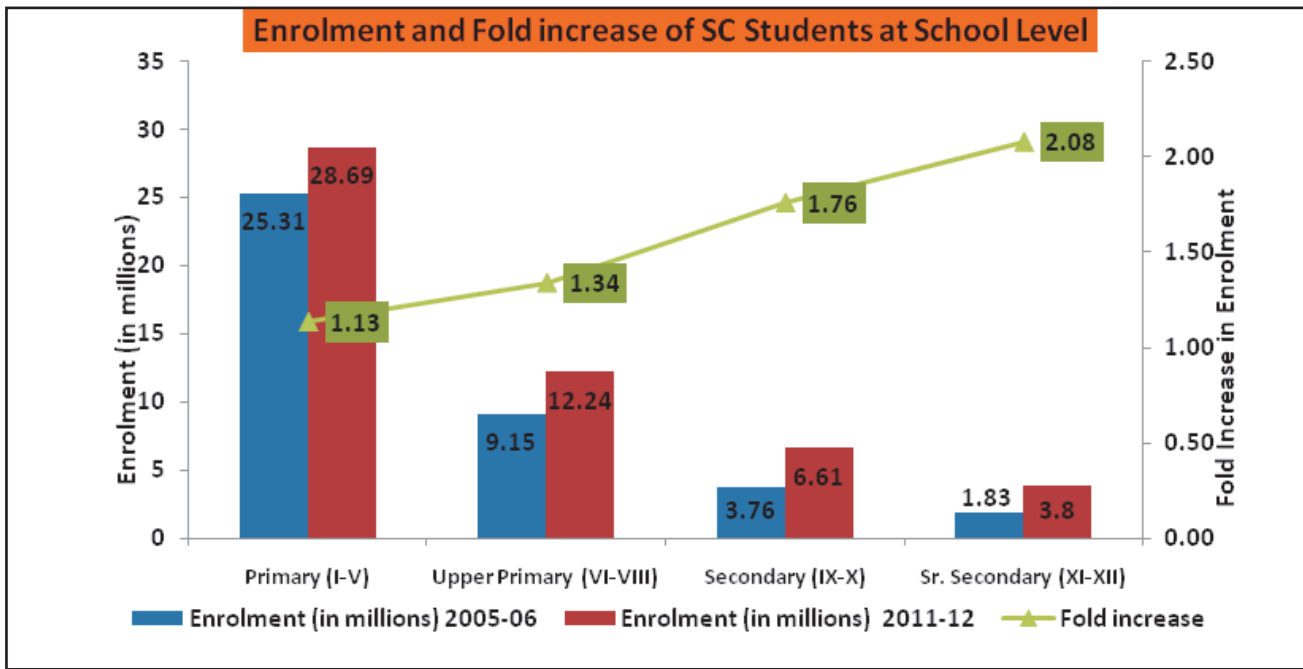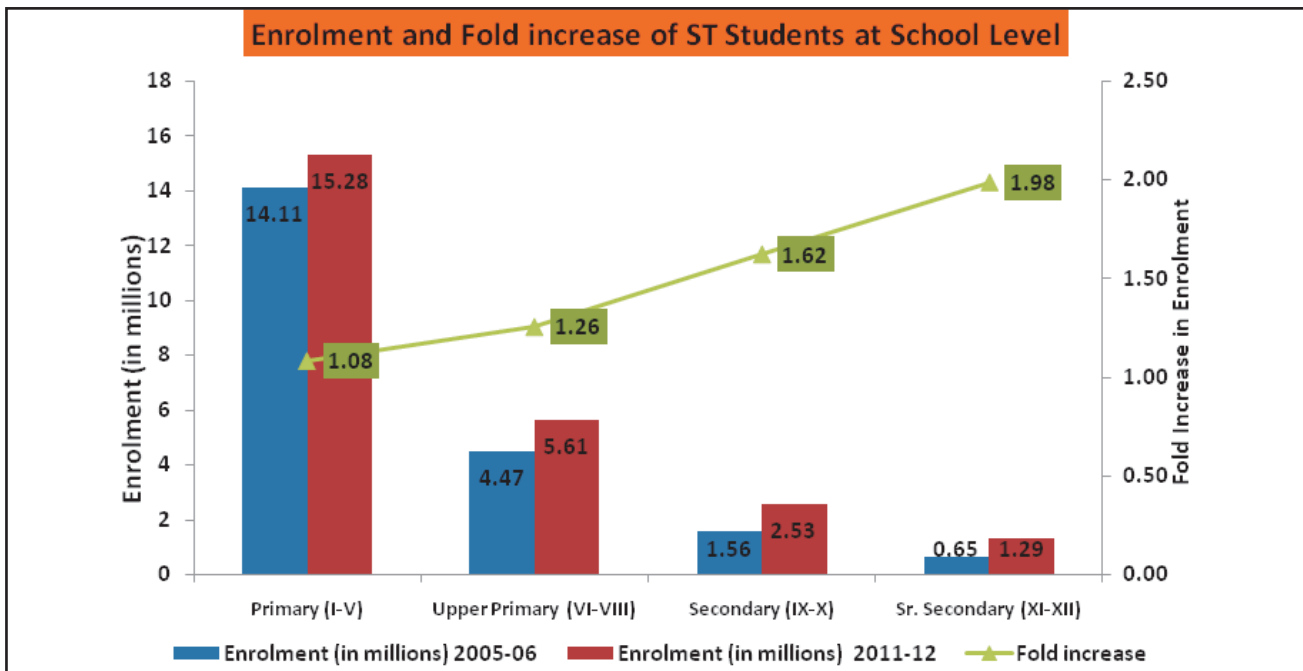
Source: Statistics of School Education, MHRD

With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of Universal Elementary Education (UEE). In order to achieve Universal Elementary Education, Sarva Shiksha Abhiyan (SSA) was launched in the year 2000-01. SSA interventions include inter alia, opening of new schools, construction of schools and additional classrooms, constructing toilets and drinking water facilities, provisioning for teachers, in-service training for teachers and academic resource support, free textbooks and uniforms, support for improving learning achievement levels, research, evaluation and monitoring. A major achievement in recent years has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Right of Children

Drop out rates for SC Students at School Level

Source: Statistics of School Education, MHRD

Drop out rates for ST Students at School Level
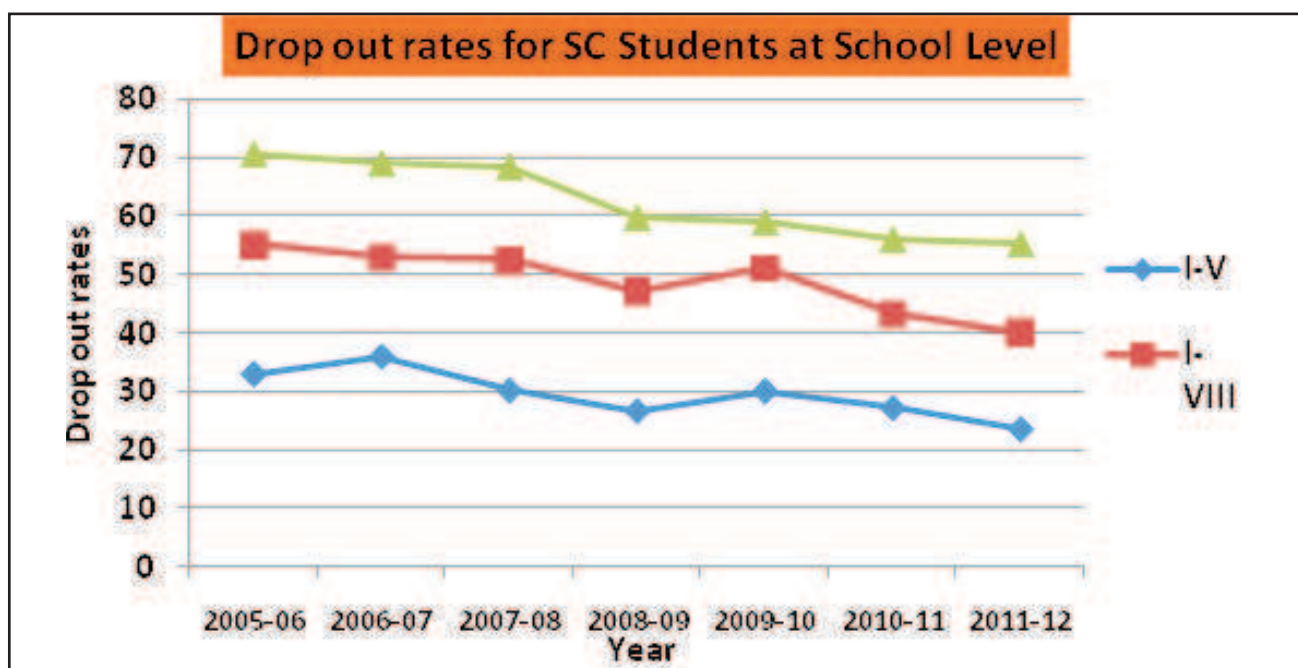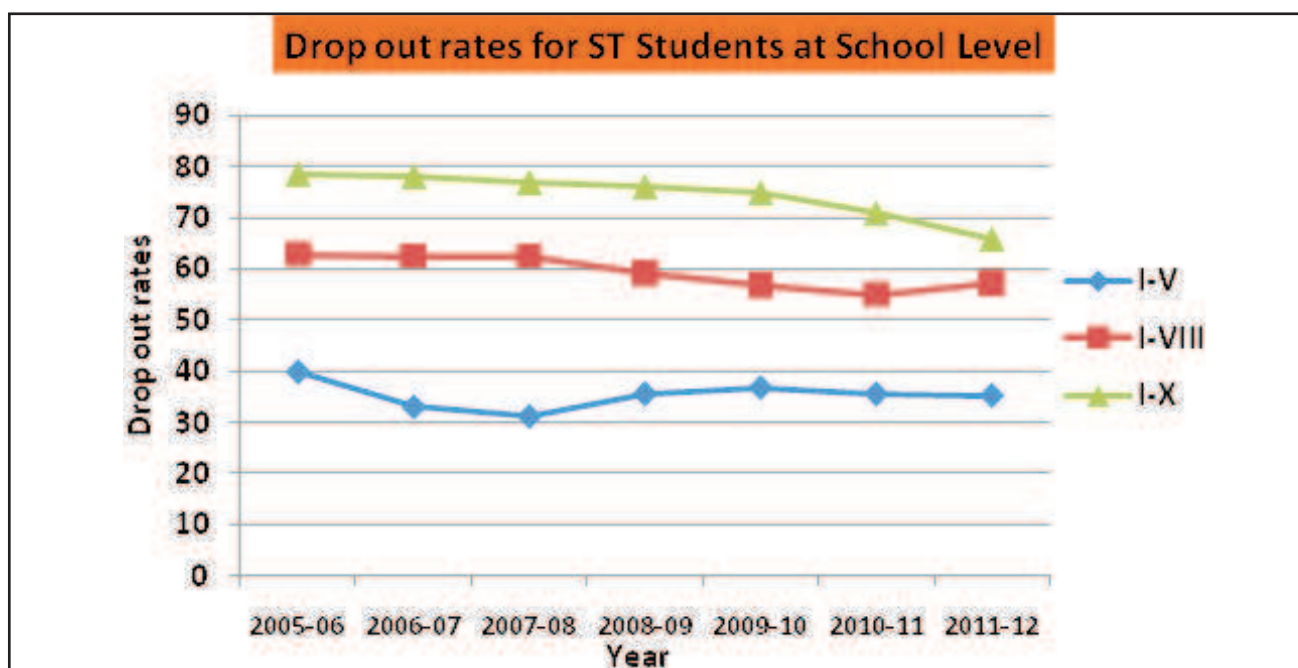
Source: Statistics of School Education, MHRD

In addition, several initiatives like launching of Rashtriya Madhyamik Shiksha Abhyan (RMSA), Vocational Education at Secondary Education Level, Kasturba Gandhi Balika Vidhyalayas (KGBV), National Programme for Education of Girls at Elementary Level, Sub-Mission on Polytechnic, Construction of Hostels, Padhe Bharat Badhe Bharat programmes, which have significant bearing on the educational development of weaker sections of the society, were also undertaken.

HIGHER EDUCATION

As far as the percentage representation of SCs and STs in higher education is concerned, the enrolment of SCs has shown an increase of approximately one percent from 2010-11 to 2011-12. However, the provisional figures for 2012-13 do not show any major increase in the enrolment. The enrolment of STs has remained constant over the span of years considered. The representation of ST and SC in higher educational

Enrolment and CAGR for Higher Education

Students Enrolment (in Lakhs)

- Other Than SC/ST: 2010-11 = 232.47, 2012-13 (P) = 246.77, CAGR = 3.03
- SC: 2010-11 = 30.45, 2012-13 (P) = 36.37, CAGR = 9.29
- ST: 2010-11 = 12.08, 2012-13 (P) = 13.14, CAGR = 4.3

Students Category

Legend: 2010-11, 2012-13 (P), CAGR
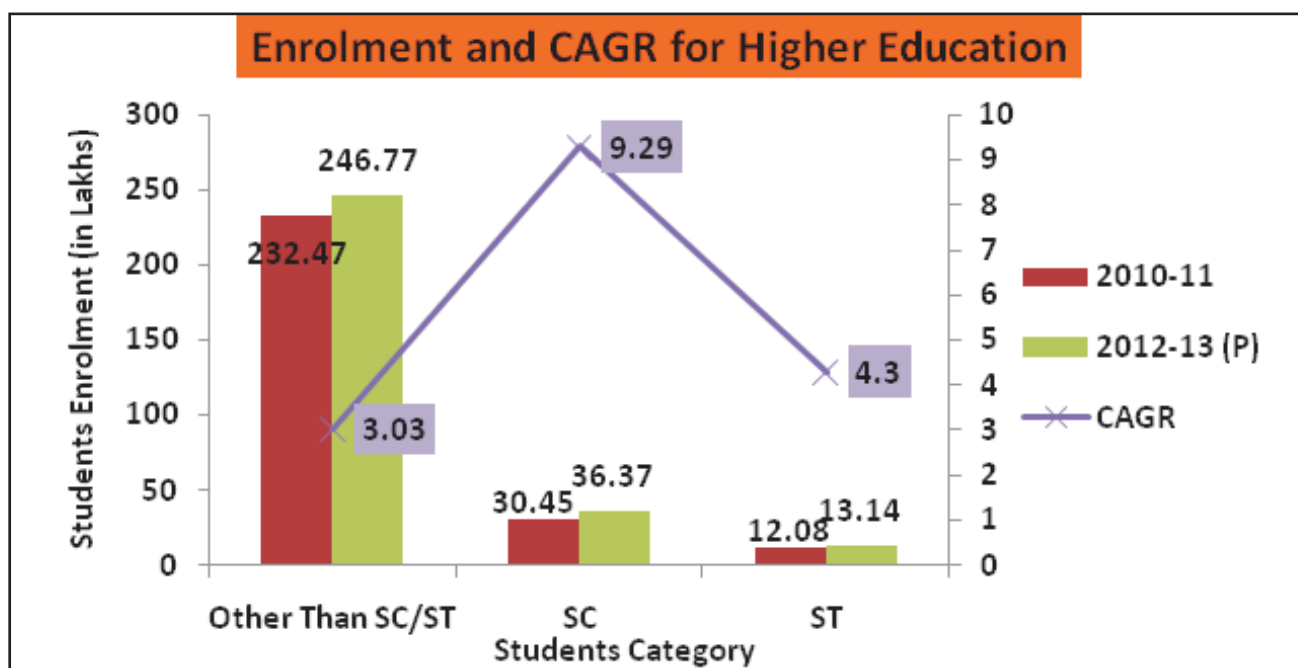
Source: All India Surveys on Higher Education, MHRD   CAGR – Compound Annual Growth Rate

institutes is 4% and 12% respectively while the earmarked value in reservation of admissions is 7.5% and 15% respectively. This indicates that there is still scope for an increase in representation of each of them in higher educational institutes.

Again the figures for the GER also represent the same trend. There is a slight increase in the GER of the SCs from 2010-11 to 2012-13 but the GER of the STs remain the same over the span of years taken into consideration. Most importantly, despite the several measures already undertaken for SCs and STs and the weaker sections of the society, the social and the gender gap exists. In case of SCs the social gap and the gender gap has not fluctuated much, but remained constant over the period of years. However, the STs show a completely different picture. The social gap and gender gap in case of STs has increased marginally over the years.

Due to the presence of these obstacles in the socio-economic growth of the SCs and STs, the 12th Five Year Plan came up with a new approach to deal with the issue of inequality of educational opportunities. The main focus of the 12th Five Year Plan is to enhance funding for the measures aimed at reducing inequity and to bring all the equity related schemes in higher education under one umbrella. Various activities in the areas of Legislations & Resolutions, Access, Skill Development, Student Support Programs and Equity promotion were undertaken to overcome the mentioned obstacles.

According to the Central Educations Institution (Retention in Admission) Act, 2006, 15% and 7.5% reservation in admissions is reserved for SCs and STs, which encourage SC and ST students to continue higher education and make it mandatory on the part of the institutions to enroll a certain percentage of SC and ST students in their intake. Efforts are taken for continued implementation of the Act. The UGC has formulated necessary regulations for promoting equity in higher education institutes as well as to address grievances in 2012. The AICTE has also undertaken measures for grievance redressal. These regulations help the organizations to promote equity in higher education and to deal with grievances of non compliance with the established equity standards for the same. Moreover, these regulations and legislations will directly play a role in improving the rate of enrolment of the weaker sections of the society in higher education.

To improve the access of the higher education institutes, centrally funded higher educational institutions are established in the unserved areas. The Rashtriya Ucchattar Shiksha Abhiyan and other schemes such as Community College, Sub Mission on Polytechnics, Development Assistant to universities/colleges by UGC and opening of IGNOU's study centers in educationally backward districts are all creating an impact on the socio-economic development of the weaker sections of the society. A provision of approximately 874 new higher educational institutions has been made for improving access.

Apart from these, several other programmes/schemes have also been launched which also equally lay emphasis on education development of students belonging to SCs / STs and PwDs, which includes various students support

initiatives such as Scholarships, Remedial coaching classes, opening of Equal Opportunity Cells in the Universities, Rajiv Gandhi Fellowships, Post Graduate Scholarship for Professional Courses, Post doctoral Fellowship, Remedial coaching for NET/SLET, Preparatory classes for IITs, Interest subsidy on Education Loan, hostel facilities for students especially for girls etc. The numbers of beneficiaries for the remedial coaching, including the NET/SET coaching, amount to around 19 lakhs. Also 250 Universities and 2252 Colleges now have Established Equal Opportunities Cell.

Despite of already existing student support programmes, several new schemes have also been launched to meet the requirements of these categories, which inter-alia includes, UGC's Ishan Uday Scholarship (10000) and Ishan Vikas Scheme, AICTE's SAKSHAM scholarship (1000), etc.

Several schemes for skill development have also been formulated to directly address the problem of unemployment. The National Skill Qualification Framework is set up to enable easy movement of the student between technical education, vocational courses and the job field. Other schemes such as National Scheme for Apprenticeship Training, Scheme of Community Colleges and Scheme of Community Development focus through Polytechnics focus on practical training and creating a synergy between community, colleges and the job field.

National Monitoring Committee (NMC) for Education of SCs, STs and PwDs

The Ministry of Human Resource Development had constituted a "National Monitoring Committee for Education of SCs, STs and Persons with Disabilities" in June, 2012 under the Chairpersonship of Hon'ble Minister for Human Resource Development to advise the Government on all matters pertaining to education and its pursuit for SCs, STs and Persons with Disabilities. The composition of the Committee includes Members of Parliament, Education Ministers and Education Secretaries of State Governments of various state with concentration of SC/ST population. The Committee also includes the academics, activists and administrators connected with SCs, STs and PwDs. The 3rd meeting of NMC was held on 21st December, 2014.

Due to all these efforts Gross Enrolment Ratio (GER) in Higher Education for students belonging to SC and ST hapum instead at the national level as may be seen in the Table given below:

GER in Higher Education (18-23 years)

Year	GER of Other Than SC/ST	GER of SC Students	GER of ST Students
2010-11	21.44	13.5	11.2
2011-12	23.27	14.9	11.0
2012-13(P)	23.59	15.12	11.04

Source: All India Survey on Higher Education, MHRD.

EDUCATION FOR THE MINORITIES

A. Department of Higher Education

1. National Commission for Minority Educational Institutions (NCMEI)

The National Commission for Minority Educational Institutions (NCMEI) was established on the 11th November 2004 to advise the Central Government or any State Government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters. The Commission's powers have been further amplified through the National Commission for Minorities Educational Institutions (Amendment) Act, 2006 and 2010. The Commission is a quasi-judicial body and has been endowed with the powers of a Civil Court.

During 2014(from 1.4.2014 to 309.2014) a total number of 1500 petitions were received in the Commission. Out of 1500 caes, 1273 cases were disposed off in the court which included old cases and 112 cases were summarily rejected by the Commission.

The Commission has issued Minority Status Certificate to 699 Minority Educational Institutions during 2014-15 upto September, 2014. Total Minority Status Certificates issued by the Commission till 30.9.2014 are 10094.

2. National Monitoring Committee on Minorities' Education (NMCME)

The National Monitoring Committee on Minorities' Education (NMCME) was reconstituted on 23rd December, 2011 under the Chairmanship of Hon'ble Minister of Human Resource Development. The Committee has representations from eminent educationists, Members of Parliament, representatives of State Governments and representatives of the minority communities, educational institutions and other stake- holders. As per the decision taken in the meeting of NMCME held on 5.3.2012, a Standing Committee of the National Monitoring Committee on Minorities Education and five Sub-Committees on (i) Vocational Education & Skill Development of Minorities, (ii) Implementation of Schemes Aimed at Minorities, (iii) Mapping of Educational Requirements of Minorities – Region & District wise, (iv) Girls' Education and (v) Promotion of Urdu Language and enhance compatibility amongst minorities through knowledge of English have been constituted. After detailed deliberation the Standing Committee of the NMCME submitted its First Report on 21st May, 2013.

The Annual Meeting of the NMCME was held on 6th January, 2014 in Delhi, wherein, inter alia, the progress of implementation of the recommendations made by the Standing Committee was discussed to chalk out the future course of action.

3. Establishment of the Model Degree Colleges

Model Degree Colleges were targeted to be established in the 374 Educationally Backward Districts (EBDs), including 64 Minority Concentration Districts. Establishment of 27 Model Degree Colleges in the MCDs has been approved. The scheme of establishment of the Model Degree Colleges in the MCDs will continue under the Rashtriya Uchchtar Shiksha Abhiyan (RUSA).

4. Polytechnics

Under the Sub-Mission on Polytechnics, financial assistance is provided to the States/UTs limited to Rs.12.30 crore per polytechnic to establish new polytechnic in unserved districts. Polytechnics have been established in 55 out of 57 eligible Minority Concentration Districts. The 2 uncovered Minority Districts are located in Delhi, A&N Islands. The Govt. of A&N Islands has already expressed its inability to take up the scheme. The remaining 1 District in Delhi can be covered in 2014-15 if the State govt provides its consent to meet recurring expenditure and provide free land as per scheme's norms.

5. Women Hostels

With a view to provide hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential available for the development of the society at large, as also to bring about gender equity and equal representation of women, the University Grants Commission (U.G.C.) is implementing the Scheme of construction of Women Hostels.

During the XII Plan period the U.G.C. approved/ sanctioned a total of 335 Women Hostels in Minority Concentrated Districts (MCDs). During 2014-15, 69 Women Hostels have been sanctioned and out of which 19 Women Hostels have been sanctioned in MCDs by September, 2014.

6. Equal Opportunity Cells

Since the higher education is a tool for social and economic equality, UGC has been addressing national concerns of access, equity, equality, by implementing policies of Government of India and promoting several schemes and programmes for the disadvantaged groups and the elimination of social disparities. To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in Colleges and Universities to **oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters. The cell also takes up programmes of sensitizing**

university/college community on problems faced by SC&ST category in higher education during the Eleventh Plan (2007-2012). **It will run specific schemes of coaching for SC/ST/OBC (Non creamy layer), women/minorities and persons with disabilities to enhance the employability and success.**

For Universities One time grant of ₹ **2.00 lakhs** will be provided for establishing office of EOC.

For Colleges The UGC shall provide financial assistance to meet contingency expenditure, expenditure for organizing meetings and honorarium to the Advisor, as given below:

- Assistance to the Postgraduate Colleges and Undergraduate Colleges to the tune of ₹ **50, 000/- and ₹ 30,000/- per annum respectively**. The honorarium for the Advisor shall be at the rate of ₹ **1000/- per month.**

- ₹ **25, 000/- per annum** to organize a short-term course on positive discrimination of SC and ST for national development at the beginning of every academic session for newly enrolled students. At the end of the programme, the students may be asked to write a summary of what they have learnt and a certificate may be issued to them.

7. Greater Resources for Teaching Urdu

Academies for Professional Development of Urdu Medium Teachers were started during XI Plan. These Academies have been set up in three Central Universities viz;. Aligarh Muslim University, Aligarh (AMU), Jamia Milia Islamia(JMI), New Delhi and Maulana Azad National Urdu University(MANUU), Hyderabad.

The AMU has conducted 13 Refresher Courses, trained 416 teachers, organized 4 workshops on translation and preparation of books, prepared 3 Syllabus as teaching material, conducted 2 extension Lectures and published 2 publications.

The Academy at JMI has conducted 1 Convention, 31 Orientation Programmes, 21 workshops and 1 Motivation Programme benefitting 1929 participants.

The MANUU has conducted UGC-NET Coaching for minorities by which minority community candidates were prepared for appearing in the National Eligibility Test. Till date, 16 batches were given coaching benefitting 772 students. Till the academic year 2012-13, 926 students received coaching in the Remedial Coaching Centre of the MANUU. 175 students attended RCCM classes in April, 2013-14. The Centre for Coaching Minorities for Entry into Services (CCMES) of MANUU conducted Coaching Programme for Group-I Examination during 2012-13, 52 candidates benefitted from the Programme. Under Centre for Professional Development of Urdu Medium Teachers (CPDUMT) has conducted 11 training programmes for 489 Teachers during 2012-13 and 2013-14.

8. National Council for Promotion of Urdu Language (NCPUL)

The objective of NCPUL is promotion of Urdu Language in the country and it advises Government of India on issues connected with Urdu Language and having a bearing on education as may be referred to it.

During the year 2014-15 (upto 31.10.2014), 10 new NCPUL fully aided Study Centre in the North Eastern Region through registered NGOs opened for One Year Diploma in Computer Applications, Business Accounting and Multilingual DTP (CABA-MDTP) implemented through NIELIT under Ministry of Communication and Information Technology. This is, in addition to existing 415 centres making a total of 425 in which 11920 students including 4768 girls got admission so as to give technical education to Urdu speaking boys and girls for making them employable technological work force. Till date 135371 students including 54628 girls have been awarded Diploma under this Scheme. About 60% students including girls have got employment in private and local institutions.

So as to preserve and promote Traditional Calligraphy, 53 Calligraphy and Graphic Design Centres continued to teach about 1301 students registered in this course.

Financial assistance to 735 NGOs/agencies to support selected Urdu promotion activities for holding 187 seminars, 41 lecture series, manuscripts of 130 writers for providing printing assistance and 377 Urdu books of bonafide writers including proposed for approval.

NCPUL is the principal Urdu publication house under the Govt. of India. Publication work done in the year consisting 16 new titles, 19 reprints, 40 course books, 01 book supported for publication, 07 issues of Urdu Duniya, 07 issues monthly magazine Bachchon Ki Duniya and 03 issues of quarterly journal Fikr-o-Tehqeeq published.

Promoting Urdu Books through sale and exhibition is done by holding Urdu Book Fairs. NCPUL participated in 04 Book Fairs organized by other agencies. 03 trips of Exhibition Van made to cover various districts of Uttar Pradesh and Madhya Pradesh.

NCPUL continued the various academic projects of production consisting of 03 Dictionaries, 02 Encyclopedia, 03 Terminology under progress, 02 Panel meetings, 02 workshops held. In addition to this, 10 projects/manuscripts finalized and sent to production section. Various projects under Unani Medicne, Mass Media, Legal Studies, Social Science, Life Science panel are under progress. NCPUL organized a three day international Research Scholar Seminar in collaboration with 'Ghalib Institute' from 26th to 28th September, 2014 at Delhi and a three Day World Urdu Conference on 'Socio-Cultural Development of Urdu in the 21st Century' from 30th October to 1st November, 2014 at New Delhi.

NCPUL is proposing a 'Short term course on capacity building of Urdu working journalists' at Bihar in January, 2015.

Six month Certificate course in Paper Machie started at 03 centres in collaboration with University of Kashmir in J&K state. 120 trainees trained and first batch of the course completed.

NCPUL runs Urdu correspondence course through accredited centres and direct learners. 196 Urdu Study Centres established in addition to 598 existing centres for making total 1181 centres (756 Urdu Diploma (38 centres closed) and 425 CABA-MDTP) which includes Computer Centres for whom Urdu Diploma is compulsory for learners pursuing computer Course. About 1240 part-time Urdu teachers got employment and 62840 (50920 Urdu Diploma + 11920 CABA-MDTP) students including 30030 (25262 Urdu Diploma + 4768 CABA-MDTP) girls admitted. The Urdu Online Learning course launched in which 11006 learners consisting 10359 Indian and 647 foreigners online registered themselves.

In addition to the above, NCPUL has been assigned the additional responsibility to promote classical language Arabic and Persian to preserve the cultural heritage of India. Diploma in Functional Arabic and One Year Certificate Course run through accredited centres and direct learners. 105 new study centres in addition to existing 505 centres for making 586 (24 closed) centres continued. 1343 part time Arabic teachers got employment to teach 35137 learners including 15328 girls admitted on both the courses.

B. Department of School Education & Literacy

1. Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) addresses issues of access, equity and quality and makes schools open and inclusive in the secular space of our polity. The coverage of the Scheme has been concurrently extended to recognize volunteering Madarsas/ Maktabs supported under SSA as well as those other volunteering Madrasas/Maktabs which may not be registered or recognized but supported under SSA interventions in coordination with State Project Directorates.

Schemes amenable to earmarking of financial and physical targets for minorities have been implemented to ensure benefit to minority communities as in the case of Sarva Shiksha Abhiyan (SSA) and Kasturba Gandhi Balika Vidyalaya (KGBV) where share of minorities is upto 20%. In order to enhance participation of muslim minorities in the national education system, various initiatives have been undertaken – the SSA has identified 88 Muslim concentrated districts in the country wherein Rs. 1038666.59 lakhs (19%) of the total allocations under SSA for 2014-15 is approved for these 88 Special Focus Districts. Under the SSA programme upto 2014-15, 204686 Primary Schools & 159427 Upper Primary Schools have been sanctioned towards meeting the Right to Education Act target of a Primary School within 1 km and Upper Primary School within 3 km.

2. Scheme for Providing Quality Education in Madarsas (SPQEM)

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

i.   To strengthen capacities in Madarsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.

ii. Training of such teachers every two years in new pedagogical practices.

iii. Providing science labs, computer labs with annual maintenance costs in the secondary and higher secondary stage Madarsas.

iv. Provision of Science/mathematics kits in primary/upper primary level Madarsas.

v. Strengthening of libraries/book banks and providing teaching learning materials at all levels of Madarsas.

vi. The unique feature of this modified scheme is that it encourages linkage of Madarsas with National Institute for Open Schooling (NIOS) as accredited centres for providing formal education, which will enable children studying in such Madarsas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure quality standards akin to the national education system. Registration and examination fees to the NIOS will be covered under this scheme as also the teaching and learning materials to be used.

vii. The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.

viii. For the monitoring and popularization of the scheme, it will fund State Madarsa Boards. GOI will itself run periodic evaluations, the first within two years.

Under this Scheme, provision of Rs.900 crores has been made for this scheme in the XII Plan. During the year 2014-15, Budget Provision of Rs.375 crore has been made for the scheme for providing education to madarsas and minorities(SPEMM). Since the scheme of SPQEM and IDMI has been merged and an amount of Rs. 6.21 crores(under IDMI) only have been released to 6 States benefiting 46 institutions up to 31st October, 2014. However no amount has been released under SPQEM till date.

3. Scheme of Infrastructure Development in Minority Institutions (IDMI)

IDMI has the objective of augmenting infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education of the 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 schemes 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.50.00 lakh per institution for strengthening of educational infrastructure and physical facilities in the existing schools including (i) additional classrooms, (ii) science/computer lab rooms, (iii) library rooms, (iv) toilets, (v) drinking water facilities, and (vi) hostel buildings for children especially for girls.

Under this Scheme, provision of Rs.325 crores had been made for this Scheme in the XII Plan. During the year 2014-15, Budget provision of Rs.375 crores has been made for the scheme for providing education to madarsas and minorities (SPEMM). Since the scheme of SPQEM and IDMI has been merged and an amount of Rs. 6.21 crore (under IDMI) only have been released to 6 states benefiting 46 institutions upto 31.10.2014. However, no amount has been released under SPQEM till date.

4. Kasturba Gandhi Balika Vidyalayas (KGBVs)

Kasturba Gandhi Balika Vidyalayas, are the residential schools for girls at upper primary level, a minimum of 75% seats are for minority, SC, ST and OBC girls.

All the 544 KGBVs sanctioned in Educationally Backward Blocks (EBBs), having more than 20% Muslim population (out of 3609 sanctioned in the EBBs in the country), are now operational.

Provision has been made to provide for a separate section for Urdu medium instruction in KGBVs located in minority blocks.

5. Jawahar Navodaya Vidyalaya Scheme (JNV)

Jawahar Navodaya Vidyalaya Scheme has the objective of providing good quality modern education to the talented children predominately from the rural areas, irrespective of their family's socio-economic condition. Out of 628 districts in the country (as on 15.4.2012) except Tamil Nadu state who has not accepted Navodaya Vidyalaya Scheme yet, total 576 districts have already been covered under Navodaya Vidyalalya Scheme. Apart from the same, the Govt. of India during 2008-09 has also sanctioned 20 additional JNVs in the districts having large concentration of SC/ST population, and two more JNVs in the state of Manipur. Urdu is the medium of instruction for class VI to VIII in 12 JNVs. Besides, Urdu is being taught as third language in 35 schools.

6. Girls Hostels Scheme

The Girls Hostels Scheme envisages construction of a hostel with the capacity of 100 girls in each of 3479 Educationally Backward Blocks (EBBs) of the country. The main objective of the Scheme is to improve access to and retain the girl child in Secondary and Higher Secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial capacity and other connected social factors. An amount of Rs.13192.88 lakh has been released for 268 approved Girls Hostels. 239 have been sanctioned in the Minority Concentration Districts and out of which 19 hostels have become functional.

7. Model Schools Scheme

The Model School Scheme envisages setting up of 6,000 Model Schools – one in every block of the country as benchmark of excellence for providing quality education to talented rural children.

The scheme has two modes of implementation, viz. (i) 3,500 model schools are to be set up in educationally backward blocks (EBBs) through State/UT Governments; and (ii) the remaining 2,500 model schools are to be set up under Public-Private Partnership (PPP) mode in blocks which are not educationally backward.

Out of 1228 Blocks identified as the Minority Concentration Blocks, 672 blocks are in the list of EBBs and balance 556

MCBs are non-EBBs. 271 model schools have been approved in Minority Concentration Blocks in EBBs, 165 of these are in MCBs with more than 25% minority population.

Under the PPP component of the Scheme, 2,500 Model Schools will be set up in the non-EBBs which include locations in Minority Concentration Blocks.

8. Appointment of Language Teachers

Under the Centrally sponsored scheme of financial assistance for Appointment of Language Teachers, 100% financial assistance is provided for appointment of Urdu Teachers and Grant of honorarium is also admissible to the part-time teachers for teaching Urdu to the students at the rate of Rs.1000/- per month. The present criteria of granting financial assistance for appointment of Urdu teachers where 15 or more students in a class opt for it. The appointment of permanent teachers of Urdu language may be made in places/schools were demand for Urdu language is persistently higher than 15 in a class so that permanent Urdu teachers do not remain idle. The previous criteria of appointment of Urdu teachers in any locality where more than 25% o the population is from Urdu speaking community has been changed. The financial assistance is admissible till the terminal year of the next Five Year Plan. The objective of the Scheme is to provide financial support to the States/UT Governments for appointing Urdu teachers / honorarium to the existing teachers for teaching Urdu to the students with a view to promote Urdu in States/UTs wherever necessary. The Scheme is demand driven. The scheme depends upon the proposal received from the states/UTs. Hence no physical/financial target can be fixed. During 2013-14, an amount of Rs.1.13 crore was released to the Government of Punjab for appointment of 42 Urdu Teachers.

9. Teacher Education

The Centrally Sponsored Scheme of Teacher Education has a provision for establishment of Block Institutes of Teacher Education (BITEs) in 196 SC/ST/Minority Concentration Districts. During 2012-13, 2013-14 and for 2014-15 of the 12th Plan Period, out of 122 BITEs approved 51 BITEs have been sanctioned in Minority Concentration Districts.

10. Initiatives under National Institute of Opening Schooling (NIOS) for Minorities

The National Institute of Open Schooling, with international recognition and presence, provides access to sustainable and learner centric quality school education through open and distance learning (ODL) mode of education.

With a view to expand modern education to the Muslim minority, several exemptions have been granted by NIOS

like the reputed Madarsas even if not affiliated with the State Madarsa Board can be granted accreditation subject to certain conditions. The accredited Madrasas and Maktabs have been exempted from paying Rs.5000/- as accreditation fee. The infrastructural norms for accreditation have also been relaxed. To operationalise the Scheme for Providing Quality Education in Madrasas (SPQEM), full exemption of fees is granted to Muslim students enrolled through Madrasas into the NIOS courses. Under the SPQEM scheme, Madrassas/Maktabs/Darul-uloom can opt to become accredited study centres with the NIOS for offering Secondary/Senior Secondary level programmes. Madrasas which have been in existence for at least three years and registered under Central or State Governments Acts or Madrasa Board or with Wakf Boards or NIOS shall be eligible to apply for assistance under this programme. NIOS courses have been made available in Urdu medium for the benefit of minority students having Urdu background. NIOS is also planning to introduce Arabic and Persian as additional subjects for Senior Secondary School curriculum from next academic session in addition to the existing six subjects in the language category.

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Chapter 12

Educational Development In Special Category States

EDUCATIONAL DEVELOPMENT IN SPECIAL CATEGORY STATES

INTRODUCTION – SPECIAL CATEGORY STATES

At present there are 11 States that enjoy Special Category Status : Arunachal Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Uttarakhand. These states have some distinct characteristics. They have international boundaries, hilly terrains and have distinctly different socio-

economic developmental parameters. These States have also geographical disadvantages in their effort for infrastructure development. Public expenditure plays a significant role in the Gross State Domestic Product of the States. The States in the North-East are also late starters in development. In view of the above problems, central government sanctions 90 percent in the form of grants in plan assistance to the States in special category.

Education in Special Category States at a glance

Sl. No.	State	No. of Institutions		Enrolment		Gross Enrolment Ratio		Gender Parity Index		Exp. on Education as % of GSDP (2012-13)
		School Education I-XII 2011-12	Higher Education 2012-13(P)	School Education I-XII 2011-12	Higher Education 2012-13(P)	Classes I-XII (6-17 yrs) 2011-12	Higher Education (18-23 yrs) 2012-13(P)	Classes I-XII (6-17yrs) 2011-12	Higher Education (18-23 yrs) 2012-13(P)	
1	Arunachal Pradesh	3381	40	392392	31864	95.2	19.3	0.95	090	4.08
2	Assam	50795	613	5186893	467111	63.7	12.8	1.18	0.99	6.04
3	Manipur	4028	103	597700	89923	94.5	30.3	1.03	0.99	5.57
4	Meghalaya	13324	93	803423	60546	90.0	17.3	1.08	1.02	4.12
5	Mizoram	3894	41	265312	28302	95.7	21.3	0.96	0.98	8.34
6	Nagaland	2720	72	381143	35003	66.0	13.9	1.01	0.71	4.72
7	Sikkim	1217	23	144972	18882	94.8	23.6	1.08	1.21	2.75
8	Tripura	4455	61	787428	62546	94.2	14.0	1.00	0.71	4.19
9	Jammu & Kashmir	27428	386	1497451	183514	75.3	24.1	1.00	1.03	4.58
10	Himachal Pradesh	17509	392	2469573	338656	100.4	23.8	1.00	1.02	4.55
11	Uttarakhand	23113	517	2228099	411007	83.9	33.1	1.01	1.05	3.55

Source: (1) Statistics of School Education 2011-12
  (2)All India Survey on Higher Education 2012-13 (Provisional)
  (3) Analysis of Budgeted expenditure on education 2012-13

SCHOOL EDUCATION

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) : RMSA is a major scheme launched in March, 2009 with the vision of making secondary education of good quality available, accessible and affordable to al young persons in the age group 15-16 years. The Centrally Sponsored Schemes viz ICT at schools, Girls' Hostel, Inclusive Education for Disabled at Secondary Stage and Vocational Education were subsumed from 2013-14 under the RMSA. The RMSA is being implemented in North-Eastern Region on the basis of 90:10 sharing pattern.

Progress of various schemes run by Department of School Education & Literacy for Special Category States

State	No. of Girls hostels sanctioned*	No. of schools approved under Vocational Education*	No. of Model Schools sanctioned#	No. of functional Kendriya Vidyalayas#	No. of functional Jawahar Navodaya Vidyalayas#	No. of Kasturba Gandhi Balika Vidyalayas sanctioned#	No. of Jan Shikshan Santhans functioning
Arunachal Pradesh	5	11	--	14	16	48	1
Assam	80	--	67	55	27	57	5
Manipur	--	30	--	7	11	11	3
Meghalaya	9	--	9	7	8	10	--
Mizoram	1	--	1	4	7	1	1
Nagaland	11	--	11	5	11	11	1
Sikkim	--	8	--	2	4	1	--
Tripura	5	--	6	9	4	9	1
Himachal Pradesh	5	100	--	23	12	10	1
Jammu & Kashmir	68	110	--	37	17	99	2
Uttarakhand	19	33	--	43	13	28	6

    * during 2014-15   #upto 2014-15

HIGHER EDUCATION

Improvement of higher education prospect in the special category states has been one of the key concerns of the Government of India for some time. It is candidly believed that overall development of the north east has strong relation with expansion of educational network. The Hon'ble Minister of HRD has also in the meeting of National Monitoring Committee for Educational Development of SCs, STs, & PwDs, held on 21st December, 2014 highlighted the need for drawing the road-map to realize the long-awaited aspiration of the people of north-east to be active partners in mainstream national programmes of development.

Centrally Funded Higher Educational Institutions in Special Category States

State	Central Universities	IIM	IIT	NIT	Model Degree Colleges approved	No. of Polytechnics
Arunachal Pradesh	01			01*	06	2
Assam	02		01	01	12	4
Manipur	02			01*		6
Meghalaya	01	01		01*	05^	3
Mizoram	01			01*	07^	14
Nagaland	01			01*	01^	21
Sikkim	01			01*	04^	6
Tripura	01			01	03	8
Himachal Pradesh	01				04^	5
Jammu & Kashmir	02			01	08	18
Uttarakhand	01					1

    *New NITs   ^proposed

Rashtriya Uchchatar Shiksha Abhiyan:- RUSA also aims to incentivize States to step up plan investments in higher education. The components of scheme include setting up of cluster universities, improving research and innovation, upgradation of degree colleges etc. Centre- State funding would be in the ratio of 90:10 for North- Eastern States, Sikkim, J & K, Himachal Pradesh and Uttarakhand and 65:35 for other States and Union Territories. Support would be extended to only government and government aided institutions. The erstwhile scheme of setting up Model Degree Colleges in 374 Educationally Backward Districts have been subsumed under RUSA along with the submission on polytechnics.

Release of funds under various components is indicated in the table below (as on 15th February, 2015):

SI. No	States	Component	Amount (in Rs.)
1.	Arunachal Pradesh	Preparatory Grants	270,00,000
		MMER Grants	2,70,000
		Infrastructure Development	45,00,000
2.	Assam	Preparatory Grants	360,00,000
		MMER Grants	3,60,000
		Model Degree Colleges	600,00,000
		Infrastructure Grants to Universities	234,00,000
		Infrastructure Grants to Colleges	810,00,000
3.	Manipur	Preparatory Grants	270,00,000
		MMER Grants	2,70,000
		Infrastructure Grants to Colleges	450,00,000
		Vocationalization of Higher Education	18,00,000
4.	Mizoram	Preparatory Grants	270,00,000
		MMER Grants	2,70,000
		Infrastructure Grants to Colleges	236,25,000
5.	Nagaland	Preparatory Grants	270,00,000
		MMER Grants	2,70,000
		New Model Degree College (General)	135,00,000
		Infrastructure Grants to Colleges	337,50,000
6.	Sikkim	Vocationalization of Higher Education	112,50,000
		Preparatory Grants	270,00,000
7.	Tripura	Preparatory Grants	270,00,000
		MMER Grants	2,70,000
		Model Degree Colleges	1502,00,000
		MMER Grants	15,02,000
		Infrastructure Grants to Colleges	222,50,000
8.	Jammu & Kashmir	Preparatory Grants	360,00,000
		MMER Grants	3,60,000
		Infrastructure Grants to Universities	450,00,000
		Upgradation of existing Degree Colleges to Model Degree Colleges	135,00,000
		Infrastructure Grants to Colleges	489,81,000
		Vocationalization of Higher Education	75,94,000
		Creation of Cluster Universities	823,50,000
9.	Himachal Pradesh	Preparatory Grants	360,00,000
		MMER Grants	3,60,000
		Infrastructure Grants to Universities	225,00,000
		Upgradation of existing Degree Colleges to Model Degree Colleges	45,00,000

Sl. No	States	Component	Amount (in Rs.)
1.	Arunachal Pradesh	Preparatory Grants	270,00,000
		Infrastructure Grants to Colleges	562,50,000
		Equity initiatives	52,65,000
		Professional Colleges (New)	292,50,000
10.	Uttarakhand	Preparatory Grants	360,00,000
		MMER Grants	3,60,000
		Infrastructure Grants to Universities	337,50,000

Indira Gandhi National Open University (IGNOU)

Nine Regional Centres in Agartala, Aizwal, Gangtok, Guwahati, Imphal, Itanagar, Jorhat, Kohima and Shillong are situated in the NER. IGNOU Regional Centre Jammu and IGNOU Regional Centre Srinagar were established with a view to provide the higher education to the masses of Jammu & Kashmir state. Regional Centres of IGNOU at Shimla, and Dehradun are catering to the needs of higher education in the state of Himachal Pradesh & Uttarakhand respectively.

New Initiatives for North Eastern States

Ihshan Uday: The UGC has launched a Special Scholarship Scheme for students of North East Region Ishan Uday from the academic session 2014-15. The Scheme envisages grant of 10,000 scholarships to students from North East Region whose parental income is below ₹ 4.5 lakh per annum and would be provided scholarship ranging from ₹ 3,500 to 5,000 per month for studying at under graduate level in Colleges/Universities of the country.

Ishan Vikas: UGC has launched a comprehensive plan to bring selected students from the school and college levels from the North-Eastern states into close contact with the IITs, NITs and IISERs during their vacation periods. A typical visit is envisaged for a period of ten days to one of these institutions, in the form of either an exposure or an Internship programme. Each school will send one teacher to accompany a group of about 32 students of class IX and X and 8 teachers. The college students would be organised in two groups in summer and in winter, consisting of 32 students each group. In an academic year about 2016 college students and 504 teachers from N-E will be visiting these Institutes.

Scheme of Reservation of seats at Degree/ Diploma level technical courses for States/UTs lacking in such facilities :- The Ministry of Human Resource Development has a scheme of reservation of seats in Engineering/Technology/Architecture/ Pharmacy courses conducted at Degree and Diploma level technical institutions approved by the AICTE, for States and Union Territories (UTs) which do not have Engineering Colleges/Polytechnics or lack facilities for education in specific field of Technical Education and for certain categories including foreign students. The numbers of seats earmarked for NER States during academic session 2014-15 under this scheme are as indicated:

S. No.	Name of State	Diploma Course	Degree Course
1	Tripura	25	50
2	Mizoram	18	121
3	Manipur	35	113
4	Nagaland	50	150
5	Arunachal Pradesh	162	150
6	Assam	30	19
7	Meghalaya	27	100
8	Sikkim	30	40

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 Special Category States.

(i) **Central Hindi Directorate** has been working for the promotion, propagation, and development of Hindi through its various schemes. For North Eastern Region Hindi Bodo-English, Hindi-Bodo Vartalap Pustika, Hindi-Assmeese English dictioneries have been published. In Bhartiya Bhasha Kosh and Tatsam Shabd Kosh languages of North Eastern states and Kashmiri have also been included.

(ii) **Kendriya Hindi Sansthan (KHS)** : There are 3 centres of the Kendriya Hindi Sansthan located in NER, namely, the Guwahati Centre, Shillong Centre and the Dimapur Centre engaged in organising orientation courses for Hindi teachers, serving to the needs of the State Governments of Assam, Arunachal Pradesh, Sikkim, Tripura, Mizoram, Nagaland and Manipur.

(iii) The **Central Institute of Indian Languages (CIIL)**, Mysore has been working on various tribal languages of the North Eastern Region. The Institute is committed to the empowerment of tribal groups. It also works for promoting education in 'mother tongue' and to preserve local languages and culture. The Institute is also conducting various programmes for Dogri languages.

(iv) **National Council for promotion of Urdu Language (NCPUL)** has established a number of Computer Application and Multilingual DTP Centres through registered NGOs in the North Eastern Region. To popularize the Urdu Language in non- Urdu areas of the country, a notional programme of Urdu learning through Distance Mode, NCPUL has a number of Accredited Urdu Study Centres in North Eastern Region.

NCPUL has been providing financial assistance to NGOs working for promotion of Urdu language in Jammu & Kashmir State also under various schemes.

(v) **Commission for Scientific and Technical Terminology (CSTT)** : In NER, preparation of Glossaries in different subjects are being prepared in Assamese, Manipuri and Bodo language. 13 glossaries of different subjects have been published and some are in progress. To get acquainted with the terminology evolved by the CSTT, a seminar was organized for the teachers at Aizawl (Mizoram) in 2014. Approx. 80 teachers from colleges,/Universities of NER were invited in this seminar.

In the state of Jammu & Kashmir, under the scheme of preparation of trilingual glossaries (English- Hindi-Regional language), the CSTT has started some projects viz. preparation of Glossary of Botany and Agriculture in **Dogri** and Library & Information science in **Kashmiri** language. As per the scheme of CSTT, the Glossaries are to be prepared almost in all subjects.

National Book Trust (NBT):- The Trust stepped-up its book promotional activities in the Northeast through a number of Book Fairs, literary activities and special sales drive. Besides, the Trust also opened its Book Promotion Centre in Agartala and Guwahati. The Trust broadened its activities in Jammu & Kashmir to create book-mindedness and make NBT books available to the people in the valley during the year under review. As part of its efforts to promote books and reading particularly at schools in tribal and rural areas, the Trust has been organizing Shiksha Shivirs for children.

During the year under review, the Trust organized following Fairs/Literary events in Special Category States

State	Name of Event	Date
Assam	Biswanath Chariali Book Fair	11 to 19 October 2014
Tripura	Poets' Meet	13 September 2014
J&K	Srinagar Book Fair	23 to 31 August 2014
	Leh Book Exhibition	2 to 8 August 2014
	Kargil Book Exhibition	5 to 10 August 2014
Himachal Pradesh	Shiksha Shivirs for children - Shimla	3-4 July, 2014
	Shiksha Shivirs for children - Mandi	19th June, 2014

Concession for the wards of Kashmiri Migrants: Certain concessions were allowed for the wards of Kashmiri migrants in the matter of their admission to the educational institutions in other parts of the country during the academic session 2013-14. As Kashmiri migrants continue to face hardships, the following concessions have also been provided to the Kashmir migrant students in the matter of their admission in educational institutions in other parts of the country during the academic session 2014-15:

(i)   Relaxation in cut-off percentage upto 10% subject to minimum eligibility requirement.

(ii)   Increase in intake capacity upto 5% course-wise.

(iii) Reservation of at least one seat in merit quota in technical/professional institutions.

(iv)   Waiving off domicile requirements.

Special Scholarship Scheme for Jammu & Kashmir

The Scheme aims to provide tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir for pursuing higher education in Government colleges/institutes and other select institutes outside the State of Jammu & Kashmir. For the students of Jammu & Kashmir, who after passing Class XII or equivalent examination through the State Board of Jammu & Kashmir and from Central Board of Secondary Education (CBSE) affiliated schools located in Jammu & Kashmir, have secured admission in Government colleges/institutes and other select institutes outside the State of Jammu & Kashmir. Five thousand fresh scholarships are available every year, of which 4500 scholarships are for general degree courses, 250 for engineering and 250 for medical studies.

The scheme is being implemented through a web portal of All India Council for Technical Education (AICTE) (http://www.aicte-india.org/JnKadmissions.html). In order to provide an all India exposure to the students of J&K, these scholarships are limited to five per institute plus seats in Centrally Funded Technical Institutions and Central Universities. Inter-changeability of slots amongst General Degree, Medical and Engineering streams is also permissible with the approval of the Inter-Ministerial Committee (IMC). The provisions of reservation as per J&K State Govt. Reservation norms is also provided for. During the period from 1.1.2013 to 31.3.2014, fresh scholarships have been awarded to 3562 students for the academic year 2012-13 and 3747 students for the academic year 2013-14.

As a part of Selection procedure and admission process for the Academic Session 2014-15, counseling was conducted from 30.8.2014 to 5.9.2014 in Srinagar, Jammu & Kashmir by the All India Council for Technical Education (AICTE) and accordingly 2102 eligible students were allotted Colleges through the centralized counseling on the basis of merit and choice of Colleges given by the students.

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Chapter 13

Educational Development of Women

EDUCATIONAL DEVELOPMENT OF WOMEN

The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge of women....This will be an act of faith and social engineering.... The removal of women's illiteracy and obstacles inhibiting their services, setting time targets and effective monitoring..."

SCHOOL EDUCATION

Sarva Shiksha Abhiyan (SSA) : Bridging gender and social category gaps in elementary education is one of the four goals of SSA. Consequently, SSA attempts to reach out to girls and children belonging to SC, ST and Muslim Minority communities. The targeted provision for girls under SSA include:-

- Free textbooks to all girls upto class VIII

- Separate toilets for girls

- Back to school camps for out-of-school girls

- Bridge courses for older girls

- Recruitment of additional teachers including women teachers

- Early childhood care and Education centers in/near schools/convergence with ICDS programme etc.

- Teachers' sensitization programmes to promote equitable learning opportunities

- Gender-sensitive teaching-learning materials including textbooks

- Intensive community mobilisation efforts

- 'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.

Kasturba Gandhi Balika Vidyalaya (KGBV) are residential upper primary schools for girls from SC,ST OBC and Muslim communities. KGBVs are set up in areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself.

Achievements upto December, 2014 under KGBV

- 3609 KGBVs sanctioned of which 99.75% are operational

- 3.47 lakh girls enrolled in these operational KGBVs

- Minimum 75% seats reservation for girls belonging to SC/ST/OBC or Minorities and priority for remaining minimum 25% seats is accorded to girls from families falling below the poverty line.

Some recent major initiatives of the Government of India for Girls Education:

(i) **"Beti Bachao, Beti Padhao":** Under this scheme, ₹ 5 crore will be made available for strengthening girls' education in 100 specified districts on the basis of Child Sex Ratio which works out to ₹ 5 lakh per district, for instituting district level awards to be given to 5 schools in each district every year on the following parameters:

(a) ₹ 1 lakh award may be given to the School Management Committee (SMC) which enrolls

100% girls in the neighbourhood of the primary school and also retains them in the first year.

(b)   Another ₹ 1 lakh can be given as an award to the SMC of a primary school which causes the transition of 100% girls studying in class V into class VI of same/other neighbourhood upper primary schools.

(c)   Two awards each of ₹ 1 lakh may be given to SMCs of upper primary schools which affect a 100% transition of girls studying in class VIII to class IX in same/other neighbourhood secondary schools.

(d)   ₹ 1 lakh award can be given to the SMC of the school which affect 100% transition of girls studying in class X to class XI in same/neighbourhood higher secondary schools.

(ii)   **Construction of Toilets with separate girls' toilets**: As per UDISE 2013-14 a total of 2.44 lakhs schools still do not have toilet facilities. The Prime Minister in his Independence Day speech on 15th August, 2014 gave a call for education of girls and made a commitment to the Nation that every school will have toilet within one year with a separate girls' toilet, so that girls are not compelled to leave the schools mid way. The Prime Minister also gave a call to the Parliamentarians to use their MPLAD fund for construction of toilets. He also called upon the corporate sector to use their corporate social responsibility (CSR) funds this National endeavour.

Under SSA, the requirement of school infrastructure facilities including toilets and drinking water are worked out by the state based on need at school/village/block and district level, and reflected in

their Annual Work Plans & Budgets. All new schools sanctioned under SSA are composite schools with facilities for girls and boys toilets. In existing rural schools, facilities for toilets & drinking water are provided in convergence with the schemes of the Ministry of Drinking Water and Sanitation.

The provision of toilets is one of the important provisions prescribed in the Schedule to RTE Act to be provided in all schools. Total of 9.18 lakh toilets have been sanctioned under SSA so far, of which 4.49 lakh are girl's toilets.

(iii)   **UDAAN - Giving wings to Girl Students** : In order to promote educational opportunities for girl students, CBSE has launched the Udaan program, designed to provide a comprehensive platform to deserving girl students who aspire to pursue higher education in engineering, and assist them to prepare for the IIT JEE while studying in Classes XI and XII.

946 girl students from across the country have been selected to be a part of this program. 54 girl students are from 6 Union Territories and 117 from North Eastern states. Most of these girls come from disadvantaged socio-economic backgrounds and have shown excellent academic performance in School. Of these girls, 305 have parental income less than ₹ 1 lakh.

UDAAN not only mentors the girl students to compete in JEE, it also ensures a means for making payments towards their fee for engineering courses. The girls will accrue points on doing well in weekly assessments. Financial assistance proportionate to their accrued points will be given by the CBSE when there girl students get admission in IITs/NIITs/CFTIs.

Gender Sensitivity

To assist school management to mainstream gender issues at the school level, the CBSE has prepared an educator manual for promoting teaching

methodologies to develop skills and attitude towards gender sensitivity. The purpose of this manual is to provide guidelines for mainstreaming and being responsive towards gender with reference to the education sector. It provides an overview of gender issues in the educational setup, and equips teachers with information and tools required for promoting gender equality as well as equity. It examines such traditional indicators as literacy, enrolment, access to education and attainment, women in decision-making positions, resource allocation, curriculum development, and the organization of schools and classrooms. It also examines ways in which gender inequalities are perpetuated through the education system. It leaves the ground open for discussion, deliberation and decisions required to lead towards a gender sensitive and responsive society. The manual is supported with 3 sets of activity cards which provide guidelines and procedures to conduct interactive activities with students. The Gender Sensitivity Cards are designed to serve as tool for bringing in gender sensitivity in the classrooms and school systems. This knowledge of gender sensitivity that students will attain combined with understanding, respect and tolerance for difference; can empower them to tackle prejudice improve relationships.

The RTE Act clearly outlines the 50% stake of women's in constitutions of SMC (School Management Committees) at school level. Most of the states have incorporated the gender sensitization in their regular SMC training modules to deal with issues such as enrolment, retention and completion of education of girls; creating suitable atmosphere for girl students in schools; rapport with female teachers for discussing gender awareness, etc. In several states the Panchayat Raj Institutes (PRI) stipulates that 50% of the member will be women. However, SMC being a bridge between School and Local Authority (PRI's) ought to give inputs in school to implement a strong element of gender sensitization and awareness.

National Scheme of Incentive to Girls for Secondary Education

The Centrally Sponsored "National Scheme of Incentive to Girls for Secondary Education"(NSIGSE) was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. During 2014-15 (upto 31st October, 2014) an amount of ₹ 66.21 crores have been sanctioned covering 220684 girl students.

Education Development of Women in Kendriya Vidyalayas : All girls are exempt from paying tuition fee from Class I to XII. There is a provision of reservation in admission for single girl child in KVs: (i) 2 seats per section, in class I and (ii) 2 seats per class, in class VI onwards. These seats are available over and above the sanctioned class strength.

Scheme of Construction & Running of Girls Hostel for Students of Secondary & Higher Secondary Schools:- The scheme was launched with the aim to improve access to and to retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3,500 Educationally Backward Blocks (EBBs) in the country.

Mahila Samakhya (MS):-Mahila Samakhya is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The objectives of the MS programme is to create an environment in which education can serve the objectives of women's equality and where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society. Currently the programme is being implemented 44446 villages in 679 educationally backward blocks of 130 districts in 11 states. The programme reaches out to close to 14.5

million women mobilized into 55402 collectives called Mahila Sanghas.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): RMSA was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. The schemes envisages inter alia, to enhance the enrollment at secondary stage by providing a secondary school with a reasonable distance of habitation, with an aim to ensure GER of 100% by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc. With a view to ensure efficient utilization of funds and greater coordination, other Centrally Sponsored Scheme of Secondary Education i.e. ICT@ School, Inclusive Education for the Disabled at Secondary State(IEDSS), Vocational Education(VE) and Girls Hostel(GH) have been subsumed under the existing RMSA scheme.

HIGHER EDUCATION

It has always been a constant endeavor of the Department of Higher Education to frame different schemes and projects to ensure larger participation and enrolment of women. Therefore, reducing the gender gap in higher education is a focus area. There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girl's enrolment which was less than 10% of the total enrolment on the eve of independence has been increased to 44.89 % in the academic year 2012-13. The GER for both Male and Female has an increasing trend. The Gender gap in GER has also decreased during the period 2010 to 2013.
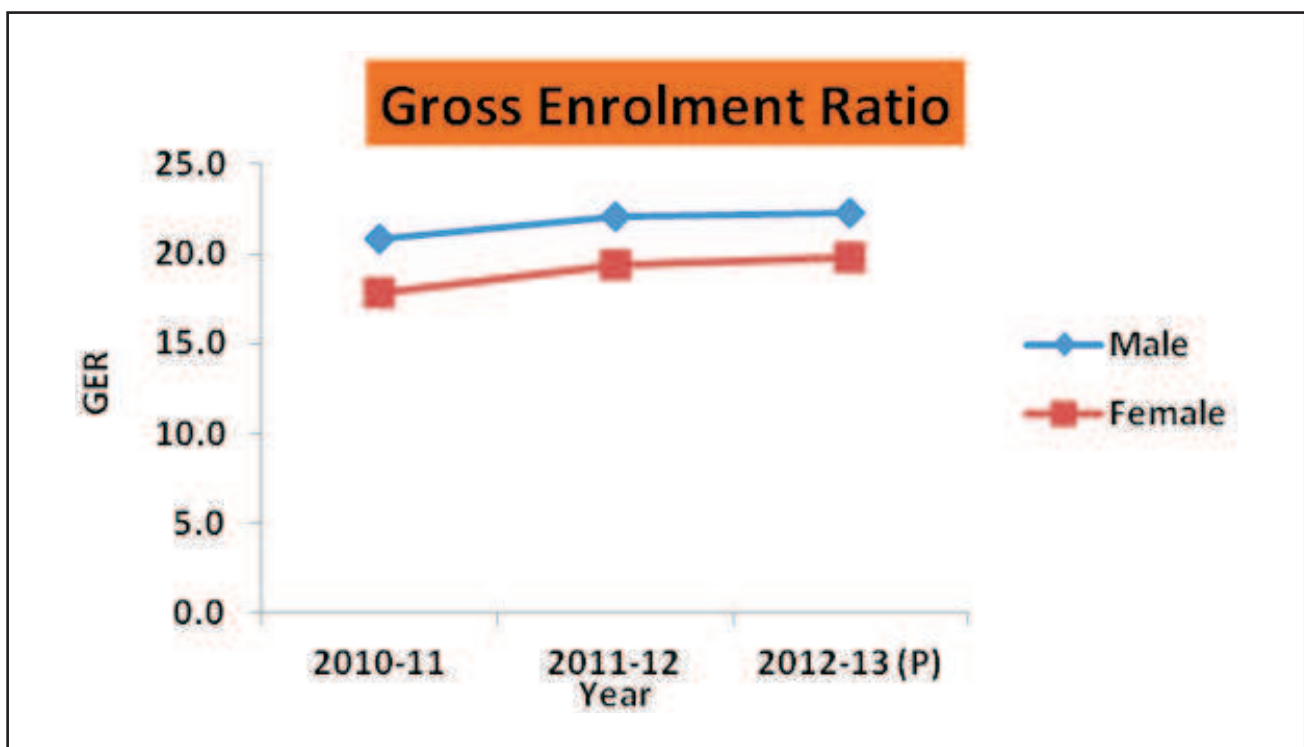
Source: All India Survey on Higher Education, MHRD. P stands for Provisional

The Women enrolment as a percentage of total enrolment in a State is the highest in Kerala (58.94) followed and the lowest in Madhya Pradesh (36.39). The women constitute 44.89% of total enrollment which is positive sign and indicate about empowerment. The statement student's enrollment and the women enrollment in higher education for 2012-13 may be seen at **Annexure 9**.

Higher education of women through Open and Distance Learning (ODL) Mode : Open and Distance Learning system is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. ODL system of the

country consists of State Open Universities (SOUs), Institutions and Universities offering education and includes Correspondence Course Institutes (CCIs) in conventional dual mode universities. This is becoming more and more significant for continuing education, skill updation of in-service personnel and for quality education of relevance to learners located at educationally disadvantageous locations. Access to education through the open and distance learning system is expanding rapidly and status on enrolment of the women through ODL system.

Post School Diploma (Polytechnics etc.) : One more additional stream available for enrolment to the school pass out students is Post School Diploma (Polytechnics etc.), which constitute major part of the Skill Development Strategy. In order to enhance women participation in Polytechnic education, a Scheme has been launched to provide financial assistance for the construction of women hostel in the existing polytechnics.

Interventions of Department of Higher Education at a glance having direct impact as the educational development of Women

- Ministry of HRD has opened 20 Central Universities, 8 IITs, 7 IIMs, 10 NITs, 3 IISERs, 20 IIITs and 2 SPAs.
- Sub-Mission on Polytechnics has been launched and 287 New polytechnics have been already sanctioned for the unserved areas/districts.
- Information and Communication Technology Mission has been launched to provide broadband connectivity to all colleges/universities.
- Scheme on interest subsidy on education loan has been launched for the students belong to weaker sections.
- While there is a 50% concession in fee for Girls candidates for appearing in JEE (Main) for admission to Engineering courses, there is no fee for female candidates of all categories for registration of JEE (Advanced) examination for admission to IITs.
- 82,000 scholarships including 41,000 for women have been sanctioned for the students of weaker sections.
- Women Hostel Scheme in Polytechnics : The Scheme has been launched to provide financial assistance for the construction of women hostel in the existing polytechnics in order to enhance women participation in polytechnics ll over the country, where in financial assistance of upto Rs. 1.00 crore is provided by central Government for Construction of Women's Hostels.

UNIVERSITY GRANTS COMMISSION (UGC)

The women education has been the priority area for the University Grants Commission (UGC), a premier apex body governing university education. For this purpose, the Commission has launched a number of schemes to encourage the enrolment and promotion of girls in Higher Education. Such schemes being run by UGC are briefly as under:

Day Care Centres in Universities and Colleges:- The objective of the scheme is to provide day care facility within the university system on demand basis for children of around three months to six years of age, when their parents (university/college employees/students/scholars) are away from home during day time and also to provide a secure place and environment during working hours for their children.

Post Graduate 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.3100/-per month.

Construction of Women's Hostels for Colleges.: The UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. The main objective is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/researchers/teachers and other staff.

Development of Women's Studies in Universities and Colleges : The scheme envisages assistance to universities for setting up new women study centres as well as to strengthen and sustain the university women study centres, set up till the Xth Plan by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network in other constituent so that they are mutually reinforcing as well as synergizing one and another. The primary role of these centres is to make knowledge simulation and knowledge transmission through teaching and research till action and documentation.

Scheme of Capacity Building of Women Managers in Higher Education : This programme is focused on women in higher education in the academic and administrative streams to sensitize and motivate them and, subsequently, equip them for decision-making positions in the higher education system where currently they occupy very few such positions. The purpose of this scheme is to develop a critical mass of gender sensitized women administrators to create a gender friendly environment and to remove the glass ceiling.

The programme encompasses training and skills development Workshops as follows:

- Sensitisation, Awareness, Motivation Workshops Residential workshop.
- Sensitisation, Awareness, Motivation Workshops Non-Residential workshop.
- Training of Trainers/Master Trainers Workshops of the duration of six days not inclusive of travel.
- Management Skills Training Workshops
- Refresher Workshops courses for the duration of five days not inclusive of travel.

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 applicants is 55 years for the candidates belonging to general/open category and 60 years for SC/ST/OBC/PH/Minority communities, as on 1st July on the year of application. The associate ship amount as per UGC for the year 2014-15 is as under:

Fellowship	@ ₹ 18,000/-p.m. @ ₹ 20,000/- p.m After 2 years @ ₹ 38,800/--p.m. for fresh candidates. @ ₹ 46,500/--p.m. for research experienced holders.
Contingency	@ ₹ 50,000/-p.a. for five years
Departmental Assistance	10% of Post Doctoral Fellowship to the host institution
Escorts/Reader assistance	@ ₹ 2000/- p.m. (fixed) in cases of physically disabled & blind candidates

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

The Indira Gandhi National Open University (IGNOU) has been making conscious efforts/steps to reach out to the Girl/Women learners especially in remote and rural areas.

Setting-up a New School, School of Gender and Development Studies aims at achieving gender justice and equity through developing and launching programmes in the area of women and development studies. Gender Studies examines the existing gender gap and addresses the issue of gender disparity. Women's Studies analyses the status of women in society with the objective of strengthening individual and institutional efforts that enable women's empowerment. Development studies analyses and supports human, social and economic development to bring about gender equity and social justice. The activities proposed for the School include:

a) designing and developing academic programmes and courses at doctoral, post graduate, undergraduate and awareness levels;

b) conducting research and developing appropriate research methodology; and

c) formulating and implementing training programmes.

Academic Programmes targeted for Girl/Women learners include, under Development, by the IGNOU.

i) M.Phil. in Gender and Development Studies;

ii) M.Phil in Women's Studies;

iii) MA/Postgraduate Diploma in Gender and Development Studies (ODL mode);

iv) PG Diploma/MA in Women's and Gender Studies (ODL mode);

v) Certificate/Diploma Programme in Gender and Law;

vi) Certificate/Diploma Programme in Gender, Agriculture and Sustainable Development;

vii) Certificate/Diploma Programme in Gender and Science;

viii) Postgraduate Certificate in Gender, Entrepreneurship and Development;

ix) Postgraduate Certificate in Gender-sensitive Project Cycle Management.

Besides above, the University has 36 Women Specific Study Centres in the University.

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. And to ensure the same, as stipulated in, the National Policy of Education (1986), AICTE be vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

In order to increase the enrolment of women in technical education, AICTE has special concessions in the regulations for setting up of new women technical institutions. These include relaxations in the norms for land availability, concession in processing fees, deposits etc. Implementation of the tuition fee waiver scheme for weaker sections has been made mandatory in all AICTE approved institutions.

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Chapter 14

Educational Development of Persons with Disability

EDUCATIONAL DEVELOPMENT OF PERSONS WITH DISABILITY

Education is the most effective vehicle of social and economic empowerment. The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities. In the recent years, there have been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

National Policy on Education, 1986 (as modified in 1992) lays special emphasis on education of Persons with Disabilities. The policy states that the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare with normal growth and to enable them to face life with courage and confidence.

The **Right to Education Act, 2009** provides for the right of children to free and compulsory education to the children of 6-14 years age group including children with special needs. Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1995, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act. The RTE (Amendment) Act, 2012, which has come into effect from 1st August, 2012, contains the following provisions relating to children with disabilities :

(i)   Inclusion of children with disabilities in the definition of 'child belonging to disadvantaged group' in clause (d) of section 2 of the RTE Act.

(ii)   To provide that children with disabilities, including children with cerebral palsy, mental retardation, autism and multiple disabilities shall have the right to pursue free and compulsory education in accordance with Chapter V of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."

(iii)   Children with "multiple disabilities" and Severe disability" may also have the right to opt for home-based education.

For the educational development of Persons with Disabilities (PwDs), **Sarva Shiksha Abhiyan (SSA)** has adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating Children with Special Need (CWSN) is being implemented. The objective of embracing this model is to bring more CWSN under the umbrella of SSA.

27.91 lakh CWSN have been identified till now. Similarly, the enrollment of CWSN has gone up to 25.03 lakh CWSN (89.69%). More CWSN are likely to be covered this year through various interventions and strategies. Through home-based education, SSA has been able to cover 1.28 lakh CWSN. 36 States/ UTs have appointed 21056 resource persons. 764 NGOs (31 states) are currently involved in the IE programme under SSA. 30.76 lakh CWSN (79.36% of the CWSN requiring aids and appliances) under SSA have been provided assistive devices through various modes. 82.33% schools have been made barrier-free and very focused efforts are being made by all the States to cover more schools in a phased manner. Another recent initiative of SSA States has been of providing disabled friendly toilets. Thus far in SSA, 14.82% schools have been provided disabled friendly toilets.

SSA programme provides integrated and inclusive education to all children with special needs. This includes education through schools, open schools, non formal and alternative schools, distance education & learning and special schools. Wherever necessary, home based education, remedial teaching, part time classes, community based rehabilitation (CBR) and vocational education is also provided.

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

Central Board of Secondary Education (CBSE) extends various facilities to the disabled candidates (Dyslexic, Blind, Spastic and Candidates with Visual Impairment). These facilities includes option of studying one compulsory language as against two, permission to use an amanuensis, allowing additional one hour for each paper for external examinations, providing separate question papers in Science & Mathematics at Secondary (Class X) level for blind students, etc. The National Institute of Open Schooling (NIOS), an autonomous organization under Ministry of Human Resource Development (MHRD), annually admits about more than 10,000 differently abled learners both in academic (Secondary & Sr. Secondary level) and vocational streams. NIOS provides education to these children through the help of 85 Special Accredited Institutions for the Education of Disadvantaged (SAIED). NIOS also made special provisions for examination of the disable learners. These provisions includes permission to take an amanuensis (or a writer), one additional hour to complete their paper, separate seating arrangements, providing an alternate question in place of map questions in History, Geography and Social Sciences, permission to use equipments, such as talking calculator, abacus, Taylor Frame and Geometry Drawing Kit, use of an interpreter (sign language person) is allowed in the room for hearing impaired examinees to understand the questions, etc.

Under the "**Upgradation of existing Polytechnics to integrate the Persons with Disabilities**" Scheme of MHRD 50 existing polytechnics in 24 States/UT have been selected for Upgradation and each Polytechnic is allowed to admit 25 students in Diploma programmes whereas under Non-formal programmes (upto six months duration) about 100 students are provided vocational training. During 2013 -14, under various formal courses 1199 and under non-formal courses 1472 students were enrolled in the Polytechnics.

Enrolment of PwDs in Higher Education

2010-11			2011-12			2012-13 (P)		
Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
26507	27468	53975	37153	28399	65552	37747	29608	67355

(P) Provisional   *Source: All India Survey on Higher Education, MHRD*

To facilitate the PwD students under **Centrally Sponsored Scheme for Integrating PwDs in the mainstream of Technical and Vocational Education**, the MHRD has decided that henceforth no fee of any kind should be charge from the PWDs students, however, the Polytechnics, if required, may charge only examination fee from these students that too when the students get their Scholarship amount.

National Mission on Education through Information and Communication Technology (ICT), launched by Ministry of Human Resource Development has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning in Higher Education Institutions in anytime-anywhere mode. In order to facilitate the PwD students, the following focused interventions have been incorporated in the Mission:

(i) Unicode font have been followed to provide support in various languages and enable daisy system for text to speech, which will provide support to visually impaired students.

(ii) Accessibility option is being integrated in Akash, low cost device, which can be highly affordable assistive for physically challenged students in so far as their education needs are there.

University Grants Commission (UGC) run three schemes - **Higher Education for Persons with Special Needs (HEPSN), Teacher Preparation in Special Education (TEPSE) and Financial Assistance to Visually-handicapped Teachers** – for PwDs. UGC has issued instructions to all the universities and colleges for providing 3% reservation (horizontally) in admissions for PwD students. The Department of Higher Education had also issued instructions at Secretary (HE) level, vide letter, dated 10.7.2014, to all the Centrally Funded Higher Educational Institutions for implementation of the provisions of the PwD Act like providing barrier free environment in the buildings, which would include provision of ramps, rails, lifts, adaptation of toilets for wheelchair users, brail signages and auditory signals, tactile flooring etc and making the Institution's website accessible for PwDs.

In order to increase the employability of PwDs the Ministry of Human Resource Development had constituted an **Expert Committee to identify suitable courses according to the categories of disabilities**. The Committee has submitted its report on 14th May, 2014. The broad areas of recommendations includes Access to all courses, Expanding HEPSN Scheme to private institution, Mapping Jobs with Academic Studies, Orientation of higher education professionals on disability management, Strengthening Higher Secondary Education for persons with disabilities, Increasing funding for higher education, Extension of Polytechnic Scheme, Award for higher education institutions practicing Inclusion, Documentation of good practices in the disability sector and Training courses on employability skills. The Report has already been circulated among all stakeholders for further necessary action.

A one man Committee of Shri Bhushan Punani, a Member of National Monitoring Committee for Education of SCs, STs & PwDs, has been constituted to suggest the **guidelines on the pattern of guidelines prepared for implementation of SCSP/TSP, for utilizing the funds for PwD students** keeping in view the various provisions contained in the PwD Act.

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Chapter 15

Administration and Policy

ADMINISTRATION AND POLICY

ORGANISATIONAL SETUP

The Ministry of Human Resource Development is under the overall charge of the Human Resource Development Minister who is assisted by two Ministers of State. There are two Departments in the Ministry of Human Resource Development namely the Department of School Education & Literacy and the Department of Higher Education.

2. Each Department is headed by a Secretary to the Government of India. The Secretary, Department of School Education and Literacy is assisted by 1 Additional Secretary, 4 Joint Secretaries and 1 Economic Adviser. Similarly, Secretary, Department of Higher Education is assisted by 1 Additional Secretary, 5 Joint Secretaries, 1 Economic Adviser and 1. Deputy Director General (Statistics). In addition, there is a Joint Secretary & Financial Adviser who is common to both the Departments. The Departments are organized into Bureaux, Divisions, Branches, Desks, Sections and Units. Each Bureau is under the overall charge of an officer of level of Additional /Joint Secretary assisted by Divisional Heads at the level of Director/Deputy Secretary/Deputy Educational Adviser.

3. The hierarchical set-up of the Department of School Education and Literacy and Department of Higher Education is appended at Annexure-I and Annexure-II respectively.

4. Establishment and service matters in respect of the Officers/Staff deployed at Secretariat proper of both the Departments are handled in Administration Bureau of the Department of Higher Education which includes:

a) Establishment matters of officers appointed under Central Staffing Scheme and officers of the Central Secretariat Service and ex-cadre posts i.e. Advisory Cadre, Statistical Cadre etc. for both the Departments

b) During this year Immovable Property Returns for calendar year 2014 (as on 01.01.2014) were sent to concerned cadre controlling authorities.

c) Verification of service books of employees of this Ministry retiring in next five years has been completed in consultation with Pay & Accounts Office.

d) Under the aegis of National e-governance Plan and Mission Mode Projects, this Ministry has started working on E-office [File Tracking System, E-leave, E-tour] and has taken initiatives for applications such as e-Purti (Store/Inventory Management), legal/court cases monitoring system and employee payment system through Comp DDO.

e) Updation of database of Annual Performance Appraisal Reports [APARs] on their receipt in the Branch. In all the cases, Annual Performance Appraisal Reports received in the Branch were disclosed to officers concerned before these were forwarded to the concerned cadre controlling authorities for retention.

f) The e PAR System introduced by the Department of Personnel and Training for IAS Officers has been successfully implemented and is being monitored in the Ministry.

g) The nomination for Padma Awards for the year 2015 were processed In this regard, and 4 nominations from this Ministry were forwarded to MHA for Padma Shri Awards.

TRAINING CELL

The Training Cell under Establishment Division assesses the training needs of the officers/staff members of both the Departments i.e. Department of School Education and Literacy and the Department of Higher Education of the Ministry. It also liaises with Institutions like Indian Institute of Public Administration (IIPA), National Informatics Centre (NIC), Institute of Secretarial Training and Management (ISTM), New Delhi and National Institute of Financial Management (NIFM), Faridabad for imparting training to the staff / officers of the two Departments in the areas of management, Public administration, vigilance, cash and accounts, personnel etc.

2. Training Cell also sends nominations of eligible and suitable officers in response to circulars issued by the Department of Personnel & Training and the Department of Economic Affairs, for short term and

long term training courses abroad under the Domestic Funding of Foreign Training, the Colombo Plan, the Bilateral Technical Assistance Programmes etc.

3.   During the year 2014-15 (as on date) 1 Group "A" officer has attended Short-term training under Domestic Funding Foreign Training Scheme of the Department of Personnel & Training at USA. In addition, 1 Officer has been sent for Long-term training under Domestic Funding Foreign Training Scheme of the Department of Personnel & Training in U.K. from 15/09/2014 to 30/09/2015. Also, 1 officer were sent for training at Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie. 3 Group "A" officers at the level of JS have been nominated for Orientation Workshop on Writing Cabinet Note at CSOI Academy. 2 Officers attended training as per nomination made by National Academy of Statistical Administration (NASA), Besides, 36 officers nominated by the Department of Personnel & Training (Training Division) attended the mandatory training programmes at various levels (i.e., A,B,C,D & E), at Institute of Secretarial Training at Management (ISTM), New Delhi. 2 Officials were nominated for Sign Language Interpreter organized by National Institute for the Hearing Handicapped. 3 Officers were nominated for Departmental Security training organized by IB. 1 Officer was also nominated for Vigilance course for CVO at CBI Academy, Ghaziabad. Beside above, Officer were also nominated for Residential Training Programme for RTI and SC/ST/OBC programme organized by Institute of Public Administration (IPA) Bengaluru and Centre for Public Service Training and Research (CEPSTAR), New Delhi at Faridabad. 2 Officers were also nominated for training on Financial Management at NIFM, Faridabad.

VIGILANCE ACTIVITIES

The vigilance set up in the Ministry is under the overall supervision of Secretary (Higher Education), 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 period under report, a total of one thousand nine hundred and forty (1940) references were received from various sources in the Vigilance Wing including the references from the Central Vigilance Commission and the Central Bureau of Investigation. Twenty five (25) complaints were received under Public Interest Disclosure Resolution which are at various stages of investigation. During the period under report, 6 complaints were closed in consultation with the Central Vigilance Commission. Many complaints are at an advanced stage of investigation.

Regular Departmental Action was initiated in two cases during the year. Of the ten old disciplinary cases brought forward from previous years, two cases were concluded.

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

Vigilance Awareness week was observed from 27th October 2014 to 01st November 2014 as "Combating Corruption –Technology as an enabler". Banners and posters were displayed and an oath was administered to officials of the Department of School Education & Literacy and Department of Higher Education to maintain honesty in all public dealings.

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 8771 grievance petitions were received from various sources, including Department of Administrative Reforms and Public Grievances, Cabinet Secretariat (Directorate of Public Grievances), President's Secretariat and Department of Pension and Pensioners' Welfare and measures were taken for disposal of the grievances.

Although the Director of Grievances is declared to be accessible to the staff as well as the members of public to hear their problems every Wednesday between 10A.M. to 1 P.M., in actual practice none is denied access throughout the working hours on all working days. The Director responds to the grievances mailed to him on the e-mail address which has been widely publicized by the Department of Administrative Reforms and Public Grievances. In order to ensure the implementation of the policy of the Government regarding redressal of public grievances in its totality, autonomous/ subordinate organizations and PSUs under the Department of Higher Education and School Education and Literacy have also designated officers as Director of Grievances. A Centralized Public

Grievances Redress and Monitoring System (CPGRAMS) is in place as per the recommendation of DAR & PG.

The Committee on Complaints of Sexual Harassment of Women at the workplace is in place to hear and address the complaints from employees in the Ministry as per the guidelines of the Hon'ble Supreme Court. Two complaints, which had been received in Vigilance Wing, had been referred to the Complaints Committee of the Ministry. These complaints are under the consideration of the Committee.

INFORMATION & FACILITATION CENTRE (IFC)

A National Informatics Centre Network (NICNET) based Information and Facilitation Centre (IFC) was set up in June 1997 for providing prompt and convenient access to information to the general public and NGOs visiting the Ministry of HRD. The main objective of the Information and Facilitation Centre is to promote an effective, responsive and citizen-friendly administration. The Centre provides information to visitors, NGOs, Indian students and foreign students visiting India for higher studies about the schemes of the Ministry. Information regarding Schemes being implemented by the Ministry and procedure to be followed for availing the services i.e. guidelines of various Schemes/Programmes and Application Forms have been made available on the web-site of the Ministry. The data/ information can be accessed through computer having internet facility. The address of the website for the Department of School Education & Literacy and Department of Higher Education is http://www.education.nic.in.

Report on Implementation of RTI Act, 2005:

The Right to Information Act has been introduced since 12th October, 2005. Applications under this Act, as and when received, are generally forwarded to the concerned Central Public Information Officers on the same date by Information Facilitation Centre. Application-fee of Rs.10/- per application is deposited with the cashier of the Department.

Keeping in view the increasing number of applications (including online) received under RTI Act, 2005 and for facilitating information sharing, designating of officers as Central Public Information Officers (CPIOs) in the Ministry has been reviewed. Under Secretaries and Under Secretary-level officers have been designated as Central Public Information Officers (CPIOs) under Section 5(2) of the RTI Act, 2005 and Divisional-Heads have been designated as Appellate Authority under Section 19(1) of the said Act. Lists of Central Public Information Officers (CPIOs) and Appellate Authorities in respect of both the Departments i. e. School Education & Literacy and Department of Higher Education; are available on the website of the Ministry. This information is also updated on yearly basis as per provisions of Section 4(1) (b) of RTI Act, 2005. Information in respect of Department of Higher Education for Annual Report 2009-2010 of Central Information Commission, was compiled and submitted to them online.

The Department has been overseeing the implementation of the Act by its autonomous organization through Bureau Heads. From the year 2010-2011, the system for collecting information for Annual Report of Central Information Commission has been modified by them. It has to be furnished on Quarterly-basis and online. Online facility has been extended to autonomous organizations under the Ministries. For meeting the purpose, Passwords to all Organizations have been assigned and intimated to them to upload the information on the site of CIC by themselves.

The following statement shows the year-wise receipt of applications/Appeals under the RTI Act, 2005 in the Ministry is as under:

Year	No. of applications & appeals received and disposed off
2006	359
2007	641
2008	1554
2009	2166
2010	3235
2011	4833
2012	3940
2013	11028
2014	17681 (status upto 31.12.2014 including offline & online)

CITIZEN'S/CLIENT'S CHARTER

With the objective of generating awareness among the citizens as well as government functionaries about the commitments of this Ministry towards them and also to have better public interface, both the Departments [i.e Department of School Education & Literacy and the Department of Higher Education] of the Ministry of Human Resource Development have brought out their Citizens'/Client's Charters(CCC) as per guidelines of the Performance Management Division(PM), Cabinet Secretariat.

SCHEME OF NATIONAL INITIATIVE FOR DESIGN INNOVATION

Ministry of Human Resource Development has launched a National Initiative for Design Innovation in the Twelfth Plan. Under this initiative, 20 new Design Innovation Centres (DIC), one Open Design School (ODS) and a National Design Innovation Network (NDIN), linking together all these schools, would be set up at an estimated cost of Rs.240 crores. Under this scheme, 20 DICs will be set up by co-locating them in existing publicly funded institutes of national repute like IITs, NITs, central and state universities, to facilitate optimal utilization of the existing resources including faculty and land. Each of the DICs would be provided a financial support to the extent of Rs.10 crores. DICs will be identified among the preselected institutes based on the geographical spread to cover length & breadth of the country and are expected to cover from Science & Technology to Liberal Arts. ODS would ensure maximum reach of design education and practice in the country through various collaborative education programmes (linking a broad spectrum of educational institutions), and free sharing of its courseware through the Internet. NDIN would be a network of design schools that work closely with other leading institutions of industry and academia, NGOs and government to further the reach and access of design education, to promote design innovation in all sectors, and to develop wide-ranging collaborative projects among institutions.

During the year 2013-14, Five DICs have been set up in – IIT Mumbai, IIT Delhi, IIT Guwahati, IISc, Bangalore and University of Delhi. It is envisaged that 10 DICs, ODS and NDIN would be established during the current financial year 2014-15.

MEETING OF STATE SECRETARIES OF HIGHER & TECHNICAL EDUCATION

A meeting of Principal Secretaries/Secretaries of Higher & Technical Education of State Governments/UTs was held under the Chairpersonship of Hon'ble Minister of HRD, Smt. Smriti Zubin Irani on 17th June, 2014 at New Delhi. The meeting was attended by Additional Chief Secretaries/Principal Secretaries/Secretaries of Higher & Technical Education from 29 States and 7 UTs.

During the meeting, Hon'ble Minister of HRD expressed her concern at the mushrooming growth of Institutes and universities in various parts of the country and urged the State Governments to Monitor such Institutes to ensure that they conform to the standards. Hon'ble HRM also supported a 'Know Your College' drive. She highlighted the need for a Rashtriya Aavishkar Abhiyaan to make science interesting for children, system of finding patents and to make parent and communities a part of the innovation realm. States were urged to revisit the Right to Education Act in the light of their experiences. Ministry of HRD's Proposals to launch a large number of Massive Open Online Courses and setting up of a National e-Library was also discussed.

Besides above, it was desired to have a National Framework of Ranking of Universities & Colleges and to replicate the Shaala Deep Programme of schools in colleges.

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING

With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focussed on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development, ensuring that best talent in the country are made available to shape the future generations.

2. Hence, with above background, Government of India launches the Scheme; **Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching** with an outlay of Rs. 900 crores during XII Plan.

3. The Mission envisages to address comprehensively all issues related to teachers, teaching, teacher preparation, professional development, Curriculum Design, Designing and Developing Assessment & Evaluation methodology, Research in Pedagogy and developing effective Pedagogy. This will be one of the major thrust areas of

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

4.   The Mission would focus on these goals in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. This is an umbrella scheme which will create synergies among the various ongoing initiatives on Teachers and Teaching under Ministry of HRD and other autonomous institutions.

5.   The Mission would have following components:-

(i)   Schools of Education (in Central Universities) - 30

(ii)   Centres of Excellence for Curriculum and Pedagogy -50

(iii)   Inter-University Centres for Teachers' Education - 2

(iv)   National Resource Centre for Education - 1

(v)   Centres for Academic Leadership and Education Management - 5

(vi)   Innovations, Awards, Teaching Resource Grant, including Workshop & Seminar

(vii)   Subject Networks for Curricular Renewal and Reforms

PROJECT AND MONITORING (P&M)

"P&M Unit is involved in formulation of Annual Plans and Five Year Plans, review of programmes & schemes, functioning as liasoning unit for Planning Commission for monitoring of Plan expenditure vis-à-vis allocated plan outlays and analysis of actual expenditure as per the target fixed. The P&M Unit also brings out the Annual Publication "Analysis of Budgeted Expenditure on Education" providing analysis of the trend of public expenditure on education. The data for this document is collected from various Budget Documents of States, Central Ministries/ Departments, and analysed to publish with the break-up of expenditure incurred by the Education Departments and other Departments for different sectors in education separating Plan, Non-Plan, Revenue and Capital. This Unit also brings out the

Annual Financial Statistics of Education Sector, which gives plan-wise data (Centre and States) for the education sector.

The outlay of the Ministry of Human Resource Development (HRD) approved by NDC for the XII Plan is Rs.4,53,728 crore (Rs.3,43,028 crore for the Department of School Education & Literacy and Rs.1,10,700 crore for the Department of Higher Education). Annual Plan 2014-15 approved Plan outlay is Rs.51,828 crore for the Department of School Education & Literacy and Rs.16,900 crore for the Department of Higher Education.

EDCIL (INDIA) LIMITED

EdCIL (India) Limited, is an ISO 9001-2008 & 14001 : 2004 certified Government of India Enterprise, under the Ministry of Human Resources Development (MHRD), Government of India.

A strong resource base, professionally competent and dedicated workforce and its unique approach and methodology based on the World Bank's approach to Project Management of pooling relevant expertise in a particular area/field enables EdCIL to provide comprehensive and holistic solutions to client demands and expectations along with cost competitiveness.

EdCIL is the only consultancy organisation in the education sector enveloping the entire spectrum of education and human resources development activities on turnkey basis and modular basis as key enabler to set new standards in quality education. EdCIL is also acting as a nodal agency for promotion of Indian education overseas and coordinating as a single window agency for admission of international students to institutions in India. EdCIL seeks to provide comprehensive solutions through its varied scope of services while addressing the social, economic, and cultural changes including the development of Human Resources.

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Chapter 16

सत्यमेव जयते

R F D

(Results-Framework Document)

for

Department of School Education and Literacy

(2013-2014)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achiev-ement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weigh-ted Score
1 Expansion of quality elementary education facilities with special attention to SCs/STs/ Minorities/ Physically Handicapped and other Vulnerable Sections of society	52.00	Construction of schools/ centres	Completion of construction of primary schools..	No.	3.00	1000	900	800	700	600	5860	100.0	3.0
			Completion of construction of upper primary schools	No.	3.00	1200	1000	800	600	400	1907	100.0	3.0
		Improvement of infrastructure	Completion of construction of additional classrooms (elementary)	No.	3.00	80000	70000	65000	60000	55000	113981	100.0	3.0
		Girls' Education	Completion of construction of KGBV Schools sanctioned upto 31.03.2013	% of pending projects	3.00	60	50	45	40	35	11.11	0.0	0.0
			Girls enrolled in KGBV against total KGBV capacity (new)	%	2.00	40	35	30	25	20	98.80	100.0	2.0
		Support to disadvantaged population	Share of SC children enrolled in elementary schools	% of school enrolment	3.00	20	19.8	17	16	14	20.24	100.0	3.0
			Share of ST children enrolled in elementary schools	% of School enrolment	3.00	12	10.8	9	8	7	10.85	90.42	2.71
			No. of out of school children (based on PAB data)	In lakhs	2.00	25	26	27	28	29	22.18	100.0	2.0
			Share of Muslim students enrolled in elementary schools	% of School enrolment	3.00	14.00	13.43	12.79	12.00	11.50	13.52	91.58	2.75

Performance Evaluation Report for Department of School Education and Literacy   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
		Additional teachers at elementary level	Recruitment of Teachers under SSA	No.	2.00	50000	40000	30000	20000	10000	79368	100.0	2.0
		In-service teacher training	Elementary teachers to be trained	No. (in lakhs)	3.00	40	35	30	27	25	28.09	73.63	2.21
		Reduction in drop-out rate at primary level	Average annual drop-out rate (based on DISE data)	%	3.00	4	5	6	7	8	5.62	83.8	2.51
			Transition rate from primary to upper primary for girls	%	2.00	90	88	86	84	80	86.02	80.1	1.6
		Provision of Mid-Day Meal to schools	Coverage of students	Number (in crores)	3.00	10.5	10.4	10.00	9.5	9.00	10.80	100.0	3.0
		Improvement of infrastructure for Mid-Day-Meal	Construction of Kitchen-cum-stores in Elementary Schools	No.	2.00	65000	60000	51600	45600	39600	49299	76.17	1.52
			Procurement of Kitchen devices in elementary schools	No.	1.00	75000	70000	60200	53200	46200	2167	0.0	0.0
			Number of Kitchen devices to be replaced/ sanctioned in 2007-08 and thereafter	No.	1.00	225000	216000	193500	171000	148500	218287	92.54	0.93
		Approval for establishment of teacher education institutions	Approval for DIETs in newly created Districts	No. of districts	2.00	25	20	15	10	5	28	100.0	2.0
			Approval for establishment of BITEs in Special Focus Districts	No. of districts	2.00	50	40	35	25	15	28	73.0	1.46
			Upgradation of secondary teacher training institutions into College of Teacher Education (CTEs)	No. of Institutions	1.00	15	12	9	7	3	2	0.0	0.0

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Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achiev-ement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weigh-ted Score
			Upgradation of University Department of Education into Institute of Advanced Studies of Education (IASE)	No. of Institutions	1.00	10	8	7	6	3	1	0.0	0.0
		Pre-Service Teacher Training	Revision of curriculum of D.Ed course as per NCFTE, 2009 by States/UTs	No. States/UTs	2.00	20	18	12	10	5	18	90.0	1.8
		National assessment of learning level of students for class III and VIII	Release of report	Date	2.00	01/12/2013	15/12/2013	31/12/2013	15/01/2014	31/01/2014	31/07/2013	100.0	2.0
2 Strengthening and expansion of quality secondary education with focus on access to secondary school facility for SCs/STs/Minorities/ Physically Handicapped and other Vulnerable Sections of society.	17.00	Construction of schools/ centres	Completion of construction of secondary schools sanctioned by 31.03.2013	No.	2.00	1000	800	700	600	400	1555	100.0	2.0
		Improvement of infrastructure	Strengthening of existing secondary schools with additional classrooms	No.	1.00	3300	3000	2700	2400	2100	7622	100.0	1.0
		Opening of Model Schools as benchmark of excellence	Operationalisation of approved Model Schools sanctioned upto 31.03.2013 (Cumulative)	%	2.00	600	500	400	300	200	711	100.0	2.0
		ICT enablement of Secondary Schools	Approval for coverage of schools	No.	2.00	3000	2500	2000	1500	1000	70	0.0	0.0
		Vocational Education	Students provided vocational education	No.	1.00	35000	30000	25000	20000	15000	34708	99.42	0.99
		Girls' Education	Completion of girls' hostels at secondary	No.	1.00	450	400	300	200	100	111	61.1	0.61

Performance Evaluation Report for Department of School Education and Literacy   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
			level										
		Inclusive education for children with special needs	Coverage of children with special needs studying in Govt. & Govt. aided secondary & higher secondary schools	No.	2.00	110000	100000	70000	40000	30000	123356	100.0	2.0
		In-service teacher training	Secondary teachers to be imparted training	No. (in lakhs)	2.00	5	4.5	4	3.5	3	2.35	0.0	0.0
			Imparting training to Principals and Head Masters of secondary schools	No.	2.00	50000	45000	40000	35000	30000	11316	0.0	0.0
		National assessment of learning level of students for class X	Commissioning of study	Date	2.00	01/07/2013	15/07/2013	31/07/2013	16/08/2013	30/08/2013	01/07/2013	100.0	2.0
3 Formulating policy and carrying out institutional, systemic and functional reforms across school education and adult education.	11.00	Policy: Introducing a unified system of data in elementary education	Integrating DISE and Semis systems at State level	No.	2.00	5	4	3	2	1	35	100.0	2.0
		Direct benefit transfer for NMSS and NSIGSE	Districts covered	No.	1.00	43	38	33	28	25	43	100.0	1.0
		Commissioning of Anthropometric studies in 15 SFD's to assess impact of MDM on Health/ nutrition states…	Districts covered	No.	1.00	20	15	10	8	5	40	100.0	1.0
		Revision of MDM Scheme	Launching of the revised MDM scheme	Date	2.00	01/12/2013	01/01/2014	31/01/2014	28/02/2014	31/03/2014		N/A	N/A
		Review Missions for MDM	States Reviewed	No.	1.00	9	8	7	6	5	20	100.0	1.0

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achiev-ement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weigh-ted Score
		Development of IVRS	Rollout of IVRS across the country	Date	2.00	31/12/2013	15/01/2014	31/01/2014	28/02/2014	31/03/2014		N/A	N/A
		Integration of IVRS with web based MDM-MIS	Commissioning of web portal with IVRS for use[to be explained in section 4]	Date	1.00	31/12/2013	15/01/2014	31/01/2014	28/02/2014	31/03/2014		N/A	N/A
		Social auditing of the scheme	Conducting of social audit of the MDM scheme in States on the lines of Andhra Pradesh	No.	1.00	5	4	3	2	1	0	0.0	0.0
4 Promotion of literacy and skill development to create a fully literate society.	5.00	Skill development	Coverage of learners under skill Development Programme	No. (in lakhs)	2.00	3	2.8	2.6	2.4	2	4.5	100.0	2.0
		Operationali-sation of Eequivalency Programme	Coverage of Learners under Equivalency Programme	No.	1.00	25000	22000	20000	18000	16000	31222	100.0	1.0
		Assessment of learners under Saakshar Bharat	Two rounds of assessment of learners at district level, on August 31, 2013 & on March 31, 2014.	No.	2.00	250	240	230	225	220	288	100.0	2.0
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft RFD 2014-15 for Approval	On-time submission	Date	2.0	05/03/2014	06/03/2014	07/03/2014	08/03/2014	11/03/2014	05/03/2014	100.0	2.0
		Timely submission of Results for 2012-13	On-time submission	Date	1.0	01/05/2013	02/05/2013	03/05/2013	06/05/2013	07/05/2013	01/05/2013	100.0	1.0
* Transparency/Service delivery Ministry/Department	3.00	Independent Audit of implementation of Citizens'/Clients' Charter (CCC)	% of implementation	%	2.0	100	90	80	70	60	34	0.0	0.0
		Independent Audit of implementation of Public Grievance Redressal	% of implementation	%	1.0	100	90	80	70	60	40.9	0.0	0.0

* Mandatory Objective(s)

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Performance Evaluation Report for Department of School Education and Literacy   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

| Objective | Weight | Action | Success Indicator | Unit | Weight | Target / Criteria Value | | | | | Achievement | Performance | |
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
		System											
* Administrative Reforms	6.00	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	1.0	100	95	90	85	80	100	100.0	1.0
		Implement ISO 9001 as per the approved action plan	% of implementation	%	2.0	100	95	90	85	80	100	100.0	2.0
		Identify, design and Implement major innovations.	Timely submission of Action Plan for enabling innovation	Date	2.0	15/05/2014	16/05/2014	19/05/2014	20/05/2014	21/05/2014	15/05/2014	100.0	2.0
		Identification of core and non-core activities of the Ministry/Department as per 2nd ARC recommendations	Timely submission	Date	1.0	24/03/2014	25/03/2014	26/03/2014	27/03/2014	28/03/2014		N/A	N/A
* Improving Internal Efficiency/Responsiveness.	2.00	Update departmental strategy to align with 12th Plan priorities	Timely updation of the strategy	Date	2.0	10/09/2013	17/09/2013	24/09/2013	01/10/2013	08/10/2013		N/A	N/A
* Ensuring compliance to the Financial Accountability Framework	1.00	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG .during the year.	%	0.25	100	90	80	70	60	100	100.0	0.25
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC .during the year.	%	0.25	100	90	80	70	60	100	100.0	0.25
		Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before	Percentage of outstanding ATNs disposed off during the year.	%	0.25	100	90	80	70	60	100	100.0	0.25

* Mandatory Objective(s)

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Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achiev-ement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weigh-ted Score
		31.3.2013.											
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2013	Percentage of outstanding ATRS disposed off during the year.	%	0.25	100	90	80	70	60		N/A	N/A

* Mandatory Objective(s)

Total Composite Score :   71.85

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Performance Evaluation Report for Department of Higher Education   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
1 Access, Participation and Expansion • To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XII Plan. •To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.	20.00	Launch of RUSA	Consultations with State Govts. & experts to finalise the RUSA document	Date	5.00	31/05/2013	30/06/2013	31/07/2013	31/08/2013	30/09/2013	31/05/2013	100.0	5.0
			Submission of Cabinet Note	Date	3.00	31/10/2013	30/11/2013	31/12/2013	31/01/2014	28/02/2014	03/10/2013	100.0	3.0
			Release of Funds	Date	2.00	30/12/2013	30/01/2014	28/02/2014	15/03/2014	30/03/2014	23/12/2013	100.0	2.0
		Setting up of new polytechnics	Operationalization of New Polytechnics	Number	1.00	50	40	30	25	20	61	100.0	1.0
		Upgradation of existing polytechnics	Achieving upgradation of existing Polytechnics	Number	1.00	50	40	30	25	20	92	100.0	1.0
		Establishment of Community Colleges	Operationalization of Community Colleges	Number	4.00	60	50	45	40	35	60	100.0	4.0
		Skill Development of population in adjoining	Persons trained	Number	2.00	150000	120000	100000	80000	60000	218075	100.0	2.0

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Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Achievement	Raw Score	Weighted Score
		areas through Community Polytechnics	Concurrent Evaluation of gainful employment	Date	2.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	30/11/2013	100.0	2.0
2 Equity and Inclusion (i)To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. (ii)To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.	13.00	Provision of Women Hostels in Universities, colleges and Polytechnics	Operationalization of new Women Hostels	Number	2.00	110	100	90	80	70	335	100.0	2.0
		Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	New/Additional Centres in Universities and colleges	Number	1.00	50	40	35	30	25	50	100.0	1.0
		Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	New/Additional Centres in universities and colleges	Number	1.00	20	18	15	12	10	40	100.0	1.0
		Coaching centres for facilitating Entry in Services for SC/ST/OBC (non-creamy layer) & Minorities	New/Additional Centres in universities and colleges	Number	1.00	40	35	30	25	20	40	100.0	1.0

Performance Evaluation Report for Department of Higher Education   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	Achievement	Raw Score	Weighted Score
		Post Graduate Scholarship for SC/ST students in professional courses	DBT of scholarships	Percentage	1.00	100	90	85	80	75	100	100.0	1.0
		Post Doctoral Fellowship for women	DBT of fellowships	Percentage	1.00	100	90	85	80	75	100	100.0	1.0
		Post Doctoral Fellowship for SC/ST candidates	DBT of fellowships	Percentage	1.00	100	90	85	80	75	100	100.0	1.0
		Equal Opportunity Cell	New cells opened in universities and colleges	Number	1.00	50	45	40	35	30	50	100.0	1.0
		Implementation of the Scheme for Integrating Differently Abled persons in the mainstream of Technical and Vocational Education	Differently Abled persons covered	Number	2.00	2000	1900	1700	1500	1300	2173	100.0	2.0
		Support to students through interest subsidy on Educational Loans	Disbursal of funds Rs.1100 Crores to eligible students.	Rupees in Crore	2.00	1100	800	600	400	200	1524.67	100.0	2.0
3 Quality Enhancement (i)To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. (ii)To create conditions for knowledge generation through improved research facilities in universities and colleges.	32.00	National Mission on Teachers and Teaching	Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	Number	1.00	10	8	7	5	3	7	80.0	0.8

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Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
(iii)Consolidation and strengthening of State Institutions. (iv)To promote collaboration with International community, foreign governments, universities/institutions and regional and international organizations, for the advancement of universal knowledge and intellectual property rights. (v)To promote development of Indian languages		Capacity building of Teachers under TEQIP II	Setting up Schools of Education	Number	1.00	5	3	2	1	0	5	100.0	1.0
			Summer and Winter Schools	Number	1.00	35000	30000	25000	20000	17000	38510	100.0	1.0
			Regional Centres for Education Management	Number	1.00	4	3	2	1	0	4	100.0	1.0
			ICT Empowerment of Teachers	Number	1.00	10000	8000	7000	5000	3000	30000	100.0	1.0
			Conduct of Workshops	Number	1.00	20	17	14	11	8	25	100.0	1.0
			Performance Assessment of trained teachers	Date	1.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	29/11/2013	100.0	1.0

Performance Evaluation Report for Department of Higher Education   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
		Faculty Development Abroad	Approval of scheme of deputing faculty in institutions abroad	Date	1.00	30/09/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	30/09/2013	100.0	1.0
			Approval of scheme for inviting faculty from institutions abroad	Date	1.00	30/09/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	30/09/2013	100.0	1.0
		Strengthening of National Translation Mission (NTM)	Short term training for translators	Number	1.00	250	230	210	190	170	247	98.5	0.98
		Mandatory accreditation	Filing of applications by all eligible Central Higher Education institutions for accreditation	Date	1.00	30/08/2013	30/09/2013	30/10/2013	30/11/2013	30/12/2013		N/A	N/A
			Opening of Regional offices of NAAC and NBA by 31.12.2013	Number	1.00	4	3	2	1	0	1	70.0	0.7
		National Mission on Education through ICT	Utilization of connectivity(Average bandwidth utilization in Mbps by the University)	Number	4.00	30	27	24	21	18	30	100.0	4.0
		Guidelines on Meta University	Issue of Guidelines by UGC	Date	1.00	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014	07/05/2013	100.0	1.0
		Universities for Research & Innovation	Finalization of UGC Scheme	Date	1.00	31/10/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	10/05/2013	100.0	1.0
		Shift to norm based funding from demand and inspection based funding	Issue of framework by UGC	Date	1.00	30/11/2013	31/12/2013	28/02/2014	15/03/2014	31/03/2014	03/10/2013	100.0	1.0
		Regulation of Private Universities	Notification of regulation relating to Private Universities	Date	4.00	31/10/2013	30/11/2013	31/12/2013	31/01/2014	28/02/2014		N/A	N/A
		Regulation of deemed universities	Review and submission of report on regulations relating to Deemed Universities	Date	1.00	31/07/2013	30/09/2013	31/12/2013	28/02/2014	31/03/2014	02/07/2013	100.0	1.0

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Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achiev-ement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weigh-ted Score
		Review of Category B institutions by Task Force	To complete the review process by Task Force and submission of report	Number	1.00	8	6	4	2	1	11	100.0	1.0
		Establishment of Over-Arching Council for Social Sciences	Finalization & circulation of concept note	Date	1.00	31/07/2013	31/08/2013	30/09/2013	31/10/2013	30/11/2013	31/07/2013	100.0	1.0
		Review of AIU	Submission of report	Date	1.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	10/12/2013	96.77	0.97
		Promotion of Research and Innovation	Identification of Centres with Potential for Innovation	Number	2.00	5	4	3	2	1	10	100.0	2.0
		Creating an echo-system of Research in Educational Institutions.	Publications in Peer Reviewed Journals and Creation of IPRs	Number	1.00	500	400	300	200	100	2500	100.0	1.0
			Filing of Patent applications and patents available within Central Institutions	Number	1.00	500	400	300	200	100	100	60.0	0.6
			Creation of IPR Centre	Date	1.00	31/12/2013	31/01/2014	15/02/2014	28/02/2014	31/03/2014		N/A	N/A
4 Research & Innovation	6.00	Establishment of Design Innovation Centre	Establishment of Centers	Number	3.00	5	4	3	2	1	5	100.0	3.0
		Establishment of Centers of Excellence in frontier areas of Research	Finalization of Draft EFC Note	Date	1.00	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014	31/12/2013	100.0	1.0
			Release of funds to identified Centres	Date	2.00	28/02/2014	07/03/2014	15/03/2014	21/03/2014	31/03/2014	08/05/2013	100.0	2.0
5 Governance Reforms and Leadership. (i)To promote autonomy, innovation and academic reforms in institutions of higher learning.	9.00	Creation of New Institutional arrangements for development of academic leadership	Setting up of a Centre for Policy Research and Leadership Development in Higher Education	Date	3.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	27/05/2013	100.0	3.0

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Performance Evaluation Report for Department of Higher Education   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

| Objective | Weight | Action | Success Indicator | Unit | Weight | Target / Criteria Value | | | | | Achiev-ement | Performance | |
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weigh-ted Score
(ii)To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education. (iii) Ensuring compliance to the Financial Accountability Framework		Industry Academia Linkage	Setting up of the Council for Industry Academia Collaboration	Date	1.00	31/01/2014	15/02/2014	28/02/2014	15/03/2014	31/03/2014	27/12/2013	100.0	1.0
		Education Statistics	Release of Statistics of Higher and Technical Education for 2011-12 based on AISHE.	Date	0.50	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014	31/12/2013	100.0	0.5
			Release of "Education at a Glance 2013"	Date	0.50	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	29/11/2013	100.0	0.5
		Ensuring new campuses conform to GRIHA Guidelines	Adoption of GRIHA compliant Master Plans	Percentage	1.00	100	90	80	70	60	100	100.0	1.0
		Timely submission of ATNs on Audit Paras of C & AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	Percentage	0.50	100	90	80	70	60	100	100.0	0.5
		Early disposal of pending ATNs on Audit Paras of C & AG Reports presented to Parliament before 31.03.2013	Percentage of outstanding ATNs disposed off during the year.	Percentage	1.50	100	90	80	70	60	31.8	0.0	0.0
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.03.2013	Percentage of outstanding ATRs disposed off during the year.	Percentage	1.00	100	90	80	70	60	100	100.0	1.0

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achiev-ement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weigh-ted Score
6 Globalization Reforms in Higher Educational Sector Convergence of interdisciplinary studies- research & innovation Better governance Internationalization of Education	5.00	Creating opportunities for international collaboration (USA, UK & Australia Phase I)	Follow up of action points	Date	1.50	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014	31/12/2013	100.0	1.5
		Strategy Papers for USA, Canada, Africa, Australia and New Zealand	Strategy papers	Date	1.50	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014	31/12/2013	100.0	1.5
		Operationalising web based Student Helpline	Operationalising the helpline	Date	2.00	30/09/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	20/09/2013	100.0	2.0
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft RFD 2014-15 for Approval	On-time submission	Date	2.0	05/03/2014	06/03/2014	07/03/2014	08/03/2014	11/03/2014	05/03/2014	100.0	2.0
		Timely submission of Results for 2012-13	On-time submission	Date	1.0	01/05/2013	02/05/2013	03/05/2013	06/05/2013	07/05/2013	01/05/2012	100.0	1.0
* Transparency/Service delivery Ministry/Department	3.00	Independent Audit of implementation of Citizens'/Clients' Charter (CCC)	% of implementation	%	2.0	100	90	80	70	60	40	0.0	0.0
		Independent Audit of implementation of Public Grievance Redressal System	% of implementation	%	1.0	100	90	80	70	60	53.3	0.0	0.0
* Administrative Reforms	6.00	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	1.0	100	95	90	85	80	100	100.0	1.0
		Implement ISO 9001 as per the approved action plan	% of implementation	%	2.0	100	95	90	85	80	100	100.0	2.0

* Mandatory Objective(s)

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Performance Evaluation Report for Department of Higher Education   [Achievement Submitted]   (2013-2014)

Performance Evaluation Report

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					Achievement	Performance	
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%		Raw Score	Weighted Score
		Identify, design and Implement major innovations.	Timely submission of Action Plan for enabling innovation	Date	2.0	15/05/2014	16/05/2014	19/05/2014	20/05/2014	21/05/2014		N/A	N/A
		Identification of core and non-core activities of the Ministry/Department as per 2nd ARC recommendations	Timely submission	Date	1.0	24/03/2014	25/03/2014	26/03/2014	27/03/2014	28/03/2014		N/A	N/A
* Improving Internal Efficiency/Responsiveness.	2.00	Update departmental strategy to align with 12th Plan priorities	Timely updation of the strategy	Date	2.0	10/09/2013	17/09/2013	24/09/2013	01/10/2013	08/10/2013	10/09/2013	100.0	2.0
* Ensuring compliance to the Financial Accountability Framework	1.00	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG .during the year.	%	0.25	100	90	80	70	60	100	100.0	0.25
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC .during the year.	%	0.25	100	90	80	70	60	100	100.0	0.25
		Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2013.	Percentage of outstanding ATNs disposed off during the year.	%	0.25	100	90	80	70	60	100	100.0	0.25
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2013	Percentage of outstanding ATRS disposed off during the year.	%	0.25	100	90	80	70	60	100	100.0	0.25

* Mandatory Objective(s)

Total Composite Score :   85.55

Government of India

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(Results-Framework Document)
for

Department of Higher Education

(2013-2014)

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ANNUAL REPORT – 2014-15

Section 1:
Vision, Mission, Objectives and Functions

Vision

To realize India's human resource potential to its fullest in the higher education sector, with equity and excellence.

Mission

(i)   Provide greater opportunities of access to higher education with equity to all the eligible persons and in particular to the vulnerable sections. (ii)   Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations / civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present. (iii)   Initiate policies and programmes for strengthening research and innovations and encourage institutions – public or private --   to engage in stretching the frontiers of knowledge. (iv)   Promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring towards the inclusion of the hitherto deprived communities.

Objectives

1   Access, Participation and Expansion • To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XII Plan. • To expand institutional base of higher education (including technical. professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.

2   Equity and Inclusion (i)To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. (ii)To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.

3   Quality Enhancement (i)To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. (ii)To create conditions for knowledge generation through improved research facilities in universities and colleges. (iii)Consolidation and strengthening of State Institutions. (iv)To promote collaboration with International community, foreign governments, universities/institutions and regional and international organizations, for the advancement of universal knowledge and intellectual property rights. (v)To promote development of Indian languages

4   Research & Innovation

5   Governance Reforms and Leadership. (i)To promote autonomy, innovation and academic reforms in institutions of higher learning. (ii)To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education. (iii) Ensuring compliance to the Financial Accountability Framework

6   Globalization Reforms in Higher Educational Sector Convergence of interdisciplinary studies-research & innovation Better governance Internationalization of Education

7   Efficient functioning of the RFD System Improving Internal Efficiency/Responsiveness/Transparency/Service delivery of Ministry/Department

Functions

Section 1:
Vision, Mission, Objectives and Functions

1   Enhancement of Gross Enrolment Ratio by expanding access through all modes;

2   Promoting the participation of those sections of the society whose GER is lower than the national average;

3   To improve quality and to promote academic reforms;

4   Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions;

5   Use of Technology in Higher Education;

6   Development of Vocational Education and Skill Development

7   Development of Indian Language;

8   International Collaboration in the field of education

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
[1] Access, Participation and Expansion • To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XII Plan. •To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.	20.00	[1.1] Launch of RUSA	[1.1.1] Consultations with State Govts. & experts to finalise the RUSA document	Date	5.00	31/05/2013	30/06/2013	31/07/2013	31/08/2013	30/09/2013
			[1.1.2] Submission of Cabinet Note	Date	3.00	31/10/2013	30/11/2013	31/12/2013	31/01/2014	28/02/2014
			[1.1.3] Release of Funds	Date	2.00	30/12/2013	30/01/2014	28/02/2014	15/03/2014	30/03/2014
		[1.2] Setting up of new polytechnics	[1.2.1] Operationalization of New Polytechnics	Number	1.00	50	40	30	25	20
		[1.3] Upgradation of existing polytechnics	[1.3.1] Achieving upgradation of existing Polytechnics	Number	1.00	50	40	30	25	20
		[1.4] Establishment of Community Colleges	[1.4.1] Operationalization of Community Colleges	Number	4.00	60	50	45	40	35
		[1.5] Skill Development of population in adjoining areas through	[1.5.1] Persons trained	Number	2.00	150000	120000	100000	80000	60000

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		Community Polytechnics								
			[1.5.2] Concurrent Evaluation of gainful employment	Date	2.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014
[2] Equity and Inclusion (i)To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. (ii)To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.	13.00	[2.1] Provision of Women Hostels in Universities, colleges and Polytechnics	[2.1.1] Operationalization of new Women Hostels	Number	2.00	110	100	90	80	70
		[2.2] Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	[2.2.1] New/Additional Centres in Universities and colleges	Number	1.00	50	40	35	30	25
		[2.3] Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	[2.3.1] New/Additional Centres in universities and colleges	Number	1.00	20	18	15	12	10
		[2.4] Coaching centres for facilitating Entry in Services for SC/ST/OBC (non-creamy layer) & Minorities	[2.4.1] New/Additional Centres in universities and colleges	Number	1.00	40	35	30	25	20
		[2.5] Post Graduate Scholarship for SC/ST students in professional	[2.5.1] DBT of scholarships	Percentage	1.00	100	90	85	80	75

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		courses								
		[2.6] Post Doctoral Fellowship for women	[2.6.1] DBT of fellowships	Percentage	1.00	100	90	85	80	75
		[2.7] Post Doctoral Fellowship for SC/ST candidates	[2.7.1] DBT of fellowships	Percentage	1.00	100	90	85	80	75
		[2.8] Equal Opportunity Cell	[2.8.1] New cells opened in universities and colleges	Number	1.00	50	45	40	35	30
		[2.9] Implementation of the Scheme for Integrating Differently Abled persons in the mainstream of Technical and Vocational Education	[2.9.1] Differently Abled persons covered	Number	2.00	2000	1900	1700	1500	1300
		[2.10] Support to students through interest subsidy on Educational Loans	[2.10.1] Disbursal of funds Rs.1100 Crores to eligible students.	Rupees in Crore	2.00	1100	800	600	400	200
[3] Quality Enhancement (i)To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. (ii)To create conditions for knowledge generation through improved research facilities in universities and colleges. (iii)Consolidation and strengthening of State	32.00	[3.1] National Mission on Teachers and Teaching	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	Number	1.00	10	8	7	5	3

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value					
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%	
Institutions. (iv)To promote collaboration with International community, foreign governments, universities/institutions and regional and international organizations, for the advancement of universal knowledge and intellectual property rights. (v)To promote development of Indian languages			[3.1.2] Setting up Schools of Education	Number	1.00	5	3	2	1	0	
			[3.1.3] Summer and Winter Schools	Number	1.00	35000	30000	25000	20000	17000	
			[3.1.4] Regional Centres for Education Management	Number	1.00	4	3	2	1	0	
			[3.1.5] ICT Empowerment of Teachers	Number	1.00	10000	8000	7000	5000	3000	
		[3.2] Capacity building of Teachers under TEQIP II	[3.2.1] Conduct of Workshops	Number	1.00	20	17	14	11	8	
			[3.2.2] Performance Assessment of trained teachers	Date	1.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	
		[3.3] Faculty Development Abroad	[3.3.1] Approval of scheme of deputing faculty in institutions abroad	Date	1.00	30/09/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014	

Achievements Under RFD – 2013-14

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
			[3.3.2] Approval of scheme for inviting faculty from institutions abroad	Date	1.00	30/09/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014
		[3.4] Strengthening of National Translation Mission (NTM)	[3.4.1] Short term training for translators	Number	1.00	250	230	210	190	170
		[3.5] Mandatory accreditation	[3.5.1] Filing of applications by all eligible Central Higher Education institutions for accreditation	Date	1.00	30/08/2013	30/09/2013	30/10/2013	30/11/2013	30/12/2013
			[3.5.2] Opening of Regional offices of NAAC and NBA by 31.12.2013	Number	1.00	4	3	2	1	0
		[3.6] National Mission on Education through ICT	[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps by the University)	Number	4.00	30	27	24	21	18
		[3.7] Guidelines on Meta University	[3.7.1] Issue of Guidelines by UGC	Date	1.00	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014
		[3.8] Universities for Research & Innovation	[3.8.1] Finalization of UGC Scheme	Date	1.00	31/10/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014
		[3.9] Shift to norm based funding from demand and inspection based funding	[3.9.1] Issue of framework by UGC	Date	1.00	30/11/2013	31/12/2013	28/02/2014	15/03/2014	31/03/2014

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		[3.10] Regulation of Private Universities	[3.10.1] Notification of regulation relating to Private Universities	Date	4.00	31/10/2013	30/11/2013	31/12/2013	31/01/2014	28/02/2014
		[3.11] Regulation of deemed universities	[3.11.1] Review and submission of report on regulations relating to Deemed Universities	Date	1.00	31/07/2013	30/09/2013	31/12/2013	28/02/2014	31/03/2014
		[3.12] Review of Category B institutions by Task Force	[3.12.1] To complete the review process by Task Force and submission of report	Number	1.00	8	6	4	2	1
		[3.13] Establishment of Over-Arching Council for Social Sciences	[3.13.1] Finalization & circulation of concept note	Date	1.00	31/07/2013	31/08/2013	30/09/2013	31/10/2013	30/11/2013
		[3.14] Review of AIU	[3.14.1] Submission of report	Date	1.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014
		[3.15] Promotion of Research and Innovation	[3.15.1] Identification of Centres with Potential for Innovation	Number	2.00	5	4	3	2	1
		[3.16] Creating an echo-system of Research in Educational Institutions.	[3.16.1] Publications in Peer Reviewed Journals and Creation of IPRs	Number	1.00	500	400	300	200	100
			[3.16.2] Filing of Patent applications and patents available within Central Institutions	Number	1.00	500	400	300	200	100

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Achievements Under RFD – 2013-14

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
			[3.16.3] Creation of IPR Centre	Date	1.00	31/12/2013	31/01/2014	15/02/2014	28/02/2014	31/03/2014
[4] Research & Innovation	6.00	[4.1] Establishment of Design Innovation Centre	[4.1.1] Establishment of Centers	Number	3.00	5	4	3	2	1
		[4.2] Establishment of Centers of Excellence in frontier areas of Research	[4.2.1] Finalization of Draft EFC Note	Date	1.00	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014
			[4.2.2] Release of funds to identified Centres	Date	2.00	28/02/2014	07/03/2014	15/03/2014	21/03/2014	31/03/2014
[5] Governance Reforms and Leadership. (i)To promote autonomy, innovation and academic reforms in institutions of higher learning. (ii)To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education. (iii) Ensuring compliance to the Financial Accountability Framework	9.00	[5.1] Creation of New Institutional arrangements for development of academic leadership	[5.1.1] Setting up of a Centre for Policy Research and Leadership Development in Higher Education	Date	3.00	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014
		[5.2] Industry Academia Linkage	[5.2.1] Setting up of the Council for Industry Academia Collaboration	Date	1.00	31/01/2014	15/02/2014	28/02/2014	15/03/2014	31/03/2014
		[5.3] Education Statistics	[5.3.1] Release of Statistics of Higher and Technical Education for 2011-12 based on AISHE.	Date	0.50	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
			[5.3.2] Release of "Education at a Glance 2013"	Date	0.50	30/11/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014
		[5.4] Ensuring new campuses conform to GRIHA Guidelines	[5.4.1] Adoption of GRIHA compliant Master Plans	Percentage	1.00	100	90	80	70	60
		[5.5] Timely submission of ATNs on Audit Paras of C & AG	[5.5.1] Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	Percentage	0.50	100	90	80	70	60
		[5.6] Early disposal of pending ATNs on Audit Paras of C & AG Reports presented to Parliament before 31.03.2013	[5.6.1] Percentage of outstanding ATNs disposed off during the year.	Percentage	1.50	100	90	80	70	60
		[5.7] Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.03.2013	[5.7.1] Percentage of outstanding ATNs disposed off during the year.	Percentage	1.00	100	90	80	70	60
[6] Globalization Reforms in Higher Educational Sector Convergence of interdisciplinary studies-research & innovation Better governance Internationalization of Education	5.00	[6.1] Creating opportunities for international collaboration (USA, UK & Australia Phase I)	[6.1.1] Follow up of action points	Date	1.50	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014
		[6.2] Strategy Papers for USA, Canada, Africa, Australia and New Zealand	[6.2.1] Strategy papers	Date	1.50	31/12/2013	31/01/2014	28/02/2014	15/03/2014	31/03/2014

Achievements Under RFD – 2013-14

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
		[6.3] Operationalising web based Student Helpline	[6.3.1] Operationalising the helpline	Date	2.00	30/09/2013	31/12/2013	31/01/2014	28/02/2014	31/03/2014
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft RFD 2014-15 for Approval	On-time submission	Date	2.0	05/03/2014	06/03/2014	07/03/2014	08/03/2014	11/03/2014
		Timely submission of Results for 2012-13	On-time submission	Date	1.0	01/05/2013	02/05/2013	03/05/2013	06/05/2013	07/05/2013
* Transparency/Service delivery Ministry/Department	3.00	Independent Audit of implementation of Citizens'/Clients' Charter (CCC)	% of implementation	%	2.0	100	90	80	70	60
		Independent Audit of implementation of Public Grievance Redressal System	% of implementation	%	1.0	100	90	80	70	60
* Administrative Reforms	6.00	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	1.0	100	95	90	85	80
		Implement ISO 9001 as per the approved action plan	% of implementation	%	2.0	100	95	90	85	80
		Identify, design and Implement major innovations.	Timely submission of Action Plan for enabling innovation	Date	2.0	15/05/2014	16/05/2014	19/05/2014	20/05/2014	21/05/2014
		Identification of core and non-core activities of the Ministry/Department as per 2nd ARC recommendations	Timely submission	Date	1.0	24/03/2014	25/03/2014	26/03/2014	27/03/2014	28/03/2014
* Improving Internal Efficiency/Responsiveness.	2.00	Update departmental strategy to align with 12th Plan priorities	Timely updation of the strategy	Date	2.0	10/09/2013	17/09/2013	24/09/2013	01/10/2013	08/10/2013
* Ensuring compliance to the Financial Accountability Framework	1.00	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of	%	0.25	100	90	80	70	60

* Mandatory Objective(s)

Section 2:
Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent 100%	Very Good 90%	Good 80%	Fair 70%	Poor 60%
			Report to Parliament by CAG. during the year.							
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC .during the year.	%	0.25	100	90	80	70	60
		Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2013.	Percentage of outstanding ATNs disposed off during the year.	%	0.25	100	90	80	70	60
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2013	Percentage of outstanding ATRS disposed off during the year.	%	0.25	100	90	80	70	60

* Mandatory Objective(s)

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
[1] Access, Participation and Expansion • To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million during the XII Plan. •To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society.	[1.1] Launch of RUSA	[1.1.1] Consultations with State Govts. & experts to finalise the RUSA document	Date	--	--	30/06/2013	--	--
		[1.1.2] Submission of Cabinet Note	Date	--	--	30/11/2013	--	--
		[1.1.3] Release of Funds	Date	--	--	30/01/2014	--	--
	[1.2] Setting up of new polytechnics	[1.2.1] Operationalization of New Polytechnics	Number	--	--	40	--	--
	[1.3] Upgradation of existing polytechnics	[1.3.1] Achieving upgradation of existing Polytechnics	Number	--	--	40	--	--
	[1.4] Establishment of Community Colleges	[1.4.1] Operationalization of Community Colleges	Number	--	--	50	--	--

Section 3:
Trend Values of the Success Indicators

Objective	Action		Success Indicator		Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
	[1.5]	Skill Development of population in adjoining areas through Community Polytechnics	[1.5.1]	Persons trained	Number	--	--	120000	--	--
			[1.5.2]	Concurrent Evaluation of gainful employment	Date	--	--	31/12/2013	--	--
[2] Equity and Inclusion (i)To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. (ii)To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.	[2.1]	Provision of Women Hostels in Universities, colleges and Polytechnics	[2.1.1]	Operationalization of new Women Hostels	Number	--	--	100		
	[2.2]	Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	[2.2.1]	New/Additional Centres in Universities and colleges	Number	--	--	40	--	--
	[2.3]	Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	[2.3.1]	New/Additional Centres in universities and colleges	Number	--	--	18	--	--
	[2.4]	Coaching centres for facilitating Entry in	[2.4.1]	New/Additional Centres in	Number	--	--	35	--	--

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
	Services for SC/ST/OBC (non-creamy layer) & Minorities	universities and colleges						
	[2.5] Post Graduate Scholarship for SC/ST students in professional courses	[2.5.1] DBT of scholarships	Percentage	--	--	90	--	--
	[2.6] Post Doctoral Fellowship for women	[2.6.1] DBT of fellowships	Percentage	--	--	90	--	--
	[2.7] Post Doctoral Fellowship for SC/ST candidates	[2.7.1] DBT of fellowships	Percentage	--	--	90	--	--
	[2.8] Equal Opportunity Cell	[2.8.1] New cells opened in universities and colleges	Number	--	--	45	--	--
	[2.9] Implementation of the Scheme for Integrating Differently Abled persons in the mainstream of Technical and Vocational Education	[2.9.1] Differently Abled persons covered	Number	--	--	1900	--	--
	[2.10] Support to students through interest subsidy on Educational Loans	[2.10.1] Disbursal of funds Rs.1100 Crores to eligible students.	Rupees in Crore	--	--	800	--	--
[3] Quality Enhancement (i)To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent	[3.1] National Mission on Teachers and Teaching	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	Number	--	--	8	--	--

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
towards careers in teaching and research. (ii)To create conditions for knowledge generation through improved research facilities in universities and colleges. (iii)Consolidation and strengthening of State Institutions. (iv)To promote collaboration with International community, foreign governments, universities/institutions and regional and international organizations, for the advancement of universal knowledge and intellectual property rights. (v)To promote development of Indian languages								
		[3.1.2] Setting up Schools of Education	Number	--	--	3	--	--
		[3.1.3] Summer and Winter Schools	Number	--	--	30000	--	--
		[3.1.4] Regional Centres for Education Management	Number	--	--	3	--	--

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
		[3.1.5] ICT Empowerment of Teachers	Number	--	--	8000	--	--
	[3.2] Capacity building of Teachers under TEQIP II	[3.2.1] Conduct of Workshops	Number	--	--	17	--	--
		[3.2.2] Performance Assessment of trained teachers	Date	--	--	31/12/2013	--	--
	[3.3] Faculty Development Abroad	[3.3.1] Approval of scheme of deputing faculty in institutions abroad	Date	--	--	31/12/2013	--	--
		[3.3.2] Approval of scheme for inviting faculty from institutions abroad	Date	--	--	31/12/2013	--	--
	[3.4] Strengthening of National Translation Mission (NTM)	[3.4.1] Short term training for translators	Number	--	--	230	--	--
	[3.5] Mandatory accreditation	[3.5.1] Filing of applications by all eligible Central Higher Education institutions for accreditation	Date	--	--	30/09/2013	--	--
		[3.5.2] Opening of Regional offices of NAAC and NBA by 31.12.2013	Number	--	--	3	--	--
	[3.6] National Mission on Education through ICT	[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps	Number	--	--	27	--	--

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
		by the University)						
	[3.7] Guidelines on Meta University	[3.7.1] Issue of Guidelines by UGC	Date	--	--	31/01/2014	--	--
	[3.8] Universities for Research & Innovation	[3.8.1] Finalization of UGC Scheme	Date	--	--	31/12/2013	--	--
	[3.9] Shift to norm based funding from demand and inspection based funding	[3.9.1] Issue of framework by UGC	Date	--	--	31/12/2013	--	--
	[3.10] Regulation of Private Universities	[3.10.1] Notification of regulation relating to Private Universities	Date	--	--	30/11/2013	--	--
	[3.11] Regulation of deemed universities	[3.11.1] Review and submission of report on regulations relating to Deemed Universities	Date	--	--	30/09/2013	--	--
	[3.12] Review of Category B institutions by Task Force	[3.12.1] To complete the review process by Task Force and submission of report	Number	--	--	6	--	--
	[3.13] Establishment of Over-Arching Council for Social Sciences	[3.13.1] Finalization & circulation of concept note	Date	--	--	31/08/2013	--	--
	[3.14] Review of AIU	[3.14.1] Submission of report	Date	--	--	31/12/2013	--	--
	[3.15] Promotion of Research and Innovation	[3.15.1] Identification of Centres with Potential for Innovation	Number	--	--	4	--	--

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Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
	[3.16] Creating an echo-system of Research in Educational Institutions.	[3.16.1] Publications in Peer Reviewed Journals and Creation of IPRs	Number	--	--	400	--	--
		[3.16.2] Filing of Patent applications and patents available within Central Institutions	Number	--	--	400	--	--
		[3.16.3] Creation of IPR Centre	Date	--	--	31/01/2014	--	--
[4] Research & Innovation	[4.1] Establishment of Design Innovation Centre	[4.1.1] Establishment of Centers	Number	--	--	4	--	--
	[4.2] Establishment of Centers of Excellence in frontier areas of Research	[4.2.1] Finalization of Draft EFC Note	Date	--	--	31/01/2014	--	--
		[4.2.2] Release of funds to identified Centres	Date	--	--	07/03/2014	--	--
[5] Governance Reforms and Leadership. (i)To promote autonomy, innovation and academic reforms in institutions of higher learning. (ii)To undertake institutional restructuring for improving efficiency, relevance and creativity in higher	[5.1] Creation of New Institutional arrangements for development of academic leadership	[5.1.1] Setting up of a Centre for Policy Research and Leadership Development in Higher Education	Date	--	--	31/12/2013	--	--

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
education. (iii) Ensuring compliance to the Financial Accountability Framework								
	[5.2] Industry Academia Linkage	[5.2.1] Setting up of the Council for Industry Academia Collaboration	Date	--	--	15/02/2014	--	--
	[5.3] Education Statistics	[5.3.1] Release of Statistics of Higher and Technical Education for 2011-12 based on AISHE.	Date	--	--	31/01/2014	--	--
		[5.3.2] Release of "Education at a Glance 2013"	Date	--	--	31/12/2013	--	--
	[5.4] Ensuring new campuses conform to GRIHA Guidelines	[5.4.1] Adoption of GRIHA compliant Master Plans	Percentage	--	--	90	--	--
	[5.5] Timely submission of ATNs on Audit Paras of C & AG	[5.5.1] Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	Percentage	--	--	90	--	--
	[5.6] Early disposal of pending ATNs on Audit Paras of C & AG Reports presented to Parliament before 31.03.2013	[5.6.1] Percentage of outstanding ATNs disposed off during the year.	Percentage	--	--	90	--	--

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
	[5.7] Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.03.2013	[5.7.1] Percentage of outstanding ATNs disposed off during the year.	Percentage	--	--	90	--	--
[6] Globalization Reforms in Higher Educational Sector Convergence of interdisciplinary studies-research & innovation Better governance Internationalization of Education	[6.1] Creating opportunities for international collaboration (USA, UK & Australia Phase I)	[6.1.1] Follow up of action points	Date	--	--	31/01/2014	--	--
	[6.2] Strategy Papers for USA, Canada, Africa, Australia and New Zealand	[6.2.1] Strategy papers	Date	--	--	31/01/2014	--	--
	[6.3] Operationalising web based Student Helpline	[6.3.1] Operationalising the helpline	Date	--	--	31/12/2013	--	--
* Efficient Functioning of the RFD System	Timely submission of Draft RFD 2014-15 for Approval	On-time submission	Date	--	--	06/03/2014	--	--
	Timely submission of Results for 2012-13	On-time submission	Date	--	--	02/05/2013	--	--
* Transparency/Service delivery Ministry/Department	Independent Audit of implementation of Citizens'/Clients' Charter	% of implementation	%	--	--	95	--	--
	Independent Audit of implementation of Public Grievance Redressal	% of implementation	%	--	--	95	--	--

* Mandatory Objective(s)

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
	System							
* Administrative Reforms	Implement mitigating strategies for reducing potential risk of corruption	% of implementation	%	--	--	95	--	--
	Implement ISO 9001 as per the approved action plan	% of implementation	%	--	--	95	--	--
	Identify, design and implement major innovations.	Timely submission of Action Plan for enabling innovation	Date	--	--	95	--	--
	Identification of core and non-core activities of the Ministry/Department as per 2nd ARC recommendations	Timely submission	Date	--	--	15/10/2013	--	--
* Improving Internal Efficiency/Responsiveness.	Update departmental strategy to align with 12th Plan priorities	Timely updation of the strategy	Date	--	--	17/09/2013	--	--
* Ensuring compliance to the Financial Accountability Framework	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG .during the year.	%	--	--	90	--	--
	Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC .during the year.	%	--	--	90	--	--
	Early disposal of pending ATNs on Audit Paras of	Percentage of outstanding ATNs disposed off during	%	--	--	90	--	--

* Mandatory Objective(s)

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 3:
Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 11/12	Actual Value for FY 12/13	Target Value for FY 13/14	Projected Value for FY 14/15	Projected Value for FY 15/16
	C&AG Reports presented to Parliament before 31.3.2013.	the year.						
	Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2013	Percentage of outstanding ATRS disposed off during the year.	%	--	--	90	--	--

* Mandatory Objective(s)

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Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
1	[1.1.1] Consultations with State Govts. & experts to finalise the RUSA document	The bulk of enrollment in higher education takes place in universities and colleges supported by the state governments. An umbrella scheme of Rashtriya Ucchatar Shiksha Abhiyan(RUSA) will be launched in the XII Five Year Plan to address the needs of State institutions so as to strengthen them and enhance their quality. RUSA will also address a major challenge on regional imbalances in higher education.	The bulk of enrollment in higher education takes place in universities and colleges supported by the state governments. An umbrella scheme of Rashtriya Ucchatar Shiksha Abhiyan(RUSA) will be launched in the XII Five Year Plan to address the needs of State institutions so as to strengthen them and enhance their quality. RUSA will also address a major challenge on regional imbalances in higher education.		
2	[1.4.1] Operationalization of Community Colleges	Community Colleges will provide modular credit-based courses with entry and exit flexibility that conforms to the National Qualifications Framework. Their curricula will include an appropriate mix of academic and vocational skills and will be aligned to national occupational standards determined by employer-led sector skill councils. The assessment of vocational skills and training	Community Colleges will provide modular credit-based courses with entry and exit flexibility that conforms to the National Qualifications Framework. Their curricula will include an appropriate mix of academic and vocational skills and will be aligned to national occupational standards determined by employer-		

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
2	[1.4.1] Operationalization of Community Colleges	provided by Community Colleges will be done in accordance with assessment protocols developed by sector skill councils. Community Colleges will be located in habitations with large potential student population	led sector skill councils. The assessment of vocational skills and training provided by Community Colleges will be done in accordance with assessment protocols developed by sector skill councils. Community Colleges will be located in habitations with large potential student population		
3	[1.5.1] Persons trained	The Scheme of Community Development through Polytechnics (CDTP), aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self / wage employment. Duration of training usually ranges from three to six months. These courses will be offered by the Polytechnics in their premises, as well as through	The Scheme of Community Development through Polytechnics (CDTP), aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self / wage employment. Duration of training		

Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

SI.No	Success indicator	Description	Definition	Measurement	General Comments
3	[1.5.1] Persons trained	extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fee is to be charged from the trainees under this Scheme and there is no restriction of age and qualification	usually ranges from three to six months. These courses will be offered by the Polytechnics in their premises, as well as through extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fee is to be charged from the trainees under this Scheme and there is no restriction of age and qualification		
4	[2.1.1] Operationalization of new Women Hostels	The success indicator is in numbers of polytechnics granted financial assistance.	The success indicator is in numbers of polytechnics granted financial assistance.		
5	[2.2.1] New/Additional Centres in Universities and colleges	In order to gain admission in professional courses, the Scheme of Coaching Classes for SC/ST/OBC (non-creamy layer) & Minorities for entry in Services has been introduced in selected universities and colleges. The classes in the Coaching Centres are to be arranged by arranging	In order to gain admission in professional courses, the Scheme of Coaching Classes for SC/ST/OBC (non-creamy layer) & Minorities for entry in Services has been introduced in selected universities and colleges. The classes in the		

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

SI.No	Success indicator	Description	Definition	Measurement	General Comments
5	[2.2.1] New/Additional Centres in Universities and colleges	teachers on honorarium basis.	Coaching Centres are to be arranged by arranging teachers on honorarium basis.		
6	[2.3.1] New/Additional Centres in universities and colleges	In order to gain employment in group A, B & C including all India and State Services, the Scheme of Coaching Classes for SC/ST/OBC (non-creamy layer) & Minorities for entry in Services has been introduced in selected universities and colleges. The classes in the Coaching Centres are to be arranged by arranging teachers on honorarium basis.	In order to gain employment in group A, B & C including all India and State Services, the Scheme of Coaching Classes for SC/ST/OBC (non-creamy layer) & Minorities for entry in Services has been introduced in selected universities and colleges. The classes in the Coaching Centres are to be arranged by arranging teachers on honorarium basis.		
7	[2.4.1] New/Additional Centres in universities and colleges	In order to assist SC/ST/OBC (non-creamy layer) & Minorities candidates for recruitment as lecturers in Universities and Colleges, a scheme of Coaching Classes for qualified SC/ST/OBC (non-creamy layer) & Minorities to prepare them for National Eligibility Test (NET), which is an	In order to assist SC/ST/OBC (non-creamy layer) & Minorities candidates for recruitment as lecturers in Universities and Colleges, a scheme of Coaching Classes for qualified SC/ST/OBC (non-creamy layer) &		

Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
7	[2.4.1] New/Additional Centres in universities and colleges	essential eligibility condition for becoming a lecturer in universities or colleges is under implementation. 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.	Minorities to prepare them for National Eligibility Test (NET), which is an essential eligibility condition for becoming a lecturer in universities or colleges is under implementation. 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.		

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
8	[2.5.1] DBT of scholarships	Direct Benefit Transfer through Aadhar Payment Bridge would be ensured so that there seamless transfer of funds directly to the bank accounts of the beneficiary.	Direct Benefit Transfer through Aadhar Payment Bridge would be ensured so that there seamless transfer of funds directly to the bank accounts of the beneficiary.		
9	[2.6.1] DBT of fellowships	Direct Benefit Transfer through Aadhar Payment Bridge would be ensured so that there seamless transfer of funds directly to the bank accounts of the beneficiary.	Direct Benefit Transfer through Aadhar Payment Bridge would be ensured so that there seamless transfer of funds directly to the bank accounts of the beneficiary.		
10	[2.7.1] DBT of fellowships	Direct Benefit Transfer through Aadhar Payment Bridge would be ensured so that there seamless transfer of funds directly to the bank accounts of the beneficiary.	Direct Benefit Transfer through Aadhar Payment Bridge would be ensured so that there seamless transfer of funds directly to the bank accounts of the beneficiary.		
11	[2.8.1] New cells opened in universities and colleges	With a view to enhance the employability and success of deprived sections, by emphasizing on learning and creating an opportunity for them to be in the mainstream, UGC has decided to create Equal Opportunity Cells (EOCs) in all universities which have been	With a view to enhance the employability and success of deprived sections, by emphasizing on learning and creating an opportunity for them to be in the mainstream, UGC has decided to create Equal Opportunity		

Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
11	[2.8.1] New cells opened in universities and colleges	declared fit to receive grants under section 12-B of the UGC Act, 1956. The cell takes up programmes of sensitizing university/college community on problems faced by SC/ST students in higher education.	Cells (EOCs) in all universities which have been declared fit to receive grants under section 12-B of the UGC Act, 1956. The cell takes up programmes of sensitizing university/college community on problems faced by SC/ST students in higher education.		
12	[2.9.1] Differently Abled persons covered	In pursuance of Hon'ble Prime Minister's Independence Day speech on 15th August 2007 announcing the launch of a Mission on Vocational Education and Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub-Missions including one on Polytechnics. The Sub-Mission on Polytechnics as proposed by the Planning Commission has the following components; (i) Establishment of New Polytechnics, (ii) Strengthening of Existing Polytechnics (iii) Expansion of Community Polytechnic Scheme, (iv) support	In pursuance of Hon'ble Prime Minister's Independence Day speech on 15th August 2007 announcing the launch of a Mission on Vocational Education and Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub-Missions including one on Polytechnics. The Sub-Mission on Polytechnics as proposed by the Planning Commission has the following components; (i)		

Achievements Under RFD – 2013-14

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Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
12	[2.9.1] Differently Abled persons covered	to Engineering Colleges for Diploma Courses and (v) Construction of Women's Hostel in Polytechnics. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 provides for free education to the disabled children till attaining the age of 18 years, to promote integration of students, disabilities in normal schools to equip the special school for children with disabilities with vocational training activit	Establishment of New Polytechnics, (ii) Strengthening of Existing Polytechnics (iii) Expansion of Community Polytechnic Scheme, (iv) support to Engineering Colleges for Diploma Courses and (v) Construction of Women's Hostel in Polytechnics. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 provides for free education to the disabled children till attaining the age of 18 years, to promote integration of students, disabilities in normal schools to equip the special school for children with disabilities with vocational training activit		

Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
13	[2.10.1] Disbursal of funds Rs.1100 Crores to eligible students.	Government of India is implementing a Central Sector Scheme to provide full interest subsidy during the period of moratorium on loans taken by students belonging to economically weaker sections from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association for pursuing any of the approved courses of studies in technical and professional streams from recognized institutions in India.	Government of India is implementing a Central Sector Scheme to provide full interest subsidy during the period of moratorium on loans taken by students belonging to economically weaker sections from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association for pursuing any of the approved courses of studies in technical and professional streams from recognized institutions in India.		
14	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	A National Mission on Teachers and Teaching will be launched to address, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. It is also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of	A National Mission on Teachers and Teaching will be launched to address, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. It is		

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Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
14	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.	also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.		

Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
15	[3.3.1] Approval of scheme of deputing faculty in institutions abroad	This will facilitate faculty to engage more deeply with institutions and faculty around the world in areas ranging from teaching – learning to research and outreach.	This will facilitate faculty to engage more deeply with institutions and faculty around the world in areas ranging from teaching – learning to research and outreach.		
16	[3.4.1] Short term training for translators	To promote development of Indian languages, one of the goals of NTM is certification and training of translators in different areas and long-term goals is to establish translation as a viable profession and give rise to translation industry.	To promote development of Indian languages, one of the goals of NTM is certification and training of translators in different areas and long-term goals is to establish translation as a viable profession and give rise to translation industry.		
17	[3.5.1] Filing of applications by all eligible Central Higher Education institutions for accreditation	Although the legislative proposal to provide for mandatory accreditation is still under consideration of the Parliament, the Central Higher Educational Institutions will be encouraged to voluntarily opt for accreditation of their institutions.	Although the legislative proposal to provide for mandatory accreditation is still under consideration of the Parliament, the Central Higher Educational Institutions will be encouraged to voluntarily opt for accreditation of their institutions.		

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Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
18	[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps by the University)	National Mission on Education through ICT is currently under implementation and around 400 Universities and more than 18,000 Colleges have been provided connectivity. The Success indicator of this Mission is the usage of this connectivity and e-content generated under this Mission.	National Mission on Education through ICT is currently under implementation and around 400 Universities and more than 18,000 Colleges have been provided connectivity. The Success indicator of this Mission is the usage of this connectivity and e-content generated under this Mission.		
19	[3.7.1] Issue of Guidelines by UGC	This again is a new concept in the Indian education system where two or more universities would be collaborating, by way of student and staff mobility as also mobility of academic credits to foster greater synergies between universities.	This again is a new concept in the Indian education system where two or more universities would be collaborating, by way of student and staff mobility as also mobility of academic credits to foster greater synergies between universities.		
20	[3.8.1] Finalization of UGC Scheme	A Bill to provide a regulatory framework for the establishment and incorporation of universities for Research and Innovation which would be the fount of making India the Global Knowledge hub and set bench	A Bill to provide a regulatory framework for the establishment and incorporation of universities for Research and Innovation which would be the fount of		

Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
20	[3.8.1] Finalization of UGC Scheme	marks for excellence has been introduce in the parliament on 21.05.2012 and has been refer to Parliament Standing Committee.	making India the Global Knowledge hub and set bench marks for excellence has been introduce in the parliament on 21.05.2012 and has been refer to Parliament Standing Committee.		
21	[3.9.1] Issue of framework by UGC	The framework from UGC will achieve the objective of using norms and entitlements instead of demand and inspection based grants disbursal. This will ensure an objective method of grant disbursal with lesser scope of discretion and linked to outcome related to quality of education.	The framework from UGC will achieve the objective of using norms and entitlements instead of demand and inspection based grants disbursal. This will ensure an objective method of grant disbursal with lesser scope of discretion and linked to outcome related to quality of education.		
22	[3.10.1] Notification of regulation relating to Private Universities	The activity will be undertaken through UGC and the success indicator is issue of Regulations by UGC relating to Private Universities.	The activity will be undertaken through UGC and the success indicator is issue of Regulations by UGC relating to Private Universities.		

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
23	[3.11.1] Review and submission of report on regulations relating to Deemed Universities	Regulations to replace the guidelines on Deemed to be Universities for regulating in an orderly manner, the process of declaration of institution as deemed to be Universities and preventing institutions of dubious quality from being so declared have been brought out to maintain quality of higher education imparted by institutions deemed to be Universities deemed to be consistent with the of ideals of the concept of a University.	Regulations to replace the guidelines on Deemed to be Universities for regulating in an orderly manner, the process of declaration of institution as deemed to be Universities and preventing institutions of dubious quality from being so declared have been brought out to maintain quality of higher education imparted by institutions deemed to be Universities deemed to be consistent with the of ideals of the concept of a University.		
24	[3.12.1] To complete the review process by Task Force and submission of report	The success indicator will be to complete the review process by Task Force and submission of Report.	The success indicator will be to complete the review process by Task Force and submission of Report.		
25	[3.13.1] Finalization & circulation of concept note	The success indicator is to finalize and circulate the concept note.	The success indicator is to finalize and circulate the concept note.		

Section 4:
Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
26	[3.14.1] Submission of report	The Association of Indian Universities needs to be strengthened. For this a detail review of the Association will be undertaken.	The Association of Indian Universities needs to be strengthened. For this a detail review of the Association will be undertaken.		
27	[4.1.1] Establishment of Centers	Design Innovation Centres and Innovation Platforms will be set up in existing institutions.	Design Innovation Centres and Innovation Platforms will be set up in existing institutions.		
28	[4.2.1] Finalization of Draft EFC Note	The draft EFC note would be prepared and circulated for views/comments of all the concerned Ministries/ Departments.	The draft EFC note would be prepared and circulated for views/comments of all the concerned Ministries/ Departments.		
29	[5.1.1] Setting up of a Centre for Policy Research and Leadership Development in Higher Education	The success indicator will be identification of (i) institute for leadership development and (ii) Centres for higher education data collection.	The success indicator will be identification of (i) institute for leadership development and (ii) Centres for higher education data collection.		
30	[5.3.1] Release of Statistics of Higher and Technical Education for 2011-12 based on AISHE.	On Time Release	On Time Release		

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Section 4:

Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
31	[5.4.1] Adoption of GRIHA compliant Master Plans	Ensure green environments campuses.	Ensure green environments campuses.		
32	[5.5.1] Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	As per stipulated timelines.	As per stipulated timelines.		
33	[5.6.1] Percentage of outstanding ATNs disposed off during the year.	As per stipulated timelines.	As per stipulated timelines.		
34	[5.7.1] Percentage of outstanding ATNs disposed off during the year.	As per stipulated timelines.	As per stipulated timelines.		

Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
Central Government		Responsibility Centre / Attached office	National Institutes of Technology	[1.2.1] Operationalization of New Polytechnics	To utilize the funds	Polytechnics will not be operationalized	All polytechnics to be set up	Achievement will be hampered
		Ministry	Ministry of Finance	[1.1.1] Consultations with State Govts. & experts to finalise the RUSA document	Consultation with stakeholders	Higher Education reforms require consensus building amongst the stakeholders	Full support and commitment	It would hamper the achievement and delay the implementation of the scheme
				[1.1.2] Submission of Cabinet Note	Consultation with stakeholders	Higher Education reforms require consensus building amongst the stakeholders	Full support and commitment	It would hamper the achievement and delay the implementation of the scheme
				[1.1.3] Release of Funds	Consultation with stakeholders	Higher Education reforms require consensus building amongst the stakeholders	Full support and commitment	It would hamper the achievement and delay the implementation of the scheme
			Ministry of Human Resource Development	[1.2.1] Operationalization of New Polytechnics	Cooperation from the States and also from Industry Partner	State and Industry partners should come forward to share their contribution under PPP mode.	Full support and commitment	It would hamper the achievement and delay the implementation of the scheme.
				[1.3.1] Achieving upgradation of existing Polytechnics	Approval from these authorities	To formulate the scheme	Full Support	The scheme will not be implemented
				[2.2.1] New/Additional Centres in Universities and colleges	Proposal from the Universities and colleges	Financial assistance for opening new/Additional Centres can be released based on the proposals from Universities and colleges.	Full Support	The implementation of the scheme would be hampered.
				[2.3.1] New/Additional Centres in	Proposal from the Universities and colleges	Financial assistance for opening new/Additional Centres can be released	Full Support	The implementation of the scheme would be hampered.

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Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 5 :

Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
				universities and colleges	Proposal from the Universities and colleges	based on the proposals from Universities and colleges.	Full Support	The implementation of the scheme would be hampered.
				[2.4.1] New/Additional Centres in universities and colleges	Proposal from the Universities and colleges	Financial assistance for opening new/Additional Centres can be released based on the proposals from Universities and colleges.	Full Support	The implementation of the scheme would be hampered.
			Ministry of Finance	[2.5.1] DBT of scholarships	Proposals from the universities and colleges	Financial assistance for opening New/Additional Centres can be released based on the proposals from Universities and colleges	Full Support	The implementation of the scheme would be hampered.
				[2.6.1] DBT of fellowships	Proposals from the universities and colleges	Financial assistance for opening New/Additional Centres can be released based on the proposals from Universities and colleges	Full Support	The implementation of the scheme would be hampered.
				[2.7.1] DBT of fellowships	Proposals from the universities and colleges	Financial assistance for opening New/Additional Centres can be released based on the proposals from Universities and colleges	Full Support	The implementation of the scheme would be hampered.
			Ministry of Human Resource Development	[2.8.1] New cells opened in universities and colleges	Proposals from the universities and colleges	Financial assistance for opening New/Additional Centres can be released based on the proposals from Universities and	Full support	The implementation of the scheme would be hampered

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Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
			Ministry of Human Resource Development	[2.8.1] New cells opened in universities and colleges	Proposals from the universities and colleges	colleges	Full support	The implementation of the scheme would be hampered
				[2.9.1] Differently Abled persons covered	Request for the scholarship	The release of scholarship is dependent upon application	Full support	The available slots would not be utilized
				[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	Request for the scholarship	The release of scholarship is dependent upon application	Full support	The available slots would not be utilized
			Ministry of Finance	[2.10.1] Disbursal of funds Rs.1100 Crores to eligible students.	Request for fellowship	The release of fellowship is dependent upon application	Full support	The available slots would not be utilized
			Ministry of Human Resource Development	[3.1.2] Setting up Schools of Education	Consultation with the stakeholders	To formulate Scheme	Full support	The implementation of the scheme would be hampered
				[3.1.3] Summer and Winter Schools	Consultation with the stakeholders	To formulate Scheme	Full support	The implementation of the scheme would be hampered
				[3.1.4] Regional Centres for Education Management	Consultation with the stakeholders	To formulate Scheme	Full support	The implementation of the scheme would be hampered
				[3.1.5] ICT Empowerment of Teachers	Consultation with the stakeholders	To formulate Scheme	Full support	The implementation of the scheme would be hampered
				[3.2.1] Conduct of Workshops	Request for financial assistance	Financial assistance for opening New cells is based on the proposals from	Full support	The opening of new Cells would be hampered.

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Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
				[3.2.1] Conduct of Workshops	Request for financial assistance	Universities and colleges	Full support	The opening of new Cells would be hampered.
				[3.2.2] Performance Assessment of trained teachers	Request for financial assistance	Financial assistance for opening New cells is based on the proposals from Universities and colleges	Full support	The opening of new Cells would be hampered.
				[3.3.1] Approval of scheme of deputing faculty in institutions abroad	Request for approval	For finalization	Full support and commitment	It would hamper the achievement.
				[3.3.2] Approval of scheme for inviting faculty from institutions abroad	Request for approval	For finalization	Full support and commitment	It would hamper the achievement.
				[3.4.1] Short term training for translators	Cooperation from UGC, Universities and Colleges	Request for proposal	Full support and commitment	It would hamper the achievement
				[3.5.1] Filing of applications by all eligible Central Higher Education institutions for accreditation	Request from Central Higher Education institutions for accreditation	The Accreditation of institution is voluntary and not mandatory	Full support and commitment	It would hamper the achievement
				[3.5.2] Opening of Regional offices of NAAC and NBA by 31.12.2013	Request from Central Higher Education institutions for accreditation	The Accreditation of institution is voluntary and not mandatory	Full support and commitment	It would hamper the achievement
				[3.7.1] Issue of Guidelines by UGC	Guidelines by UGC	Essential for laying down a uniform framework	Full support and commitment	It would hamper the achievement

Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
				[3.8.1] Finalization of UGC Scheme	Guidelines by UGC	So that Potential Universities can apply	Full support and commitment	It would hamper the achievement
				[3.9.1] Issue of framework by UGC	Norms and guidelines governing grants disbursal	To improve quality of higher education with a transparent and objective system based on norms and entitlements.	Coverage of entire amount of plan grants released by UGC	Absence of mechanism to improve quality of higher education
				[3.10.1] Notification of regulation relating to Private Universities	Regulations by UGC	Essential for laying down a uniform framework for universities/colleges to avail services of foreign educational institutions with safeguards.	All collaborations with foreign educational institutions	Foreign educational institutions will conduct their operations without adequate safeguards for Indian students and faculty
				[3.11.1] Review and submission of report on regulations relating to Deemed Universities	To receive the Final Report	Essential to regulate Deemed Universities.	Full Support	Lack of effectiveness in regulating Deemed Universities
				[3.12.1] To complete the review process by Task Force and submission of report	To receive the Final Report	Essential to regulate Deemed Universities.	Full Support	Lack of effectiveness in regulating Deemed Universities
			Ministry of Planning	[4.1.1] Establishment of Centers	Proposals for setting up new design Innovation Centres	To create a climate for a new innovative discipline of design education	Full Support	Lack of achievement will put us on a back – burner in the study of design education and Innovation.
				[4.2.1] Finalization of Draft EFC Note	Proposals for setting up new design Innovation Centres	To create a climate for a new innovative discipline of design education	Full Support	Lack of achievement will put us on a back – burner in the study of design education and Innovation.

Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
				[4.2.1] Finalization of Draft EFC Note	Proposals for setting up new design Innovation Centres	To create a climate for a new innovative discipline of design education	Full Support	Lack of achievement will put us on a back – burner in the study of design education and Innovation.
				[4.2.2] Release of funds to identified Centres	Proposals for setting up new design Innovation Centres	To create a climate for a new innovative discipline of design education	Full Support	Lack of achievement will put us on a back – burner in the study of design education and Innovation.
			Ministry of Law and Justice	[3.16.1] Publications in Peer Reviewed Journals and Creation of IPRs	Larger number of Research Papers, Patent Applications	To encourage Students, faculties and Institutions to take-up research related activities	Full Support	Lack of achievement will result in Poor performance on the research front.
				[3.16.2] Filing of Patent applications and patents available within Central Institutions	Larger number of Research Papers, Patent Applications	To encourage Students, faculties and Institutions to take-up research related activities	Full Support	Lack of achievement will result in Poor performance on the research front.
				[3.16.3] Creation of IPR Centre	Larger number of Research Papers, Patent Applications	To encourage Students, faculties and Institutions to take-up research related activities	Full Support	Lack of achievement will result in Poor performance on the research front.
			Ministry of Human Resource Development	[5.1.1] Setting up of a Centre for Policy Research and Leadership Development in Higher Education	Proposal for setting up or identifying Centre	To develop capacity for Leadership with Inter-Institutional Linkages for Policy Research	Full Support	We will fail to achieve our target for capacity building in leadership and promoting policy research
				[5.2.1] Setting up of the Council for Industry Academia	Proposal for setting up of a Council	Industry Academic Linkages are important to enhance employability skills of	Full Support	Failure to achieve our target will result in students with lower

Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
				Collaboration	Proposal for setting up of a Council	Students	Full Support	employable skills.
				[5.4.1] Adoption of GRIHA compliant Master Plans	Proposal from the Institutions	For Environment friendly and Green Campuses	Full Support	Failure to achieve will defeat sustainable use of natural resources.
			Ministry of Finance	[5.5.1] Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	To take action	To ensure timely disposal of important work related to ATNs.	Full Support	It would hamper the achievement
				[5.6.1] Percentage of outstanding ATNs disposed off during the year.	To take action	To ensure timely disposal of important work related to ATNs.	Full Support	It would hamper the achievement
				[5.7.1] Percentage of outstanding ATNs disposed off during the year.	To take action	To ensure timely disposal of important work related to ATNs.	Full Support	It would hamper the achievement
			Ministry of Human Resource Development	[6.1.1] Follow up of action points	Action taken by concerned institutions	To have healthy collaboration	Full Support	Failure to achieve will affect goals of International Collaboration
				[6.2.1] Strategy papers	Identified areas of educational collaboration	To have healthy collaboration	Full Support	Failure to achieve will affect goals of International Collaboration
				[6.3.1] Operationalising the	Creation of Web-based portal for real	To facilitate foreign students studying in India	Full Support	Failure to achieve will result in lowering

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Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
				helpline	time students assistance	and ensure their welfare	Full Support	confidence of foreign students which will affect enrolment of foreign students in our educational institutions
State Government	All States	others	All Organization	[1.4.1] Operationalization of Community Colleges	Approval from these authorities	For finalization	Full Support	It would hamper the achievement
				[1.5.1] Persons trained	Approval from these authorities	For finalization of EFC	Full Support	It would hamper the achievement
				[1.5.2] Concurrent Evaluation of gainful employment	Approval from these authorities	For finalization of EFC	Full Support	It would hamper the achievement
				[2.1.1] Operationalization of new Women Hostels	Cooperation from all stakeholders	For the operationalization of Women Hostels	Full Support	The operationalization would be hampered
				[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps by the University)	Timely comments	To implement the National Mission through ICT	Full support and commitment	It would hamper the achievement
				[5.3.1] Release of Statistics of Higher and Technical Education for 2011-12 based on AISHE.	Data from concerned Institutions and State Governments	To develop a database for proper planning	Full Support	Failure to achieve will result in lack of data or improper data which will hamper future planning.
				[5.3.2] Release of "Education at a Glance 2013"	Data from concerned Institutions and State Governments	To develop a database for proper planning	Full Support	Failure to achieve will result in lack of data or improper data which will hamper future planning.

Section 5 :
Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.

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Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 6:
Outcome/Impact of Department/Ministry

Outcome/Impact of Department/Ministry		Jointly responsible for influencing this outcome / impact with the following department (s) / ministry(ies)	Success Indicator	Unit	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16
1	Enhancing enrolment and widening Participation	NUEPA, UGC, AICTE and Educational Institutions	Increase in Enrolment Capacity and expansion of PG and Doctoral Programmes	%					
2	Improving Academic Quality of Higher Education	RUSA, UGC, AICTE and Educational Institutions	% of Educational Intuitions fully accredited	%					
			% of Educational Intuitions fully compliant with National Standards for Accreditation	%					
			Average rating assigned by the National accreditation bodies	%					
3	Promote Research and Innovation	NUEPA, UGC, AICTE and Educational Institutions	Promotion of Research and Innovation	Date					
			Establishment of Centres of Excellence in frontier areas of Research	Date					
			Review of Doctoral Education with the view to safeguard credibility of PHD's	Date					
			Creating a system for Research Evaluation and Establishment of a Center for Research Evaluation	Date					
			Finalization to the Cabinet Note subsequent to the PSC report	Date					

Section 6:
Outcome/Impact of Department/Ministry

Outcome/Impact of Department/Ministry	Jointly responsible for influencing this outcome / impact with the following department (s) / ministry(ies)	Success Indicator	Unit	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16
4 Promote Equity in Access	Ministry of Social Justice, Ministry of Tribal Affairs Ministry of Miniriots Affairs, JNU and UGC,	% of differently-abled persons enrolled in Higher Education	%					
		% of persons belonging to OBCs and minorities enrolled in Higher Education	%					
		% of persons belonging to SCs/STs enrolled in Higher Education	%					
5 Governance Reforms		Setting up of a Centre for Policy Research and Leadership Development in Higher Education	Date					
		Setting up of the Council for Industry Academia Collaboration	Date					
		Release of Statistics of Higher and Technical Education for 2011-12 based on AISHE.	Date					
		Release of "Education at a Glance 2013"	Date					
		Adoption of GRIHA compliant Master Plans	%					
		Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%					

Achievements Under RFD – 2013-14

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Results-Framework Document (RFD) for Department of Higher Education -(2013-2014)

Section 6:
Outcome/Impact of Department/Ministry

Outcome/Impact of Department/Ministry	Jointly responsible for influencing this outcome / impact with the following department (s) / ministry(ies)	Success Indicator	Unit	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16
		Percentage of outstanding ATNs disposed off during the year.	%					
		Percentage of outstanding ATNs disposed off during the year.	%					
		Setting up of a Centre for Policy Research and Leadership Development in Higher Education	Date					
6 Globalization	International collaboration USA, Canada, Africa, Australia and New Zealand.	Follow up of action points	Date					
		Strategy papers	Date					
		Operationalising the helpline	Date					

Appendix

A P P E N D I X

Details of Sector-wise Schemes/Programmes of UGC
[List of UGC Schemes (XII Plan)]

1.	**Access**
1.	General Development Assistance to Central, State and Deemed Universities
2.	16 Central Universities in uncovered states (including Engg. & Medical colleges)
3.	One time catch up grants to Uncovered State Universities and Colleges (Non-12B)
4.	Development Grants to Colleges for construction of buildings.
5.	Jubilee, Centenary Grant to Colleges
6.	Additional Assistance to 160 already covered universities and 5500 colleges already covered under section 12(B).
7.	Development Assistance for upgradation of Existing and New Management Departments Universities
8.	General Development Grants to Colleges
9.	Establishment of 374 Model Degree Colleges in EBDs
2.	**Equity**
10.	Women's Hostel
11.	Women Study Centres
12.	Capacity Building for Women managers in Higher Education
13.	Establishment of Special Cells for SCs & STs in Universities/Deemed to be Universities and Grant-in-aid institutions and IUCs receiving Central Assistance
3.	**Quality and Excellence**
14.	Autonomous Colleges
15.	Universities with Potential for Excellence
16.	Colleges with Potential for Excellence
17.	Centres with Potential for Excellence in Particular Areas
18.	Special Assistance Programme (SAP)
	a) Science
	b) Humanities & Social Sciences
19.	Instrumentation Maintenance Facility
20.	Innovative Programmes
21.	Establishment and Monitoring of the Internal quality assurance cells in Higher Education Institutions
22.	Development of Sports infrastructure & equipment in Universities & Colleges.
4.	**Research Projects**
23.	Major Research Projects
	(a) Science
	(b) Humanities & Social Science
24.	Minor Research Projects
25.	Workshops/Seminars/Conference in Colleges

26.	Strengthening Social Science and Humanities Teaching and Research Capacity
27.	Operation 'Faculty Recharge' Initiative for Augmenting the Research and Teaching Resources of Universities
28.	Establishment of Rajiv Gandhi Chairs in Universities
29.	Research Fellowship in Humanities and Social Science Students
30.	Guidelines for Universities, Research Institute and Colleges for Procurement, Storage, Usage and Disposal of Radioactive and Other Hazardous Material/Chemicals
5.	**Relevance and Value Based Education**
31.	Area Study Centres in Universities
32.	Career Orientation courses in universities and colleges
33.	Centres for Studeis in Social Exclusion & Inclusive Policy (including new centres).
34.	Non-Formal Education, including Special Studies/Adult Education/Women Studies/Population Education
35.	Value Education and Human Rights.
36.	Promotion of Yoga Education & Practice & Positive Health in universities
37.	Setting up of Media Centres/Affiliated Media Centres
6.	**ICT Integration**
38.	Digital Repository in University & Colleges
39.	Internet Connectivity in Universities and Colleges
40.	ICT for Universities
41.	e-content Development
42.	Digitization of Doctoral Theses
7.	**Governance & efficiency improvement**
43.	e-governance of Higher Education & UGC office
44.	Training for Academic Administrators of Universities, Colleges, UGC Officers Incentives for resources mobilization
8.	**Faculty Development**
45.	Academic Staff Colleges
46.	Faculty Improvement Programme
47.	Enhance Faculty Resources of universities (ENCORE)
48.	Appointment kof Visiting Professor/Fellows
49.	Emeritus Fellowship
50.	Special Honorarium to Teachers who are Fellows of at least two of the four Science Academic Identified by UGC
51.	Incentivisation of Teachers, subject/Discipline based Association for Organization of Various Academic and Research Activities
52.	Travel Grant

* * * * *

Number of Scholarships to States/UTs under the Scheme of Scholarship to University/College Students w.e.f. 17-09-2014

S.No	State	Quota (per year)
1.	CBSE	5413
2.	ICSE	577
3.	Andhra Pradesh	3527
4.	Arunachal Pradesh	77
5.	Assam	2002
6.	Bihar	5624
7.	Chattisgarh	1387
8.	Delhi	1162
9.	Goa	113
10.	Gujarat	3944
11.	Haryana	1591
12.	Himachal Pradesh	461
13.	J&K	768
14.	Jharkhand	1878
15.	Karnataka	4237
16.	Kerala	2324
17.	Maharashtra	7417
18.	Madhya Pradesh	4299
19.	Manipur	181
20.	Meghalaya	166
21.	Mizoram	75
22.	Nagaland	176
23.	Orissa	2736
24.	Punjab	1902
25.	Rajasthan	3978
26.	Sikkim	44
27.	Tamil Nadu	4883
28.	Telengana*	2570
29.	Tripura	236
30.	Uttar Pradesh	11460
31.	Uttaranchal	616
32.	West Bengal	5941
33.	Andaman&Nicobar	31
34.	Chandigarh	82
35.	Dadra & Nagar Haveli	21
36.	Daman & D	19
37.	Lakshadweep	4
38.	Pondicherry	78
	TOTAL	**82000**

ORGANISATION CHART

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(Ms. Smriti Zubin Irani)

Minister of State for HRD [Shri Upendra Kushwaha]

Department of School Education & Literacy

Secretary (SE&L)

AS (SE)	JS(SE-II)	JS (SE-I)	JS (EE-I)	JS(AE) & DG(NLM)	Advisor (SE&L)
RTE Act, Sarva Shiksha Abhiyan (SSA), Rastriya Madhyamik Shiksha Abhiyan (RMSA),Vocational Education including NVEQF	National Means Cum-Merit Scholarship Scheme, Union Territories, Kendriya Vidyalay Sangathan (KVS), Navodaya Vidhyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), National Council for Education Research and -Training (NCERT). Adolescent Education.	Rastriya Madhyamik Shiksha(Abhiyan RMSA), Model Schools, Girls Hostel Scheme, Inclusive Education for Disabled at Secondary Stage (IEDSS), Policy & Planning (Secondary Edn.)	Mid-Day Meal Scheme, National Foundation for Teacher Welfare (NFTW), National Council for Teacher Education (NCTE), Bal Bhawan etc.	Adult Education & Literacy, Saakshar Bharat Mission, Directorate of Adult Education (DAE), National Institute of Open Schooling.	Annual and Five Year Plan, SC/ST, Statistics, Economic Analysis, Individual Plan Scheme, Appointment of Language Teachers, Indo-Mongolian School, Co-ordination work of SE & L including RFD

ORGANISATION CHART

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(Ms. Smriti Zubin Irani)

Minister of State for HRD [Prof. (Dr.) Ram Shankar Katheria]

Department of Higher Education

Secretary (HE)

AS (TE)

Technical Education, NITs, IITs, IIMs, and Ed.CIL, School of Planning & Architecture, Implementation of Res. Policy in Tech. Institution

JS (CU&L)

Central Universities & Languages,

JS (ICC/P)

ICC, Planning, BP&CR, IPRS and Minority Education

JS (HE)

Higher Education

* Presently, the additional charge of HE bureau has been given to JS(TEL)

JS (Admn.)

Administration, Coordination, Parliament, UID, Direct Benefit Transfer

* Presently, JS(CU&L) is looking after the work of JS(Admn.)

JS(TEL)

Technology Enabled Learning, Community Colleges,EDU SAT,NITTTRs, BOATsNITIE, SLIET, NERIST,CIT, GKCIET, Distance Edu. Including IGNOU

Scholarship & EdCIL

JS & FA

Finance & Accounts

DDG (Statistics)

Statistics & CMIS/Budget

Economic Adviser(EA)

Administrative Reforms, North Eastern Region, SC/ST/OBC/PHGender & Man Power Planning, Scholarship, Addl. Charge of Administration ,Co-ordination

Annexure

A N N E X U R E S

DEPARTEMNT OF SCHOOL EDUCATION & LITERACY
Statement showing details of Grants released to NGO's exceeding
₹ 1.00 lakh during the period from 01.04.2043 to 31.12.2014

Sr. No	Grantee's Name	Sanction No.	Amount Released
1	JAN SHIKSHAN SANSTHAN, NANDURBAR-II (Maharashtra)	F.21-2/2014-NLM-I/9969222-GN	215859
2	JAN SHIKSHAN SANSTHAN, NANDURBAR-II (Maharashtra)	F.21-2/2014-NLM-I(ST)	1213500
3	JAN SHIKSHAN SAANSTHAN, CHANDRAPUR-II (Maharashtra)	F.21-2/2014-NLM-1/25749590	677020
4	JAN SHIKSHAN SAANSTHAN, CHANDRAPUR-II (Maharashtra)	F.21-2/2014-NLM-I/6771500	355000
5	JAN SHIKSHAN SAANSTHAN, CHANDRAPUR-II (Maharashtra)	F.21-2/2014-NLM-I/8096351	441500
6	Jan Shikshan Sansthan	F.7-1/2014-NLM-4	440000
7	Jan Shikshan Sansthan	F.24-1/2014-AE.I/14795942-SC	384978
8	JAN SHIKSHAN SANSTHAN ALIRAJPUR (Madhya Pradesh)	F.7-1/2014-NLM-4/4726000-ST	1378750
9	JAN SHIKSHAN SANSTHAN CHANDULI	F.7-1/2014-NLM-4	583500
10	JAN SHIKSHAN SANSTHAN CHANDULI	F.7-1/2014-NLM-4/58078870	916500
11	JAN SHIKSHAN SANSTHAN DADRA &NAGAR HAVELI	F.21-2/2014-NLM-I(ST)	1236000
12	JAN SHIKSHAN SANSTHAN DEOGARH(Orissa)	F.5-1/2014-NLM-3	413988
13	JAN SHIKSHAN SANSTHAN DEOGARH(Orissa)	F.5-1/2014-NLM-3/12558843	733662
14	JAN SHIKSHAN SANSTHAN DEOGARH(Orissa)	F.5-1/2014-NLM-3/8400950	341515
15	JAN SHIKSHAN SANSTHAN DINDORI MADHYA PRADESH	F.7-1/2014-NLM-4/58078870	192956
16	JAN SHIKSHAN SANSTHAN DINDORI MADHYA PRADESH	F.7-1/2014-NLM-4	106000
17	JAN SHIKSHAN SANSTHAN DINDORI MADHYA PRADESH	F. 7-1/2014-NLM-4/9561500	1169000
18	JAN SHIKSHAN SANSTHAN GURGAON (HARYANA)	F.12-2/2014-AE.2/13260809/GN	1216950
19	JAN SHIKSHAN SANSTHAN GURGAON (HARYANA)	F.12-2/2014-AE.2/6178380	283050

Sr. No	Grantee's Name	Sanction No.	Amount Released
20	JAN SHIKSHAN SANSTHAN KHANDWA MADHYA PRADESH	F.7-1/2014-NLM-4	273500
21	JAN SHIKSHAN SANSTHAN KHANDWA MADHYA PRADESH	F. 7-1/2014-NLM-4/9561500	651000
22	JAN SHIKSHAN SANSTHAN KHANDWA MADHYA PRADESH	F.7-1/2014-NLM-4/58078870	575500
23	JAN SHIKSHAN SANSTHAN ONGOLE	F.5-1/2014/NLM-II/10162465-GN	894000
24	JAN SHIKSHAN SANSTHAN ONGOLE	F.5-1/2014/NLM-II/4144324-SC	515000
25	JAN SHIKSHAN SANSTHAN RAIGAD	F.21-2/2014-NLM-I/8096351	289000
26	JAN SHIKSHAN SANSTHAN, GAUTAM BUDH NAGAR, NOIDA(UTTRA PRADESH)	F.7-1/2014-NLM-4	391500
27	JAN SHIKSHAN SANSTHAN, KORBA (Chhattisgarh)	F.5-1/2014-NLM-3/12558843	920000
28	JAN SHIKSHAN SANSTHAN, KORBA(Chhattisgarh)	F.5-1/2014-NLM-3/8400950	224550
29	JAN SHIKSHAN SANSTHAN, Lahoul & Spiti KAZA (Himachal Pradesh)	F.12-2/2014-AE.2/13260809/GN	224078
30	JAN SHIKSHAN SANSTHAN, Lahoul & Spiti KAZA (Himachal Pradesh)	F.12-2/2014-AE.2/1421474-ST	1146231
31	JAN SHIKSHAN SANSTHAN, Lahoul & Spiti KAZA (Himachal Pradesh)	F.12-2/2014-AE.2/6178380	123541
32	JAN SHIKSHAN SANSTHAN, SONBHADRA(UP)	F.7-1/2014-NLM-4	917500
33	JAN SHIKSHAN SANSTHAN, SONBHADRA(UP)	F.7-1/2014-NLM-4/58078870	504100
34	JAN SHIKSHAN SANSTHAN, (WEST IMPHAL)	F.24-1/2014-AE.I/504	115986
35	JAN SHIKSHAN SANSTHAN, (WEST IMPHAL)	F.24-1/2014-AE.I/506	1299192
36	JAN SHIKSHAN SANSTHAN, AGARTALA(TRIPURA)	F.21-1/2014-AE.I/2959503-SC	305633
37	JAN SHIKSHAN SANSTHAN, AGARTALA(TRIPURA)	F.21-1/2014-AE.I/10254674-GN	1059016
38	JAN SHIKSHAN SANSTHAN, AGARTALA(TRIPURA)	F.24-1/2014-AE.I/14795942-GN	455424
39	JAN SHIKSHAN SANSTHAN, AGARTALA(TRIPURA)	F.24-1/2014-AE-1/14795942	496327
40	JAN SHIKSHAN SANSTHAN, AGRA(Uttar Pradesh)	F.7-1/2014-NLM-4	526000
41	JAN SHIKSHAN SANSTHAN, AGRA(Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	974000
42	JAN SHIKSHAN SANSTHAN, AHMEDABAD	F.21-2/2014/NLM-1/GEN	1418314
43	JAN SHIKSHAN SANSTHAN, AHMEDABAD	F.21-2/2014/NLM-1/SC	261500
44	JAN SHIKSHAN SANSTHAN, AHMEDNAGAR	F.7-1/2014-NLM-4	589500

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45	JAN SHIKSHAN SANSTHAN, AHMEDNAGAR	F.21-2/2014-NLM-I(ST)	173000
46	JAN SHIKSHAN SANSTHAN, AHMEDNAGAR	F.21-2/2014-NLM-I/3048500/SC	291500
47	JAN SHIKSHAN SANSTHAN, AHMEDNAGAR	F.21-2/2014-NLM-I/9969222-GN	1035374
48	JAN SHIKSHAN SANSTHAN, AJMER	F.21-2/2014-NLM-I/6771500	504500
49	JAN SHIKSHAN SANSTHAN, AJMER	F.21-2/2014-NLM-1/25749590	1157477
50	JAN SHIKSHAN SANSTHAN, AKOLA	F.21-2/2014-NLM-1/25749590	1064753
51	JAN SHIKSHAN SANSTHAN, AKOLA	F.21-2/2014-NLM-I/6771500	252000
52	JAN SHIKSHAN SANSTHAN, AKOLA	F.21-2/2014-NLM-I/8096351	148000
53	JAN SHIKSHAN SANSTHAN, ALIGARH(UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	987500
54	JAN SHIKSHAN SANSTHAN, ALIGARH (UTTAR PRADESH)	F.7-1/2014-NLM-4	512500
55	JAN SHIKSHAN SANSTHAN, ALLAHABAD (UP)	F.7-1/2014-NLM-4/58078870	986500
56	JAN SHIKSHAN SANSTHAN, ALLAHABAD (UP)	F.7-1/2014-NLM-4	513500
57	JAN SHIKSHAN SANSTHAN, ALLAHABAD (DAWS)(Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	970390
58	JAN SHIKSHAN SANSTHAN, ALLAHABAD (DAWS)(Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	513500
59	JAN SHIKSHAN SANSTHAN, ALMORA	F.7-1/2014-NLM-4/58078870	943885
60	JAN SHIKSHAN SANSTHAN, AMBEDKARNAGAR (UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	907820
61	JAN SHIKSHAN SANSTHAN, AMETHI(UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	959678
62	JAN SHIKSHAN SANSTHAN, AMETHI(UTTAR PRADESH)	F.7-1/2014-NLM-4	538000
63	Jan Shikshan Sansthan, Ananthapur (Andhra Pradesh)	F.5-1/2014/NLM-II/10162465-GN	1071500
64	Jan Shikshan Sansthan, Ananthapur (Andhra Pradesh)	F.5-1/2014/NLM-II/4144324-SC	344000
65	JAN SHIKSHAN SANSTHAN, ANGUL (ORISSA)	F.5-1/2014-NLM-3/12558843	274539
66	JAN SHIKSHAN SANSTHAN, ANGUL (ORISSA)	F.5-1/2014-NLM-3/8400950	412806
67	JAN SHIKSHAN SANSTHAN, ANGUL (ORISSA)	F.5-1/2014-NLM-3	810138
68	JAN SHIKSHAN SANSTHAN, AURANGABAD (Bihar)	F.5-1/2014-NLM-3	928930
69	JAN SHIKSHAN SANSTHAN, AURANGABAD (Bihar)	F.5-1/2014-NLM-3/8400950	558550

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70	JAN SHIKSHAN SANSTHAN, AURANGABAD (Maharashtra)	F.21-2/2014-NLM-I/6771500	370000
71	JAN SHIKSHAN SANSTHAN, AURANGABAD (Maharashtra)	F.21-2/2014-NLM-1/25749590	1152323
72	JAN SHIKSHAN SANSTHAN, AZAMGARH (Uttar Pradesh)	F.7-1/2014-NLM-4	620000
73	JAN SHIKSHAN SANSTHAN, AZAMGARH (Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	855374
74	JAN SHIKSHAN SANSTHAN, BAGALKOT(Karnataka)	F.5-1/2014-NLM-II/7789096	308544
75	JAN SHIKSHAN SANSTHAN, BAGALKOT(Karnataka)	F.5-1/2014-NLM-II/19475726	871861
76	JAN SHIKSHAN SANSTHAN, BAGESHWAR (UTTARANCHAL)	F.7-1/2014-NLM-4/13621639-GN	813616
77	JAN SHIKSHAN SANSTHAN, BAGESHWAR (UTTARANCHAL)	F.7-1/2014-NLM-4/7621500-SC	619000
78	JAN SHIKSHAN SANSTHAN, BALANGIR(Odisha)	F.5-1/2014-NLM-3	576170
79	JAN SHIKSHAN SANSTHAN, BALANGIR(Odisha)	F.5-1/2014-NLM-3/12558843	498096
80	JAN SHIKSHAN SANSTHAN, BALANGIR(Odisha)	F.5-1/2014-NLM-3/8400950	408162
81	JAN SHIKSHAN SANSTHAN, BALLIA UP.	F.7-1/2014-NLM-4	395000
82	JAN SHIKSHAN SANSTHAN, BALLIA UP.	F.7-1/2014-NLM-4/58078870	1078136
83	JAN SHIKSHAN SANSTHAN, BANASKANTHA	F.21-2/2014-NLM-1/25749590	1046500
84	JAN SHIKSHAN SANSTHAN, BANASKANTHA	F.21-2/2014-NLM-I/8096351	188000
85	JAN SHIKSHAN SANSTHAN, BANASKANTHA	F.21-2/2014-NLM-I/6771500	265500
86	JAN SHIKSHAN SANSTHAN, BANDA(Uttar Pradesh)	F.7-1/2013-NLM.4(395531409)	979956
87	JAN SHIKSHAN SANSTHAN, BANDA(Uttar Pradesh)	F.7-1/2014-NLM-4	503500
88	JAN SHIKSHAN SANSTHAN, BANDA(Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	996500
89	JAN SHIKSHAN SANSTHAN, BANKURA,WB	F.24-1/2014-AE.I/6509587-GN	581550
90	JAN SHIKSHAN SANSTHAN, BANKURA,WB	F.24-1/2014-AE.I/4189231/sc	687000
91	JAN SHIKSHAN SANSTHAN, BANKURA,WB	F.24-1/2014-AE.I/1545904-ST	231450
92	JAN SHIKSHAN SANSTHAN, BARABANKI (Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	694740
93	JAN SHIKSHAN SANSTHAN, BARABANKI (Uttar Pradesh)	F.7-1/2014-NLM-4	653500
94	Jan Shikshan Sansthan, Bareilly (Uttar Pradesh)	F.7-1/2014-NLM-4	305500

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95	Jan Shikshan Sansthan, Bareilly (Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	1159791
96	JAN SHIKSHAN SANSTHAN, BASTAR C.G. (CHattisgarh)	F.5-1/2014-NLM-3	224271
97	JAN SHIKSHAN SANSTHAN, BASTAR C.G. (CHattisgarh)	F.5-1/2014-NLM-3/12558843	1215549
98	JAN SHIKSHAN SANSTHAN, BASTI(UTTAR PRADESH)	F.7-1/2014-NLM-4	505500
99	JAN SHIKSHAN SANSTHAN, BASTI(UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	957935
100	JAN SHIKSHAN SANSTHAN, BEED	F.21-2/2014-NLM-I/6771500	317500
101	JAN SHIKSHAN SANSTHAN, BEED	F.21-2/2014-NLM-1/25749590	1156500
102	JAN SHIKSHAN SANSTHAN, BHADOHI(UP)	F.7-1/2014-NLM-4	517000
103	JAN SHIKSHAN SANSTHAN, BHADOHI(UP)	F.7-1/2014-NLM-4/58078870	983000
104	JAN SHIKSHAN SANSTHAN, BHADRAK(ORISSA)	CP-5-1/2014-NLM-III/5429771-SC	519500
105	JAN SHIKSHAN SANSTHAN, BHADRAK(ORISSA)	CP-5-1/2014-NLM-III/11563385-GN	937000
106	JAN SHIKSHAN SANSTHAN, BHARUCH	F.21-2/2014-NLM-I/8096351	778000
107	JAN SHIKSHAN SANSTHAN, BHARUCH	F.21-2/2014-NLM-1/25749590	609000
108	JAN SHIKSHAN SANSTHAN, BHARUCH	F.21-2/2014-NLM-I/6771500	113000
109	JAN SHIKSHAN SANSTHAN, BHARUCH	F.7-1/2014-NLM-4	353000
110	JAN SHIKSHAN SANSTHAN, BHARUCH	F.7-1/2014-NLM-4/58078870	1146780
111	JAN SHIKSHAN SANSTHAN, BHARUCH	F.22-1/2014-NLM-I	374500
112	JAN SHIKSHAN SANSTHAN, BHIND (MADHYA PREDESH)	F.7-1/2014-NLM-4/7621500-SC	517500
113	JAN SHIKSHAN SANSTHAN, BHIND (MADHYA PREDESH)	F.7-1/2014-NLM-4/13621639-GN	973488
114	JAN SHIKSHAN SANSTHAN, BHOPAL (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	1089500
115	JAN SHIKSHAN SANSTHAN, BHOPAL (MADHYA PRADESH)	F.7-1/2014-NLM-4	333000
116	JAN SHIKSHAN SANSTHAN, BHOPAL (MADHYA PRADESH)	F.7-1/2014-NLM-4	333000
117	JAN SHIKSHAN SANSTHAN, BHOPAL (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	1089500
118	JAN SHIKSHAN SANSTHAN, BHUBANESWAR (ODISHA)	CP-5-1/2014-NLM-III/5429771-SC	326500
119	JAN SHIKSHAN SANSTHAN, BHUBANESWAR (ODISHA)	CP-5-1/2014-NLM-III/2154660	122000

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120	JAN SHIKSHAN SANSTHAN, BIKANER	F.21-2/2014-NLM-I/9969222-GN	1017940
121	JAN SHIKSHAN SANSTHAN, BIKANER	F.21-2/2014-NLM-I/3048500/SC	470500
122	JAN SHIKSHAN SANSTHAN, BIKANER	CP-5-1/2014-NLM-III/11563385-GN	1051500
123	JAN SHIKSHAN SANSTHAN, BOKARO(Jharkhand)	F.5-1/2014-NLM-3/12558843	226140
124	JAN SHIKSHAN SANSTHAN, BOKARO(Jharkhand)	F.5-1/2014-NLM-3/8400950	242844
125	JAN SHIKSHAN SANSTHAN, BOKARO(Jharkhand)	F.5-1/2014-NLM-3	667397
126	JAN SHIKSHAN SANSTHAN, BULDANA	F.21-2/2014/NLM-1/GEN	1044800
127	JAN SHIKSHAN SANSTHAN, BULDANA	F.21-2/2014/NLM-1/SC	264000
128	JAN SHIKSHAN SANSTHAN, BULDANA	F.21-2/2014/NLM-1/ST	120500
129	Jan Shikshan Sansthan, Buxar, Bihar	F.5-1/2014-NLM-3	1096614
130	Jan Shikshan Sansthan, Buxar, Bihar	F.5-1/2014-NLM-3/8400950	320126
131	JAN SHIKSHAN SANSTHAN, CHANDIGARH	F.12-2/2014-AE.2/13260809/GN	1265950
132	JAN SHIKSHAN SANSTHAN, CHANDIGARH	F.12-2/2014-AE.2/6178380	484050
133	JAN SHIKSHAN SANSTHAN, CHANDRAPUR-I(VGVSM) (Maharashtra)	F.21-2/2014-NLM-I/9969222-GN	703500
134	JAN SHIKSHAN SANSTHAN, CHANDRAPUR-I(VGVSM) (Maharashtra)	F.21-2/2014-NLM-I/3048500/SC	355000
135	JAN SHIKSHAN SANSTHAN, CHANDRAPUR-I(VGVSM) (Maharashtra)	F.21-2/2014-NLM-I(ST)	441500
136	JAN SHIKSHAN SANSTHAN, CHHATARPUR (madhya pradesh)	F.7-1/2014-NLM-4/58078870	821083
137	JAN SHIKSHAN SANSTHAN, CHHATARPUR (madhya pradesh)	F.7-1/2014-NLM-4	559500
138	JAN SHIKSHAN SANSTHAN, CHITRAKOOT	F.7-1/2013-NLM-4/21249525	1500000
139	JAN SHIKSHAN SANSTHAN, CHITRAKOOT	F.7-1/2014-NLM-4/13621639-GN	771000
140	JAN SHIKSHAN SANSTHAN, CHITRAKOOT	F.7-1/2014-NLM-4/7621500-SC	629000
141	JAN SHIKSHAN SANSTHAN, COIMBATORE (Tamil Nadu)	F.5-1/2014-NLM-II/10787057-GN	1317500
142	JAN SHIKSHAN SANSTHAN, COIMBATORE (Tamil Nadu)	F.5-1/2014-NLM-II/3959321	413500
143	JAN SHIKSHAN SANSTHAN, CUTTACK (Odisha)	F.5-1/2014-NLM-3	1113500
144	JAN SHIKSHAN SANSTHAN, CUTTACK (Odisha)	F.5-1/2014-NLM-3/8400950	539000

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145	JAN SHIKSHAN SANSTHAN, DAMOH (MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	299000
146	JAN SHIKSHAN SANSTHAN, DAMOH (MADHYA PRADESH)	F.7-1/2014-NLM-4	472000
147	JAN SHIKSHAN SANSTHAN, DAMOH (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	727651
148	JAN SHIKSHAN SANSTHAN, DARRANG (Assam)	F.24-1/2014-AE.I/14795942-SC	114000
149	JAN SHIKSHAN SANSTHAN, DARRANG (Assam)	F.24-1/2014-AE-1/14795942	421950
150	JAN SHIKSHAN SANSTHAN, DARRANG (Assam)	F.24-1/2014-AE.I/14795942-GN	964050
151	JAN SHIKSHAN SANSTHAN, DATIA (MADHYA PRADESH)	F.7-1/2014-NLM-4	605500
152	JAN SHIKSHAN SANSTHAN, DATIA (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	858599
153	JAN SHIKSHAN SANSTHAN, DAVANGERE (KARNATAKA)	F.5-1/2014-NLM-II/19475726	766245
154	JAN SHIKSHAN SANSTHAN, DAVANGERE (KARNATAKA)	F.5-1/2014-NLM-II/2764549	283850
155	JAN SHIKSHAN SANSTHAN, DAVANGERE (KARNATAKA)	F.5-1/2014-NLM-II/7789096	446477
156	JAN SHIKSHAN SANSTHAN, DEHRADUN (UTTARANCHAL)	F.7-1/2014-NLM-4	322500
157	JAN SHIKSHAN SANSTHAN, DEHRADUN (UTTARANCHAL)	F.7-1/2014-NLM-4/58078870	976988
158	JAN SHIKSHAN SANSTHAN, DEHRADUN (UTTARANCHAL)	F. 7-1/2014-NLM-4/9561500	180000
159	JAN SHIKSHAN SANSTHAN, DEHRADUN (UTTARANCHAL)	F.8-1/2014-NLM-4/1769871-ST	519628
160	JAN SHIKSHAN SANSTHAN, DELHI	F.12-2/2014-AE.2/6178380	525414
161	JAN SHIKSHAN SANSTHAN, DELHI	F.12-2/2014-AE.2/13260809/GN	974483
162	JAN SHIKSHAN SANSTHAN, DEORIA(JHARKHAND)	F.7-1/2014-NLM-4/58078870	1060000
163	JAN SHIKSHAN SANSTHAN, DEWAS(MP)	F.7-1/2014-NLM-4/58078870	444000
164	JAN SHIKSHAN SANSTHAN, DEWAS(MP)	F. 7-1/2014-NLM-4/9561500	376500
165	JAN SHIKSHAN SANSTHAN, DEWAS(MP)	F.7-1/2014-NLM-4/58078870	678725
166	JAN SHIKSHAN SANSTHAN, DHANBAD(JHARKHAND)	CP-5-1/2014-NLM-III/11563385-GN	763084

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167	JAN SHIKSHAN SANSTHAN, DHANBAD(JHARKHAND)	CP-5-1/2014-NLM-III/5429771-SC	320763
168	JAN SHIKSHAN SANSTHAN, DHANBAD(JHARKHAND)	CP-5-1/2014-NLM-III/2154660	170605
169	JAN SHIKSHAN SANSTHAN, DHAR(Madhya Pradesh)	F. 7-1/2014-NLM-4/9561500	1133500
170	JAN SHIKSHAN SANSTHAN, DHAR(Madhya Pradesh)	F.7-1/2014-NLM-4/58078870	213192
171	JAN SHIKSHAN SANSTHAN, DHAR(Madhya Pradesh)	F.7-1/2014-NLM-4	141500
172	JAN SHIKSHAN SANSTHAN, DHARAVI	F.21-2/2014-NLM-I/6771500	177500
173	JAN SHIKSHAN SANSTHAN, DHARAVI	F.21-2/2014-NLM-1/25749590	1802500
174	JAN SHIKSHAN SANSTHAN, DHENKANAL(ORISSA)	CP-5-1/2014-NLM-III/2154660	302499
175	JAN SHIKSHAN SANSTHAN, DHENKANAL(ORISSA)	CP-5-1/2014-NLM-III/11563385-GN	751998
176	JAN SHIKSHAN SANSTHAN, DHENKANAL(ORISSA)	CP-5-1/2014-NLM-III/5429771-SC	445499
177	JAN SHIKSHAN SANSTHAN, DHULE	F.21-2/2014-NLM-I/8096351	605500
178	JAN SHIKSHAN SANSTHAN, DHULE	F.21-2/2014-NLM-1/25749590	736500
179	JAN SHIKSHAN SANSTHAN, DHULE	F.21-2/2014-NLM-I/6771500	158000
180	JAN SHIKSHAN SANSTHAN, DIMAPUR(Nagaland)	F.24-1/2014-AE.I/14795942-GN	220484
181	JAN SHIKSHAN SANSTHAN, DIMAPUR(Nagaland)	F.24-1/2014-AE-1/14795942	1249411
182	JAN SHIKSHAN SANSTHAN, ELURU, West Godavri (Andra Pradesh)	F.5-1/2014-NLM-II/10787057-GN	823646
183	JAN SHIKSHAN SANSTHAN, ELURU, West Godavri (Andra Pradesh)	F.5-1/2014-NLM-II/3959321	391148
184	JAN SHIKSHAN SANSTHAN, ERNAKULAM (KERALA)	F.5-1/2014-NLM-II/7789096	210000
185	JAN SHIKSHAN SANSTHAN, ERNAKULAM (KERALA)	F.5-1/2014-NLM-II/19475726	1282000
186	JAN SHIKSHAN SANSTHAN, ETAWAH (UTTAR PRADESH)	F.7-1/2014-NLM-4	563500
187	JAN SHIKSHAN SANSTHAN, ETAWAH (UTTAR PRADESH)	F.7-1/2013-NLM.4(395531409)	563500
188	JAN SHIKSHAN SANSTHAN, ETAWAH (UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	928933
189	JAN SHIKSHAN SANSTHAN, FAIZABAD (UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	954000
190	JAN SHIKSHAN SANSTHAN, FAIZABAD (UTTAR PRADESH)	F.7-1/2014-NLM-4	546000
191	JAN SHIKSHAN SANSTHAN, FARRUKHABAD (UTTAR PRADESH)	F.7-1/2014-NLM-4	395500

Sr. No	Grantee's Name	Sanction No.	Amount Released
192	JAN SHIKSHAN SANSTHAN, FARRUKHABAD (UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	1104500
193	JAN SHIKSHAN SANSTHAN, FEROZABAD UP.	F.7-1/2014-NLM-4/58078870	1043000
194	JAN SHIKSHAN SANSTHAN, FEROZABAD UP.	F.7-1/2014-NLM-4	457000
195	JAN SHIKSHAN SANSTHAN, GAUTAM BUDH NAGAR UP	F.7-1/2014-NLM-4/58078870	1108500
196	JAN SHIKSHAN SANSTHAN, GAYA	F.5-1/2014-NLM-3/8400950	705614
197	JAN SHIKSHAN SANSTHAN, GAYA	F.5-1/2014-NLM-3	791462
198	JAN SHIKSHAN SANSTHAN, GHAZIABAD (Uttar Pradesh)	F.7-1/2014-NLM-4/13621639-GN	1059500
199	JAN SHIKSHAN SANSTHAN, GHAZIABAD (Uttar Pradesh)	F.7-1/2014-NLM-4/7621500-SC	440500
200	JAN SHIKSHAN SANSTHAN, GOA	F.21-2/2014-NLM-1/25749590	1235589
201	JAN SHIKSHAN SANSTHAN, GONDA	F.7-1/2014-NLM-4	383500
202	JAN SHIKSHAN SANSTHAN, GONDA	F.7-1/2014-NLM-4/58078870	1116500
203	JAN SHIKSHAN SANSTHAN, GONDIA	F.21-2/2014-NLM-1/25749590	756500
204	JAN SHIKSHAN SANSTHAN, GONDIA	F.21-2/2014-NLM-I/6771500	347000
205	JAN SHIKSHAN SANSTHAN, GONDIA	F.21-2/2014-NLM-I/8096351	396500
206	JAN SHIKSHAN SANSTHAN, GORAKHPUR (UTTAR PRADESH)	F.7-1/2014-NLM-4/7621500-SC	530000
207	JAN SHIKSHAN SANSTHAN, GORAKHPUR (UTTAR PRADESH)	F.7-1/2014-NLM-4/13621639-GN	970000
208	JAN SHIKSHAN SANSTHAN, GORAKHPUR (UTTAR PRADESH)	F.43-35/2008-AE-4/507	158527
209	JAN SHIKSHAN SANSTHAN, GORAKHPUR (UTTAR PRADESH)	F.43-53/2008-AE.4/NLM-4	296311
210	JAN SHIKSHAN SANSTHAN, GORAKHPUR (UTTAR PRADESH)	F.43-53/2008-AE.4/NLM-4/509	1026719
211	JAN SHIKSHAN SANSTHAN, GULBARGA(KARNATAKA)	F.5-1/2014-NLM-II/2764549	117338
212	JAN SHIKSHAN SANSTHAN, GULBARGA(KARNATAKA)	F.5-1/2014-NLM-II/7789096	548566
213	JAN SHIKSHAN SANSTHAN, GULBARGA(KARNATAKA)	F.5-1/2014-NLM-II/19475726	819384
214	JAN SHIKSHAN SANSTHAN, GUNA(MP)	F.7-1/2014-NLM-4/58078870	779948
215	JAN SHIKSHAN SANSTHAN, GUNA(MP)	F. 7-1/2014-NLM-4/9561500	284000

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216	JAN SHIKSHAN SANSTHAN, GUNA(MP)	F.7-1/2014-NLM-4	425500
217	JAN SHIKSHAN SANSTHAN, GUNTUR (ANDHRA PRADESH)	F.5-1/2014-NLM-II/10787057-GN	1096636
218	JAN SHIKSHAN SANSTHAN, GUNTUR (ANDHRA PRADESH)	F.5-1/2014-NLM-II/3959321	515275
219	JAN SHIKSHAN SANSTHAN, GUNTUR (ANDHRA PRADESH)	F.5-1/2014-NLM-II	127204
220	JAN SHIKSHAN SANSTHAN, GWALIOR (madhya pradesh)	F.7-1/2014-NLM-4	457500
221	JAN SHIKSHAN SANSTHAN, GWALIOR (madhya pradesh)	F.7-1/2014-NLM-4/58078870	963000
222	Jan Shikshan Sansthan, Hajipur	CP-5-1/2014-NLM-III/5429771-SC	493368
223	JAN SHIKSHAN SANSTHAN, HALDIA(Wst Bengal)	F.24-1/2014-AE.I/4189231/sc	397000
224	JAN SHIKSHAN SANSTHAN, HALDIA(Wst Bengal)	F.24-1/2014-AE.I/1545904-ST	199000
225	JAN SHIKSHAN SANSTHAN, HARDOI(UP)	F.7-1/2014-NLM-4	762500
226	JAN SHIKSHAN SANSTHAN, HARDOI(UP)	F.7-1/2014-NLM-4/58078870	724209
227	JAN SHIKSHAN SANSTHAN, HAZARIBAGH	CP-5-1/2014-NLM-III/11563385-GN	840439
228	JAN SHIKSHAN SANSTHAN, HAZARIBAGH	CP-5-1/2014-NLM-III/5429771-SC	359551
229	JAN SHIKSHAN SANSTHAN, HAZARIBAGH	CP-5-1/2014-NLM-III/2154660	287601
230	JAN SHIKSHAN SANSTHAN, HAZIPUR	CP-5-1/2014-NLM-III/11563385-GN	1003232
231	JAN SHIKSHAN SANSTHAN, HOSHANGABAD (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	765000
232	JAN SHIKSHAN SANSTHAN, HOSHANGABAD (MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	354000
233	JAN SHIKSHAN SANSTHAN, HOSHANGABAD (MADHYA PRADESH)	F.7-1/2014-NLM-4	381000
234	JAN SHIKSHAN SANSTHAN, HOWRAH (West Bengal)	F.24-1/2014-AE.I/6509587-GN	1125391
235	JAN SHIKSHAN SANSTHAN, HOWRAH (West Bengal)	F.24-1/2014-AE.I/4189231/sc	374531
236	JAN SHIKSHAN SANSTHAN, HYDERABAD	F.5-1/2014/NLM-II/10162465-GN	1709500
237	JAN SHIKSHAN SANSTHAN, HYDERABAD	F.5-1/2014/NLM-II/4144324-SC	264000
238	JAN SHIKSHAN SANSTHAN, HYDERABAD	F.51-13/2008-NLM-II/896	1057286
239	JAN SHIKSHAN SANSTHAN, IDUKKI(Kerala)	F.5-1/2014/NLM-II/10162465-GN	1046000
240	JAN SHIKSHAN SANSTHAN, IDUKKI(Kerala)	F.5-1/2014/NLM-II/4144324-SC	344000

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241	JAN SHIKSHAN SANSTHAN, IDUKKI(Kerala)	F.5-1/2014/NLM-II/1100084-ST	110000
242	JAN SHIKSHAN SANSTHAN, INDORE	F.8-1/2014-NLM-4/1769871-ST	378164
243	JAN SHIKSHAN SANSTHAN, INDORE	F.8-1/2014-NLM-4/3308169-SC	706848
244	JAN SHIKSHAN SANSTHAN, INDORE	F.7-1/2014-NLM-4/ST	174000
245	JAN SHIKSHAN SANSTHAN, INDORE	F.7-1/2014-NLM-4/1867356	1132000
246	JAN SHIKSHAN SANSTHAN, INDORE	F.7-1/2014-NLM-4/SC	444000
247	JAN SHIKSHAN SANSTHAN, JAIPUR (ODISHA)	F.21-2/2014-NLM-I/8096351	218500
248	JAN SHIKSHAN SANSTHAN, JAIPUR (ODISHA)	F.21-2/2014-NLM-I/6771500	415000
249	JAN SHIKSHAN SANSTHAN, JAIPUR (ODISHA)	F.21-2/2014-NLM-1/25749590	1116121
250	JAN SHIKSHAN SANSTHAN, JAIPUR(RAJASTHAN)	F.22-1/2014-NLM-1/GEN	3403561
251	Jan Shikshan Sansthan, Jajpur (ODISHA)	CP-5-1/2014-NLM-III/5429771-SC	558281
252	Jan Shikshan Sansthan, Jajpur (ODISHA)	CP-5-1/2014-NLM-III/2154660	178930
253	Jan Shikshan Sansthan, Jajpur (ODISHA)	CP-5-1/2014-NLM-III/11563385-GN	762202
254	JAN SHIKSHAN SANSTHAN, JALAUN(UP)	F.7-1/2014-NLM-4	654500
255	JAN SHIKSHAN SANSTHAN, JALAUN(UP)	F.7-1/2014-NLM-4/58078870	817602
256	JAN SHIKSHAN SANSTHAN, JALGAON(Maharashtra)	F.21-2/2014-NLM-I/8096351	276500
257	JAN SHIKSHAN SANSTHAN, JALGAON(Maharashtra)	F.21-2/2014-NLM-I/6771500	190000
258	JAN SHIKSHAN SANSTHAN, JALGAON(Maharashtra)	F.21-2/2014-NLM-1/25749590	1033500
259	JAN SHIKSHAN SANSTHAN, JALPAIGUR I(WEST BENGAL)	F.24-1/2014-AE.I/4189231/sc	819265
260	JAN SHIKSHAN SANSTHAN, JALPAIGURI (WEST BENGAL)	F.24-1/2014-AE.I/6509587-GN	263040
261	JAN SHIKSHAN SANSTHAN, JALPAIGURI (WEST BENGAL)	F.24-1/2014-AE.I/1545904-ST	417356
262	JAN SHIKSHAN SANSTHAN, JAMMU	F.12-2/2014-AE.2/13260809/GN	957021
263	JAN SHIKSHAN SANSTHAN, JAMMU	F.12-2/2014-AE.2/6178380	702411
264	JAN SHIKSHAN SANSTHAN, JAUNPUR(UP)	F.7-1/2014-NLM-4/13621639-GN	972500
265	JAN SHIKSHAN SANSTHAN, JAUNPUR(UP)	F.7-1/2014-NLM-4/7621500-SC	527500
266	JAN SHIKSHAN SANSTHAN, JHALAWAR	F.21-2/2014-NLM-I/6771500	378000
267	JAN SHIKSHAN SANSTHAN, JHALAWAR	F.21-2/2014-NLM-I/8096351	284500

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268	JAN SHIKSHAN SANSTHAN, JHALAWAR	F.21-2/2014-NLM-1/25749590	837284
269	JAN SHIKSHAN SANSTHAN, JODHPUR(Rajasthan)	F.21-2/2014-NLM-I/9969222-GN	1209279
270	JAN SHIKSHAN SANSTHAN, JODHPUR(Rajasthan)	F.21-2/2014-NLM-I/3048500/SC	438000
271	JAN SHIKSHAN SANSTHAN, JORHAT(ASSAM)	F.24-1/2014-AE.I/14795942-GN	1014000
272	JAN SHIKSHAN SANSTHAN, JORHAT(ASSAM)	F.24-1/2014-AE.I/14795942-SC	189450
273	JAN SHIKSHAN SANSTHAN, JORHAT(ASSAM)	F.24-1/2014-AE-1/14795942	296550
274	JAN SHIKSHAN SANSTHAN, KACHCHH	F.21-2/2014-NLM-1/25749590	1006340
275	JAN SHIKSHAN SANSTHAN, KACHCHH	F.21-2/2014-NLM-I/6771500	282000
276	JAN SHIKSHAN SANSTHAN, KACHCHH	F.21-2/2014-NLM-I/8096351	186500
277	JAN SHIKSHAN SANSTHAN, KALOL	F.21-2/2014-NLM-1/25749590	1157787
278	JAN SHIKSHAN SANSTHAN, KALOL	F.21-2/2014-NLM-I/6771500	217500
279	JAN SHIKSHAN SANSTHAN, KAMRUP(ASSAM)	F.24-1/2014-AE.I/14795942-GN	1092907
280	JAN SHIKSHAN SANSTHAN, KAMRUP(ASSAM)	F.24-1/2014-AE.I/14795942-SC	164978
281	JAN SHIKSHAN SANSTHAN, KAMRUP(ASSAM)	F.24-1/2014-AE-1/14795942	241918
282	JAN SHIKSHAN SANSTHAN, KANCHEEPURAM (TAMIL NADU)	F.5-1/2014-NLM-II/19475726	836786
283	JAN SHIKSHAN SANSTHAN, KANCHEEPURAM (TAMIL NADU)	F.5-1/2014-NLM-II/7789096	582822
284	JAN SHIKSHAN SANSTHAN, Kannur	F.7-1/2014-NLM-4	596000
285	JAN SHIKSHAN SANSTHAN, Kannur	F.7-1/2014-NLM-4/58078870	903437
286	JAN SHIKSHAN SANSTHAN, KANPUR (UP)	F.7-1/2014-NLM-4/7621500-SC	455500
287	JAN SHIKSHAN SANSTHAN, KANPUR (UP)	F.7-1/2014-NLM-4/13621639-GN	1288502
288	JAN SHIKSHAN SANSTHAN, KARWAR	F.5-1/2013-NLM-II/GEN	1309380
289	JAN SHIKSHAN SANSTHAN, KARWAR	F.5-1/2014/NLM-II/4144324-SC	182500
290	JAN SHIKSHAN SANSTHAN, KARWAR	F.5-1/2014/NLM-II/10162465-GN	1275000
291	JAN SHIKSHAN SANSTHAN, KATNI(Madhya Pradesh)	F.7-1/2014-NLM-4/13621639-GN	674500
292	JAN SHIKSHAN SANSTHAN, KATNI(Madhya Pradesh)	F.7-1/2014-NLM-4/7621500-SC	277000
293	JAN SHIKSHAN SANSTHAN, KATNI(Madhya Pradesh)	F.7-1/2014-NLM-4/4726000-ST	548500
294	Jan Shikshan Sansthan, Keonjhar(Orissa)	F.5-1/2014-NLM-3/8400950	262553
295	Jan Shikshan Sansthan, Keonjhar(Orissa)	F.5-1/2014-NLM-3/12558843	963193

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296	Jan Shikshan Sansthan, Keonjhar(Orissa)	F.5-1/2014-NLM-3	266034
297	JAN SHIKSHAN SANSTHAN, KHAMMAM (ANDHRA PRADESH)	F.5-1/2014-NLM-II/19475726	548019
298	JAN SHIKSHAN SANSTHAN, KHAMMAM (ANDHRA PRADESH)	F.5-1/2014-NLM-II/2764549	572342
299	JAN SHIKSHAN SANSTHAN, KHAMMAM (ANDHRA PRADESH)	F.5-1/2014-NLM-II/7789096	368821
300	JAN SHIKSHAN SANSTHAN, KISHANGANJ (BIHAR)	F.5-1/2014-NLM-3	1218196
301	JAN SHIKSHAN SANSTHAN, KISHANGANJ (BIHAR)	F.5-1/2014-NLM-3/8400950	158322
302	JAN SHIKSHAN SANSTHAN, KOLLAM(KERALA)	F.5-1/2014-NLM-II/7789096	307000
303	JAN SHIKSHAN SANSTHAN, KOLLAM(KERALA)	F.5-1/2014-NLM-II/19475726	1188000
304	JAN SHIKSHAN SANSTHAN, KORAPUT(Orissa)	F.5-1/2014-NLM-3/12558843	1003146
305	JAN SHIKSHAN SANSTHAN, KORAPUT(Orissa)	F.5-1/2014-NLM-3/8400950	265714
306	JAN SHIKSHAN SANSTHAN, KORAPUT(Orissa)	F.5-1/2014-NLM-3	223917
307	JAN SHIKSHAN SANSTHAN, KOREA, C.G. (CHHATTISGARH)	F.5-1/2014-NLM-3	355450
308	JAN SHIKSHAN SANSTHAN, KOREA, C.G.(CHHATTISGARH)	F.5-1/2014-NLM-3/12558843	979000
309	JAN SHIKSHAN SANSTHAN, KOREA, C.G.(CHHATTISGARH)	F.5-1/2014-NLM-3	337550
310	JAN SHIKSHAN SANSTHAN, KOREA, C.G.(CHHATTISGARH)	F.5-1/2014-NLM-3/8400950	183450
311	JAN SHIKSHAN SANSTHAN, KOTA(Rajasthan)	F.21-2/2014-NLM-I/9969222-GN	909793
312	JAN SHIKSHAN SANSTHAN, KOTA(Rajasthan)	F.21-2/2014-NLM-I/3048500/SC	535000
313	JAN SHIKSHAN SANSTHAN, KOTA(Rajasthan)	F.21-2/2014-NLM-I(ST)	272500
314	JAN SHIKSHAN SANSTHAN, KOTTAYAM(KERALA)	F.5-1/2014-NLM-II/19475726	1289000
315	JAN SHIKSHAN SANSTHAN, KOTTAYAM(KERALA)	F.5-1/2014-NLM-II/7789096	188000
316	JAN SHIKSHAN SANSTHAN, KUNDRAKUDI, SIVAGANGA(Tamil Nadu)	F.5-1/2014-NLM-II/3959321	360230
317	JAN SHIKSHAN SANSTHAN, KUNDRAKUDI, SIVAGANGA(Tamil Nadu)	F.5-1/2014-NLM-II/10787057-GN	995609
318	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2014-NLM-4/58078870	850625
319	Jan Shikshan Sansthan, Lakheempur Kheri	F.7-1/2014-NLM-4	621000

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320	JAN SHIKSHAN SANSTHAN, LATUR	F.21-2/2014-NLM-I/6771500	471000
321	JAN SHIKSHAN SANSTHAN, LATUR	F.21-2/2014-NLM-1/25749590	954457
322	JAN SHIKSHAN SANSTHAN, LUCKNOW(UP)	F.7-1/2014-NLM-4	584500
323	JAN SHIKSHAN SANSTHAN, LUCKNOW(UP)	F.7-1/2014-NLM-4/58078870	1139204
324	JAN SHIKSHAN SANSTHAN, LUCKNOW(UP)	F.7-1/2014-NLM-4	584000
325	JAN SHIKSHAN SANSTHAN, LUCKNOW(UP)	F.7-1/2014-NLM-4/58078870	911842
326	JAN SHIKSHAN SANSTHAN, LUCKNOW(UP)	F.8-1/2014-NLM-4/1769871-ST	535000
327	JAN SHIKSHAN SANSTHAN, LUCKNOW(UP)	F.8-1/2014-NLM-4/11462807	3465000
328	JAN SHIKSHAN SANSTHAN, LUDHIANA	F.12-2/2014-AE.2/13260809/GN	882439
329	JAN SHIKSHAN SANSTHAN, LUDHIANA	F.12-2/2014-AE.2/6178380	585846
330	JAN SHIKSHAN SANSTHAN, MADURAI	F.5-1/2014-NLM-II/10787057-GN	1202611
331	JAN SHIKSHAN SANSTHAN, MADURAI	F.5-1/2014-NLM-II/3959321	304759
332	Jan Shikshan Sansthan, Mahabub Nagar(Andhra Pradesh)	F.5-1/2014-NLM-II/19475726	896500
333	Jan Shikshan Sansthan, Mahabub Nagar(Andhra Pradesh)	F.5-1/2014-NLM-II/2764549	184000
334	Jan Shikshan Sansthan, Mahabub Nagar(Andhra Pradesh)	F.5-1/2014-NLM-II/7789096	419500
335	JAN SHIKSHAN SANSTHAN, MALAPPURAM(KERALA)	F.5-1/2014-NLM-II/3959321	193943
336	JAN SHIKSHAN SANSTHAN, MALAPPURAM(KERALA)	F.5-1/2014-NLM-II/10787057-GN	1267482
337	JAN SHIKSHAN SANSTHAN, MANDLA (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	225000
338	JAN SHIKSHAN SANSTHAN, MANDLA (MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	1178000
339	JAN SHIKSHAN SANSTHAN, MATHURA UP.	F.7-1/2014-NLM-4	942500
340	JAN SHIKSHAN SANSTHAN, MATHURA UP.	F.7-1/2014-NLM-4/58078870	554500
341	JAN SHIKSHAN SANSTHAN, MATHURA UP.	F.7-1/2014-NLM-4	942500
342	JAN SHIKSHAN SANSTHAN, MATHURA UP.	F.6-3/2009-NLM-4/2212	455415
343	JAN SHIKSHAN SANSTHAN, MAU(Uttar Pradesh)	F.7-1/2014-NLM-4/58078870	773329
344	JAN SHIKSHAN SANSTHAN, MAU(Uttar Pradesh)	F.7-1/2014-NLM-4	552500
345	JAN SHIKSHAN SANSTHAN, MEHSANA	F.21-2/2014-NLM-1/25749590	1301500
346	JAN SHIKSHAN SANSTHAN, MEHSANA	F.21-2/2014-NLM-I/6771500	198500
347	JAN SHIKSHAN SANSTHAN, MIDNAPUR(West Bengal)	F.24-1/2014-AE.I/6509587-GN	904000

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348	JAN SHIKSHAN SANSTHAN, MIDNAPUR(West Bengal)	F.24-1/2014-AE.I/4189231/sc	397000
349	JAN SHIKSHAN SANSTHAN, MIDNAPUR(West Bengal)	F.24-1/2014-AE.I/1545904-ST	199000
350	JAN SHIKSHAN SANSTHAN, MIDNAPUR(West Bengal)	F.24-1/2014-AE.I/6509587-GN	904000
351	JAN SHIKSHAN SANSTHAN, MIRZAPUR (U.P.)	F.7-1/2014-NLM-4	639000
352	JAN SHIKSHAN SANSTHAN, MIRZAPUR (U.P.)	F.7-1/2014-NLM-4/58078870	836451
353	JAN SHIKSHAN SANSTHAN, MOHALI, Punjab	F.12-2/2014-AE.2/13260809/GN	926258
354	JAN SHIKSHAN SANSTHAN, MOHALI, Punjab	F.12-2/2014-AE.2/6178380	572542
355	JAN SHIKSHAN SANSTHAN, MORENA (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	945424
356	JAN SHIKSHAN SANSTHAN, MORENA (MADHYA PRADESH)	F.7-1/2014-NLM-4	508500
357	JAN SHIKSHAN SANSTHAN, MOTIHARI(BIHAR)	CP-5-1/2014-NLM-III/11563385-GN	1181685
358	JAN SHIKSHAN SANSTHAN, MOTIHARI(BIHAR)	CP-5-1/2014-NLM-III/5429771-SC	314915
359	JAN SHIKSHAN SANSTHAN, MUNGER	CP-5-1/2014-NLM-III/11563385-GN	1143050
360	JAN SHIKSHAN SANSTHAN, MUNGER	CP-5-1/2014-NLM-III/5429771-SC	318450
361	JAN SHIKSHAN SANSTHAN, MUZAFFARPUR, BIHAR	F.5-1/2014-NLM-3	1117475
362	JAN SHIKSHAN SANSTHAN, MUZAFFARPUR, BIHAR	F.5-1/2014-NLM-3/8400950	379925
363	JAN SHIKSHAN SANSTHAN, MYSORE	F.13-1/2014-NLM-II/12557218-GN	1528107
364	JAN SHIKSHAN SANSTHAN, MYSORE	F.5-1/2014/NLM-II/10162465-GN	930191
365	JAN SHIKSHAN SANSTHAN, MYSORE	F.5-1/2014/NLM-II/1100084-ST	281729
366	JAN SHIKSHAN SANSTHAN, MYSORE	F.5-1/2014/NLM-II/4144324-SC	488168
367	JAN SHIKSHAN SANSTHAN, NAGAON(ASSAM)	F.24-1/2014-AE.I/14795942-GN	1165500
368	JAN SHIKSHAN SANSTHAN, NAGAON(ASSAM)	F.24-1/2014-AE.I/14795942-SC	236550
369	JAN SHIKSHAN SANSTHAN, NAGAPATTINAM (Tamil Nadu)	F.5-1/2014-NLM-II/10787057-GN	764573
370	JAN SHIKSHAN SANSTHAN, NAGAPATTINAM (Tamil Nadu)	F.5-1/2014-NLM-II/3959321	691966
371	JAN SHIKSHAN SANSTHAN, NAHARLAGUN (ARUNACHAL PRADESH)	F.24-1/2014-AE.I/14795942-GN	252307
372	JAN SHIKSHAN SANSTHAN, NAHARLAGUN (ARUNACHAL PRADESH)	F.24-1/2014-AE-1/14795942	1246839
373	JAN SHIKSHAN SANSTHAN, NALANDA(BIHAR)	CP-5-1/2014-NLM-III/11563385-GN	1026050

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374	JAN SHIKSHAN SANSTHAN, NALANDA(BIHAR)	CP-5-1/2014-NLM-III/5429771-SC	472950
375	JAN SHIKSHAN SANSTHAN, NALGONDA	F.5-1/2014-NLM-II/2764549	247500
376	JAN SHIKSHAN SANSTHAN, NALGONDA	F.5-1/2014-NLM-II/7789096	432000
377	JAN SHIKSHAN SANSTHAN, NALGONDA	F.5-1/2014-NLM-II/19475726	820500
378	JAN SHIKSHAN SANSTHAN, NAMAKKAL	F.5-1/2014-NLM-II/10787057-GN	962000
379	JAN SHIKSHAN SANSTHAN, NAMAKKAL	F.5-1/2014-NLM-II/3959321	455000
380	JAN SHIKSHAN SANSTHAN, NANDURBAR-I (Maharashtra)	F.21-2/2014-NLM-I/8096351	1105236
381	JAN SHIKSHAN SANSTHAN, NARENDRAPUR (West Bengal)	F.24-1/2014-AE.I/4189231/sc	569975
382	JAN SHIKSHAN SANSTHAN, NARENDRAPUR (West Bengal)	F.24-1/2014-AE.I/6509587-GN	1180025
383	Jan Shikshan Sansthan, Narsinghpur	F. 7-1/2014-NLM-4/9561500	316500
384	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2014-NLM-4/58078870	794500
385	Jan Shikshan Sansthan, Narsinghpur	F.7-1/2014-NLM-4	389000
386	JAN SHIKSHAN SANSTHAN, NASHIK (MAHARASHTRA)	F.21-2/2014-NLM-1/25749590	726500
387	JAN SHIKSHAN SANSTHAN, NASHIK (MAHARASHTRA)	F.21-2/2014-NLM-I/6771500	210000
388	JAN SHIKSHAN SANSTHAN, NASHIK (MAHARASHTRA)	F.21-2/2014-NLM-I/8096351	563500
389	Jan Shikshan Sansthan, North 24 Parganas (West Bengal)	F.24-1/2014-AE.I/4189231/sc	501450
390	Jan Shikshan Sansthan, North 24 Parganas (West Bengal)	F.24-1/2014-AE.I/6509587-GN	946050
391	JAN SHIKSHAN SANSTHAN, NUAPADA Odisha	F.5-1/2014-NLM-3	417970
392	JAN SHIKSHAN SANSTHAN, NUAPADA Odisha	F.5-1/2014-NLM-3/12558843	776944
393	JAN SHIKSHAN SANSTHAN, NUAPADA Odisha	F.5-1/2014-NLM-3/8400950	304978
394	Jan Shikshan Sansthan, Palakkad,Kerala	F.5-1/2014-NLM-II/19475726	1047003
395	Jan Shikshan Sansthan, Palakkad,Kerala	F.5-1/2014-NLM-II/7789096	400601
396	JAN SHIKSHAN SANSTHAN, PANIPAT	F.12-2/2014-AE.2/6178380	374561
397	JAN SHIKSHAN SANSTHAN, PANIPAT	F.12-2/2014-AE.2/13260809/GN	1105917
398	JAN SHIKSHAN SANSTHAN, PATAN	F.21-2/2014-NLM-1/25749590	1232500

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399	JAN SHIKSHAN SANSTHAN, PATAN	F.21-2/2014-NLM-I/6771500	242000
400	JAN SHIKSHAN SANSTHAN, PATEL NAGAR, WEST DELHI	F.12-2/2014-AE.2/13260809/GN	974550
401	JAN SHIKSHAN SANSTHAN, PATEL NAGAR, WEST DELHI	F.12-2/2014-AE.2/6178380	525450
402	JAN SHIKSHAN SANSTHAN, PATHANAMTHITTA, KERALA	F.5-1/2013-NLM-II	1164507
403	JAN SHIKSHAN SANSTHAN, PATHANAMTHITTA, KERALA	F.5-1/2014-NLM-II/7789096	320500
404	JAN SHIKSHAN SANSTHAN, PATHANAMTHITTA, KERALA	F.5-1/2014-NLM-II/19475726	1167000
405	JAN SHIKSHAN SANSTHAN, PILIBHIT(UTTAR PRADESH)	F.7-1/2014-NLM-4	366500
406	JAN SHIKSHAN SANSTHAN, PILIBHIT(UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	957356
407	JAN SHIKSHAN SANSTHAN, PRATAPGARH (UTTAR PRADESH)	F.7-1/2014-NLM-4	530000
408	JAN SHIKSHAN SANSTHAN, PRATAPGARH (UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	899272
409	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-2/2014-AE.2/13260809/GN	955709
410	Jan Shikshan Sansthan, Prayas, Jahangirpuri, Delhi	F.12-2/2014-AE.2/6178380	515291
411	JAN SHIKSHAN SANSTHAN, PRAYAS, SAMASTIPUR	F.5-1/2014-NLM-3	954471
412	JAN SHIKSHAN SANSTHAN, PRAYAS, SAMASTIPUR	F.5-1/2014-NLM-3/8400950	401875
413	JAN SHIKSHAN SANSTHAN, PUNE	F.21-2/2014-NLM-1/25749590	1354000
414	JAN SHIKSHAN SANSTHAN, PUNE	F.21-2/2014-NLM-I/6771500	296500
415	JAN SHIKSHAN SANSTHAN, PURI	F.5-1/2014-NLM-3	1029739
416	JAN SHIKSHAN SANSTHAN, PURI	F.5-1/2014-NLM-3/8400950	431179
417	JAN SHIKSHAN SANSTHAN, PURULIA(Wewst Bengal)	F.24-1/2014-AE.I/1545904-ST	446598
418	JAN SHIKSHAN SANSTHAN, PURULIA(Wewst Bengal)	F.24-1/2014-AE.I/4189231/sc	443010
419	JAN SHIKSHAN SANSTHAN, PURULIA(Wewst Bengal)	F.24-1/2014-AE.I/6509587-GN	605531
420	JAN SHIKSHAN SANSTHAN, RAE BARELI Utter Predesh	F.7-1/2014-NLM-4	716500
421	JAN SHIKSHAN SANSTHAN, RAE BARELI Utter Predesh	F.7-1/2014-NLM-4/58078870	776800

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422	JAN SHIKSHAN SANSTHAN, RAICHUR (Karnataka)	F.5-1/2014/NLM-II/10162465-GN	604856
423	JAN SHIKSHAN SANSTHAN, RAICHUR (Karnataka)	F.5-1/2014/NLM-II/4144324-SC	456758
424	JAN SHIKSHAN SANSTHAN, RAICHUR (Karnataka)	F.5-1/2014/NLM-II/1100084-ST	434319
425	JAN SHIKSHAN SANSTHAN, RAIGARH	F.21-2/2014-NLM-1/25749590	1151500
426	JAN SHIKSHAN SANSTHAN, RAIPUR	F.5-1/2014-NLM-3	791766
427	JAN SHIKSHAN SANSTHAN, RAIPUR	F.5-1/2014-NLM-3/12558843	289214
428	JAN SHIKSHAN SANSTHAN, RAIPUR	F.5-1/2014-NLM-3/8400950	377242
429	JAN SHIKSHAN SANSTHAN, RAISEN (MADHYA PRADESH)	F.7-1/2014-NLM-4	395000
430	JAN SHIKSHAN SANSTHAN, RAISEN (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	732872
431	JAN SHIKSHAN SANSTHAN, RAISEN (MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	369500
432	JAN SHIKSHAN SANSTHAN, RAJGARH (MADHYA PRADESH)	F.7-1/2014-NLM-4/13621639-GN	976413
433	JAN SHIKSHAN SANSTHAN, RAJGARH (MADHYA PRADESH)	F.7-1/2014-NLM-4/7621500-SC	417000
434	JAN SHIKSHAN SANSTHAN, RAJNANDGAON	F.5-1/2014-NLM-3	566034
435	JAN SHIKSHAN SANSTHAN, RAJNANDGAON	F.5-1/2014-NLM-3/8400950	229564
436	JAN SHIKSHAN SANSTHAN, RAJNANDGAON	F.5-1/2014-NLM-3/12558843	606750
437	JAN SHIKSHAN SANSTHAN, RANCHI(Jharkhand)	F.5-1/2014-NLM-3	455493
438	JAN SHIKSHAN SANSTHAN, RANCHI(Jharkhand)	F.5-1/2014-NLM-3/8400950	114498
439	JAN SHIKSHAN SANSTHAN, RANCHI(Jharkhand)	F.5-1/2014-NLM-3/12558843	929986
440	JAN SHIKSHAN SANSTHAN, RANGAREDDY (ANDHRA PRADESH)	F.5-1/2014-NLM-II/10787057-GN	1226500
441	JAN SHIKSHAN SANSTHAN, RANGAREDDY (ANDHRA PRADESH)	F.5-1/2014-NLM-II/3959321	414500
442	JAN SHIKSHAN SANSTHAN, RANGAREDDY (ANDHRA PRADESH)	F.5-1/2014-NLM-II	109000
443	JAN SHIKSHAN SANSTHAN, RATLAM (Madhya Pradesh)	F.7-1/2014-NLM-4/13621639-GN	575500
444	JAN SHIKSHAN SANSTHAN, RATLAM(Madhya Pradesh)	F.7-1/2014-NLM-4/7621500-SC	328500

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445	JAN SHIKSHAN SANSTHAN, RATLAM(Madhya Pradesh)	F.7-1/2014-NLM-4/4726000-ST	596000
446	JAN SHIKSHAN SANSTHAN, REWA(Madhya Pradesh)	F.7-1/2014-NLM-4/7621500-SC	364500
447	JAN SHIKSHAN SANSTHAN, REWA(Madhya Pradesh)	F.7-1/2014-NLM-4/4726000-ST	303000
448	JAN SHIKSHAN SANSTHAN, REWA(Madhya Pradesh)	F.7-1/2014-NLM-4/13621639-GN	737412
449	JAN SHIKSHAN SANSTHAN, ROHTAK	F.12-2/2014-AE.2/6178380	454184
450	JAN SHIKSHAN SANSTHAN, ROHTAK	F.12-2/2014-AE.2/13260809/GN	1043292
451	JAN SHIKSHAN SANSTHAN, ROURKELA(ORISSA)	F.5-1/2014-NLM-3	261549
452	JAN SHIKSHAN SANSTHAN, ROURKELA(ORISSA)	F.5-1/2014-NLM-3/12558843	1261191
453	JAN SHIKSHAN SANSTHAN, ROURKELA(ORISSA)	F.5-1/2014-NLM-3/8400950	220922
454	Jan Shikshan Sansthan, Sabarkantha	F.21-2/2014-NLM-I/8096351	470500
455	Jan Shikshan Sansthan, Sabarkantha	F.21-2/2014-NLM-1/25749590	686439
456	Jan Shikshan Sansthan, Sabarkantha	F.21-2/2014-NLM-I/6771500	207000
457	JAN SHIKSHAN SANSTHAN, SAGAR (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	761057
458	JAN SHIKSHAN SANSTHAN, SAGAR(MADHYA PRADESH)	F.7-1/2014-NLM-4	496000
459	JAN SHIKSHAN SANSTHAN, SAGAR(MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	227500
460	JAN SHIKSHAN SANSTHAN, SAHARANPUR UP	F.7-1/2014-NLM-4/58078870	973500
461	JAN SHIKSHAN SANSTHAN, SAHARANPUR UP	F.7-1/2014-NLM-4	526500
462	JAN SHIKSHAN SANSTHAN, SAMBALPUR, Odisha	CP-5-1/2014-NLM-III/11563385-GN	358000
463	JAN SHIKSHAN SANSTHAN, SAMBALPUR, Odisha	CP-5-1/2014-NLM-III/5429771-SC	380500
464	JAN SHIKSHAN SANSTHAN, SAMBALPUR, Odisha	CP-5-1/2014-NLM-III/2154660	761500
465	JAN SHIKSHAN SANSTHAN, SATNA (MADHYA PRADESH)	F.7-1/2014-NLM-4/13621639-GN	308974
466	JAN SHIKSHAN SANSTHAN, SATNA (MADHYA PRADESH)	F.7-1/2014-NLM-4/7621500-SC	386000
467	JAN SHIKSHAN SANSTHAN, SATNA (MADHYA PRADESH)	F.7-1/2014-NLM-4/4726000-ST	339000
468	JAN SHIKSHAN SANSTHAN, SEHORE (MADHYA PRADESH)	F.7-1/2014-NLM-4	495000
469	JAN SHIKSHAN SANSTHAN, SEHORE (MADHYA PRADESH)	F.7-1/2014-NLM-4	495000

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470	JAN SHIKSHAN SANSTHAN, SEHORE (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	734281
471	JAN SHIKSHAN SANSTHAN, SEHORE (MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	247000
472	JAN SHIKSHAN SANSTHAN, SENAPATI	F.24-1/2014-AE-1/14795942	1272450
473	JAN SHIKSHAN SANSTHAN, SENAPATI	F.24-1/2014-AE.I/14795942-GN	227550
474	JAN SHIKSHAN SANSTHAN, SHAHJAHANPUR.UP	F.7-1/2014-NLM-4	430500
475	JAN SHIKSHAN SANSTHAN, SHAHJAHANPUR.UP	F.7-1/2014-NLM-4/58078870	621566
476	JAN SHIKSHAN SANSTHAN, SHAJAPUR (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	895361
477	JAN SHIKSHAN SANSTHAN, SHAJAPUR (MADHYA PRADESH)	F.7-1/2014-NLM-4	528500
478	JAN SHIKSHAN SANSTHAN, SHEOPUR, M.P.	F.7-1/2014-NLM-4/58078870	603783
479	JAN SHIKSHAN SANSTHAN, SHEOPUR, M.P.	F.7-1/2014-NLM-4	400500
480	JAN SHIKSHAN SANSTHAN, SHEOPUR, M.P.	F. 7-1/2014-NLM-4/9561500	494500
481	JAN SHIKSHAN SANSTHAN, SHIMOGA (Karnataka)	F.5-1/2014-NLM-II/7789096	396500
482	JAN SHIKSHAN SANSTHAN, SHIMOGA (Karnataka)	F.5-1/2014-NLM-II/19475726	1020500
483	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2014-NLM-4/58078870	1039891
484	Jan Shikshan Sansthan, Shrawasti, Uttar Pradesh	F.7-1/2014-NLM-4	454000
485	JAN SHIKSHAN SANSTHAN, SIDDARTHNAGAR (UTTAR PRADESH)	F.43-36/2008-AE-4/1839	598997
486	JAN SHIKSHAN SANSTHAN, SIDHI (MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	658500
487	JAN SHIKSHAN SANSTHAN, SIDHI (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	554063
488	JAN SHIKSHAN SANSTHAN, SIDHI (MADHYA PRADESH)	F.7-1/2014-NLM-4	260000
489	JAN SHIKSHAN SANSTHAN, SIKAR (Rajasthan)	F.21-2/2014-NLM-I/9969222-GN	1012648
490	JAN SHIKSHAN SANSTHAN, SIKAR (Rajasthan)	F.21-2/2014-NLM-I/3048500/SC	359000
491	JAN SHIKSHAN SANSTHAN, SILCHAR(Assam)	F.24-1/2014-AE.I/14795942-GN	1107791
492	JAN SHIKSHAN SANSTHAN, SILCHAR(Assam)	F.24-1/2014-AE.I/14795942-SC	349790
493	JAN SHIKSHAN SANSTHAN, SINDHUDURG	F.21-2/2014-NLM-I/9969222-GN	1247759

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494	JAN SHIKSHAN SANSTHAN, SINDHUDURG	F.21-2/2014-NLM-I/3048500/SC	132500
495	JAN SHIKSHAN SANSTHAN, SIRSA(Haryana)	F.12-2/2014-AE.2/6178380	413305
496	JAN SHIKSHAN SANSTHAN, SIRSA(Haryana)	F.12-2/2014-AE.2/13260809/GN	567717
497	JAN SHIKSHAN SANSTHAN, SITAPUR (UTTAR PRADESH)	F.7-1/2014-NLM-4/13621639-GN	726000
498	JAN SHIKSHAN SANSTHAN, SITAPUR (UTTAR PRADESH)	F.7-1/2014-NLM-4/7621500-SC	774000
499	JAN SHIKSHAN SANSTHAN, SIVAKASI(Tamil Nadu)	F.5-1/2014/NLM-II/10162465-GN	1039000
500	JAN SHIKSHAN SANSTHAN, SIVAKASI(Tamil Nadu)	F.5-1/2014/NLM-II/4144324-SC	458000
501	JAN SHIKSHAN SANSTHAN, SONEPAT	F.12-2/2014-AE.2/13260809/GN	1065450
502	JAN SHIKSHAN SANSTHAN, SONEPAT	F.12-2/2014-AE.2/6178380	434550
503	JAN SHIKSHAN SANSTHAN, SONEPUR (SARAN)(BIHAR)	F.5-1/2014-NLM-3	1208178
504	JAN SHIKSHAN SANSTHAN, SONEPUR (SARAN)(BIHAR)	F.5-1/2014-NLM-3/8400950	286424
505	JAN SHIKSHAN SANSTHAN, SUBARNAPUR, Odisha	CP-5-1/2014-NLM-III/2154660	237778
506	JAN SHIKSHAN SANSTHAN, SUBARNAPUR, Odisha	CP-5-1/2014-NLM-III/5429771-SC	574425
507	JAN SHIKSHAN SANSTHAN, SUBARNAPUR, Odisha	CP-5-1/2014-NLM-III/11563385-GN	670822
508	JAN SHIKSHAN SANSTHAN, SULTANPUR (UTTAR PRADESH)	F.7-1/2014-NLM-4	538000
509	JAN SHIKSHAN SANSTHAN, SULTANPUR (UTTAR PRADESH)	F.7-1/2014-NLM-4/58078870	962000
510	JAN SHIKSHAN SANSTHAN, SURAT	F.21-2/2014/NLM-1/GEN	480446
511	JAN SHIKSHAN SANSTHAN, SURAT	F.21-2/2014/NLM-1/ST	804500
512	JAN SHIKSHAN SANSTHAN, SURGUJA, C.G.	F.5-1/2014-NLM-3	224720
513	JAN SHIKSHAN SANSTHAN, SURGUJA, C.G.	F.5-1/2014-NLM-3/12558843	1170780
514	JAN SHIKSHAN SANSTHAN, SURGUJA, C.G.	F.5-1/2014-NLM-3/8400950	102300
515	Jan Shikshan Sansthan, Tangdar, J&K	F.12-2/2014-AE.2/13260809/GN	1100995
516	Jan Shikshan Sansthan, Tangdar, J&K	F.12-2/2014-AE.2/6178380	184185
517	Jan Shikshan Sansthan, Tangdar, J&K	F.12-2/2014-AE.2/1421474-ST	184773
518	JAN SHIKSHAN SANSTHAN, TEHRI GARHWAL (RANICHAURI)(UTTARANCHAL)	F.7-1/2014-NLM-4/7621500-SC	341000

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519	JAN SHIKSHAN SANSTHAN, TEHRI GARHWAL (RANICHAURI)(UTTARANCHAL)	F.7-1/2014-NLM-4/13621639-GN	836888
520	JAN SHIKSHAN SANSTHAN, THIRUVANANTHAPURAM (Kerala)	F.5-1/2014-NLM-II/7789096	328000
521	JAN SHIKSHAN SANSTHAN, THIRUVANANTHAPURAM (Kerala)	F.5-1/2014-NLM-II/19475726	1403500
522	JAN SHIKSHAN SANSTHAN, THIRUVANANTHAPURAM(Kerala)	F.13-1/2014-NLM-II	527667
523	JAN SHIKSHAN SANSTHAN, THIRUVANANTHAPURAM(Kerala)	F.13-1/2014-NLM-II/12557218-GN	3417508
524	JAN SHIKSHAN SANSTHAN, THIRUVARUR (Tamil Nadu)	F.5-1/2014/NLM-II/10162465-GN	582421
525	JAN SHIKSHAN SANSTHAN, THIRUVARUR (Tamil Nadu)	F.5-1/2014/NLM-II/4144324-SC	624398
526	JAN SHIKSHAN SANSTHAN, THOUBAL (Manipur)	F.24-1/2014-AE.I/14795942-GN	1264050
527	JAN SHIKSHAN SANSTHAN, THOUBAL (Manipur)	F.24-1/2014-AE.I/14795942-SC	235950
528	JAN SHIKSHAN SANSTHAN, THRISSUR(Kerala)	F.5-1/2014-NLM-II/19475726	1201500
529	JAN SHIKSHAN SANSTHAN, THRISSUR(Kerala)	F.5-1/2014-NLM-II/7789096	294500
530	JAN SHIKSHAN SANSTHAN, TIKAMGARH(MADHYA PRADESH)	F.7-1/2014-NLM-4	590500
531	JAN SHIKSHAN SANSTHAN, TIKAMGARH (MADHYA PRADESH)	F. 7-1/2014-NLM-4/9561500	101000
532	JAN SHIKSHAN SANSTHAN, TIKAMGARH (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	808096
533	JAN SHIKSHAN SANSTHAN, TIRUCHCHIRAPALLI (Tamil Nadu)	F.5-1/2014/NLM-II/10162465-GN	1010000
534	JAN SHIKSHAN SANSTHAN, TIRUCHCHIRAPALLI (Tamil Nadu)	F.5-1/2014/NLM-II/4144324-SC	467500
535	JAN SHIKSHAN SANSTHAN, TIRUPATI (Andhra Pradesh)	F.5-1/2014-NLM-II/19475726	947698
536	JAN SHIKSHAN SANSTHAN, TIRUPATI (Andhra Pradesh)	F.5-1/2014-NLM-II/7789096	451660
537	JAN SHIKSHAN SANSTHAN, TUMKUR(KARNATAKA)	F.5-1/2014-NLM-II/2764549	181143
538	JAN SHIKSHAN SANSTHAN, TUMKUR(KARNATAKA)	F.5-1/2014-NLM-II/19475726	861292
539	JAN SHIKSHAN SANSTHAN, TUMKUR(KARNATAKA)	F.5-1/2014-NLM-II/7789096	438297

Sr. No	Grantee's Name	Sanction No.	Amount Released
540	JAN SHIKSHAN SANSTHAN, UJJAIN (MADHYA PRADESH)	F.7-1/2014-NLM-4/13621639-GN	636904
541	JAN SHIKSHAN SANSTHAN, UJJAIN (MADHYA PRADESH)	F.7-1/2014-NLM-4/7621500-SC	593000
542	JAN SHIKSHAN SANSTHAN, UMARIA) (MADHYA PRADESH	F. 7-1/2014-NLM-4/9561500	968500
543	JAN SHIKSHAN SANSTHAN, UMARIA (MADHYA PRADESH)	F.7-1/2014-NLM-4	152500
544	JAN SHIKSHAN SANSTHAN, UMARIA (MADHYA PRADESH)	F.7-1/2014-NLM-4/58078870	371138
545	JAN SHIKSHAN SANSTHAN, UNNAO (UP)	F.7-1/2014-NLM-4/1867356	735356
546	JAN SHIKSHAN SANSTHAN, UNNAO (UP)	F.7-1/2014-NLM-4/SC	738000
547	JAN SHIKSHAN SANSTHAN, VADODARA	F.21-2/2014-NLM-1/25749590	855000
548	JAN SHIKSHAN SANSTHAN, VADODARA	F.21-2/2014-NLM-I/6771500	163500
549	JAN SHIKSHAN SANSTHAN, VADODARA	F.21-2/2014-NLM-I/8096351	731500
550	JAN SHIKSHAN SANSTHAN, VALSAD	F.21-2/2014-NLM-I/8096351	825615
551	JAN SHIKSHAN SANSTHAN, VARANASI(UP)	F.7-1/2014-NLM-4	329000
552	JAN SHIKSHAN SANSTHAN, VARANASI(UP)	F.7-1/2014-NLM-4/58078870	762239
553	JAN SHIKSHAN SANSTHAN, VARANASI(UP)	F.7-1/2014-NLM-4/13621639-GN	1171000
554	JAN SHIKSHAN SANSTHAN, VARANASI(UP)	F.7-1/2014-NLM-4/7621500-SC	329000
555	JAN SHIKSHAN SANSTHAN, VIDYANAGAR, ADILABAD(ANDHRA PRADESH)	F.5-1/2014-NLM-II/19475726	639794
556	JAN SHIKSHAN SANSTHAN, VIDYANAGAR, ADILABAD (ANDHRA PRADESH)	F.5-1/2014-NLM-II/7789096	453393
557	JAN SHIKSHAN SANSTHAN, VIDYANAGAR, ADILABAD (ANDHRA PRADESH)	F.5-1/2014-NLM-II/2764549	390106
558	JAN SHIKSHAN SANSTHAN, VIJAYAWADA, (Andhra Pradesh)	F.5-1/2014-NLM-II/7789096	482677
559	JAN SHIKSHAN SANSTHAN, VIJAYAWADA, (Andhra Pradesh)	F.5-1/2014-NLM-II/19475726	1123061
560	JAN SHIKSHAN SANSTHAN, VISAKHAPATNAM (Andhra Pradesh)	F.5-1/2014-NLM-II	400500
561	JAN SHIKSHAN SANSTHAN, VISAKHAPATNAM (Andhra Pradesh)	F.5-1/2014-NLM-II/3959321	219000

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562	JAN SHIKSHAN SANSTHAN, VISAKHAPATNAM (Andhra Pradesh)	F.5-1/2014-NLM-II/10787057-GN	1130500
563	JAN SHIKSHAN SANSTHAN, WASHIM	F.21-2/2014-NLM-I/8096351	166500
564	JAN SHIKSHAN SANSTHAN, WASHIM	F.21-2/2014-NLM-1/25749590	942000
565	JAN SHIKSHAN SANSTHAN, WASHIM	F.21-2/2014-NLM-I/6771500	391500
566	JAN SHIKSHAN SANSTHAN, WORLI, MUMBAI (MAHARASHTRA)	F.21-2/2014-NLM-I/3048500/SC	112000
567	JAN SHIKSHAN SANSTHAN, WORLI, MUMBAI (MAHARASHTRA)	F.21-2/2014-NLM-I/9969222-GN	1868000
568	JAN SHIKSHAN SANSTHAN, YAVATMAL	F.21-2/2014-NLM-I/9969222-GN	656994
569	JAN SHIKSHAN SANSTHAN, YAVATMAL	F.21-2/2014-NLM-I/3048500/SC	254500
570	JAN SHIKSHAN SANSTHAN, YAVATMAL	F.21-2/2014-NLM-I(ST)	466000
571	JAN SHIKSHAN SANSTHAN,ADRI PATNA BIHAR	CP-5-1/2014-NLM-III/11563385-GN	1074323
572	JAN SHIKSHAN SANSTHAN,ADRI PATNA BIHAR	CP-5-1/2014-NLM-III/5429771-SC	345069
573	Jan Shikshan Sansthan,Bilashpur(Chhattisgarh)	F.5-1/2014-NLM-3/12558843	485468
574	Jan Shikshan Sansthan,Bilashpur(Chhattisgarh)	F.5-1/2014-NLM-3/8400950	445920
575	Jan Shikshan Sansthan,Bilashpur(Chhattisgarh)	F.5-1/2014-NLM-3	568512
576	JAN SHIKSHAN SANSTHAN,CHAMOLI (UTTARANCHAL)	F.7-1/2014-NLM-4	435000
577	JAN SHIKSHAN SANSTHAN,CHAMOLI (UTTARANCHAL)	F.7-1/2014-NLM-4/58078870	992000
578	Jan Shikshan Sansthan,Warangal(Andhra Pradesh)	F.5-1/2014-NLM-II/19475726	746083
579	Jan Shikshan Sansthan,Warangal(Andhra Pradesh)	F.5-1/2014-NLM-II/7789096	411238
580	Jan Shikshan Sansthan,Warangal(Andhra Pradesh)	F.5-1/2014-NLM-II/2764549	330876
581	JAN SHISHAN SANSTHAN JYOTIBA PHOOLE NAGAR	F.7-1/2014-NLM-4/58078870	1085500
582	JAN SHISHAN SANSTHAN JYOTIBA PHOOLE NAGAR	F.7-1/2014-NLM-4	414500
583	JHARKHAND MAHILA SAMAKHYA SOCIETY	F.5-2/2014-NLM-3/SC	591815
584	JHARKHAND MAHILA SAMAKHYA SOCIETY	F.5-2/2014-NLM-3/GEN	2050639
585	JHARKHAND MAHILA SAMAKHYA SOCIETY	F.5-2/2014-NLM-3/ST	316621
586	SOCIETY FOR HEALTH AND EDUCATIONAL DEVELOPMENT(HYDERABAD)	F.13-1/2014-NLM-II	531972

Sr. No	Grantee's Name	Sanction No.	Amount Released
587	SRC FOR ADULT EDUCATION & CONTINUING EDUCATION, SPACE, HYDERABAD	F.13-1/2014-NLM-II/12557218-GN	3445390
588	SRC FOR ADULT EDUCATION & CONTINUING EDUCATION, SPACE, HYDERABAD	F.13-1/2014-NLM-II/3634018-SC	994341
589	SRC, ASIAN DEVELOPMENT RESEARCH INSTITUTE, PATNA	F.5-2/2014-NLM-3/14575428-GN	2908581
590	SRC, ASIAN DEVELOPMENT RESEARCH INSTITUTE, PATNA	F.5-2/2014-NLM-3/4206474	839418
591	SRC, ASIAN DEVELOPMENT RESEARCH INSTITUTE, PATNA	F.5-2/2014-NLM-3/2250462-ST	449088
592	SRC, JAMIA MILIA ISLAMIA, N.DELHI	F.13-2/2014-AE.2/1029245-ST	374500
593	SRC, JAMIA MILIA ISLAMIA, N.DELHI	F.13-2/2014-AE.2/1923822	700000
594	SRC, JAMIA MILIA ISLAMIA, N.DELHI	F.13-2/2014-AE.2/6666045-GN	2425500
595	SRC, JAMIA MILIA ISLAMIA, N.DELHI	F.13-3/2013-AE.2-19504482	3500000
596	SRC, NORTH-EASTERN HILL UNIVERSITY, SHILLONG,EAST KHASI	F.21-1/2014-AE.I/1583334-ST	521625
597	SRC, NORTH-EASTERN HILL UNIVERSITY, SHILLONG,EAST KHASI	F.21-1/2014-AE.I/10254674-GN	3378374
598	SRC, NORTH-EASTERN HILL UNIVERSITY, SHILLONG,EAST KHASI	F.21-1/2014-AE.I/2959503-SC	975000
599	State Resoruce Centre, RAYAGADA.	F.5-2/2014-NLM-3/2250462-ST	374500
600	State Resoruce Centre, RAYAGADA.	F.5-2/2014-NLM-3/4206474	700000
601	State Resoruce Centre, RAYAGADA.	F.5-2/2014-NLM-3/14575428-GN	2425500
602	STATE RESOURCE CENTRE ADULT & CONTINUING EDCUATION	F.13-1/2014-NLM-II/12557218-GN	1952189
603	STATE RESOURCE CENTRE ADULT & CONTINUING EDUCATION	F.13-1/2014-NLM-II/3634018-SC	563403
604	STATE RESOURCE CENTRE ADULT & CONTINUING EDCUATION	F.13-1/2014-NLM-II	301420
605	STATE RESOURCE CENTRE AGARTALA	F.21-1/2014-AE.I/1583334-ST	163513
606	STATE RESOURCE CENTRE FOR ADULT & CONTINUING EDUCATION (SRC)BHOPAL	F.8-1/2014-NLM-4/11462807	2183138
607	STATE RESOURCE CENTRE FOR ADULT & CONTINUING EDUCATION (SRC)BHOPAL	F.8-1/2014-NLM-4/3308169-SC	630054

Sr. No	Grantee's Name	Sanction No.	Amount Released
608	STATE RESOURCE CENTRE FOR ADULT & CONTINUING EDUCATION (SRC)BHOPAL	F.8-1/2014-NLM-4/1769871-ST	337079
609	STATE RESOURCE CENTRE, KOLKATA (West Bengal)	F.21-1/2014-AE.I/246	447930
610	STATE RESOURCE CENTRE, KOLKATA (West Bengal)	F.21-1/2014-AE.I/247	2901080
611	STATE RESOURCE CENTRE, KOLKATA (West Bengal)	F.21-1/2014-AE.I/248	837252
612	STATE RESOURCE CENTRE, AHMEDABAD (Gujarat)	F.22-1/2014-NLM-I/SC	684989
613	STATE RESOURCE CENTRE, AHMEDABAD(Gujarat)	F.22-1/2014-NLM-I/ST	366469
614	STATE RESOURCE CENTRE, AHMEDABAD(Gujarat)	F.22-1/2014-NLM-I/GEN	2373486
615	STATE RESOURCE CENTRE, ASSAM	F.21-1/2014-AE.I/1583334-ST	534848
616	STATE RESOURCE CENTRE, ASSAM	F.21-1/2014-AE.I/2959503-SC	999715
617	STATE RESOURCE CENTRE, ASSAM	F.21-1/2014-AE.I/10254674-GN	3464014
618	STATE RESOURCE CENTRE, AURANGABAD	F.22-1/2014-NLM-I/ST	374500
619	STATE RESOURCE CENTRE, AURANGABAD	F.22-1/2014-NLM-I/SC	700000
620	STATE RESOURCE CENTRE, AURANGABAD	F.22-1/2014-NLM-I/GEN	2425500
621	State Resource Centre, Bharuch, Gujarat.	F.22-1/2012-NLM-I/858	1732500
622	State Resource Centre, Bharuch, Gujarat.	F.22-1/2012-NLM-I/859	500000
623	State Resource Centre, Bharuch, Gujarat.	F.22-1/2012-NLM-I/860	267500
624	State Resource Centre, Bharuch, Gujarat.	F.22-1/2014-NLM-1/SC	700000
625	State Resource Centre, Bharuch, Gujarat.	F.22-1/2014-NLM-1/GEN	2425500
626	STATE RESOURCE CENTRE, BHUBANESHWAR (ODISHA)	F.5-2/2014-NLM-3/GEN	1508993
627	STATE RESOURCE CENTRE, BHUBANESHWAR (ODISHA)	F.5-2/2014-NLM-3/SC	435496
628	STATE RESOURCE CENTRE, BHUBANESHWAR (ODISHA)	F.5-2/2014-NLM-3/ST	232990
629	STATE RESOURCE CENTRE, DEEPAYATAN, PATNA	F.5-2/2014-NLM-3/14575428-GN	3465000
630	STATE RESOURCE CENTRE, DEEPAYATAN, PATNA	F.5-2/2014-NLM-3/4206474	1000000
631	STATE RESOURCE CENTRE, DEEPAYATAN, PATNA	F.5-2/2014-NLM-3/2250462-ST	535000
632	STATE RESOURCE CENTRE, DEHRADUN (UTTARANCHAL)	F.8-1/2014-NLM-4/11462807	3365439

Sr. No	Grantee's Name	Sanction No.	Amount Released
633	STATE RESOURCE CENTRE, DEHRADUN (UTTARANCHAL)	F.8-1/2014-NLM-4/3308169-SC	971267
634	STATE RESOURCE CENTRE, INDORE (MADHYA PRADESH)	F.8-1/2014-NLM-4/11462807	2449229
635	STATE RESOURCE CENTRE, JAIPUR	F.22-1/2014-NLM-I	525514
636	STATE RESOURCE CENTRE, JAIPUR	F.22-1/2014-NLM-1/SC	982268
637	STATE RESOURCE CENTRE, JODHPUR(Rajasthan)	F.22-1/2014-NLM-I	352439
638	STATE RESOURCE CENTRE, JODHPUR(Rajasthan)	F.22-1/2014-NLM-1/GEN	2282621
639	STATE RESOURCE CENTRE, JODHPUR(Rajasthan)	F.22-1/2014-NLM-1/SC	658765
640	STATE RESOURCE CENTRE, LUCKNOW	F.8-1/2014-NLM-4/3308169-SC	1000000
641	STATE RESOURCE CENTRE, MYSORE(Karnataka)	F.13-1/2014-NLM-II/3634018-SC	441012
642	STATE RESOURCE CENTRE, MYSORE(Karnataka)	F.13-1/2014-NLM-II	235941
643	State Resource Centre, Naharlagun(Arunchal Pradesh)	F.21-1/2014-AE.I/1583334-ST	363348
644	State Resource Centre, Naharlagun(Arunchal Pradesh)	F.21-1/2014-AE.I/10254674-GN	2353270
645	State Resource Centre, Naharlagun(Arunchal Pradesh)	F.21-1/2014-AE.I/2959503-SC	679155
646	STATE RESOURCE CENTRE, NANDAVANAM, THIRUVANTHAPURAM(KERALA)	F.13-1/2014-NLM-II/3634018-SC	986294
647	STATE RESOURCE CENTRE, PUNE	F.22-1/2014-NLM-I/ST	534990
648	STATE RESOURCE CENTRE, PUNE	F.22-1/2014-NLM-I/GEN	3464935
649	STATE RESOURCE CENTRE, PUNE	F.22-1/2014-NLM-I/SC	999981
650	STATE RESOURCE CENTRE, RAIPUR	F.5-2/2014-NLM-3/4206474	964687
651	STATE RESOURCE CENTRE, RAIPUR	F.5-2/2014-NLM-3/2250462-ST	516107
652	STATE RESOURCE CENTRE, RAIPUR	F.5-2/2014-NLM-3/14575428-GN	3342638
653	STATE RESOURCE CENTRE, RANCHI (Jharkhand)	F.5-2/2014-NLM-3/14575428-GN	2433709
654	STATE RESOURCE CENTRE, RANCHI (Jharkhand)	F.5-2/2014-NLM-3/2250462-ST	375767
655	STATE RESOURCE CENTRE, RANCHI (Jharkhand)	F.5-2/2014-NLM-3/4206474	702369
656	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla(Himachal Pradesh)	F.13-2/2014-AE.2/1029245-ST	128400
657	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla(Himachal Pradesh)	F.13-2/2014-AE.2/1923822	240000

Sr. No	Grantee's Name	Sanction No.	Amount Released
658	State Resource Centre, Shiwalik Sadan, Engine Ghar, Sanjauli, Shimla(Himachal Pradesh)	F.13-2/2014-AE.2/6666045-GN	831600
659	State Resource Centre, VISHAKAPATNAM (ANDHRA PRADESH)	F.13-1/2014-NLM-II/3634018-SC	638968
660	State Resource Centre, VISHAKAPATNAM (ANDHRA PRADESH)	F.13-1/2014-NLM-II/12557218-GN	2214024
661	State Resource Centre, VISHAKAPATNAM (ANDHRA PRADESH)	F.13-1/2014-NLM-II	341848

DEPARTMENT OF HIGHER EDUCATION
STATEMENT SHOWING DETAILS OF GRANTS RELEASED TO NGO'S EXCEEDING RS. 1.00 LAKH FROM THE PERIOD 01.04.2014 TO 31.12.2014

Sr. No.	Grantee's Name	Sanction No.	Amount Released
1	Central University of Jharkhand (Ranchi)	F.5-5/2014-TS.VII/9765000-GN	488250
2	Central University of Jharkhand (Ranchi)	F.5-5/2014-TS.VII/21555000-ST	1077750
3	Central University of Jharkhand (Ranchi)	F.5-5/2014-TS.VII/43110000	2155500
4	Central University of Jharkhand (Ranchi)	F.5-5/2014-TS.VII/222735000/GN	11136750
5	Centre for Studies in Civilization(CSC), New Delhi	F.7-1/2014-U.3/1329	281500
6	Centre for Studies in Civilization(CSC), New Delhi	F.7-1/2014-U.3(3)	563000
7	Centre for Studies in Civilization(CSC), New Delhi	F.7-1/2014-U.3/760	2587186
8	Centre for Studies in Civilization(CSC), New Delhi	F.7-1/2014-U.3/759	281000
9	Centre for Studies in civilizations	F.7-1/2014-U.3(3)	562000
10	Centre for Studies in civilizations	F.7-1/2014-U.3(1)	2906500
11	National Safai Karamcharis Finance & Development Coporation (Delhi)	F.17-2/2014-U.5/1000	1095649

SUMMARY OF IMPORTANT AUDIT OBSERVATIONS MADE BY C&AG

S.No.	Name of Institutions/Organisations	Observations made
1.	Avoidable delays in setting up of permanent infrastructure for IITs	The Government of India decided to set up eight new IITs in the Eleventh Five Year Plan. The Cabinet approval for the purpose was accorded in July, 2008. However, cascading delays in completion of projects let to non fulfillment of the project objectives. **(Paragraph 9.1)**
2.	Central Hindi Directorate – Unproductive expenditure on publication of excess books.	The Central Hindi Directorate without taking cognizance of the trend of unsold publications continued to print 1000 copies of Dictionaries and conversation booklets which had very few takers. This led to accumulation of large number of these publications valuing 2.22 crore. **(Paragraph No. 9.2)**
3.	All India Council for Technical Education – Loss of interest	All India Council for Technical Education invested 217 crore in fixed deposits with the State Bank of Patiala without ascertaining the prevailing rates of interest offered by other banks leading to loss of interest of 3.25 crore. **(Paragraph No. 9.3)**

LIST OF INSTITUTIONS DECLAIRED AS DEEMED TO BE UNIVERSITIES UNDER SECTION THREE OF THE UGC ACT 1956

S.No.	Deemed to be University	Date of Notification as Deemed to be University
ANDHRA PRADESH		
1.	Gandhi Institute of Technology and Management (GITAM), Gandhi Nagar Campus, Rushikonda, Visakhapatnam – 530 045, A.P.	13.08.2007
2.	International Institute of Information Technology, Survey No. 25, Gachibowli, Ranga Reddy District, Hyderabad-500 032, Andhra Pradesh	21.08.2001
3.	ICFAI Foundation for Higher Education, Plot No. 52, 2nd Floor, Nagarjuna Hills, Punjagutta, Hyderabad – 500 982, Andhra Pradesh	16.12.2008
4.	Koneru Lakshmaiah Education Foundation, Greenfields, Kunchanapalli Post, Vaddeswaram, Guntur District, Andhra Pradesh	20.02.2009
5.	Rashtriya Sanskrit Vidyapeeth, Tirupati-517 507, A.P.	16.11.1987
6.	Sri Sathya Sai Institute of Higher Learning, Prasanthinilayam-515 134, District-Ananthpur, A.P.	10.11.1981
7.	Vignan's Foundation for Science, Technology and Research, Vadlamudi, Guntur District, Andhra Pradesh - 522313.	19.12.2008
ARUNACHAL PRADESH		
8.	North Eastern Regional Institute of Science & Technology, Nirjuli, Itanagar, Dist – Papum Pare – 791 109, Arunachal Pradesh.	31.05.2005
BIHAR		
9.	Bihar Yoga Bharati, Ganga Darshan, Fort, Munger – 811 201, Bihar.	07.06.2000
10.	Nava Nalanda Mahavihara, Nalanda – 803 111.(Bihar)	13.11.2006
CHANDIGARH		
11.	Punjab Engineering College, Sector – 12, Chandigarh-160 012.	16.10.2003
DELHI		
12.	Indian Agricultural Research Institute, Pusa Institute, Pusa, New Delhi-110 012.	22.08.1958
13.	Indian Institute of Foreign Trade, B-21, Qutub Institutional Area, New Delhi-110 016.	20.05.2002
14.	Indian Law Institute, Bhagwandas Road, New Delhi-110 001.	29.10.2004
15.	Institute of Liver and Biliary Sciences (ILBS), D 1, Vasant Kunj, New Delhi – 110 070.	10.07.2009
16.	Jamia Hamdard, Hamdard Nagar, New Delhi-110 062.	10.05.1989
17.	National Museum Institute of History of Art, Conservation and Musicology, National Museum, Janpath, New Delhi-110 011.	28.04.1989
18.	National University of Educational Planning & Administration, 17 – B, Sri Aurbindo Marg, New Delhi 110 016.	11.08.2006
19.	Rashtriya Sanskrit Sansthana, 56, 57, Institutional Area, Janakpuri, New Delhi-110 058.	07.05.2002
20.	School of Planning & Architecture, Indraprashtha Estate, Block – B, New Delhi-110 002.	27.12.1979

S.No.	Deemed University	
21.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapith, Qutub Institutional Area, New Delhi-110 016.	16.11.1987
22.	TERI School of Advanced Studies, Darbari Seth Block, Habitat Place, Lodhi Road, New Delhi-110 003.	05.10.1999

GUJRAT

23.	Gujarat Vidyapith, PO Navjivan, Ashram Road, Ahmedabad-380 014, Gujarat.	16.07.1963
24.	Sumandeep Vidyapeeth, Village - Piparia, Taluka Vaghodia, District - Vadodara, Gujarat.	17.01.2007

HARYANA

25.	Lingaya's University, Nachauli, Old Faridabad – Jasana Road, Faridabad – 121 002, Haryana.	05.01.2009
26.	Maharishi Markandeshwar University, Mullana, Ambala, Haryana.	12.06.2007
27.	Manav Rachna International University, Faridabad, Haryana	21.10.2008
28.	National Brain Research Centre, S.C.O, 5, 6, 7, Sector 15 (2), NH 8, Gurgaon, Haryana-122 050.	20.05.2002
29.	National Dairy Research Institute, Karnal-132 001, Haryana.	28.03.1989
30.	National Institute of Food Technology, Entrepreneurship & Management (NIFTEM), Plot No 97, Sector 56, HSIIDC Industrial Estate, Kundli, Dt. Sonepat, Haryana.	08.05.2012

JHARKHAND

31.	Birla Institute of Technology, Mesra, Ranchi-835 215, Jharkhand.	28.08.1986
32.	Indian School of Mines, Dhanbad-826 004, Jharkhand.	18.09.1967

KARNATAKA

33.	B.L.D.E. University, Bijapur, Karnataka	29.02.2008
34.	Christ University, Hosur Road, Bangalore – 560 029, Karnataka.	22.07.2008
35.	Indian Institute of Science, Bangalore-560 012, Karnataka.	12.05.1958
36.	International Institute of Information Technology, 26/c, Opp. Infosys (Gate - 1), Electronic City, Hosur Road, Bangalore – 560 100, Karnataka.	28.02.2005
37.	Jagadguru Sri Shivarathreeswara University, Jagadguru Dr. Sri Shivarathri Rajendra Circle, Ramanuja Road, Mysore – 570 004, Karnataka.	28.05.2008
38.	Jawaharlal Nehru Centre for Advanced Scientific Research, Jakkur Campus, Jakkur, Bangalore-560 064, Karnataka.	17.08.2002
39.	Jain University, 91/2, Dr. A.N. Krishna Rao Road, V.V. Puram, Bangalore, Karnataka.	19.12.2008
40.	K.L.E. Academy of Higher Education and Research, J.N.Medical College Campus, Belgaum (Karnataka)	13.04.2006
41.	Manipal Academy of Higher Education, Madhav Nagar, Udupi, Manipal-576 104, Karnataka.	01.06.1993
42.	National Institute of Mental Health & Neuro Sciences, Post Box No. 2900, Hosur Road, Bangalore-560 029, Karnataka.	14.11.1994
43.	NITTE University, Mangalore 575 003, Karnataka	04.06.2008
44.	Sri Devraj Urs Academy of Higher Education and Research,	25.05.2007

S.No.	Deemed University	
	B. H. Road, Tamaka, Kolar – 563 101, Karnataka.	
45.	Sri Siddhartha Academy of Higher Education, Tumkur District – 572 102, Karnataka.	30.05.2008
46.	Swami Vivekananda Yoga Anusandhana Samsthana, No. 9, Appajappa Agrahara, Chamarajpet, Bangalore-560 018, Karnataka.	08.05.2002
47.	Yenepoya University, Mangalore, Karnataka	27.02.2008

KERALA

48.	Kerala Kalamandalam, Vallathol Nagar, Cheruthuruthy - 679 531, via Thrissur, Kerala	14.03.2006
49.	Indian Institute of Space Science and Technology, Thiruvananthapuram, Kerala.	03.07.2008

MADHYA PRADESH

50.	Indian Institute of Information Technology and Management, Gola Ka Mandir, Gwalior – 474 005, M.P.	26.03.2001
51.	Lakshmibai National Institute of Physical Education, Shakti Nagar, Gwalior-474 002, M.P.	21.09.1995
52.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing, IT Bhavan, Government Engineering College, Jabalpur, Madhya Pradesh.	24.06.2009

MAHARASHTRA

53.	Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg, Pune-411 030, Maharashtra.	26.04.1996
54.	Central Institute of Fisheries Education, Fisheries University Road, 7 Bungalows, Andheri West, Mumbai-400 061, Maharashtra.	27.03.1989
55.	D.Y. Patil Educational Society, Line Bazar, Kasaba, Bavada, Kolhapur – 416 006, (Maharashtra)	31.05.2005
56.	Datta Meghe Institute of Medical Sciences, Atrey Layout, Pratap Nagar, Nagpur-440 022 (Maharashtra).	24.05.2005
57.	Deccan College Postgraduate & Research Institute, Pune-411 006, Maharashtra.	05.03.1990
58.	Dr. D.Y. Patil Vidyapeeth, Sant Tukaram Nagar, Pimpri, Pune-411 018, Maharashtra.	11.01.2003
59.	Gokhale Institute of Politics & Economics, BMC College Road, Deccan Gymkhana, Pune-411 004, Maharashtra.	07.05.1993
60.	Homi Bhabha National Institute, Regd. Office: Knowledge Management Group, Bhabha Atomic Research Centre, Central Complex, Mumbai-400 085, Maharashtra.	03.06.2005
61.	Indira Gandhi Institute of Development Research, General Vaidya Marg, Santosh Nagar, Goregaon East, Mumbai-400 065, Maharashtra.	05.12.1995
62.	Institute of Armament Technology, Girinagar, Pune-411 025, Maharashtra.	10.09.1999
63.	International Institute for Population Sciences, Govandi Station Road, Deonar, Mumbai-400 088, Maharashtra.	31.07.1985

S.No.	Deemed University	
64.	Institute of Chemical Technology, Nathalal Parekh Marg, Matunga, Mumbai, Maharashtra – 400 019.	12.09.2008
65.	Krishna Institute of Medical Sciences, Malka Pur, Karad, Distt. Satara – 415 (M.S).	24.05.2005
66.	MGM Institute of Health Sciences, MGM Campus, Sector – 18, Kamothe, Navi Mumbai– 410 209(M.S.)	30-08-2006
67.	Narsee Monjee Institute of Management Studies, VL Mehta Road, Vile Parle West, Mumbai-400 056, Maharashtra	13.01.2003
68.	Padmashree Dr. D.Y. Patl Vidyapeeth, Vidya Nagar, Sector 7, Nerul, Navi Mumbai – 400 706, Maharashtra.	20.06.2002
69.	Pravara Institute of Medical Sciences, P.O.-Loni BK-413 736, District Ahmednagar, Maharashtra.	29.09.2003
70.	SYMBIOSIS International University, Senapati Bapat Road, Pune-411 004, Maharashtra.	06.05.2002
71.	Tata Institute of Fundamental Research, Homi Bhabha Road, Mumbai – 400 005, Maharashtra.	07.05.2002
72.	Tata Institute of Social Sciences, VN Purav Marg, Deonar, Mumbai-400 088, Maharashtra.	29.04.1964
73.	Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhawan, Gultekedi, Pune-411 037, Maharashtra.	28.04.1987
ORISSA		
74.	Kalinga Insitute of Industrial Technology, AT/PO KIIT Patia, Khurda, Bhubaneshwar-751 024, Orissa.	26.06.2002
75.	Shiksha 'O' Anusandhan, J – 15, Khandagiri, Bhubaneswar, Orissa – 751 030	17.07.2007
PUNJAB		
76.	Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, District Sangrur 148 106, Punjab	10.04.2007
77.	Thapar Institute of Engineering & Technology, Thapar Technology Campus, Bhadson Road, Patiala-147 004, Punjab.	30.12.1985
PONDICHERRY		
78.	Sri Balaji Vidyapeeth, Mahatma Gandhi Medical College Campus, Pondy-Cuddalore Main Road, Pillaiyarkuppam, Pondicherry – 607 402.	04.08.2008
RAJASTHAN		
79.	Banasthali Vidyapith, Banasthali-304 022, Rajasthan.	25.10.1983
80.	Birla Institute of Technology & Science, Pilani-333 031, Rajasthan.	27.06.1964
81.	Institute of Advanced Studies in Education, Gandhi Vidya Mandir, Sardarshahr - 331 401, Distt. Churu, Rajasthan.	25.06.2002
82.	I.I.S. University, Gurukul Marg, Mansarovar, Jaipur, Rajasthan.	02.02.2009
83.	Jain Vishva Bharati Institute, Box No. 6, Ladnun, Nagaur -341 306, Rajasthan.	20.03.1991
84.	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur – 331 401, Rajasthan.	12.01.1987
85.	LNM Institute of Information Technology, Gram - Rupa ki Nagal,	03.02.2006

S.No.	Deemed University	
	Post – Sumel, Via Kanota, Dist. – Jaipur – 303 012 (Rajasthan).	
86.	Mody Institute of Education and Research, Laxmangarh, District Sikar – 332 311, (Rajasthan).	20.02.2004

TAMILNADU

S.No.	Deemed University	
87.	Academy of Maritime Education and Training, 5107, H2, 2nd Avenue, 1st Floor, Anna Nagar, Chennai – 600 0 40.	21.08.2007
88.	Amrita Vishwa Vidyapeetham, Ettimadai Post, Coimbatore-641 105, Tamilnadu.	13.01.2003
89.	Avinashilingam Institute for Home Science & Higher Education for Women, Bharathi Park Road, Coimbatore-641 043,Tamilnadu.	08.06.1988
90.	Bharath Institute of Higher Education & Research, 173, Agharam Road, Selaiyur, Chennai-600 073, Tamilnadu.	04.07.2002
91.	B.S. Abdur Rahman Institute of Science & Technology, Vandalur, Chennai, Tamil Nadu.	16.12.2008
92.	Chennai Mathematical Institute, Plot H1, SIPCOT IT Park, Padur Post, Siruseri- 603 103, Chennai (Tamilnadu)	15.12.2006
93.	Chettinad Academy of Research and Education (CARE), Padur, Kelambakkam, Kancheepuram District, Tamil Nadu.	04.08.2008
94.	Gandhigram Rural Institute, Gandhigram, Dindigul -624 302, Tamilnadu.	03.08.1976
95.	Hindustan Institute of Technology and Science (HITS), Padur, Old Mahabalipuram Road, Kelamballam, Kancheepuram District. (Tamilnadu).	05.05.2008
96.	Kalasalingam Academy of Research and Higher Education, Anand Nagar, Krishnankoil, Virudhunagar – 626 190 , via Srivilliputhrur, Tamilnadu.	20.10.2006
97.	Karunya Institute of Technology and Sciences, Karunya Nagar, Coimbatore-641 114 (Tamil Nadu).	23.06.2004
98.	Karpagam Academy of Higher Education, Pollachi Main Road, Coimbatore, Tamilnadu.	25.08.2008
99.	M.G.R. Educational and Research Institute, Periyar EVR Salai (NH 4 Highway), Maduravoyal, Chennai-600 095, Tamilnadu.	21.01.2003
100.	Meenakshi Academy of Higher Education and Research, No. 12, Vembuli Amman Koil Street, West K.K. Nagar, Chennai-600 078, Tamilnadu.	31.03.2004
101.	Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Dt. Kanyakumari, Tamil Nadu – 629 175.	08.12.2008
102.	Periyar Maniammai Institute of Science & Technology (PMIST), Priyar Nagar, Vallam, Thanjavur -613 403, Tamil Nadu	17.08.2007
103.	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Yagappa Chavadi, Thanjavur – 614 904, Tamilnadu	04.01.2008
104.	S.R.M Institute of Science and Technology, 2, Veerasamy Street, West Mambalam, Chennai-600 033, Tamilnadu.	02.08.2002
105.	Sathyabama Institute of Science and Technology, Jappiaar Nagar, Old Mamallpuram Road, Chennai – 600119,(T.N).	16.07.2001
106.	Saveetha Institute of Medical and Technical Sciences, Post Box No. 6	18.03.2005

S.No.	Deemed University	

	No. 162, Poonamalle High Road, Velappanchavadi, Chennai-600 077 (Tamil Nadu).	
107.	Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Tirumalai Samudram, Thanjavur – 613 402, Tamilnadu.	26.04.2001
108.	Sri Chandrasekharendra Saraswathi Vishwa Mahavidyalaya, Sri Jayendra Saraswathi Street, Enathur, Kancheepuram-631 561, Tamilnadu.	26.05.1993
109.	Sri Ramachandra Medical College and Research Institute, 1, Ramachandra Nagar, Chennai-600 116.	29.09.1994
110.	St. Peter's Institute of Higher Education and Research, Avadi, Chennai - 600054, Tamilnadu.	26.05.2008
111.	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai, Tamilnadu	04.06.2008
112.	Vellore Institute of Technology, Vellore – 632 014 (Tamilnadu).	19.06.2001
113.	Vinayaka Mission's Research Foundation, Sankari Mani Road, NH 47, Ariyanoor, Salem-636 308, Tamilnadu.	01.03.2001
114.	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai, Tamilnadu.	15.10.2008

UTTAR PRADESH

115.	Sam Higginbottom Institute of Agriculture, Technology & Sciences, P.O. Agricultural Institute, Allahabad – 211 007, U.P.	15.03.2000
116.	Bhatkhande Music Institute,1 Kaiser Bagh, Lucknow, Uttar Pradesh.	24.10.2000
117.	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi-221 007, Uttar Pradesh.	05.04.1988
118.	Dayalbagh Educational Institute, Dayalbagh, Agra-282 005, Uttar Pradesh.	16.05.1981
119.	Indian Institute of Information Technology, Devghat, Jhalwa, Allahabad – 211 012, Uttar Pradesh.	04.08.2000
120.	Indian Veterinary Research Institute, Izatnagar-243 122, Uttar Pradesh.	16.11.1983
121.	Jaypee Institute of Information Technology, A-10, Sector-62, Noida-201 307 (U.P.).	01.11.2004
122.	Nehru Gram Bharati Vishwavidyalaya, Kotwa – Jamunipur, Dubwali Distt., Allahabad, Uttar Pradesh	27.06.2008
123.	Shobit Institute of Engineering & Technology, Dulhera Marg, Roorkee Road, Meerut – 250 010 (U.P.)	08.11.2006
124.	Santosh University, 1, Santosh Nagar, Ghaziabad, Uttar Pradesh – 201 009.	13.06.2007

UTTRAKHAND

125.	Forest Research Institute, P.O. New Forest, Dehradun-248 006, Uttrakhand.	28.11.1991
126.	Gurukul Kangri Vishwavidyalaya, Haridwar-249 404, Uttrakhand.	19.06.1962
127.	HIHT University, Swami Rama Nagar, Jolly Grant, P.O. Doiwala, Dehradun, Uttrakhand	06.06.2007
128.	Graphic Era University, 566/6 Bell Road, Clement Town, Dehradun, Uttrakhand.	14.08.2008

WEST BENGAL

129.	Ramakrishna Mission Vivekananda Educational and Research Institute, P.O. Belur Math, Distt Howrah – 711 202, West Bengal	05.01.2005

AUTONOMOUS ORGANISATIONS/ATTACHED OFFICES/SUBORDINATE OFFICES/PSU OF MINISTRY OF HUMAN RESOURCE DEVELOPMENT

DEPARTMENT OF HIGHER EDUCATION

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
1. University & Higher Education	1. Apex Level Bodies	1	University Grants Commission, New Delhi.	www.ugc.ac.in
		2.	Indian Council of Historical Research (ICHR), New Delhi.	www.ichr.ac.in
		3.	Indian Council of Social Science Research (ICSSR), New Delhi.	www.icssr.org
		4.	Indian Council of Philosophical Research (ICPR), New Delhi.	www.icpr.nic.in
		5.	National Council of Rural Institutes(NCRI), Hyderabad.	www.ncri.in
		6.	Indian Institute of Advance Study(IIAS), Shimla	www.iias.org
		7.	Association of Indian Universities(AIU)	www.aiuweb.org
		8.	Centre for Studies in Civilization, Project of History of Indian Science, Philosophy and Culture(PHISPC)	www.phispc.nic.in
	2. Central Universities	9.	University of Delhi, Delhi.	www.du.ac.in
		10.	Jawaharlal Nehru University, New Delhi.	www.jnu.ac.in
		11.	Aligarh Muslim University, Aligarh.	www.amu.ac.in
		12.	Banaras Hindu University, Varanasi.	www.bhu.ac.in
		13.	Pondicherry University, Puducherry.	www.pondiuni.edu.in
		14.	University of Hyderabad, Hyderabad.	www.uohyd.ac.in
		15.	North Eastern Hill University, Shillong.	www.nehu.ac.in
		16.	Indira Gandhi National Open University (IGNOU), New Delhi.	www.ignou.ac.in
		17.	Assam University, Silchar.	www.aus.ac.in
		18.	Tezpur University, Tezpur, Assam.	www.tezu.ernet.in
		19.	Visva Bharati Shanti Niketan West Bengal.	www.visva-bharati.ac.in
		20.	Nagaland University, Kohima, Nagaland.	www.nagauniv.org.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		21.	Jamia Millia Islamia, New Delhi.	www.jmi.ac.in
		22.	Babasaheb Bhimrao Ambedkar University, Lucknow.	www.bbau.ac.in
		23.	Manipur University, Imphal.	www.manipuruniv.ac.in
		24.	Mizoram University, Aizawl, Mizoram.	www.mzu.edu.in
		25.	University of Allahabad Allahabad, Uttar Pradesh.	www.allduniv.ac.in
		26.	Maulana Azad National Urdu University, Hyderabad.	www.manuu.ac.in
		27.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.	www.hindivishwa.org
		28.	The English and Foreign Languages University, Hyderabad.	www.efluniversity.ac.in
		29.	Rajiv Gandhi University Itanagar, Arunachal Pradesh.	www.rgu.ac.in
		30.	Guru Ghasidas Vishwavidyalaya, Chhattisgarh.	www.ggu.ac.in
		31.	Central University of Bihar, Patna.	www.cub.ac.in
		32.	Central University of Gujarat, Gandhi Nagar.	www.cug.ac.in
		33.	Central University of Haryana, Gurgaon.	www.cuharyana.org
		34.	Central University of Himachal Pradesh, Dharamshala.	www.cuhimachal.ac.in
		35.	Central University of Kashmir, Srinagar.	www.cukashmir.ac.in
		36.	Central University of Jammu.	www.jammuuniversity.in
		37.	Central University of Jharkhand, Ranchi.	www.cuj.ac.in
		38.	Central University of Karnataka, Gulbarga.	www.cuk.ac.in
		39.	Central University of Kerala, Trivandrum.	www.cukerala.ac.in
		40.	Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh.	www.igntu.nic.in
		41.	Doctor Harisingh Gaur Vishwa Vidyalaya, Madhya Pradesh.	www.dhsgsu.ac.in
		42.	Central University of Orissa, Bhubneswar.	www.cuo.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		43.	Central University of Punjab, Bhatinda.	www.centralunipunjab.com
		44.	Central University of Rajasthan, Jaipur.	www.curaj.ac.in
		45.	Central University of Tamil Nadu, Tiruvarur.	www.cutn.ac.in
		46.	Sikkim University, Gangtok, Sikkim.	www.sikkimuniversity.ac.in
		47.	Tripura University, Agartala, Tripura.	www.tripurauniv.in
		48.	Hemvati Nandan Bahuguna Garhwal University, Srinagar, Uttarkhand.	www.hnbgu.ac.in
	3. Others	49.	Indian Institute of Advanced Studies (IIAS), Shimla.	www.iias.org
		50.	National Commission for Minority Educational Institutions, New Delhi.	www.ncmei.gov.in
2. Technical Education	1. Apex level Bodies	51.	All India Council of Technical Education (AICTE), New Delhi.	www.aicte-india.org
		52.	Council of Architecture, India Habitat Centre, New Delhi.	www.coa.gov.in
	2. IITs	53.	Indian Institute of Technology (IIT), New Delhi.	www.iitd.ernet.in
		54.	Indian Institute of Technology (IIT), Kanpur.	www.iitk.ac.in
		55.	Indian Institute of Technology (IIT), Mumbai.	www.iitb.ac.in
		56.	Indian Institute of Technology (IIT), Kharagpur.	www.iitkgp.ac.in
		57.	Indian Institute of Technology (IIT), Chennai.	www.iitm.ac.in
		58.	Indian Institute of Technology (IIT), Guwahati.	www.iitg.ernet.in
		59.	Indian Institute of Technology (IIT), Roorkee.	www.iitr.ernet.in
		60.	Indian Institute of Technology (IIT), Jodhpur.	www.iitj.ac.in
		61.	Indian Institute of Technology (IIT), Gandhi Nagar	www.iitgn.ac.in
		62.	Indian Institute of Technology (IIT), Patna.	www.iitp.ac.in
		63.	Indian Institute of Technology (IIT), Hyderabad.	www.iith.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		64.	Indian Institute of Technology (IIT), Ropar, Punjab.	www.iitd.ac.in
		65.	Indian Institute of Technology (IIT), Bhubaneshwar.	www.iitbbs.ac.in
		66.	Indian Institute of Technology (IIT), Mandi.	www.iitmandi.ac.in
		67.	Indian Institute of Technology (IIT), Indore	www.iiti.ac.in
		68.	Indian Institute of Technology (IIT-BHU), Varanasi	www.iitbhu.ac.in
	3.IIMs	69.	Indian Institute of Management, Ahmedabad.	www.iimahd.ernet.in
		70.	Indian Institute of Management, Bangalore.	www.iimb.ernet.in
		71.	Indian Institute of Management, Calcutta.	www.iimcal.ac.in
		72.	Indian Institute of Management, Lucknow.	www.iiml.ac.in
		73.	Indian Institute of Management, Indore.	www.iimidr.ac.in
		74.	Indian Institute of Management, Kozhikode.	www.iimk.ac.in
	New IIMs	75.	Rajiv Gandhi Indian Institute of Management, Shillong.	www.iimshillong.in
		76.	Indian Institute of Management, Rohtak, Haryana.	www.iimrohtak.ac.in
		77.	Indian Institute of Management, Raipur, Chhattisgarh.	www.iimraipur.ac.in
		78.	Indian Institute of Management, Ranchi, Jharkhand.	www.iimranchi.ac.in
		79.	Indian Institute of Management, Tiruchirappalli, Tamil Nadu.	www.iimtrichy.ac.in
		80.	Indian Institute of Management, Udaipur, Rajasthan.	www.iimu.ac.in
		81.	Indian Institute of Management, Kashipur, Uttarakhand.	www.iimkashipur.ac.in
	4.NITs New NITs	82.	National Institute of Technology, Calicut, Kerala.	www.nitc.ac.in
		83.	S.V. National Institute of Technology, Surat, Gujarat.	www.svnit.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		84.	National Institute of Technology, Hazaratbal, Srinagar, Jammu and Kashmir.	www.nitsri.net
		85.	Motilal Nehru National Institute of Technology, Allahabad.	www.mnnit.ac.in
		86.	National Institute of Technology, Durgapur, West Bengal.	www.nitdgp.ac.in
		87.	National Institute of Technology, Jamshedpur, Jharkhand.	www.nitjsr.ac.in
		88.	Visvesvaraya National Institute of Technology Nagpur, Maharashtra.	www.vnitnagpur.ac.in
		89.	National Institute of Technology, Surthakal, Karnataka.	www.nitk.ac.in
		90.	National Institute of Technology, Warangal, Andhra Pradesh.	www.nitw.ac.in
		91.	Malaviya National Institute of Technology, Jaipur, Rajasthan.	www.mnit.ac.in
		92.	National Institute of Technology, Rourkela, Orissa.	www.nitrkl.ac.in
		93.	Maulana Azad National Institute of Technology, Bhopal.	www.manit.ac.in
		94.	National Institute of Technology, Tiruchirapalli, Tamil Nadu.	www.nitt.edu
		95.	National Institute of Technology, Kurukshetra, Haryana.	www.nitkkr.ac.in
		96.	National Institute of Technology, Silchar, Assam.	www.nits.ac.in
		97.	National Institute of Technology, Hamirpur.	www.nitham.ac.in
		98.	National Institute of Technology, Patna, Bihar.	www.nitp.ac.in
		99.	Dr. B.R. Ambedkar National Institute of Technology, Jallandhar.	www.nitj.ac.in
		100.	National Institute of Technology Raipur, Chhattisgarh.	www.nitrr.ac.in
		101.	National Institute of Technology, Agartala, Tripura.	www.tec.nic.in
		102.	National Institute of Technology Sikkim.	www.nitc.ac.in
		103.	National Institute of Technology, Arunachal Pradesh.	www.nitdgp.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		104.	National Institute of Technology, Meghalaya.	www.nitmeghalaya.org
		105.	National Institute of Technology, Nagaland.	www.nits.ac.in
		106.	National Institute of Technology, Manipur.	www.nitmanipur.in
		107.	National Institute of Technology, Mizoram.	www.vnit.ac.in
		108.	National Institute of Technology, Uttarkhand.	www.nitkkr.nic.in
		109.	National Institute of Technology, Goa.	www.nitgoa.ac.in
		110.	National Institute of Technology, Delhi.	www.ee.iitd.ernet.in
		111.	National Institute of Technology, Puducherry.	www.nitt.edu
	5.IIITs	112.	ABV-Indian Institute of Information Technology and Management, (ABV-IIITM), Gwalior.	www.iiitm.ac.in
		113.	Indian Institute of Information Technology (IIIT), Allahabad.	www.iiita.ac.in
		114.	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Jabalpur.	www.iiitdm.in
		115.	Indian Institute of Information Technology, Design & Manufacturing (IIITDM), Kancheepuram.	www.iiitdm.ac.in
	6. IISc. & New IISERs	116.	Indian Institute of Science, Bangalore.	www.iisc.ernet.in
		117.	Indian Institute of Science Education and Research (IISER), Pune.	www.iiserpune.ac.in
		118.	Indian Institute of Science Education and Research (IISER), Kolkata.	www.iiserkol.ac.in
		119.	Indian Institute of Science Education and Research (IISER), Mohali.	www.iisermohali.ac.in
		120.	Indian Institute of Science Education and Research (IISER), Bhopal.	www.iiserbhopal.ac.in
		121.	Indian Institute of Science Education and Research (IISER), Thiruvananthapuram.	www.iisertvm.ac.in
	7.NITTTRs	122.	National Institute of Technical Teachers' Training & Research Kolkata.	www.nitttrkol.ac.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
		123.	National Institute of Technical Teachers' Training & Research, Taramani, Chennai.	www.nitttrc.ac.in
		124.	National Institute of Technical Teachers' Training & Research, Bhopal.	www.nitttrbhopal.org
		125.	National Institute of Technical Teachers' Training & Research, Chandigarh.	www.nitttrchd.ac.in
engineer.com	8. Boards of Apprenticeship Training	126.	Board of Apprenticeship Training, Mumbai.	www.apprentice-
		127.	Board of Practical Training (BOPT), Kolkata.	www.bopter.gov.in
		128.	Board of Apprenticeship Training (BOAT), Kanpur.	www.batnorth.nic.in
		129.	Board of Apprenticeship Training, (BOAT), Chennai	www.boatsr.tn.nic.in
	9. Others	130.	Indian School of Mines University, Dhanbad, Bihar.	www.ismdhanbad.ac.in
		131.	National Institute of Foundry and Forge Technology (NIFFT), Ranchi.	www.nifft.ernet.in
		132.	National Institute of Industrial Engineering, Mumbai.	www.nitie.edu
		133.	School of Planning & Architecture, New Delhi.	www.spa.ac.in
		134.	School of Planning & Architecture, Bhopal.	www.spabhopal.ac.in
		135.	School of Planning & Architecture, Vijayawada.	www.spav.ac.in
		136.	Sant Longowal Institute of Engineering & Technology (SLIET), Sangrur Punjab.	www.sliet.ac.in
		137.	North Eastern Regional Institute of Science & Technology (NERIST), Itanagar, Arunachal Pradesh.	www.nerist.ac.in
		138.	Central Institute of Technology(CIT), Kokrajhar.	www.cit.kokrajhar.in
3. Languages	1. Sanskrit & Vedic Institutions	139.	Rashtriya Sanskrit Sansthan, NewDelhi.	www.sanskrit.nic.in
		140.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi.	www.slbsrsv.ac.in
		141.	Rashtriya Sanskrit Vidyapeetha, Tirupati, Andhra Pradesh.	www.rsvidyapeetha.ac.in
		142.	Maharshi Sandeepani Rashtriya Veda Vidya Pratishthan, Ujjain.	www.msrvvp.nic.in

Sector	Type of Autonomous Organisation	S.No.	Name of the Organisation	Web-site of the Organisation
	2. Institution related to Hindi and other Indian Languages	143.	Kendriya Hindi Sansthan, Hindi Sansthan Marg, Agra.	www.hindisansthan.org
		144.	National Council for Promotion of Urdu Language, New Delhi.	www.urducouncil.nic.in
		145.	National Council for Promotion of Sindhi Language, Vadodra.	www.ncpsl.org
		146.	Central Institute of Classical Tamil (CICT), Chennai.	www.cict.in
4.Planning		147.	National University of Educational Planning and Administration (NUEPA), New Delhi.	www.nuepa.org
5.UNESCO		148.	Auroville Foundation, Bharat Nivas, Auroville, Tamil Nadu.	www.auroville.org
6.Book Promotion		149.	National Book Trust of India, New Delhi.	www.nbtindia.org.in
ATTACHED OFFICES				
Languages		1.	Central Institute of Indian Languages, Mysore.	www.ciil.org
www.hindinideshalaya.nic.in		2.	Central Hindi Directorate, New Delhi.	
		3.	Commission for Scientific and Technical Terminology, New Delhi.	www.cstt.nic.in
PUBLIC SECTOR UNDERTAKING				
		1.	Educational Consultants of India Limited (EdCIL), Noida, Uttar Pradesh.	www.edcilindia.co.in
DEPARTMENT OF SCHOOL EDUCATION & LITERACY				
		1.	Central Board of Secondary Education, New Delhi.	www.cbse.nic.in
		2.	National Council for Educational Research and Training (NCERT) New Delhi.	www.ncert.nic.in
		3.	National Institute of Open Schooling, Noida, Uttar Pradesh.	www.nos.org
		4.	Central Tibetan Schools Administration (CTSA), Delhi.	www.ctsa.nic.in
		5.	Navodaya Vidyalaya Samiti, New Delhi.	www.navodaya.nic.in
		6.	Kendriya Vidyalaya Sangathan, New Delhi.	www.kvsangathan.nic.in
		7.	National Council for Teachers Education (NCTE), New Delhi.	www.ncte-india.org
SUBORDINATE OFFICE				
Adult Education		1.	Directorate of Adult Education, New Delhi.	

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PWD REPORT –1

**ANNUAL STATEMENT SHOWING THE REPRESENTATION OF
THE PERSONS WITH DISABILITES IN SERVICES
(As on 1st January, 2015)**

**MINISTRY/DEPARTMENT- MINISTRY OF HUMAN RESOURCE DEVELOPMENT,
DEPARTMENT OF HIGHER EDUCATION AND SE&L AND ATTACHED/SUBORDINATE OFFICES**

Group	Number of Employees					
	Total	In Identified posts	VH	HH	OH	
1	**2**	**3**	**4**	**5**	**6**	
Group A	189	-	0	0	0	
Group B	468	-	2	1	1	
Group C	402	-	0	0	8	
Group D	98	-	-	-	1	
TOTAL	**1157**	**-**	**2**	**1**	**10**	

Note: (i)   VH stands for visually Handicapped (persons suffering from blindness or low vision)
(ii) HH stands for Hearing Handicapped (persons suffering from hearing impairment)
(iii) OH stands for Orthopedically Handicapped (Persons suffering from locomotors disability or cerebral palsy)

ANNEXURE-6 (II)

PWD REPORT-II

STATEMENT SHOWING THE NUMBER OF PERSONS WITH DISABILITIES APPOINTED DURING THE YEAR (FOR THE YEAR 2014)

MINISTRY/DEPARTMENT- MINISTRY OF HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF HIGHER EDUCATION AND SE&L AND ATTACHED/SUBORDINATE OFFICES

GROUP	DIRECT RECRUITMENT							PROMOTION						
	No. of vacancies reserved			No. of Appointments made				No. of vacancies reserved			No. of Appointments made			
	VH	HH	OH	Total	VH	HH	OH	VH	HH	OH	Total	VH	HH	OH
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Group A	-	-	-	1	0	0	0	NIL	NIL	NIL	25	0	0	0
Group B	-	-	-	3	0	0	0	NIL	NIL	NIL	22	0	0	0
Group C	-	-	-	7	0	0	0	0	0	0	0	0	0	0
Group D	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Note :
(i) VH stands for visually Handicapped (persons suffering from blindness or low vision)
(ii) HH stands for Hearing Handicapped (persons suffering from hearing impairment)
(iii) OH stands for Orthopedically Handicapped (Persons suffering from locomotors disability or cerebral palsy)
(iv) There is no reservation for persons with disabilities in case of promotion to Group A and B posts. However, persons with disabilities can be promoted to such posts, provided the concerned post is identified suitable for persons with disabilities

SC/ST/OBC Report-I

ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs AS ON FIRST JANUARY OF THE YEAR AND NUMBER OF APPOINTMENTS MADE DURING THE PRECEDING CALENDAR YEAR 2014

MINISTRY/DEPARTMENT- MINISTRY OF HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF HIGHER EDUCATION AND SE&L AND ATTACHED/SUBORDINATE OFFICES

Groups	Total number of Employees	Representation of SCs/STs/OBCs (As on 01.01.2015)			Number of appointments made during the calendar year 2014									
		SCs	STs	OBCs	By Direct Recruitment				By Promotion			By Deputation		
					Total	SCs	STs	OBCs	Total	SCs	STs	Total	SCs	STs
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Group A	189	38	10	10	1	0	0	0	25	5	0	0	0	0
Group B	468	68	28	43	3	0	0	0	22	7	3		0	0
Group C	402	122	32	46	7	2	1	3	0	0	0	0	0	0
Group D (Excluding Sweepers)	87	23	4	12	0	0	0	0	0	0	0	0	0	0
Group D (Sweepers)	11	9	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1157	260	74	111	11	2	1	3	47	12	3	0	0	0

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ANNUAL STATEMENT SHOWING THE REPRESENTATION OF SCs, STs AND OBCs IN VARIOUS GROUP 'A' SERVICES AS ON FIRST JANUARY OF THE YEAR AND NUMBER OF APPOINTMENTS MADE IN THE SERVICE IN VARIOUS GRADES IN THE CALENDAR YEAR 2014

MINISTRY/DEPARTMENT- MINISTRY OF HUMAN RESOURCE DEVELOPMENT, DEPARTMENT OF HIGHER EDUCATION AND SE&L AND ATTACHED/SUBORDINATE OFFICES

Pay Band and Grade pay	Total number of Employee	Representation of SCs/STs/OBCs (As on 01.01.2015)			Number of appointments made during the calendar year 2014									
					By Direct Recruitment				By Promotion			By Deputation		
		SCs	STs	OBCs	Total	SCs	STs	OBCs	Total	SCs	STs	Total	SCs	STs
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PB-3: Rs.5400	18	5	1	1	1	0	0	0	2	1	0	0	0	0
PB-3: Rs. 6600	89	16	4	6	0	0	0	0	17	4	0	0	0	0
PB-3: Rs. 7000	1	1	0	0	0	0	0	0	0	0	0	0	0	0
PB-3: Rs. 7600	28	7	2	0	0	0	0	0	5	0	0	0	0	0
PB-4: Rs. 8700	27	5	2	1	0	0	0	0	1	0	0	0	0	0
PB-4: Rs. 8900	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 9000	8	3	0	1	0	0	0	0	0	0	0	0	0	0
PB-4: Rs. 10000	13	1	0	1	0	0	0	0	0	0	0	0	0	0
HAG+Above	5	0	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL	189	38	10	10	1	0	0	0	25	5	0	0	0	0

State-wise Women Enrolment in Higher Education for 2012-13 (P)

Sl No	State	Total Enrolment	Women Enrolment	Percentage of Women Enrolment
1	Andaman & Nicobar Islands	6938	3656	52.70
2	Andhra Pradesh	2888703	1257017	43.51
3	Arunachal Pradesh	31864	15045	47.22
4	Assam	467111	237337	50.81
5	Bihar	1190595	489920	41.15
6	Chandigarh	78131	35626	45.60
7	Chhatisgarh	356051	168391	47.29
8	Dadra & Nagar Haveli	3379	1468	43.44
9	Daman & Diu	2047	856	41.82
10	Delhi	826754	379895	45.95
11	Goa	36921	18531	50.19
12	Gujarat	1257835	518467	41.22
13	Haryana	912493	408453	44.76
14	Himachal Pradesh	183514	90524	49.33
15	Jammu and Kashmir	338656	166560	49.18
16	Jharkhand	365518	173664	47.51
17	Karnataka	1867496	877072	46.97
18	Kerala	719846	424289	58.94
19	Lakshadweep	803	579	72.10
20	Madhya Pradesh	1679492	611121	36.39
21	Maharashtra	3442676	1504225	43.69
22	Manipur	89923	45391	50.48
23	Meghalaya	60546	31087	51.34
24	Mizoram	28302	14074	49.73
25	Nagaland	35003	14214	40.61
26	Odisha	723729	333400	46.07
27	Puducherry	57091	27072	47.42
28	Punjab	768094	368479	47.97
29	Rajasthan	1526565	641262	42.01
30	Sikkim	18882	10015	53.04
31	Tamil Nadu	3214426	1479928	46.04
32	Tripura	62546	26511	42.39
33	Uttar Pradesh	4331946	2002342	46.22
34	Uttrakhand	411007	205893	50.09
35	West Bengal	1644139	718355	43.69
	All India	**29629022**	**13300719**	**44.89**

Source: All India Survey on Higher Education, MHRD

P stands for Provisional

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